Saint Elizabeth University

ACADEMIC CATALOG

2017–2018

SAINT ELIZABETH UNIVERSITY

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2017-2018 Academic Catalog

Welcome to the 2017-2018 online academic catalog for the College of Saint Elizabeth.

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

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

Academic Programs

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

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

American Studies

Program Overview

The American Studies Program strives to educate students about the most significant historical, political, and cultural aspects of life in America, past and present. In so doing, the American Studies Program looks to instill among students an enduring interest in the ever-evolving American experience.

Mission

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

The courses included in the American Studies curriculum cultivate among students the written and oral communication proficiency, analytical-thinking capacity, and research acumen that will be applicable to numerous post-collegiate jobs and other endeavors. Additionally, the American Studies curriculum emphasizes, through probing, multi-faceted examinations of the American experience, the vital necessity of all involved in that experience to engage each other in a spirit of respect, cooperation, and goodwill.

Goals

The American Studies Program's goals are:

- To educate students about past and present American life and culture, consisting of the historical, literary, spiritual, social, and multi-cultural identities, achievements, and aspirations of the American people.
- To extend and deepen students' abilities in written and oral communication, analytical thinking, and research projects, in preparation for their post-collegiate occupations.
- To encourage in students a life-long intellectual curiosity that will augment their future personal and professional growth.

Student Learning Outcomes

The American Studies Program's Student Learning Outcomes are that students who complete the major will be able to:

- Demonstrate a broad-based, multi-disciplinary knowledge of American life and culture, past and present.
- Demonstrate the analytical-reasoning ability required to evaluate material emanating from a variety of disciplinary perspectives, about American life and culture.
- Demonstrate the writing skills needed to communicate effectively about subjects pertinent to American life and culture.
- Demonstrate the research skills needed to produce substantive papers on topics concerning American life and culture.
- Demonstrate the oral-communications skills required to discuss and verbally interpret and appraise subject matter concerning American life and culture.
- Apply the skills acquired from majoring in American Studies to post-collegiate endeavors, including graduate school and employment.

Graduates

Students who graduate with an American Studies major possess skills that are in high demand in the contemporary workforce. Recent CSE American Studies majors now enjoy careers in education, business, social media, and other pursuits. Other

American Studies graduates have entered graduate or law school.

B.A. in American Studies

Requirements (36 credits)

Core Requirements (22 credits)

AMST100	American & The World	2
HIS100	Survey of American History	4
PS105	American Politics	4
	200-level American History Course	4
PS221	Law & Contemporary American Society	4
HIS300	Readings in American History	4

Two of the following (8 credits)

HIS3--	Special Topics in History (when topic is U.S. focused)	4
PS361	The American Presidency	4
PS371	American Constitutional Law	4

One course taken from the following (4 credits)

ART240	American Art	4
ENG228	American Film	4
ENG265	Studies in American Literature	4
MUS233	American Music	3
PHIL213	American Philosophy	4
REL260	Religion in America	4
SOC101	Introduction to Sociology	4
SOC201	Social Problems	4
SOC207	Introduction to Social Welfare & Social Work	4
SOC251	Sociology of the Family	4

Capstone (2 credits)

AMST467	American Studies Capstone Experience	2

Additional courses available to American Studies majors (2-6 credits)

AMST491	Independent Study	3
AMST495	Internship	2

Minor in American Studies

Requirements

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

Two courses selected, in consultation with the American Studies Program Director, from among the other courses that count toward the American Studies major (8 credits)

Core Requirements (6 credits)

AMST100	American & The World	2
HIS100	Survey of American History	4

One 300-level course selected from the following (4 credits)

HIS300	Readings in American History	4
PS361	The American Presidency	4
PS371	American Constitutional Law	4

Applied Behavior Analysis

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

The College of Saint Elizabeth Master's Program 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 Fourth Edition Task List and prepares students to take the BCBA exam. Students complete six (6) core courses, plus an additional six (6) courses (30 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 30 credit hours. All students must take the following courses:

Required Courses (30 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	3
ABA607	Writing for Publication and Presentation	3
ABA608	Analysis for Verbal Behavior	2
ABA609	Behavior Change Systems	2
ABA610	Supervision & Management	2
ABA611	Culminating Requirement	0

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
- Completed Application

Certificate in Applied Behavior Analysis

Program Overview

The College of Saint Elizabeth 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 Fourth Edition Task List and prepares students to take the BCBA exam. The Certificate Program consists of 6 core courses (18 credits).

Certificate Requirements

Required Courses (18 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	3

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

Art

Program Overview

The mission of the Art Program is dedicated to the development of the creativity of the individual, respect for human expression, and understanding of the importance of the world's artistic objects from various religious, political and social contexts throughout the ages. The Art Program promotes communication, social responsibility and service to others, and the understanding and expression of our shared human condition through the practice and study of art.

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

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

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

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

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

The new minor in Graphic Design (24 credits) was created to help students increase their fluency in graphic design esthetics, strategies and computer software which, in turn, will enhance their viability

for employment. By combining a Major in Art and a Minor in Graphic Design, students will be better prepared for a graphic design related job and for possible application to graduate school in Graphic Design or a related design field.

Outcomes

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

Graduates

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

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

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

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

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

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

B.A. in Art

Requirements for Track in General Studio Art (39 credits)

Level I		
ART105	Creating Art: 21st Century	3
Level II		
ART119	Intro to Photography	3
ART121	Intro to Advertising & Graphic Design	4
ART201	Color & Design	4
ART205	Drawing	4
ART220	Great Works of World Art I	4
ART230	Great Works of World Art II	4
Level III		
ART300	Painting Processes	4
ART305	Sculpture	4
ART330	Junior Professional Practice Seminar	1

Level IV

ART433	Senior Art Seminar	3

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

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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Capstone Requirement

The Capstone Requirement for Art majors consists of preparing a portfolio of their best artwork and passing a three hour comprehensive exam on art

terms and art history as determined by the professor each year. These requirements are part of the ART433 Senior Art Seminar. In addition, seniors hang 8-10 works as part of a Senior Art Exhibition, usually held during their last semester, which is also part of their Seminar grade.

Minor in Studio Art

Requirements (17-19 credits)

Level I

ART105	Creating Art: 21st Century	3

Level II

ART201	Color & Design	4
	or	
ART205	Drawing	4

Level II: Art History (one required)

ART220	Great Works of World Art I	4
	or	
ART230	Great Works of World Art II	4

Any Level: 2 Electives

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

Minor in Graphic Design

Requirements (24 credits)

Level I

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

Art Majors must select ART131

Level II

ART230	Great Works of World Art II	4

Electives: Select three of the courses below:

Level III

ART255	Typography and Layout	4
ART260	Intermediate Advertising and Graphic Design	4
ART310	2D and 3D Package Design	4
ART315	Advanced Graph Design and Portfolio	4

Biology

Program Offerings

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

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

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

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

Overview & Mission

The Biology Program provides a rigorous and solid foundation to the principles of all important areas of modern biology. In the training of a biology major, emphasis is placed on critical thinking and investigative skills. The program also provides ancillary courses for students majoring in biochemistry and foods & nutrition. It also offers courses for non-science majors in an effort to

increase the science literacy of all students and to provide a foundation for extending their understanding of science in daily life. The College of Saint Elizabeth is a member of Beta Beta Beta, the national biological honor society.

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

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

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

Outcomes

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

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

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

Graduates

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

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

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

B.A. in Biology

Requirements (44-45 credits)

Core Requirements (33 credits)

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

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

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

Related Requirements

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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Recommended Course Sequence for BA Biology

First Year

Fall Semester (First Semester) (18 Credits)

BIO111	Fundamentals of Biology I	4
CHEM151	General Chemistry I	4
MATH149	Pre-Calculus Math	4
CSE110	Literacy I	4

Spring Semester (Second Semester) (18 Credits)

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

CHEM153: Prerequisites required.

Second Year

Fall Semester (First Semester) (16 Credits)

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

CSE200 level: Prerequisites required.

Spring Semester (Second Semester) (16 Credits)

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

BIO251, CSE200 level, CSE300: Prerequisites required.

Third Year

Fall Semester (First Semester) (16 Credits)

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

CSE200 level, CSE300: if not yet taken

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

Spring Semester (Second Semester) (16 Credits)

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

CSE300:if not yet taken

BIO303, CSE300, CSE400: Prerequisite required.

Fourth Year

Fall Semester (First Semester) (16 Credits)

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

CSE400: if not yet taken

BIO300/400, BIO431, CSE400: Prerequisites required.

Spring Semester (Second Semester) (16 Credits)

BIO	BIO300/400	4
	Free Electives	8-12

BIO300/400: Prerequisites required.

Capstone Requirement

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

B.S. in Biology

Requirements (69 credits)

Core Requirements (37 credits)

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

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

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

Related Requirements (32 or 36 credits)

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

MATH149: If needed

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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

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

First Year

Fall Semester (First Semester) (18 Credits)

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

Spring Semester (Second Semester) (18 Credits)

BIO113	Fundamentals of Biology II	4
CHEM153	General Chemistry II	4

MATH151	Calculus I	4
CSE120	Intergrated Literacy II	4

CHEM153: Prerequisites required.

Second Year

Fall Semester (First Semester) (16 Credits)

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

MATH119: if not yet taken

CHEM211, CSE200 level: Prerequisites required.

Spring Semester (Second Semester) (16 Credits)

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

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

Third Year

Fall Semester (First Semester) (16 Credits)

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

CSE200 level, CSE300: if not yet taken

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

Spring Semester (Second Semester) (16 Credits)

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

BIO303, CSE300, CSE400, CHEM323: Prerequisites required.

CSE300: If not yet taken.

CHEM323: Recommended.

Fourth Year

Fall Semester (First Semester) (17 Credits)

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

BIO300/400, BIO431, CSE400: Prerequisites required.

CSE400: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

BIO	BIO300/400	4
	Free Electives	8-12

BIO300/400: Prerequisites required.

Capstone Requirement

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

Sufficient Progress in the Major

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

B.S. in Clinical Laboratory Science

Students can obtain a Bachelor of Science in Clinical Laboratory Science, with a concentration in medical technology, by completing three years of course work in the Biology department of the College of Saint Elizabeth followed by 15 months at Rutgers University and its affiliated laboratory facilities. Following completion of the three years plus 15 months, a student will obtain a joint degree from the two institutions. A complete description of the programs at Rutgers can be found at http://shrp.rutgers.edu/dept/CLS/.

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

Medical Laboratory Science

Required Courses (52 or 56 credits)

BIO111	Fundamentals of Biology I	4
BIO113	Fundamentals of Biology II	4
BIO209	Microbiology	4
BIO251	Cellular Biology	4
BIO303	Genetics	4
BIO415	Immunology	4
BIO417	Physiology	4
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
MATH149	Pre-Calculus Math	4
MATH151	Calculus I	4
	or	
MATH119	Elementary Statistics	4

MATH149 if needed

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	4
PHYS149	General Physics I	4
PHYS153	General Physics II	4

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Recommended Course Sequence: Medical Laboratory Science

First Year

Fall Semester (First Semester) (18 Credits)

BIO111	Fundamentals of Biology I	4
CHEM151	General Chemistry I	4

MATH149	Pre-Calculus Math	4
	or	
MATH119	Elementary Statistics	4
CSE110	Literacy I	4

Spring Semester (Second Semester) (18 Credits)

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

CHEM153: Prerequisites apply.

Second Year

Fall Semester (First Semester) (16 Credits)

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

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

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

CSE200-level: If still needed.

Summer (8 Credits)

PHYS149	General Physics I	4
PHYS153	General Physics II	4

PHYSICS I, PHYSICS II: Prerequisites apply.

Third Year

Fall Semester (First Semester) (17 Credits)

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

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

CSE300, CSE400: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

BIO123	Human Anatomy & Physiology II	4
BIO303	Genetics	4
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
CSE400	Essentials Capstone	4

BIO303, CHEM323, CSE400: Prerequisites apply.

CSE400: If not yet taken.

B.S. in Medical Imaging Science

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

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

Requirements (68-72 credits)

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

MATH149 if needed

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

Subtotal: 107-109

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4

	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

	Element I or II Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Recommended Course Sequence for Medical Imaging Sciences

Total credits: 107-109

First Year

Fall Semester (First Semester) (18 Credits)

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

Spring Semester (Second Semester) (18 Credits)

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

CHEM153: Prerequisites apply.

Second Year

Fall Semester (First Semester) (16 Credits)

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

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

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

CSE200-level: If still needed.

Summer (8 Credits)

PHYS149	General Physics I	4
PHYS153	General Physics II	4

PHYSICS I, PHYSICS II: Prerequisites apply.

Third Year

Fall Semester (First Semester) (17 Credits)

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

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

CSE300, CSE400: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

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

CSE300, CSE400: If not yet taken.

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

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

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

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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways. The general education requirements are incorporated into the Preset Pathways for Freshmen and Sophomores.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other

complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Recommended Course Sequence

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

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

First Year

Fall Semester (First Semester) (18 Credits)

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

Spring Semester (Second Semester) (18 Credits)

BIO113	Fundamentals of Biology II	4
CHEM153	General Chemistry II	4
MATH151	Calculus I	4

CSE120	Intergrated Literacy II	4

CHEM153: Prerequisites apply.

Second Year

Fall Semester (First Semester) (16 Credits)

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

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

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

Third Year

Fall Semester (First Semester) (16 Credits)

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

BIO300/400, CHEM325, BIO431: Prerequisites apply.

CSE200-Level/CSE300 if not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

BIO303, CSE300, CSE400: Prerequisites apply.

CSE300: If not yet taken.

Fourth Year

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

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

BIO300/400, BIO431, CSE400: Prerequisites apply.

CSE400 if not yet taken.

Spring Semester (Second Semester) (16 Credits)

BIO	BIO300/400	4
PHYS153	General Physics II	4
PSY100	Introduction to Psychology	4
CSE400	Essentials Capstone	4

and-or

Free Elective 4

BIO300/400, CSE400: Prerequisites apply.

CSE400: If not yet taken.

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

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

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

CSE Degree Program Requirements

Admission to Program:

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

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

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

Qualifying for enrollment at AUA:

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

A complete description of AUA medical program can be found at http://www.usj.edu/academics/schools/school-of-pharmacy/.

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

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

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

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

The College of Saint Elizabeth (CSE) and Saint Joseph College, School of Pharmacy have developed a joint program for qualified students interested in pursuing a B.S./Pharm.D degree.

Students attend the College of Saint Elizabeth for three years and complete their required prerequisite science and math courses as well as general education course requirements. Following the successful completion of required biology courses and general education courses at CSE, students will then attend Saint Joseph College, 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 Saint Joseph College and their Pharm.D at the completion of the program at Saint Joseph College, School of Pharmacy.

While enrolled at CSE students must meet the following criteria:

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

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

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

A complete description of the Pharm.D program at Saint Joseph School of Pharmacy can be found at http://www.auamed.org/.

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	4
MATH151	Calculus I	4
MATH119	Elementary Statistics	4
	or	
MATH153	Calculus II	4
PHYS149	General Physics I	4
PHYS153	General Physics II	4

MATH149 if necessary

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

Students must also fulfill all requirements for General Education.

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Recommended Course Sequence-Pre pharmacy track

As of April 2015

First Year

Fall Semester (First Semester) (18 Credits)

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

MATH119	Elementary Statistics	4
CSE110	Literacy I	4

Spring Semester (Second Semester) (18 Credits)

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

CHEM153: Prerequisites apply.

Second Year

Fall Semester (First Semester) (16 Credits)

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

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

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

CSE200-level: If still needed.

Summer (8 Credits)

PHYS	PHYSICS I	4
PHYS	PHYSICS II	4

PHYSICS I, PHYSICS II: Prerequisites apply.

Third Year

Fall Semester (First Semester) (17 Credits)

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

BIO300/400, CHEM325, BIO431: Prerequisites apply.

Spring Semester (Second Semester) (16 Credits)

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

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

CSE300, CSE400: If not yet taken.

B.S. in Biology/Doctor of Physical Therapy 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. The College of Saint Elizabeth 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 CSE students per program every year. This is a 4+3 program where students earn a B.S. in Biology from the College of Saint Elizabeth and then attend Methodist University for three additional years to earn the DPT 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.

Preset Freshmen and Sophomore Pathways

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This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Recommended Course Sequence

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

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

First Year

Fall Semester (First Semester) (18 Credits)

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

Spring Semester (Second Semester) (18 Credits)

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

CHEM153: Prerequisites apply.

Second Year

Fall Semester (First Semester) (16 Credits)

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

CHEM211, CSE200-level: Prerequisites apply.

MATH119: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

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

Third Year

Fall Semester (First Semester) (16 Credits)

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

BIO300/400, CHEM325: Prerequisites apply.

CSE200-Level/CSE300 if not yet taken.

Spring Semester (Second Semester) (16 Credits)

BIO123	Human Anatomy & Physiology II	4
BIO303	Genetics	4
CSE300	Faith,Spirituality & Ethics I	4

	or	
CSE400	Essentials Capstone	4
CHEM323	Biochemistry I	3
	or	
	Free Elective	4

BIO303, CSE300, CSE400: Prerequisites apply.

CSE300: If not yet taken.

Fourth Year

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

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

BIO300/400, BIO431, CSE400: Prerequisites apply.

CSE400 if not yet taken.

Spring Semester (Second Semester) (16 Credits)

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

BIO300/400, CSE400: Prerequisites apply.

CSE400: If not yet taken.

NOTE: Two courses in Psychology required as free electives.

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

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

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

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

- Completion of prerequisite math and science courses. A grade of C+ or better is required for Bio. 111 and Bio. 113. A grade of C or better in the other prerequisite math and science courses.
- Students are to maintain a minimum cumulative G.P.A of 3.2 (on a 4.00 scale) or

better in the prerequisite math and science courses and an overall cumulative G.P.A. of 3.4.

- Completion of all General Education requirements.
- Shadowing a podiatrist (minimum of 60 hours).

Qualifying for enrollment at NYCPM:

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

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

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	4
MATH151	Calculus I	4
MATH119	Elementary Statistics	4
	or	
MATH153	Calculus II	4
PHYS149	General Physics I	4
PHYS153	General Physics II	4

MATH149 if needed

Other Requirements

Completion of all General Education requirements

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

B.S. in Biology/M.D. Degree Program

Qualified students will be able to receive simultaneous admission to the College of Saint Elizabeth 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 the College of Saint Elizabeth. 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.

Preset Freshmen and Sophomore Pathways

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Minor in Biology

Required Courses (20 credits)

BIO111	Fundamentals of Biology I	4

BIO209	Microbiology	4
BIO251	Cellular Biology	4
	Two 300 or 400 level electives	8

Business Administration

Program Overview

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

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

Offerings

Major or Minor in Business Administration

Graduates with a Business Administration major from the College of Saint Elizabeth are equipped with the skills to succeed in a range of environments (corporate, government, non-profit, business), and fields (financial, manufacturing, telecommunication, insurance, pharmaceutical, information technology). 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, starting in the fall semester of 2015, is a 24 consecutive month program (including winter sessions and summer) with a pathway to CPA certification. The concentration is primarily designed for Associates Degree students. However, an "alternate path" is available to Women's College freshmen starting fall 2015, and non-Associate Degree Continuing Studies students who complete the prerequisites. Courses will be offered in hybrid, on-line and in-person formats.

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

Combined Degree Program: BA or BS / MS in Management

The Combined B.S. in Business Administration to M.S. in Management Degree Program enables highly motivated undergraduate students to transition into the graduate master's program even while still completing the College's baccalaureate program. It is open to all CSE undergraduates who meet the academic criteria, and no GRE or GMAT exam is required. To be eligible for the Combined Baccalaureate to Master's Degree Program, students must achieve a 3.25 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 three designated graduate courses (9 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 Management. This may enable the student to complete their Master's Degree in less than 12-15 months. Taught from a leadership perspective, this experiential program prepares graduates to change or advance careers, compete in industry trends, and manage evolving

organizational environments. Graduate students may choose from one of two specializations: Human Resources Management or Organizational Change Management.

Outcomes

Bachelor of Science in Business Administration

Students who complete the program will:

- Be knowledgeable of and be able to apply ethics in decision making.
- Demonstrate critical and creative problem solving in business scenarios.
- Be able to work collaboratively as a leader or as a team member.
- Be knowledgeable about the role that accounting, economics, management, marketing, finance, law, project management, and research and reporting play in business.
- Be able to identify and utilize appropriate technology to manage data and communicate information.
- Be able to communicate effectively both orally and in writing.
- Be able to support ideas and theories with data using appropriate methodologies.
- Be knowledgeable on how global influences impact business.
- Demonstrate an understanding of the social responsibilities in business.
- Be knowledgeable of how to respectfully interact with people in diverse cultures.

Accounting Concentration

Students who complete the Accounting Concentration program will:

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

B.S. in Business Administration

Requirements (40 credits)

Required Courses

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

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

Related Requirement:

MATH119	Elementary Statistics	4

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Course Sequence for BS in Business Administration

First Year

Fall Semester (14-16 Credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	2
	General Education Element I	6
	Electives	6-8

Spring Semester (14-16 Credits)

BUS200	Principles of Management & Management Skills	4
MATH119	Elementary Statistics	4
	General Education Element I	6

	Electives	2

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

Second Year

Fall Semester (14-16 Credits)

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

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

Spring Semester (14-16 Credits)

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

Third Year

Fall Semester (14-16 Credits)

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

Spring Semester (14-16 Credits)

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

Fourth Year

Fall Semester (14-16 Credits)

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

Spring Semester (14-16 Credits)

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

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

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

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

Required Courses (33 Credits)

BUS235	Business Law I	3
BUS247	Intermediate 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 Business Administration

Requirements (18 credits)

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

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

Program Overview

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

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

Outcomes

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

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

Required Courses

BUS601	Human Resource Management	3
BUS603	Compensation & Benefits	3
BUS608	Human Resources Training & Development	3
BUS609	Legal Aspects of Human Resources	3
BUS623	Research Methods	3
BUS634	Organizational Behavior	2
BUS671	Financial Planning for Managers	3
BUS690	Seminar in Change Management	3
MC626	Ethical Issues	3
	One elective required	

Transfer Credit Policy

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

M.S. in Management: Specialization in Organizational Change

Program Overview

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

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

Outcomes

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

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

Required Courses

BUS611	Strategic Management	3
BUS617	Managing Information for More Effective Decision Making	3
BUS619	Organizational Theory	3
BUS623	Research Methods	3
BUS634	Organizational Behavior	2
BUS671	Financial Planning for Managers	3
BUS673	Project Management	3
BUS690	Seminar in Change Management	3
MC626	Ethical Issues	3
	One elective required	

Transfer Credit Policy

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

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

Program pre-requisites:

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

Majors in Business Administration must have completed:

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

Minors in Business Administration must have completed:

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

Criminal Justice majors must have completed:

JUS221	Criminal Law	4
JUS305	Public Safety Leadership and Supervision	4
JUS325	Victimology	4

Other academic majors must have completed:

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

BUS121

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

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

Graduate level courses open for combined degree students:

BUS601	Human Resource Management	3
BUS619	Organizational Theory	3
BUS634	Organizational Behavior	2
BUS671	Financial Planning for Managers	3
MC626	Ethical Issues	3

Admission

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

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

Application Procedure

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

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

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

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 CSE undergraduate courses and FDU graduate courses. CSE students who earn a grade of B or better in six Business Administration courses would be eligible for a waiver of 12 credits of Foundation courses 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 CSE 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 Dean of the School of Professional Studies at CSE, 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. CSE 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 CSE 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.
- Students cannot be considered for admission to the Program until they have completed at least 60 credits of undergraduate coursework with a cumulative grade point average of 3.0 or higher (out of 4.0).
- By the end of their junior year, 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 earn a grade of B or better in each of the required courses and maintain a CSE cumulative GPA of 3.0 or better in order to qualify for the graduate year. Failure to earn B grades or better in each required class or to maintain a GPA of 3.0 or better means that the student will not be allowed to continue into the graduate year. Instead, the student will graduate at the end of the senior year with a B.A. or B.S. degree issued by the CSE.

Tuition and Fees

Undergraduate students enrolled in the program will be registered and billed at the CSE for the term. Once matriculated as graduate students at FDU, students admitted into the Program will be awarded a tuition scholarship by FDU equivalent to 40% of the Tier 2 graduate tuition rate that is in effect during that particular academic year; such scholarship shall be applied against the student's FDU tuition.

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 CSE undergraduate courses and FDU graduate courses. CSE 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 CSE 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 Dean of the School of Professional Studies at CSE, 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. CSE 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 CSE enrolled in the B.S. in Business Administration or those earning a minor in Business Administration will be considered for the 4+1 Program.
- Students cannot be considered for admission to the Program until they have completed at least 60 credits of undergraduate coursework with a cumulative grade point average of 3.0 or higher (out of 4.0).
- By the end of their junior year, students must apply for admission to the five-year B.A. or B.S./M.S. 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 earn a grade of B or better in each of the required courses and maintain a CSE cumulative GPA of 3.0 or better in order to qualify for the graduate year. Failure to earn B grades or better in each required class or to maintain a GPA of 3.0 or better means that the student will not be allowed to continue into the graduate year. Instead, the student will graduate at the end of the senior year with a B.A. or B.S. degree issued by CSE.

Tuition and Fees

Undergraduate students enrolled in the program will be registered and billed at CSE for the term. Once matriculated as graduate students at FDU, students admitted into the Program will be awarded a tuition scholarship by FDU equivalent to 40% of the Tier 2 graduate tuition rate that is in effect during that particular academic year; such scholarship shall be applied against the student's FDU tuition.

Chemistry and Biochemistry

Program Overview

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

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

Outcomes

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

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

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

Graduates

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

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

- Cornell University
- Fordham University
- Georgetown University
- The Mayo Institute
- New York University
- Purdue University

- Rutgers University
- SUNY
- University of Toronto
- Virginia Commonwealth University
- Yale University

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

- Attorney
- Physician
- Research Scientist
- Teacher

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

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

B.S. in Biochemistry

Requirements (69 credits)

Required Courses (53 credits)

CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM301	Physical Chemistry I	4
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Four-Year Degree Plan: BS Biochemistry

First Year

Fall Semester (18 Credits)

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

Spring Semester (18 Credits)

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

Second Year

Fall Semester (16 Credits)

CHEM211	Organic Chemistry I	4
MATH153	Calculus II	4
BIO209	Microbiology	4
	General Education	4

Spring Semester (16 Credits)

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

Third Year

Fall Semester (12 Credits)

BIO413	Molecular Biology Techniques	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
PHYS149	General Physics I	4
CHEM337	Senior Research	4
	or	
	General Education	4

Spring Semester (12 Credits)

CHEM325	Biochemistry II	4
	or	
CHEM301	Physical Chemistry I	4
PHYS153	General Physics II	4
CHEM337	Senior Research	4
	or	
	General Education	4

Fourth Year

Fall Semester (13 Credits)

BIO413	Molecular Biology Techniques	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
CHEM433	Coordinating Seminar: Senior	1
PHYS149	General Physics I	4
CHEM337	Senior Research	4
	or	
	General Education	4

Spring Semester (16 Credits)

CHEM325	Biochemistry II	4
	or	
CHEM301	Physical Chemistry I	4
PHYS153	General Physics II	4
CHEM337	Senior Research	4
	or	
	General Education	4

Capstone Requirement

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

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

Requirements (79 credits)

Required Courses (63 credits)

CHEM113	Introduction to Forensic Science Techniques	2
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4

CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM301	Physical Chemistry I	4
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
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	4

CHEM113 or equivalent approved by the program chairperson

Related Requirements (16 credits)

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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8

	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

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

First Year

Fall Semester (18 Credits)

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

Spring Semester (18 Credits)

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

Second Year

Fall Semester (16 Credits)

CHEM211	Organic Chemistry I	4
MATH153	Calculus II	4
BIO209	Microbiology	4
JUS101	Introduction to Criminal Justice	3
	or	
	General Education	4

Spring Semester (16 Credits)

CHEM213	Organic Chemistry II	4
BIO251	Cellular Biology	4
CHEM113	Introduction to Forensic Science Techniques	2
	or	
	General Education	4
	General Education	4

Third Year

Fall Semester (12 Credits)

BIO413	Molecular Biology Techniques	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
PHYS149	General Physics I	4
CHEM337	Senior Research	4
	or	

JUS101	Introduction to Criminal Justice	3

Spring Semester (12 Credits)

CHEM325	Biochemistry II	4
	or	
CHEM301	Physical Chemistry I	4
PHYS153	General Physics II	4
CHEM337	Senior Research	4
	or	
CHEM113	Introduction to Forensic Science Techniques	2
	or	
	General Education	4

Fourth Year

Fall Semester (13 Credits)

BIO413	Molecular Biology Techniques	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
CHEM433	Coordinating Seminar: Senior	1
PHYS149	General Physics I	4
CHEM337	Senior Research	4
	or	
JUS101	Introduction to Criminal Justice	3

Spring Semester (16 Credits)

CHEM325	Biochemistry II	4
	or	
CHEM301	Physical Chemistry I	4
PHYS153	General Physics II	4
CHEM337	Senior Research	4
	or	
CHEM113	Introduction to Forensic Science Techniques	2
	or	
	General Education	4

Capstone Requirement

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

B.S. in Chemistry

Requirements (57 credits)

Required Courses (41 credits)

CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM301	Physical Chemistry I	4
CHEM303	Physical Chemistry II	4

CHEM317	Theory of Analytical Chemistry	4
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
CHEM337	Senior Research	4
CHEM411	Inorganic Chemistry	4
CHEM433	Coordinating Seminar: Senior	1

Related Requirements (16 credits)

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

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4

	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Four-Year Degree Plan: BS in Chemistry

First Year

Fall Semester (14 Credits)

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

Spring Semester (14 Credits)

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

Second Year

Fall Semester (16 Credits)

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

Spring Semester (16 Credits)

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

Third Year

Fall Semester (12 Credits)

CHEM303	Physical Chemistry II	4
	or	
CHEM411	Inorganic Chemistry	4
CHEM337	Senior Research	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
	General Education	4

Spring Semester (12 Credits)

CHEM317	Theory of Analytical Chemistry	4
	or	
CHEM301	Physical Chemistry I	4
CHEM337	Senior Research	4
	or	
	General Education	4
	General Education or Elective	4

Fourth Year

Fall Semester (13 Credits)

CHEM303	Physical Chemistry II	4
	or	
CHEM411	Inorganic Chemistry	4
CHEM433	Coordinating Seminar: Senior	1

CHEM337	Senior Research	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
	General Education	4

Spring Semester (16 Credits)

CHEM317	Theory of Analytical Chemistry	4
	or	
CHEM301	Physical Chemistry I	4
CHEM337	Senior Research	4
	or	
	General Education	4
	General Education or Elective	4

Capstone Requirement

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

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

Requirements (67 credits)

Required Courses (51 credits)

CHEM113	Introduction to Forensic Science Techniques	2
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM211	Organic Chemistry I	4
CHEM213	Organic Chemistry II	4
CHEM301	Physical Chemistry I	4
CHEM303	Physical Chemistry II	4
CHEM317	Theory of Analytical Chemistry	4
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
CHEM337	Senior Research	4
CHEM411	Inorganic Chemistry	4
CHEM433	Coordinating Seminar: Senior	1
JUS101	Introduction to Criminal Justice	3
JUS231	Criminal Procedure	4

CHEM113 or equivalent approved by the program chairperson

Related Requirements (16 credits)

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

Preset Freshmen and Sophomore Pathways

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

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

First Year

Fall Semester (14 Credits)

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

Spring Semester (14 Credits)

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

Second Year

Fall Semester (16 Credits)

CHEM211	Organic Chemistry I	4
MATH153	Calculus II	4

PHYS149	General Physics I	4
JUS101	Introduction to Criminal Justice	3
	or	
	General Education	4

Spring Semester (16 Credits)

CHEM213	Organic Chemistry II	4
PHYS153	General Physics II	4
CHEM113	Introduction to Forensic Science Techniques	2
	or	
	General Education	4
	General Education	4

Third Year

Fall Semester (12 Credits)

CHEM303	Physical Chemistry II	4
	or	
CHEM411	Inorganic Chemistry	4
CHEM337	Senior Research	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
JUS101	Introduction to Criminal Justice	3
	or	
	General Education	4

Spring Semester (12 Credits)

CHEM317	Theory of Analytical Chemistry	4
	or	
CHEM301	Physical Chemistry I	4
CHEM337	Senior Research	4
	or	
	General Education	4
CHEM113	Introduction to Forensic Science Techniques	2
	or	
	General Education	4
	or	
	Elective	4

Fourth Year

Fall Semester (13 Credits)

CHEM303	Physical Chemistry II	4
	or	
CHEM411	Inorganic Chemistry	4
CHEM433	Coordinating Seminar: Senior	1
CHEM337	Senior Research	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1

JUS101	Introduction to Criminal Justice	3
	or	
	General Education	4

Spring Semester (16 Credits)

CHEM317	Theory of Analytical Chemistry	4
	or	
CHEM301	Physical Chemistry I	4
CHEM337	Senior Research	4
	or	
	General Education	4
CHEM113	Introduction to Forensic Science Techniques	2
	or	
	General Education	4
	or	
	Elective	4

Capstone Requirement

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

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

Requirements (46-49)

Required Courses (38-41 credits)

BIO113	Fundamentals of Biology II	4
CHEM121	Introduction to Chemistry	4
	or	
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
CHEM123	Introduction to Organic Chemistry	4
	or	
CHEM211	Organic Chemistry I	4
CHEM200	Environmental Chemistry	4
CHEM317	Theory of Analytical Chemistry	4
CHEM323	Biochemistry I	3
	and	
CHEM323L	Lab:Biochemistry I	1
	or	
BIO209	Microbiology	4
CHEM337	Senior Research	4
CHEM451	Special Topics	4
	or	
CHEM495	Internship	0
CHEM433	Coordinating Seminar: Senior	1

	And one additional 4-credit, 200, 300, or 400-level chemistry course	4

CHEM121 can be taken with permission of the program chair.

Related Requirements (8 credits)

MATH119	Elementary Statistics	4
THEO200	Bioethics	4

THEO200 or equivalent approved by the program chair

Preset Freshmen and Sophomore Pathways

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Four-Year Degree Plan: BA in Chemistry

First Year

Fall Semester (14 Credits)

CHEM121	Introduction to Chemistry	4
	or	
CHEM151	General Chemistry I	4
MATH119	Elementary Statistics	4
	General Education	6

Spring Semester (14 Credits)

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

Second Year

Fall Semester (16 Credits)

CHEM211	Organic Chemistry I	4
	or	
	General Education	4
BIO209	Microbiology	4
	or	
	Elective	4
THEO200	Bioethics	4
	General Education or Elective	4

THEO200: or equivalent.

Spring Semester (16 Credits)

CHEM123	Introduction to Organic Chemistry	4
	or	
	General Education	4
CHEM200	Environmental Chemistry	4
	General Education	4
	General Education or Elective	4

Third Year

Fall Semester (12 Credits)

CHEM337	Senior Research	4
	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
	General Education	4
	Elective	4

Spring Semester (12 Credits)

CHEM317	Theory of Analytical Chemistry	4
	or	
	Elective	4
CHEM337	Senior Research	4
	or	
	Elective	4
CHEM451	Special Topics	4
	or	
CHEM495	Internship	0

Fourth Year

Fall Semester (13 Credits)

CHEM337	Senior Research	4

	or	
CHEM323	Biochemistry I	3
CHEM323L	Lab:Biochemistry I	1
	or	
	Elective	4
CHEM433	Coordinating Seminar: Senior	1
CHEM495	Internship	0
	or	
CHEM	CHEM Elective	4
	General Education	4

Spring Semester (16 Credits)

CHEM317	Theory of Analytical Chemistry	4
	or	
CHEM	CHEM Elective	4
CHEM337	Senior Research	4
	or	
	Elective	4
CHEM451	Special Topics	4
	or	
	Elective	4
	Elective	4

Capstone Requirement

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

Preparation for the comprehensive examinations will be offered through CHEM433.

Minor in Chemistry

Required Courses (16 credits)

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

CHEM121, CHEM123 or equivalent approved by the program chairperson

Minor in Forensic Science

Required Courses (18 credits)

CHEM113	Introduction to Forensic Science Techniques	2
CHEM151	General Chemistry I	4

CHEM153	General Chemistry II	4
CHEM317	Theory of Analytical Chemistry	4
JUS101	Introduction to Criminal Justice	3

CHEM113, CHEM151 or equivalent approved by the program chairperson

Communication

Program Overview

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

Major

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

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

Minor

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

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

Outcomes

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

The communication major stresses competencies in:

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

Mass Media and Broadcasting Specialization

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

- Apply the techniques and strategies of journalistic writing and editing where

appropriate – standard grammar, punctuation and spelling and Associated Press style – to all forms of written content for mass audiences, and demonstrate competence in journalistic broadcasting and media practices.

- Evaluate the suitability of information content for a mass audience on the basis of its news value and for its compliance with accepted ethical and legal media practices.
- Create original, factual, text-based content, as well as compelling broadcasting and visual media stories and reports using still and motion-imaging technology, including television production, and professional quality information "packages" for distribution to mass audiences.

Public Relations Specialization

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

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

Internship

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

Graduates

Students completing a degree in communication are equipped with the experience and education to succeed in a broad variety of professional careers because of the major's emphasis on a liberal arts education featuring strong oral, written and visual communication skills along with a working knowledge of communication technologies.

These careers include:

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

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

B.A. in Communication

Requirements

Foundations (25 credits)

COMM219	Mass Media	4
COMM250	Writing for Converging Media	4
COMM270	Visual Storytelling	4
COMM355	Editing for Converging Media	4
COMM411	Senior Seminar	4
COMM405	Communication Law	4

	or	
COMM410	Communication History	4
COMM495	Communication Internship	3

COMM219, COMM270, COMM355, COMM411 offered in Fall semester

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

COMM 485: Student teachers are exempt

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

Specialization in Mass Media and Broadcasting (12 credits)

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

COMM209 offered in Fall semester.

COMM261, COMM367 offered in Spring semester.

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

Specialization in Public Relations (12 credits)

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

COMM225, COMM362 offered in Fall semester.

COMM351 offered in Spring semester.

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

Other communication courses offered:

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

COMM243 offered in Spring semester.

COMM280 offered in Fall semester.

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Capstone Experience

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

Internship and Practicum

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

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

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

Minor in Communication

Required Courses (17 credits)

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

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

B.A./M.A. in Communication Dual Degree Program

Program Overview

The combined B.A./M.A. Program in Communication consists of both CSE undergraduate courses and FDU graduate courses. CSE Communication students admitted into the Program will be required to take nine specified credits of FDU graduate courses during their senior undergraduate year, which will count towards satisfying the degree requirements of their FDU degree.

- MCOM6001: Principles and Practices of Communication – to replace CSE's COMM405: Communication Law or COMM410: Communication History
- MCOM6002: Professional Writing and Editing – to replace CSE's COMM355: Editing for Converging Media
- MCOM6003: Presentation Methods – to replace CSE's COMM351: Principles of Persuasion

The M.A. coursework typically takes one extra school year, including one summer or winter session course. This structure will provide students who enroll in the Program on a full-time basis the ability to complete the Program in five years.

Program Admission

FDU, in consultation with the Dean of the School of Arts and Sciences at CSE, shall make decisions concerning admission of students to the Program based on the criteria noted below, which were established by the Becton College of Arts and Sciences. CSE 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.

- Students in the Bachelor of Arts in Communication at CSE are eligible to apply to the Program.
- Students cannot be considered for admission to the Program until they have completed at least 60 credits of undergraduate coursework with a cumulative grade point average of 3.0 or higher (out of 4.0).
- By the end of their junior year, students applying for admission to the five-year B.A./M.A. program are required to submit a completed FDU application (the FDU application fee is waived), personal statement, unofficial transcript, and two letters of recommendation to the M.A. Program Director. Applications are reviewed by the faculty of the FDU Department of Communication Studies and applicants for the five-year program are interviewed by the Director of the M.A. Program.
- The senior undergraduate year of study in the Program is a qualifying year. Students must earn a B grade or better in each of the three required classes in order to qualify for the graduate year. Failure to earn B grades or better in each required class means that the student will not be allowed to continue into the graduate year. Instead, the student will graduate at the end of the senior year with a B.A. in Communication, issued by CSE.

Tuition and Fees

Undergraduate students enrolled in the program will be registered and billed at CSE for the term. CSE will pay FDU for the graduate courses that the undergraduate students are enrolled in at FDU. FDU shall bill CSE for the graduate courses at the undergraduate published per credit rate, assessed to students who are not subject to the flat rate of tuition at FDU.

CSE will receive a 40% discount off the per credit rate for the term. Payment shall be made to FDU by CSE by the ninth week of each Fall/Spring term.

Once matriculated as graduate students at FDU, students admitted into the Program will be awarded a tuition scholarship by FDU equivalent to 40% of the Tier 2 graduate tuition rate that is in effect during that particular academic year; such scholarship shall be applied against the student's FDU tuition.

Criminal Justice

Program Overview

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

The Criminal Justice major is a multidisciplinary program that draws on the strong liberal arts tradition of the College. The program aims to provide students with a broad but intensive understanding and appreciation of the important social, ethical, political, and cultural issues pertinent to criminal justice and the law. The program is carefully designed to meet the needs and expectations of both full-time and part-time students, as well as professionals working in the criminal justice field who want to continue and/or update their studies.

Outcomes

- 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.
- Student 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. The graduates of CSE's 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

The Criminal Justice Program provides students with the scholarship and skills necessary to be proficient and successful in all aspects of the criminal justice system. The program also provides a solid foundation on which to continue your education in graduate school.

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.
- Student will demonstrate an understanding of theories of leadership and supervision in the criminal justice profession.

Requirements (34 credits)

Required Courses (22 credits)

JUS101	Introduction to Criminal Justice	3
JUS211	The Corrections System	4
JUS215	Judicial Processes	4
JUS251	Law Enforcement	4
PS221	Law & Contemporary American Society	4
JUS425	Senior Seminar	4

Elective Courses (12 credits)

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

JUS201	Women & the Criminal Justice System	4
JUS205	Criminal Investigation	4
JUS210	Legal Research Writing	4
JUS221	Criminal Law	4
JUS231	Criminal Procedure	4
JUS241	Public Policy & Administration	4
JUS301	Juvenile Law & Justice	4
JUS305	Public Safety Leadership and Supervision	4
JUS311	Intimate Violence	4
JUS325	Victimology	4
JUS327	Victim Law & Services	4
JUS341	Women & the Law	4
JUS405	Research Methods for Justice Studies Professionals	4
JUS490	Special Topics in Justice Studies	4
JUS491	Independent Study	4

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

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

Students who wish to apply to the BA/MA combined program will need to complete the following prerequisite undergraduate courses:

JUS305	Public Safety Leadership and Supervision	4
JUS325	Victimology	4
JUS405	Research Methods for Justice Studies Professionals	4

Preset Freshmen and Sophomore Pathways

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Course Sequence for B.A. in Criminal Justice

First Year

Fall Semester (16 Credits)

JUS101	Introduction to Criminal Justice	3
PS221	Law & Contemporary American Society	4
	Elective and Gen Ed	10

Spring Semester (14 Credits)

JUS215	Judicial Processes	4
	Elective and Gen Ed	10

Second Year

Fall Semester (16 Credits)

JUS211	The Corrections System	4

JUS	Elective	4
	Elective and Gen Ed	8

Spring Semester (16 Credits)

JUS251	Law Enforcement	4
	Elective and Gen Ed	12

Third Year

Fall Semester (16 Credits)

JUS	Elective	4
	Elective and Gen Ed	12

Spring Semester (16 Credits)

JUS	Elective	4
	Elective and Gen Ed	12

Fourth Year

Fall Semester (12 Credits)

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

Spring Semester (14 Credits)

JUS495	Internship	4
	Elective and Gen Ed	12

JUS495: Recommended.

Minor in Criminal Justice

Requirements (18 credits)

Required Courses (6 credits)

JUS101	Introduction to Criminal Justice	3
PS221	Law & Contemporary American Society	4

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

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

Elective Courses

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

Minor/Concentration in Victim Services

Requirements (16 credits)

Required Courses

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

One (1) Elective Course from the following:

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

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

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

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

Prerequisites

JUS241	Public Policy & Administration	4
	or	
JUS305	Public Safety Leadership and Supervision	4
JUS405	Research Methods for Justice Studies Professionals	4
JUS325	Victimology	4

Graduate Courses

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

M.A. in Justice Administration and Public Service

Program Overview

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

Applicants must have:

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

Graduate Advisement

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

Outcomes

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

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

Program Requirements

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

Required Courses (18 credits)

JUS650	Justice Administration	3
JUS655	Justice Policy & Planning	3
JUS660	Victimization and Justice	3
MC626	Ethical Issues	3
JUS682	Research Methods In Justice Studies	3
JUS690	Capstone Seminar/Experience	3

Elective Courses

JUS620	Law and Legal System	3
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 is subject to evaluation and approval by the program Director. All graduate transfer credits must carry a minimum 3.0 grade on a 4.0 scale. A maximum of nine credits can be accepted in transfer.

Certificate in Counter Terrorism

Program Overview

This 12-credit Certificate Program is designed for law enforcement professionals and will prepare students to gain expertise in counter terrorism.

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)

JUS625	Homeland Security	3
JUS675	Cyber Crime, Security and the Law	3
JUS683	Special Topic: Homegrown & Domestic Terrorism	3
JUS683	Special Topic: National Security Intelligence	3

Certificate in Cyber Security Investigation

Program Overview

This 12-credit Certificate Program is designed for law enforcement professionals and will prepare students to gain expertise in cyber security investigation.

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)

JUS650	Justice Administration	3
JUS675	Cyber Crime, Security and the Law	3
JUS680	Investigation & Digital Evidence	3
JUS683	Special Topic: Current Trends in Cyber Hacking	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: Diversity in Law Enforcement Organization	3

Data Analytics

Flowing from the mission of the College of Saint Elizabeth, the mission of the M.S. in Data Analytics is to strive for excellence in engaged teaching and learning by training students to acquire analytical skills and learn critical methodologies in order to become ethical and socially responsible practitioners of data analytics.

The Program will seek to emphasize the provision of educational opportunities to underrepresented and under-served students in STEM fields, and aspire to engender in all of its students the requisite knowledge and skill sets needed to apply statistical and computing methods and tools for large-scale data processing and modeling.

Goals

- To equip students with skill sets necessary to become data analytics professionals.
- To develop competencies in selecting appropriate analytical methods and computing tools for large scale data processing and analysis.
- To offer training in data collection, preparation, processing, manipulation, management and visualization.
- To develop competencies in problem-solving skills and effective verbal and written communication of results to diverse audiences.

Learning Outcomes

Graduates of the Master of Science in Data Analytics will:

- Develop an in-depth understanding of the mathematics, statistics and computing of data analytics techniques and technologies used to solve crucial data-driven problems and assist with analytics-driven decision making.
- Be able to choose and apply appropriate statistical methods and data analysis tools to manage, process, analyze and visualize large amount of data.
- Be able to integrate computing technology and data science to maximize the value of data.
- Be able to communicate the analytics results clearly and effectively to a variety of audiences.

M.S. in Data Analytics

Degree Requirements

The program requires the successful completion of 32-36 credit hours. All students must take the following courses:

Required Courses (32 Credits)

CS601	Foundations of Analytics	4
CS603	Database Design and Management	4
GST607	Technical Communication	1
CS613	Cryptography and Data Security	4
CS617	Data Analysis and Visualization	4
CS625	Data Mining	4
CS631	Statistical Methods	4
CS637	Time Series and Forecasting	4
MC626	Ethical Issues	3
CS697	Capstone	0

Optional Open Elective Course (4 Credits)

CS695	Special Topics	4

Education

Program Overview

The College of Saint Elizabeth has been recognized as a leader in teacher education since its founding over 100 years ago. In more recent years, the College has expanded its offerings to include graduate-level teacher certification, 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 CSE continue to compete favorably for teaching and school leader positions.

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

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

Outcomes

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

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

Graduates

Students completing CSE undergraduate and graduate teacher education programs can earn a New Jersey Certificate of Eligibility with Advanced Standing in the following areas: 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.

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

B.A. in Education

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

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

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

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

Areas of Emphasis

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

Requirements for Admission to the Major/Minor

- Students who major in teacher education leading to certification must also have a second major in a liberal arts discipline at the College of Saint Elizabeth that is recognized as acceptable by the NJ Department of Education. Students who are in the non-certification Education Studies option do not need to have a second major. Students who minor in Secondary Education must have a major in a discipline at the College of Saint Elizabeth that is a content area eligible for NJ Secondary Education teaching certification.
- An overall GPA of 3.00 or above.
- Passing score on the appropriate Praxis Core Academic Skills for Educators exam recognized by the New Jersey Department of Education (www.ets.org)

Core Courses for all Education Majors and Minors (29-31 credits)

ED101	Introduction to Education	2
ED105	Nature & Needs of Exceptional Learners	3
ED200	Behavior Management in Inclusive & Special Education	3
ED220	Curriculum Strategies in the Inclusive Classroom	3
ED465	Clinical Practice I & Seminar	2
ED467	Student Teaching	8
ED475	ClincicalPracticeIISem& edTPA Portfolio	4

ED480	Senior Education Research Seminar	2
PSY251	Educational Psychology	4

ED105 and ED200 are required for TSWD certificate.
ED480 is optional for the Secondary Education Minor, but is highly recommended.

Inclusive Track in Elementary/Early Childhood Education (13 credits plus Core)

ED252	Early Childhood Education	3
ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED310	Emergent Literacy in Inclusive Elementary and Early Childhood Education	3
ED315	Writing across the Curriculum in Inclusive Elementary & Early Childhood Education	3

Inclusive Track in Elementary, Middle School Math or Science Education (12 credits plus Core)

ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED315	Writing across the Curriculum in Inclusive Elementary & Early Childhood Education	3
ED330	Literacy in the Secondary Education Curricula K-12	3
ED466	Content Methods	1

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4

	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

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

First Year

Fall Semester (12-16 Credits)

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

Spring Semester (12-16 Credits)

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

Second Year

Fall Semester (12-16 Credits)

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

Spring Semester (12-16 Credits)

ED200	Behavior Management in Inclusive & Special Education	3
ED220	Curriculum Strategies in the Inclusive Classroom	3
	General Education and Electives	6-10

Third Year

Fall Semester (12-16 Credits)

ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED310	Emergent Literacy in Inclusive Elementary and Early Childhood Education	3
	General Education and Electives	5-9

Spring Semester (12-16 Credits)

ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED315	Writing across the Curriculum in Inclusive Elementary & Early Childhood Education	3
	General Education and Electives	5-9

Fourth Year

Fall Semester (12-16 Credits)

ED465	Clinical Practice I & Seminar	2
ED480	Senior Education Research Seminar	2
	General Education and Electives	8-12

Spring Semester (12 Credits)

ED467	Student Teaching	8
ED475	ClincicalPracticeIISem& edTPA Portfolio	4

Capstone Requirement

Students fulfill the College of Saint Elizabeth capstone requirement by successfully completing Clinical Practice I Seminar, Clinical Practice II, and Clinical Practice II Seminar edTPA Portfolio. These components are presented in both written and oral forms to the Education Faculty. Preparation for the capstone requirement is offered in ED465 Clinical Practice I Seminar and ED477 Clinical Practice II Seminar edTPA Portfolio.

Minor in Secondary Education

Required Courses (5 credits plus Core)

ED330	Literacy in the Secondary Education Curricula K-12	3
ED466ART	Special Content: Art	2
ED466ENG	Special Content: English	2
ED466HIS	Special Content: History	2
ED466SCI	Special Content: Science	2
ED466MATH	Special Content: Math	2

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

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

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

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

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

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

Requirements for the BA/MA in Education:

Elementary and Early Childhood Education Track

First Year

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

Second Year

PSY251	Educational Psychology	4
PSY315	Psychological Tests & Measurement	4
ED200	Behavior Management in Inclusive & Special Education	3

Third Year

ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED315	Writing across the Curriculum in Inclusive Elementary & Early Childhood Education	3
ED659	Behavioral Management of Students with Severe Special Needs	3
ED665	Nature & Needs of Students with Educational Disabilities	3
ED671	Curriculum, Instruction & Special Materials	3

Fourth Year

ED465	Clinical Practice I & Seminar	2
ED469	Clinical Practice II	8
ED477	Clinical Practice II Seminar & edTPA Portfolio	4
ED480	Senior Education Research Seminar	2
ED620	Introduction to Assistive Technology	3

Summer

ED675	Community Agencies	3

Fifth Year

ED677	Action Research in Special Education	3
PSY619	Psychological Issues for Special Needs Population	3

Elementary, Middle School Math or Science Education Track

First Year

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

Second Year

PSY251	Educational Psychology	4
PSY315	Psychological Tests & Measurement	4
ED200	Behavior Management in Inclusive & Special Education	3

Third Year

ED305	Math & Science Curriculum in Elementary Education & Middle School	4
ED310	Emergent Literacy in Inclusive Elementary and Early Childhood Education	3
ED659	Behavioral Management of Students with Severe Special Needs	3
ED665	Nature & Needs of Students with Educational Disabilities	3
ED671	Curriculum, Instruction & Special Materials	3

Fourth Year

ED465	Clinical Practice I & Seminar	2
ED466	Content Methods	1
ED469	Clinical Practice II	8
ED477	Clinical Practice II Seminar & edTPA Portfolio	4
ED480	Senior Education Research Seminar	2

ED620	Introduction to Assistive Technology	3

Summer

ED675	Community Agencies	3

Fifth Year

ED677	Action Research in Special Education	3
PSY619	Psychological Issues for Special Needs Population	3

Secondary Education Minor

First Year

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

Second Year

PSY251	Educational Psychology	4
PSY315	Psychological Tests & Measurement	4
ED200	Behavior Management in Inclusive & Special Education	3

Third Year

ED665	Nature & Needs of Students with Educational Disabilities	3
ED671	Curriculum, Instruction & Special Materials	3
ED659	Behavioral Management of Students with Severe Special Needs	3
ED330	Literacy in the Secondary Education Curricula K-12	3

Fourth Year

ED620	Introduction to Assistive Technology	3
ED466	Content Methods	1
ED465	Clinical Practice I & Seminar	2
ED469	Clinical Practice II	8
ED477	Clinical Practice II Seminar & edTPA Portfolio	4

Summer

ED675	Community Agencies	3

Fifth Year

ED677	Action Research in Special Education	3
PSY619	Psychological Issues for Special Needs Population	3

M.A. in Education

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

Program Philosophy

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

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

Program Goals

The goals of the program are to:

- Provide the opportunity to acquire the knowledge and skill necessary to address the diverse academic, cultural, social, technological, economic, and health needs of students in educational settings.

- Provide the opportunity to acquire applied research skills, with an emphasis on technology.
- Enable participants to become familiar with best practices in education as documented in the professional literature.
- Prepare professional leaders who will serve in a variety of roles which bridge the school with community agencies, and to guide change in those settings.
- Equip professional educators to utilize technology in educational settings.
- Provide opportunities for teachers to advance in the profession to leadership roles in the schools.
- Be certified professional educators.
- Have completed a baccalaureate degree with a 3.0 GPA on a 4.0 scale.
- Complete a personal written statement.
- Submit two letters of recommendation.
- Submit official transcripts from all colleges attended.

Admission Requirements

Applicants must:

- Be certified professional educators.
- Have completed a baccalaureate degree with a 3.0 GPA on a 4.0 scale.
- Complete a personal written statement.
- Submit two letters of recommendation.
- Submit official transcripts from all colleges attended.

Program Description

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

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

ED620	Introduction to Assistive Technology	3
ED623	Assistive Technology Reading & Writing	3
ED625	Assistive Technology for Individuals with Multiple Disabilities	3
ED627	Assistive Technology Assessment	3
ED629	Clinical Practice in Assistive Technology	3
ED659	Behavioral Management of Students with Severe Special Needs	3
ED665	Nature & Needs of Students with Educational Disabilities	3
ED671	Curriculum, Instruction & Special Materials	3
ED675	Community Agencies	3
ED677	Action Research in Special Education	3
ED681	Field Experience in Educational Technology	3
MC626	Ethical Issues	3
PSY619	Psychological Issues for Special Needs Population	3

M.A. in Education with Initial Certification

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

Option A (38 credits):

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

Option B (46 credits):

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

Admission Requirements

- Successful completion (3.25 GPA) of initial certification program

- Two recommendations from College faculty
- Passing score on relevant Praxis exams
- Personal Interview and written goal statement

M.A. in Educational Leadership

The M.A. in Educational Leadership program is a 36-credit, 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, as well as 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 in order to continue in the program.

Program Goals

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

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

Admission Requirements

Applicants must:

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

Course Sequence (36 credits)

Year One

Fall

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

Spring

EDAS681	Supervision of Instruction	3
PSY637	Group Dynamics & Interpersonal Communication	3

Summer 1

EDAS685	Field Internship I	3

Summer 3

EDAS688	Leadership Development Institute	3

Year Two

Fall

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

Spring

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

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

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

The Ed.D. track for Pre-K to 12th grade school leaders combines theoretical knowledge and practical application in authentic school settings using the student's professional experience in school leadership. It is a sequenced, 52-credit program to be completed during a three-year time frame.

Unique Elements of This Program

- Students will complete all 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 College to the 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 College 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.

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 to prepare both 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.
- Analyze and articulate the individual and social purposes of education.
- Evaluate the role of servant leaders as stewards of both human and fiscal resources.

Program Requirements

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

Admission Requirements

Students applying for admission must present the documentation listed below to a selection committee comprised of Department of Education faculty. This committee will assess the documentation based upon the New Jersey Professional Standards for School Leaders (NJPSSL).

- An M.A. in Educational Leadership or related field.
- Evidence of leadership experience including Certification as Principal and/or Supervisor.
- Outstanding academic success in prior graduate work including an official transcript from all undergraduate and graduate colleges/universities attended. Courses taken at colleges in countries outside the United States must be evaluated by WES (World Education Services) for a course-by-course evaluation. For additional information on certified university record translations, students should contact WES at 800-937-3895 or by email at info@wes.org.
- Evidence of scholarly work (Master's thesis, Action Research, publication) and an on-site writing sample as required by faculty.

- One letter of recommendation from a college/university professor attesting to candidate's ability to perform a high level of academic work in the program.
- Two letters of recommendation attesting to professional competency (in addition to the one letter from college/university professor).

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

Course Sequence

Year One

Fall Semester

EDAS701	Essential Competencies for Doctoral Studies	2
EDAS705	Servant Leadership Institute	3
EDAS715	Emerging Perspective District Level Leadership	3

Winter Intersession

EDAS709	Leadership Management of K-12 Schools and Systems	3

Spring Semester

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

Summer Semester

EDAS743	Comprehensive Assessment of Research	6

Year Two

Fall Semester

EDAS730	Educational Leadership in a Global & Multicultural Society	3
EDAS745	Educational Finance & Strategic Thinking	3
EDAS750	Action Research Dissertation	2

Spring Semester

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

Year Three

Fall Semester

EDAS783	Data Analysis & Interpretation	3
EDAS785	Dissertation Advisement I	4

Spring Semester

EDAS790	Dissertation Advisement II	4

Ed.D. in Educational Leadership: Higher Education Track

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

The Ed.D. track for higher education leadership combines theoretical knowledge and practical application in an authentic higher education setting utilizing the candidate's professional experience in higher education. It is a sequenced, 52-credit program to be completed during a three-year time frame.

ED CHOICE

ED CHOICE is a new and unique program delivery model designed to meet the needs of students in the real world, where life commitments sometimes interfere with classroom demands. ED CHOICE allows doctoral students to fulfill commitments while earning a doctoral degree.

Each week students choose to attend class on campus or online. There's no fear of falling behind in class work, or disappointing a child because of missing his or her school play or soccer game.

ED CHOICE offers students total control over how to experience the coursework leading to the

successful completion of their degree.

This new program model features:

- The same professor for on-campus and online learning options
- A weekly ability to switch from on-campus to online, and vice versa
- A smooth and uninterrupted path to your doctoral degree

Student Learning Outcomes

Upon completion of the Doctoral Program students will meet the following Program Outcomes:

- Commit to and act upon the principles of servant leadership.
- Demonstrate their role to prepare both 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.
- Analyze and articulate the individual and social purposes of education.
- Evaluate the role of servant leaders as stewards of both human and fiscal resources.

Program Requirements

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

Admission Requirements

Applicants for the Doctorate Program in the Higher Education track are required to:

- Applicants must have earned a M.A. degree or any post-master's credit from a regionally accredited institution.
- Have a satisfactory degree of professional applied experience in higher education.
- Your required Letter of Intent should be no more than two pages, citing evidence as to why you should be admitted to the doctoral program, including reasons why you chose College of Saint Elizabeth and illustrating your commitment to degree completion.
- Submit official transcripts of all graduate and undergraduate work.
- Submit a resume and completed application form.
- Submit two letters of recommendation from professionals who can comment on your qualification for doctoral study; at least one letter must be from a professor attesting to academic capability and at least one must be from a practitioner attesting to professional capacity.

Selected applicants are invited to interview with the Program Chair for Educational Leadership.

Course Sequence

Year One

Fall Semester

EDAS705	Servant Leadership Institute	3
EDAS707	Strategic Planning & Institutional Improvement	3

Spring Semester

EDAS723	Contemporary Issues Higher Education	3
EDAS768	Policy Making & Leadership in Higher Education	3

Summer Semester

EDAS701	Essential Competencies for Doctoral Studies	2
EDAS743	Comprehensive Assessment of Research	6

Year Two

Fall Semester

EDAS719	Enrollment Management in Higher Education	3
EDAS722	Dissertation Research & Scholarly Writing	2

EDAS732	Diverse Learners and At Risk Learners	3

Spring Semester

EDAS708	Student Affairs	3
EDAS744	Resource Allocation & Deployment	3
EDAS750	Action Research Dissertation	2

Summer Semester

EDAS759	Legal Enviroment in Higher Education	3
EDAS775	Dissertation Proposal Seminar	3
EDAS785	Dissertation Advisement I	4

Year Three

Fall Semester

EDAS783	Data Analysis & Interpretation	3
EDAS790	Dissertation Advisement II	4

Advanced Certification for Teaching – A.C.T. 1, A.C.T. 2

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

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

Admission Criteria for A.C.T. 1

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

Requirements for A.C.T. 1

Individuals enrolling in the A.C.T. 1 will enroll in the following sequence of courses for 25 credits which is designed to comply with the curricular and clinical experience and practice requirements for a New Jersey instructional certificate, K-12 Secondary Teacher of major area, and Elementary Teacher K-6:

Required Courses

ED510	Linguistics & Second Language Acquisition	3
ED601	Education & Human Services Settings	3
ED603	Curriculum Theory & Practice	3
ED605	Reading & Language Arts: Theory & Practice	3
ED607	Clinical Practice Seminar I	2
ED608	Clinical Practice Seminar II	2
ED609	Clinical Practice	4
ED651	Math & Science: Curriculum & Instruction	3
ED665	Nature & Needs of Students with Educational Disabilities	3
ED681	Field Experience in Educational Technology	3
PSY606	Early Childhood, Childhood & Adolescent Development & Behavior	3

ED607 is required before Clinical Practice semester

ED651 for K-6 only

ED681 for K-12 only

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

Admissions Criteria for A.C.T. 2

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

Requirements for A.C.T. 2

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

Required Courses

ED620	Introduction to Assistive Technology	3
ED659	Behavioral Management of Students with Severe Special Needs	3
ED665	Nature & Needs of Students with Educational Disabilities	3
ED671	Curriculum, Instruction & Special Materials	3
ED675	Community Agencies	3
ED677	Action Research in Special Education	3
PSY619	Psychological Issues for Special Needs Population	3

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

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

Certification: Supervisor

The supervisor certification is a 12-credit stand-alone 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.

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	3

EDAS603, EDAS612, and EDAS681 are offered online. EDAS688 is held on campus for five days in July.

Certification: Teacher of Students with Disabilities

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

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

Students majoring in Education who wish to obtain this Certification:

- Must complete either the Elementary/Early Childhood track in the Education major, the Inclusive Elementary, Middle School Math or

Science track in the Education major, or the Secondary Education minor. This is not a stand-alone certification.

- Must pass PRAXIS Exam(s) prior to clinical practice.
- Must complete the coherent sequence of courses listed below for a total of 21 credits.

Core Requirements

ED105	Nature & Needs of Exceptional Learners	3
ED200	Behavior Management in Inclusive & Special Education	3
ED300	Technology in Inclusive Special Education	3
ED451	Resources & Services for Individuals with Disabilities	4
PSY251	Educational Psychology	4
PSY315	Psychological Tests & Measurement	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 ESL	3
ESL602	Phonology & Structure of American English	3
ESL603	General Linguistic/Language Acquistion	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 Certification: Integrated Science Educator for Middle School Science

Graduate Certification in Middle School Science

This standards-based program is designed to enhance elementary and middle school teachers' science content knowledge, improve the teaching of science at the elementary level, and provide a path to middle school science certification (NJ Middle School Endorsement in Science, Grades 5-8) for those candidates who complete the course requirements and pass the Middle School Science Praxis Exam (Praxis II Science Test #0439).

The unique program design offers a combination of inquiry-based lab work in state-of-the art biology and chemistry lab facilities on the College of Saint Elizabeth campus and field trips that make optimal use of the many local and regional natural resources. The program consists of one on-line introductory course in the life sciences, three intensive all-day, week-long summer courses in the integrated sciences, and a hybrid (on-line and on-

campus) culminating science pedagogy course that includes in-person and cyber-mentoring to support the development of science curriculum. A course that includes adolescent development and behavior will be required for students who have not taken a course in or including adolescent psychology.

Students who complete this program will:

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

Who should enroll?

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

Admission Requirements

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

Program Total: 16 credits

Course Requirements

IS601	Life Science in the 21st Century	3
IS602	Matter and Energy	4
IS603	Motion Forces and System Dynamics	4
IS604	Integrated Science & Engineering :Content & Practice Applications	4
IS605	Professional Practice in Science Teaching	1

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

Graduate Certificate in Assistive Technology

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

Course Sequence: 18 credits

ED681	Field Experience in Educational Technology	3
ED620	Introduction to Assistive Technology	3
ED623	Assistive Technology Reading & Writing	3
ED625	Assistive Technology for Individuals with Multiple Disabilities	3
ED627	Assistive Technology Assessment	3
ED629	Clinical Practice in Assistive Technology	3

Graduate Certificate in Holocaust/Genocide Education

This certificate program is designed to enable practicing teachers and student teachers to meet the K-12 New Jersey mandate (and those in other states) for teaching about the Holocaust and genocide. This certificate will enable professionals employed in related private organizations to strengthen their knowledge and expertise in this

topic. It provides opportunities for study of the Holocaust and genocide as well as to enable teachers to apply what is learned by preparing appropriate curriculum in the various subject areas (i.e. social studies, language arts, music, art, and science).

Course Sequence: 15 credits

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

Graduate Certificate in Online Teaching in the 21st Century

This certificate is a 12-credit hour graduate program. The courses consist of four newly designed courses taken in sequence for a seven-week semester.

The initial course is taught on campus. The other three courses are taught online in sequential order. During the last course of the program, students will have to complete a capstone experience. The course prerequisite for each sequential course will be a grade of B or higher. Upon successful completion of the program, students will be issued a certificate of completion from the College of Saint Elizabeth.

Course Sequence: 12 credits

EDOL610	Introduction to Online Teaching and Learning	3
EDOL615	Introduction to Online Authoring Tools& Management System	3
EDOL620	Online Teaching Development & Design	3
EDOL625	Captsone	3

English

Program Overview

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

Mission

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

Student Learning Outcomes

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

- To closely read a literary text and place it in conversation with other literary texts.
- To write effectively in a variety of genres.
- To think critically about language, literature, and writing.
- To place literary texts into larger social, cultural, historical, and theoretical contexts.
- To communicate effectively orally and in writing.

- To possess the beginnings of intellectual and/or artistic independence.
- To find and effectively use information relevant to literature and writing studies.

Graduates

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

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

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

B.A. in English

Requirements (40 credits)

Required Courses (38 credits)

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

ENG269 taken 4 times for 3 credits each time

Related Requirement (2 credits)

COMM223	Public Speaking & Presentation Skills I	2

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5

	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

	Element I or II Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Recommended Course Sequence for BA English

Freshman Year

Fall Semester (First Semester) (16 Credits)

CSE110	Literacy I	4
ENG120	The Reading Life	2
	Electives	6
ENG120 (two iterations)		

Spring Semester (Second Semester) (16 Credits)

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

Sophomore Year

Fall Semester (First Semester) (16 Credits)

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

Spring Semester (Second Semester) (16 Credits)

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

Junior Year

Fall Semester (First Semester) (16 Credits)

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

Spring Semester (Second Semester) (16 Credits)

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

Senior Year

Fall Semester (First Semester) (16 Credits)

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

ENG300-level: If not yet taken.

Spring Semester (Second Semester) (16 Credits)

ENG495	Internship	3
CSE400	Essentials Capstone	4
	Electives	10-14

CSE400: If not yet taken.

Minor in Literary Studies

Requirements (18 credits)

Required Courses

ENG247	Critical Reading	4
ENG269	Conversations in Literature & Writing	4

Plus at least eight or more credits from the following:

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

ENG269 taken twice for 3 credits each time

Minor in Writing Studies

Requirements (16 credits)

Required Courses

ENG201	Writing Creative Nonfiction	4

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

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

ENG208 may be taken for up to 8 credits toward graduation

Foods and Nutrition

Program Overview

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

Opportunities for Program Graduates

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

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

lifestyle motivation, and fitness.

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

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

Statement of Accreditation Status

The B.S. in Foods and Nutrition, Nutrition and Dietetics concentration and the Dietetic Internship Program are currently granted continued accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, and are accredited through 2023.

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

B.S. in Foods and Nutrition

The undergraduate Foods and Nutrition Program is designed to provide students with the knowledge and skills for entry into foods, nutrition and dietetics-related professions or advanced study and offers two concentrations. The Nutrition and Dietetics (ND) concentration, also known as the Didactic Program in Dietetics (DPD) is designed for students who wish to enter the profession of dietetics with the goal of becoming a Registered Dietitian Nutritionist (RDN). The General Studies in Foods and Nutrition (GSFN) concentration is designed to allow students more flexibility in planning their career path. Students are encouraged to combine their FN studies with a minor, offering the opportunity for students to expand their personal interests in other health-related areas such as fitness and wellness, nutrition research, public health or opportunities within the food and pharmaceutical industries.

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

Application to the major FN major requirements: Student application generally takes place between the second and third year or upon completion of the following courses for both tracks: Professional Preparation, Intro Food Science, Basic Human Nutrition, Human Physiology (or Anatomy Physiology I and II), Introductory Chemistry, Introductory Organic Chemistry and Statistics. Acceptance to the Nutrition and Dietetics concentration requires a minimum GPA of 2.8 (3.0 or higher is preferred to be considered competitive for acceptance to a supervised practice program). Applicants wishing to enter ND concentration beginning fall 2018 must also complete a minimum of 50 hours in dietetics-related work or volunteer experiences as a condition for acceptance. Acceptance to the General Studies in Foods and Nutrition concentration requires a minimum GPA of 2.5.

Concentration in Didactic Program in Nutrition and Dietetics

The Nutrition and Dietetics (ND) concentration is designed for students who wish to enter the profession of dietetics with the goal of becoming a Registered Dietitian Nutritionist (RDN). Students who successfully meet degree and ND concentration requirements receive a Didactic Program in Nutrition and Dietetics (DPND or DPD) verification statement. Qualified students in the ND concentration are eligible to apply to either the CSE combined degree program BS/MS or apply pre-select to the CSE combined MS/DI program.

The ND concentration provides the core educational knowledge of the RDN. The curriculum

design follows the standards established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Application to the FN major takes place between the second and third year. Students must apply directly to the FN program and complete a required acceptance form in addition to completing the College's application process. Students must have a minimum GPA of 2.8 to be accepted in the ND concentration. Beginning fall 2018, students must have completed a minimum of 50 hours in dietetics-related work or volunteer experience as part of the acceptance criteria.

Students wishing to transfer to the ND concentration from another institution may require six semesters to complete all program requirements based on course offerings and individualized transfer needs. Please review our current course sequence below.

RDN Professional Requirements: The issuing of a DPD statement establishes student eligibility to apply to an accredited supervised practice/dietetic internship program of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Upon successful completion of the supervised practice, students are eligible to sit for the national credentialing examination to become RDN. Acceptance to supervised practice programs is highly competitive with the approximate national placement about fifty percent yearly.

Please note that beginning 2024, the professional educational standard will require that new RDNs hold a master's degree. Therefore, students entering nutrition and dietetics programs after 2017 will need to plan accordingly. Visit the Academy's website to learn about the profession of nutrition and dietetics education at http://www.eatrightpro.org/resources/career/become-an-rdn-or-dtr.

Mission and Goals

The mission of the Didactic Program in Nutrition and Dietetics is to prepare graduates for a professional career in or related to nutrition and dietetics through a student-focused approach rooted in the Catholic liberal arts tradition.

- Prepare graduates for the professional practice of dietetics through a program that meets ACEND Core Knowledge Requirements for the RDN.
- Prepare qualified, well-informed and diverse graduates with values in personal and professional ethics, social responsibility and leadership essential for nutrition and dietetics practice.

Program objectives and outcomes are available upon request from the DPD Director.

Required Courses (85 credits)

Core Requirements (53 credits)

FN100	Professional Preparation	1
FN200	Introduction to Food Science with Lab	4
FN210	Basic Human Nutrition	3
FN235	Methods of Nutrition Education	4
FN300	Food Production Systems with Lab	4
FN320	Nutritional Biochemistry I	4
FN323	Nutrition in the Life Cycle	4
FN325	Nutritional Biochemistry II	4
FN400	Professional Practice in Dietetics, Foods & Nutrition	1
FN405	Food Science & Experimental Foods with Lab	4
FN435	Management in Dietetics Practice	4
FN463	Nutrition Research Communication Seminar	2
FN490	Capstone in Food and Nutrition	1
FN500	Community Nutrition	3
FN501	Medical Nutrition Therapy I	3
FN502	Medical Nutrition Practice I	1
FN503	Medical Nutrition Therapy II	3
FN504	Medical Nutrition Practice II	1

FN507	Service Learning/Field Experience in Community Nutrition	1

Related Requirements (32 credits)

BIO117	Human Physiology	4
BIO209	Microbiology	4
CHEM121	Introduction to Chemistry	4
CHEM123	Introduction to Organic Chemistry	4
BUS245	Accounting for Health Care Professionals	4
MATH119	Elementary Statistics	4
SOC	Sociology Elective	4
PSY	Psychology Elective	4

A grade of "C" or better is required in all major core courses and in the sciences and related requirements. *FN320 may be taught through the Chemistry program. Students may complete the higher level chemistries: CHEM151, CHEM153 and CHEM211, CHEM213 as substitution for CHEM121 and CHEM123. Students may also elect to complete BIO121, BIO123 as substitution for BIO117. Students planning to make modifications to the either the chemistry or biology requirements must meet with the DPD Director to carefully plan their course sequencing.

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Recommended Course Sequence

Total credits 120-129 (120 credits are required for graduation). Application to the major takes place between the second and third year. Students must have a minimum GPA of 2.8 to be accepted in the ND concentration. Students completing the ND concentration are highly encouraged to meet with the DPD advisor on a regular basis.

First Year

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

	Element I Gen Ed	6
PSY100	Introduction to Psychology	4
	Elective (1-2)	4-8

PSY100: or equivalent. Recommend: BIO111 Fundamentals of Biology.

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

	Element I Gen Ed	6
MATH119	Elementary Statistics	4
SOC	SOC100	4
	Element II Gen Ed	4
	or	
	Elective (2-4)	2-4

SOC100: or equivalent

Second Year

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

FN200	Introduction to Food Science with Lab	4
BIO209	Microbiology	4
CHEM121	Introduction to Chemistry	4
	Element II Gen Ed	4
FN100	Professional Preparation	1

BIO209: Option: students may take fall of junior year.
CHEM121: Is a sequence courses for the sciences and MNT. Other prerequisites may apply.
FN100: May take either fall or spring.
Students may elect to take BIO121 Anatomy Physiology I. See spring semester for BIO123.

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

FN210	Basic Human Nutrition	3
CHEM123	Introduction to Organic Chemistry	4
BIO117	Human Physiology	4
	Element II Gen Ed	4
FN100	Professional Preparation	1

CHEM123: Sequence course for the sciences and MNT. Other prerequisites may apply.
BIO117: May be substitute for BIO123 Anatomy Physiology II. (Students must take BIO121 and BIO123)

Third Year

Note: Application to major required. Please review all acceptance criteria.

Fall Semester (First Semester) (16 Credits)

FN235	Methods of Nutrition Education	4
FN320	Nutritional Biochemistry I	4
FN300	Food Production Systems with Lab	4
	Element II Gen Ed	4
	or	
	Elective	4

FN320: Sequence courses for the sciences and MNT. Note: Complete BIO209 Microbiology if not already taken.

Spring Semester (Second Semester) (16 Credits)

FN323	Nutrition in the Life Cycle	4
FN325	Nutritional Biochemistry II	4
BUS245	Accounting for Health Care Professionals	4
	Element II Gen Ed	4
	or	
	Element III Gen Ed	4

FN325: Sequence courses for the sciences and MNT.

Fourth Year

Note: Application to the BS/MS program is early fall. Application for the pre-select acceptance to the Combined MS/DI also early fall.

Fall Semester (First Semester) (12-15 Credits)

FN400	Professional Practice in Dietetics, Foods & Nutrition	1
FN500	Community Nutrition	3
FN501	Medical Nutrition Therapy I	3
FN502	Medical Nutrition Practice I	1
FN507	Service Learning/Field Experience in Community Nutrition	1
FN463	Nutrition Research Communication Seminar	2
	Element IV Gen Ed	4

FN501, FN502: Sequence courses for the sciences and MNT.

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

FN435	Management in Dietetics Practice	4
FN503	Medical Nutrition Therapy II	3
FN504	Medical Nutrition Practice II	1
FN405	Food Science & Experimental Foods with Lab	4
FN490	Capstone in Food and Nutrition	1
	Element IV Gen Ed Capstone or Elective	4

FN503, FN504: Sequence courses for the sciences and MNT.

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

Concentration in General Studies in Foods and Nutrition

The General Studies in Foods and Nutrition (GSFN) concentration is designed to allow students more flexibility in planning their career paths. Students are encouraged to combine their FN studies with a minor, offering the opportunity for students to expand their personal interests in other health-related areas such as fitness and wellness, nutrition research, public health or opportunities within the food and pharmaceutical industries.

Students are encouraged to plan for a minor early in their academic career. Please speak to your advisor. Commonly selected minors include Chemistry, Business and Psychology.

Mission and Goals

The mission of the General Studies in Foods and Nutrition Track is to provide students with broad foundational knowledge of food and nutrition principles and practices leading to future studies through a student-centered multidisciplinary approach rooted in the Catholic liberal arts tradition.

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

Required Courses (73 credits)

Core Requirements (41 credits)

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

Related Requirements (32 credits)

BIO117	Human Physiology	4
CHEM121	Introduction to Chemistry	4
CHEM123	Introduction to Organic Chemistry	4
BUS200	Principles of Management & Management Skills	4
BUS245	Accounting for Health Care Professionals	4
MATH119	Elementary Statistics	4
SOC	Sociology Elective	4
PSY	Psychology Elective	4

A grade of "C" or better is required in all major core courses and in the sciences and related courses. *FN320 may be taught through the Chemistry program. Students may complete the higher level chemistries: CHEM151, CHEM153 and CHEM211, CHEM213 as substitution for CHEM121 and CHEM123. Students may also elect to complete BIO121, BIO123 as substitution for BIO117. Students must work with a FN advisor in planning their course sequence.

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

	Element I or II Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Recommended Course Sequence

Total credits 120-129 (120 credits are required for graduation). Application to the major takes place between the second and third year. Students must have a minimum GPA of 2.5 to be accepted in the GSFN concentration. Students must apply directly to the program and complete a required acceptance form.

First Year

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

BUS200	Principles of Management & Management Skills	4
PSY100	Introduction to Psychology	4
	Element I Gen Ed	6
	Elective	4

PSY100: or equivalent

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

MATH119	Elementary Statistics	4
SOC	SOC100	4
	Element I Gen Ed	6
	Element II Gen Ed	4
	or	
	Elective	4

SOC100: or equivalent

Second Year

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

FN200	Introduction to Food Science with Lab	4
CHEM121	Introduction to Chemistry	4
	Element II Gen Ed and/or Elective	4-8
FN100	Professional Preparation	1

CHEM121: sequence course for the sciences. Other prerequisites may apply.

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

FN210	Basic Human Nutrition	3
CHEM123	Introduction to Organic Chemistry	4
BIO117	Human Physiology	4
	Element II Gen Ed	4
	or	
	Elective	4

FN100	Professional Preparation	1

CHEM123: sequence course for the sciences. Other prerequisites may apply.

Third Year

Note: Application to the major is required.

Fall Semester (First Semester) (16 Credits)

FN235	Methods of Nutrition Education	4
FN320	Nutritional Biochemistry I	4
FN300	Food Production Systems with Lab	4
	Element II Gen Ed	4
	or	
	Elective	4

FN320: sequence courses for the sciences. Other prerequisites may apply.

Spring Semester (Second Semester) (16 Credits)

FN323	Nutrition in the Life Cycle	4
FN325	Nutritional Biochemistry II	4
BUS245	Accounting for Health Care Professionals	4
	Element II Gen Ed	4
	or	
	Element III Gen Ed	4

FN325: sequence course for the sciences.

Fourth Year

Fall Semester (First Semester) (12-15 Credits)

FN400	Professional Practice in Dietetics, Foods & Nutrition	1
FN500	Community Nutrition	3
FN507	Service Learning/Field Experience in Community Nutrition	1
FN463	Nutrition Research Communication Seminar	2
	Element IV Gen Ed Capstone or Electives	

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

FN405	Food Science & Experimental Foods with Lab	4
FN490	Capstone in Food and Nutrition	1
	Element IV Gen Ed or Electives (2-3)	8-12

Second Degree in Nutrition and Dietetics

The second degree option is designed for the student who holds a B.A. or a B.S. degree in a non-related field, and requires a minimum of 32 credits to complete the degree and Nutrition and Dietetics coursework to meet ACEND Didactic Program in Dietetics verification requirements. Students earn a B.S. in Foods and Nutrition and a DPD verification statement. (Please review the College's policy on Second Baccalaureate Degree.) Applicants entering the program through the second degree option are required to formally apply to the major meeting all the established criteria described for the Nutrition and Dietetics concentration.

Interested students must:

- Apply through the Office of Admissions under the Continuing Studies Program/Transfer. Admission requires a 3.0 cumulative grade point average in past college-level studies. Prospective students not meeting this standard should submit a letter discussing past academic performance. Applications will be reviewed and recommendations made on an individual basis for admission.
- Second degree applicants must provide a letter to the DPD Director discussing their goals and objectives for wishing to pursue Nutrition and Dietetics Credentialing (submit with application).
- Meet the College's requirements for a second degree and enroll as a matriculated student.
- Complete one four-credit course under the CSE Essentials general education requirements, Element III.

- Students who have completed their degree requirements outside of the United States must submit TOEFL (Test of English as a Foreign Language) scores and an original educational services transcript that states U.S. degree equivalency. On occasion a copy of the foreign degree may be requested.
- Have a transcript evaluation of all past colleges attended to determine what courses a prospective student must take, and approximately how long it will take the student to complete the degree requirements. Students completing the program on a part-time basis must plan carefully to ensure prerequisites are met.
- Coursework requirements towards the ND Concentration will be determined on an individual basis, but must meet a minimum of 24 credits towards the major.
- Please note that only coursework with a grade of "B" or better for the ND Concentration requirements and related courses will be accepted for initial transfer. Nutrition courses completed at another institution must have been completed within the past five years in order to transfer to the major. FN320 and FN325 (Nutritional Biochemistry I and II) and all courses with specific ACEND Didactic Program in Dietetics student learning outcomes must be completed at the College unless specific permission has been provided by the Didactic Program in Dietetics Director or the FN Program Chair.
- Interested students should apply by July 15 for consideration of a Fall admission and by November 15 for consideration of a January admission.

Special Conditions - Didactic Program in Dietetics Verification Statement

The Didactic Program in Dietetics (DPD) Verification Statement option meets the needs of students who already hold a B.A. or B.S. degree in foods, nutrition, or dietetics, and who wish to complete Didactic Program in Dietetics coursework to meet ACEND DPD verification statement requirements. Upon final completion of coursework, a DPD Verification Statement is issued to the candidate by the DPD Director. This is a non-degree option and is only available to qualified candidates. CSE students who finished their first degree under the General Studies in Foods and Nutrition concentration and who qualify, may apply.

Qualified applicants must:

- Apply through the Office of Admissions.
- Must have a B.A. or B.S. degree in foods, nutrition, dietetics, or related area of study. (If no, please see Second Degree option.)
- Have a 3.0 cumulative grade point average in past college-level studies.
- Provide a letter to the DPD Director discussing their goals and objectives for wishing to pursue Nutrition and Dietetics Credentialing (submit with application).
- Submit all transcripts of past college coursework. Following an evaluation of transcripts, the Program Director will determine what courses a prospective student must take, and approximately how long it will take the student to complete the verification requirements. Students who have completed their degree requirements outside of the United States must submit a TOEFL (Test of English as a Foreign Language) score and an original educational services transcript that states U.S. degree equivalency. On occasion a copy of the foreign degree may be requested.

If accepted:

- Enroll as non-matriculated visiting student and maintain continuous enrollment until DPD verification coursework is completed. This is not a degree-bearing program.
- Complete a minimum of 12 credits in DPD core concentration coursework at the College of Saint Elizabeth for the verification statement to be granted. The specific courses that individual students must take will vary according to their past coursework. In some cases, students will be required to exceed the minimum 12-credit standard. All professional concentration coursework must be completed at CSE unless otherwise approved by the Didactic Program in Dietetics Director.

- Maintain academic and pre-professional standards as outlined for students enrolled in the ND concentration.
- Please note, the DPD Director maintains the right to withhold verification or dismiss any student in the special considerations option who fails to meet established standards.

Minor in Foods and Nutrition

Students admitted to any of the Foods and Nutrition Minor options must have achieved a "C" or higher in all prerequisite courses, and must achieve a "C" or higher for all courses in the Minor to advance and earn the Minor.

Requirements (20 credits)

FN200	Introduction to Food Science with Lab	4
FN210	Basic Human Nutrition	3
FN320	Nutritional Biochemistry I	4
FN325	Nutritional Biochemistry II	4
FN405	Food Science & Experimental Foods with Lab	4
FN405L	Lab Food Science and Experimental Foods	0

Students completing the Foods and Nutrition Minor must meet prerequisites: CHEM121 and CHEM123 (or higher).

Minor in Foods, Nutrition and Community Education

Requirements (20 credits)

FN200	Introduction to Food Science with Lab	4
FN210	Basic Human Nutrition	3
FN323	Nutrition in the Life Cycle	4
FN500	Community Nutrition	3
FN507	Service Learning/Field Experience in Community Nutrition	1

Students must meet prerequisites: BIO117 (Optional: CHEM121 and CHEM123).

Minor in Medical Nutrition Therapy for Health Professionals

Requirements (22-24)

FN210	Basic Human Nutrition	3
FN320	Nutritional Biochemistry I	4
FN323	Nutrition in the Life Cycle	4
FN325	Nutritional Biochemistry II	4
FN501	Medical Nutrition Therapy I	3
FN502	Medical Nutrition Practice I	1
FN503	Medical Nutrition Therapy II	3
FN504	Medical Nutrition Practice II	1

FN502, FN504 are optional

Students must meet prerequisites: CHEM121 and CHEM123 or higher; BIO117. Students entering this Minor must have a 3.0 GPA or higher in the sciences, be recommended by their major Program Faculty, and must be approved by the DPD Director. This Minor in Medical Nutrition for Health Professionals is designed specifically for students seeking to become health professionals, such as a Physician Assistant, and who have an interest in medical and preventive nutrition. Students who intend to apply to medical school should comply with all the science and math requirements for admission. Based on discussion with DPD Director, student may opt not to complete FN502 and FN504. **This Minor does not award an ACEND Didactic Program in Dietetics verification statement.**

Minor in Nutritional Science

Requirements (18 credits)

FN210	Basic Human Nutrition	3
FN320	Nutritional Biochemistry I	4
FN323	Nutrition in the Life Cycle	4
FN325	Nutritional Biochemistry II	4

FN463	Nutrition Research Communication Seminar	2

Students completing the Nutritional Science Minor must meet prerequisites: CHEM121 and CHEM123 (or higher); BIO117.

Minor in Personal Fitness Training

The Personal Fitness Training minor affords all students the opportunity to incorporate knowledge, skill, attitude, self-awareness, and self-determination while enhancing all aspects of wellness principles. Completion of the minor prepares students for certification as a personal or group fitness trainer

Requirements (20 credits)

Required Courses

FIT100	Introduction to the Fitness Industry	2
FIT200	Foundation in Fitness	3
FIT205	Strength & Conditioning	3
FIT300	First Aid & Injury Prevention	4
FIT400	Exercise Physiology	4
FIT405	Professional Fitness Assessment	4

Fitness Elective

FN671	Sports Nutrition for Health & Performance	3

Prerequisites: FIT400, FN210, permission of Program and Instructor, and College approval to enroll in a graduate-level course

M.S. in Nutrition – Online Program

The 30-credit online graduate program in nutrition combines advanced study in nutrition and health promotion with a unique, competency-based curriculum that provides nutrition and health professionals with a broad perspective of current issues in nutrition research and ethics, health promotion and healthy aging, counseling and communications, and public health and program planning. The Program emphasizes ways to incorporate new research and technology, evidence-based applications, and entrepreneurial skills into the practice of nutrition.

The online Graduate Program in Nutrition at the College of Saint Elizabeth enables students to achieve their educational goals in a convenient, collaborative, and interactive format. Course work is offered through distance learning technology. All core courses and most electives are offered online and it is possible to earn the degree fully online. Students in the M.S. in Nutrition may choose a concentration in Entrepreneurial Nutrition Practice or Community Nutrition and Wellness.

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

Mission and Goals

The mission of the Master's in Nutrition Program is to provide excellence and innovation in teaching and outreach in order to engage learners in a collaborative, interactive learning environment that encourages critical inquiry and informs ethical, evidence-based nutrition practice in a spirit of service, social responsibility and leadership.

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

Program Options

The online Graduate Program in Nutrition offers four options for admission:

Option A : Designed for the Registered Dietitian/Nutritionist (RD/RDN) or student who has

recently completed a supervised practice program accredited or approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics and who has received graduate-level credit for this experience. Students accepted under *Option A* may be eligible to receive up to nine (9) graduate credit hours towards their M.S. in Nutrition if graduate level courses were completed during their dietetic internship and meet program requirements. Credits must be pre-approved by the graduate program director. Eligible students must submit a copy of their official transcripts, a catalog description, a course outline, and an original ACEND DI verification statement in order to receive transfer credits. In addition, the student may be asked to submit samples of his/her work completed during the supervised program as part of the review process. Courses identified as supervised practice will not be considered for transfer.

Option B : Intended for the person with a baccalaureate degree in foods, nutrition, and/or dietetics or the person with a baccalaureate degree in a non-nutrition area who desires an advanced degree in nutrition. All applicants must have completed the prerequisites for the graduate program in nutrition including: Introductory and organic chemistry, statistics, human physiology, biochemistry, and advanced nutrition (or the equivalent). Note that the Option B pathway **does not** make a student eligible for a dietetic internship. Students interested in becoming a Registered Dietitian/Nutritionist (RD/RDN) who have an undergraduate degree in a non-nutrition area are advised to pursue the Second Degree Nutrition and Dietetics Concentration.

Option C: Designed for the student seeking a combined M.S. in Nutrition and Dietetic Internship Program. Upon successful completion, the student earns an M.S. in Nutrition and a Verification of Dietetic Internship Completion and is eligible to sit for the National Registration Examination for Dietitians (RD/RDN). To apply to this option, see the Dietetic Internship Application materials at www.steu.edu/di. Applicants to this option must participate in the Dietetic Internship Centralized Application Service (DICAS) and D&D Digital computer matching. See separate Program Admissions and Program Requirements available at www.steu.edu/di.

Additional Admission Criteria for the M.S. in Nutrition Program

An individual seeking direct admission to the graduate program in Nutrition must hold a baccalaureate degree in nutrition, foods, or dietetics from an accredited undergraduate institution. Other individuals with a degree in other areas are encouraged to apply with the understanding that they may be required to take various undergraduate courses as prerequisites to satisfy the admissions criteria. Generally, applicants must have achieved a cumulative undergraduate grade point average (GPA) of not less than 3.0 on a 4.0 scale. Students who have background and potential for success but whose GPA is less than 3.0 may be admitted to the graduate program on a provisional basis. A maximum of nine graduate credits may be accepted in transfer credit. Transfer of credit into the graduate program will be subject to evaluation and approval by the Director of the Graduate Program in Nutrition. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale).

Requirements (Minimum of 30 Credits):

Fifteen (15) credit hours in required core courses

FN625	Health Promotion & Aging	3
FN630	Interventions and Strategies for Weight Management	3
FN650	Advanced Nutrition and Metabolism	3
FN655	Research Methods for Health Profession	3
MC626	Ethical Issues	3

Twelve (12) credit hours in program-approved elective courses

- **Concentration in Community Nutrition and Wellness:** Includes courses in Introduction to Public Health, Global Food Issues, Child and Adolescent Nutrition, Nutrition and Aging, Program Design and Management in Community Nutrition

- **Concentration in Entrepreneurial Nutrition Practice:** Includes courses in Concepts in Nutrition Counseling, Integrative Nutrition and Health Therapies, Interventions and Strategies for Weight Management, and Program Design and Management in Community Nutrition
- **Other Program Electives:** Choose from Service Learning in Community Nutrition, Nutrition Research Seminar, Critical Care Nutrition, Food, Society and Spirituality, Women's Nutrition and Health Issues, Nutrition Assessment, Food Security, Pharmacology, Principles of Food Law and Regulation, among others.

Three (3) credit hours in a Capstone Experience (Choose one):

FN695	Professional Portfolio	3
FN680	Action Research Project Food and Health Literature	3
FN699	Thesis	3

Concentration in Community Nutrition and Wellness

This 14-credit Concentration in Community Nutrition and Wellness emphasizes ecological public health strategies and demonstrates how communities can think globally and act locally to improve the public's health. The current status of research on key nutrition issues across the lifespan is examined. The incidence, risks, development, and recommendations for prevention of chronic conditions and diseases are discussed.

Courses are designed to prepare students to develop, implement, and evaluate public health programs for various groups. The concentration provides training in Public Health, Child and Adolescent Nutrition, Nutrition and Aging, Global Food Issues, and Program Design and Management in Community Nutrition.

Requirements (14 credits)

FN626	Intro Public Health	3
FN620	Child/Adolescent Nutrition	2
FN625	Health Promotion & Aging	3
FN663	Global Food Sustainability Issues	3
FN677	Program Design & Management in Community Nutrition	3

Concentration in Entrepreneurial Nutrition Practice

Many lifestyle habits, including poor nutrition habits, contribute to obesity and overweight and other chronic degenerative health problems. The 12-credit Concentration in Entrepreneurial Nutrition Practice prepares students to develop programs and provide counseling to clients with an emphasis on behavior change, health promotion and disease prevention. Courses are designed to help students improve their nutrition education and counseling skills for individuals and groups with an emphasis on health, wellness and weight management. Strategies to design, implement, and evaluate health and nutrition intervention programs are included.

The concentration provides training in Weight Management, Concepts in Nutrition Counseling, Program Design and Management in Community Nutrition, and either Integrative Nutrition and Health Therapies, or Sports Nutrition for Health and Performance. This concentration also meets the criteria for continuing education credits, as required for dietetics professionals by the Academy of Nutrition and Dietetics.

Courses include:

Requirements (12 credits)

FN630	Interventions and Strategies for Weight Management	3
FN653	Concepts in Nutrition Counseling	3
FN677	Program Design & Management in Community Nutrition	3
FN624	Integrative Nutrition & Health Therapies	3

	or	
FN671	Sports Nutrition for Health & Performance	3

Certificate in Sports Nutrition and Wellness

The 13-credit Certificate Program in Sports Nutrition and Wellness is designed for professionals who have a baccalaureate degree in nutrition, education, coaching, fitness or other health-related field. Prerequisites to the program include anatomy and physiology and introductory nutrition. The Program can be completed part-time and includes courses in Sports Nutrition, Exercise Physiology, Sports Psychology, and Fitness Assessment. The Program prepares students for positions as personal trainers and health and fitness instructors with exercise and nutrition programs in schools, weight management centers, recreational agencies, work sites, health centers, corporations, fitness facilities, and hospitals. Students may contribute to a variety of planning, instructional, and administrative roles in community and corporate health-related facilities. Graduates are encouraged to seek the American College of Sports Medicine (ACSM) Health Fitness Instructor Certification. The Certificate Program may be taken alone or as part of the M.S. in Nutrition degree program.*

Courses include:

Requirements (13 credits)

FN510	Exercise Physiology	4
FN671	Sports Nutrition for Health & Performance	3
FN515	Professional Fitness & Training Assessment	3
PSY663	Sports Psychology	3

* - Master's degree candidates must complete all graduate program prerequisites.

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

The College of Saint Elizabeth offers a Combined Degree Program (B.S. in Foods & Nutrition/M.S. in Nutrition) through the undergraduate Nutrition and Dietetics Track. The M.S. program emphasizes nutrition and health promotion, wellness, leadership, and health advocacy. Eligible undergraduate students can earn both a bachelor's and master's degree in a unique combined program format. Students complete 9 graduate credits in partial fulfillment of the 30 credits required for the M.S. degree in Nutrition during their senior/fourth year of study. These 9 credits also fulfill the ND track requirements.

Eligible undergraduate students can earn a combined B.S./M.S. degree for a total of 141 credits. Students are required to complete a minimum of 120 undergraduate degree credits and 30 graduate-level degree credits of which 9 credits overlap in partial fulfillment of the combined degree requirements. The Bachelor of Science degree will be awarded upon completion of 120 credits, which must meet all CSE Essential general education and Nutrition and Dietetics (ND) Track requirements. Students completing the combined degree also fulfill the ACEND Didactic Program in Dietetics Verification requirements. This statement will be issued upon completion of the B.S. Degree requirements.

Students interested in the B.S./M.S. program option, must be a major in Foods and Nutrition ND track and meet the program's eligibility criteria.

- Students must have established senior-level standing, or completion of 90 credits.
- Complete the prerequisites to the M.S. in Nutrition program coursework: Human Physiology, Introductory and Organic Chemistry, Nutritional Biochemistry I and II (or the equivalent) and Statistics.
- Students seeking a first degree must show adequate progress towards completion of the CSE Essentials general education program.
- Hold a minimum 3.0 cumulative GPA in both College of Saint Elizabeth and all schools attended.

- Demonstrate academic achievement in the ND Track (minimum of 3.2 GPA in the ND core and sciences), leadership and potential to complete rigorous coursework, to ensure academic success in completion of the M.S. degree requirements.

Students wishing to complete the B.S./M.S. option must apply and be recommended by faculty for formal acceptance. Students wishing to complete this option should obtain an application between August 1st and September 1st of the senior year. The application is due to the Director of the Graduate Program by September 15th. A decision will be made by October 1st. Combined degree students should maintain continuous matriculation. This program is designed for full-time enrollment. Students wishing to complete the program on a part-time basis are advised to plan their program carefully to avoid interruptions in course offerings.

Students in the combined degree complete the following ND Track credits for graduate credit transfer: FN501 Medical Nutrition Therapy I (3 credits), FN503 Medical Nutrition Therapy II (3 credits) and FN500 Community Nutrition (3 credits). Students enrolled in the B.S./M.S. must earn a course grade of "B" or better in all courses taken to remain in the combined degree program.

The nine (9) graduate-level ND Track credits may only be applied to the M.S. in Nutrition Program and cannot be applied to another graduate program or the combined M.S. in Nutrition and Dietetic Internship program.

Combined M.S. in Nutrition and Dietetic Internship Program (MS/DI)

The combined M.S. in Nutrition/Dietetic Internship Program (DI) is completed in 38 credits. Accepted students complete 20 hours of online M.S. in Nutrition coursework and 18 credits of Dietetic Internship Program specific coursework that includes a minimum of 1200 hours of supervised practice. Students who successfully complete the program receive a Masters in Nutrition and a Verification Statement of Program Completion. They are then eligible to take the National Examination to become a Registered Dietitian/Nutritionist (RD/RDN). The program offers a concentration in Entrepreneurial Nutrition Practice and one in Community and Public Health Nutrition.

Mission and Goals

The mission of the College of Saint Elizabeth Dietetic Internship Program is to provide dietetic interns with didactic and supervised practice experiences meeting the requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND). With unique learning opportunities and strong faculty support, the program promotes the professional development of each dietetic intern within his or her concentration in Entrepreneurial Nutrition Practice or Community and Public Health Nutrition.

Rooted in the College's institutional mission, the College of Saint Elizabeth Dietetic Internship extends the college's long history of academic excellence and quality education with a concentration on leadership in dietetics, service to the community and ethical practice.

Program Goals

- Prepare program graduates for ethical, evidence-based entry level positions in dietetics meeting the Core Competencies for the RD 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 the Entrepreneurial Nutrition Practice Concentration or Community and Public Health Nutrition Concentration.
- Provide an environment in which graduates complete the program having developed leadership skills and a commitment to service through the exposure to community rotations, self-assessment of competence, initiation of draft continuing education plan and completion of capstone portfolio.

Supervised Practice

Supervised practice is divided into five areas: Clinical Dietetics, Departmental Management, Community Nutrition, Professional Development and the Entrepreneurial Nutrition Practice or Community and Public Health Nutrition Concentration. The schedule is planned on a

rotational basis. Students will participate in an orientation and simulated practice experience prior to the clinical rotation.

Clinical dietetics includes 440 hours of intensive training in a variety of medical surgical specialties, nutrition support, critical care, outpatient and extended care environments. Seven weeks of clinical training will be completed at one of two major medical centers Morristown Medical Center, Morristown or St. Joseph's Regional Medical Center, Paterson. Additional hours will be completed at out-patient and extended care facilities. These facilities are located throughout the state.

Departmental Management is completed in a healthcare setting for those in the Entrepreneurial Nutrition Practice Concentration and in a school food-service or healthcare setting for the Community and Public Health Nutrition Concentration. This rotation is 240 hours over six weeks.

During the Community Nutrition rotation, students experience a variety of settings including child nutrition programs, community outreach and maternal health. An 80 hour culminating practice experience, evidence analysis investigation project, professional and lay communication experiences and participation in the New Jersey Dietetic Association's Annual Meeting and/or other professional activities comprise the Professional Development rotation.

The ENP Concentration includes 160 hours in Nutrition Education and Counseling at the College's Center for Nutrition and in Corporate Wellness. The Retail/Supermarket unit consists of 80 hours and rounds out the 240 hours in the concentration. The CPHN Concentration is completed with 160 hours in clinics and outreach programs and 80 hours are completed in food and nutrition assistance programs.

A complete list of our practice hours and rotations can be found at the College's website on the Dietetic Internship page, www.steu.edu/di.

Schedule

During the first year, students take coursework online and do not need to relocate. During the second academic year, the practice hours are completed 40 hours a week in a rotational basis. The entire program is completed in two academic years.

Interns complete summer homework after the first year. This work is completed independently. Students complete an intensive clinical preparation course two weeks prior to starting clinical rotations. Work is completed in a small cohort on campus and online.

Practice Sites

Supervised practice will be scheduled on a rotational basis. Seven weeks of clinical training are completed at one of two medical centers as outlined above. Clinical faculty employed by the College are responsible for providing and overseeing on-site training at Morristown Medical Center, Morristown or St. Joseph's Regional Medical Center, Paterson or similar facility in north central New Jersey. Students will be assigned to one of those facilities according to proximity to their residences.

Each student will complete a clinical unit in extended care at either a long-term care center, rehabilitation center, psychiatric or developmental center. Students will also complete a clinical experience in an outpatient setting, such as diabetes, dialysis or clinic. These sites are primarily located in northern and central New Jersey. Every effort is made to place students within a reasonable commute to the student's residence, except for the seven clinical weeks as described above. The CSE Combined MS/DI is not accredited to provide supervised practice in a distance format.

For Community nutrition, non-profit agencies and corporations provide additional practice opportunities. Experiences will be supervised by College of Saint Elizabeth faculty, Registered Dietitian/Nutritionists and other qualified food and nutrition or health professionals employed by the sites.

The faculty/staff of the college are responsible for all contractual and insurance arrangements and

placements, with the exception of Community Nutrition Education unit. Students are responsible for identifying a community practice site and assisting faculty/staff with the contractual agreement. Students are responsible for their own travel and communicating with sites for workplace details (time/place to report, ID badge needs, etc).

Practice hours by rotation and unit are available on the website at www.steu.edu/di.

General Admission Procedures

The Combined MS/DI program has three steps to the application process. Applicants must participate in the (1) Dietetic Internship Centralized Application Service (DICAS) and (2) DD Digital processes, including meeting all DICAS and DD Digital deadlines. Applicants are responsible for fees paid directly to DICAS and DD as well as for the CSE MS/DI application fee. The third step (3) in the process is to complete the program's Applicant Interview Availability form and submit the Application Fee to the college available at www.steu.edu/di.

Applicants are not required to complete additional college application components. The Combined MS/DI application process is separate from other graduate program admissions. Applicants are responsible for meeting all application deadlines. A selection committee that includes Foods and Nutrition Program faculty, supervised practice preceptors and alums completes the ranking process for this application option.

CSE FN students have the option to apply through a pre-select process. Details are outlined in the FN and MS/DI handbooks available from the Foods and Nutrition Department.

Students accepting pre-select or matched appointments to the program will be expected to complete a modified graduate application and provide original transcripts and an original DPD verification statement to the Director of Graduate Nutrition before beginning the program.

Bachelor's Degree and DPD Verification

All students matched to the MS/DI must have a minimum of a bachelor's degree from a U.S. regionally accredited college or university or foreign equivalent and a Verification Statement from a Didactic Program in Dietetics (DPD), meeting requirements of the Accreditation Council for Education in Nutrition and Dietetics.

At the time of application, students who have not completed the educational requirements provide an *Intent to Complete* on DICAS through the DPD Director at their institutions. Applicants must successfully complete a bachelor's degree and DPD Verification prior to the program's start date. Applicants matched to the program must provide an official transcript with degree noted and DPD Verification Statement prior to the program's start date.

Medical and Background Clearance

Final acceptance into the Program requires the applicant to meet all admission criteria, health and medical requirements including proof of immunization including but not limited to MMR, varicella, Hep B., Proof proof of medical insurance and student healthcare background clearance are also required.

In addition, those matched to the program must complete acceptable background checks and medical clearances at the expense of the applicant. This is required as a condition of admission to the MS/DI program. Certain medical clearances must be obtained during a specified time period before the start of the supervised practice. Interns will be advised regarding the proper forms and time line to complete these requirements.

Course Sequence

M.S. in Nutrition Courses

Students take 20 credits and will be advised which semester to enroll in each course.

Community and Public Health Nutrition Concentration (20 credits)

FN620	Child/Adolescent Nutrition	2
FN625	Health Promotion & Aging	3
FN626	Intro Public Health	3
FN630	Interventions and Strategies for Weight Management	3

FN650	Advanced Nutrition and Metabolism	3
FN655	Research Methods for Health Profession	3
FN677	Program Design & Management in Community Nutrition	3

Entrepreneurial Nutrition Practice Concentration (20 credits)

FN620	Child/Adolescent Nutrition	2
FN625	Health Promotion & Aging	3
FN630	Interventions and Strategies for Weight Management	3
FN650	Advanced Nutrition and Metabolism	3
FN655	Research Methods for Health Profession	3
FN677	Program Design & Management in Community Nutrition	3
FN624	Integrative Nutrition & Health Therapies	3
	or	
FN671	Sports Nutrition for Health & Performance	3

FN620 may be taken, summer, fall or spring semesters on a first come first serve basis but must be completed prior to supervised practice.

Dietetic Internship Specific Courses: Full-Time Interns

Fall Semester (11 Credits)

FN607	Supervised Practice in Dietetics II	4
FN614	Applied Concepts in Clinical Nutrition I	2
FN620	Child/Adolescent Nutrition	2
FN632	Applied Concepts in Nutrition Education and Counseling	3
	or	
FN639	Applied Concepts in Food & Nutrition Professional Communication	3

Spring Semester (8 Credits)

FN609	Supervised Practice in Dietetics III	0
FN632	Applied Concepts in Nutrition Education and Counseling	3
	or	
FN639	Applied Concepts in Food & Nutrition Professional Communication	3
FN694	Capstone Supervised Practice in Dietetics	1

CSE B.S. in Foods and Nutrition Pre-Select Application to the M.S. in Nutrition/Dietetic Internship Program

The Pre-select MS/DI at the college provides pre-select admission to the MS/DI program for students enrolled in the CSE DPD program. Students accepted into this option complete the master's in nutrition and the dietetic internship program over two years after completion of the BS degree and DPD Verification coursework. Upon completion of the MS/DI, the student receives a Master of Science Degree in Nutrition and receives a DI Verification of Program Completion allowing the student to sit for the National Examination for Registered Dietitians/Nutritionists (RD/RDN).

The program offers two concentrations: Entrepreneurial Nutrition Practice (ENP) or Community and Public Health Nutrition (CPHN). Students qualified to apply for the pre-select option must select one of the two concentrations at the time of application and indicate that choice in the letter of application. ENP starts in August/Fall semester and CPHN starts in January/Spring semester.

Up to six (6) of the sixteen (16) ENP positions and up to ten (10) of the twenty (20) CPHN positions may be filled using the pre-select option. Applicants apply at the beginning of the Senior year and are expected to have a 3.0 overall GPA

(based on academic transcripts all schools attended for undergraduate and/or graduate coursework) and a 3.5 GPA in the DPD courses at the time of application.

Students wishing to apply through this option should contact the Dietetic Internship Director between August 1 and September 1 for application forms and instructions.

Application materials will be due on September 15. No late or incomplete applications will be accepted.

Qualified applicants will be required to provide:

- Application form (obtained from DI Director)
- Recommendation (from outside CSE, using form provided)
- Letter of application (indicating choice of concentration and reason for interest)
- Resume
- Interview

A committee of Foods and Nutrition faculty will review and score the pre-select applications and decide by October 1. Applicants accepted will be required to confirm acceptance by October 15. Acceptance is provisional and will require maintenance of at least a 3.2 DPD GPA, and that the student earn a DPD Verification, and model professional integrity and the Academy's Code of Ethics. A description of professional integrity is published in the Foods and Nutrition Program and College Student Handbooks available on the CSE website.

Students not able to meet the pre-select requirements during the senior year will forfeit her/his slot in the MS/DI.

To apply through to the MS/DI pre-select option students must have:

- Completed the prerequisites to the MS in Nutrition program including; Human Physiology, (or Anatomy and Physiology I and II), Introductory and Organic Chemistry, Nutritional Biochemistry I and II and Statistics
- Must have a 3.0 overall GPA at the time of application, 3.5 GPA in the DPD coursework
- If accepted, maintain at least a 3.2 GPA in the DPD requirements through senior year.

Please note, the pre-select option is not an automatic acceptance. Applicants will be scored on the following criteria:

- Overall GPA
- DPD GPA
- Recommendation (from non-CSE source, either work or volunteer)
- Letter of application
- Work/volunteer experiences
- Interview

Students confirming acceptance into the MS/DI will not be eligible to apply to other programs using the Dietetic Internship Centralized Application System (DICAS) or national computer matching through DD Digital. In addition, the student must remove him/herself from other application processes for similar programs that do not participate in DICAS or DD. Applicants who violate these terms of acceptance will automatically revoke their admission to the CSE MS/DI.

After evaluation of the application, an applicant who is not accepted through the pre-select option is advised to contact the DI Program Director to discuss options and findings of the pre-select committee. In most cases, the applicant will be advised to apply through the traditional matching process and will be given direction to improve her application.

Global Studies

Program Overview

The Global Studies Program endeavors to educate students about the most critical geographical, political, and cultural features of the contemporary global community. In so doing, the Global Studies Program seeks to cultivate among students a lasting enthusiasm to know more about the complex world in which we live.

Graduates

Our graduates are equipped to pursue careers in international education, business, law, diplomatic service, and journalism; and to work with international corporations, international service organizations, and non-profit organizations with global agendas and responsibilities.

Recent CSE Global Studies majors now work in such fields as banking, education, business, non-profit organizations, and international corporations. Other Global Studies graduates have entered graduate programs at the University of Maine, Hofstra University, and Syracuse University.

B.A. in Global Studies

Requirements (38 credits)

Core Requirements (14 credits)

GS100	America & the World	2
HIS110	Survey of Global History I	4
PS231	International Relations	4
PS251	Comparative Politics	4

200-level Category. Select three of the following courses. (12 credits)

HIS255	Latin American History	4
HIS261	The Middle East	4
HIS265	Asian History	4
HIS271	African History	4
COMM243	Cross Cultural Communication	4

300-level Category. Select two of the following courses. (8 credits)

HIS310	Special Topics in History	4
HIS315	Readings in Global History	4
BUS341	Managing in the Global Economy	4
PS381	Political Thought	4

Integrative Courses (4 credits)

GS467	International Studies Capstone Seminar	3
GS495	Internship	3

Additional Courses available to Global Studies majors:

WCL205	Area Studies: Culture & Traditions	2
GS491	Independent Study	3

Language Specialization (12 credits)

In addition, students interested in developing their language skills further will have the chance to do a Language Specialization that will be recorded on their transcripts.

Students must choose three courses from the list below according to their language ability which will be determined by a placement test:

WCL101 SPA	Basic Language and Culture: Spanish	4
WCL103 SPA	Beginner Language, Grammar & Culture: Spanish	4
WCL201 SPA	Intermediate Spanish I	4
WCL202 SPA	Intermediate Spanish II	4
WCL300	Literature Survey	4
WCL305	Composition & Conversation	4
WCL310	Grammar & Style	4

A Global Studies major with a language Specialization will complete 50 credits.

Minor in Global Studies

Requirements (18 credits)

Core courses (10)

GS100	America & the World	2
HIS110	Survey of Global History I	4
PS231	International Relations	4

One 300-level course selected from the following: (4)

HIS315	Readings in Global History	4
HIS3--	Special Topics in History (when topic is global focused)	4

BUS341	Managing in the Global Economy	4
PS381	Political Thought	4

One course selected, in consultation with the Global Studies Program Director, from among the other courses that count toward the Global Studies major. (4)

Health Administration

B.S. in Health Administration

Program Overview

The new B.S. in Health Administration curriculum is in response to transformations in the health care industry, and offers three concentrations: Health Informatics, Health Project Management, or Health Communication. The emphasis on experiential learning provides students with skills for employment in a variety of health services settings including but not limited to hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, and emergency preparedness organizations in both the private and public domains, local, state and federal government. Health Administration majors will also be well-prepared for a variety of graduate programs, in particular the Master of Science in Health Administration. With the U.S. Bureau of Labor Statistics projecting that careers in health care will grow at twice the pace for overall U.S. job growth (more than 20 percent from 2008 through 2018,) a bachelor's degree in Health Administration is a wise choice.

Unique Elements of This Program

- Students learn to utilize management, organizational, communication, and data analysis skills in the health care industry
- Students learn to interpret health care and disease-related research and apply this skill in population health management
- Students will choose one of three concentrations: Health Informatics, Health Project Management, or Health Communication
- Students benefit from required field experience through internship/capstone or other experiential learning
- Students complete a faculty guided, culminating research project that begins during the internship and ends in the Senior Seminar course.

Outcomes

- Identify basic relationships and multiple elements of a problem, breaking down each element into detail; use analytical techniques to identify potential solutions, weighing the value of each.
- Assess reimbursement and payment system alternatives; explain the connection between providers and payers; analyze disease, population and utilization data.
- Consider the business, demographic, ethno-cultural political and regulatory implications of decisions; develop strategies to improve the long-term success and viability of the organization.
- Work cooperatively with others; value others input and expertise; seek input of others to increase the quality of solutions and decisions.
- Speak and write in a clear, logical, grammatical manner in informal and formal situations; makes presentations in a clear and understandable voice free of extraneous phrases.
- Recognize the potential of Information Systems in process and patient service improvement; is familiar with current technology for patient tracking (record management, billing and reporting).
- Plan, execute and oversee a project; establish phases and steps within a realistic timeframe; tracks performance against plan and budget; ensures delivery within a prescribed time frame.
- Act openly and honestly; demonstrate ethical behavior, professional practice, social accountability and community stewardship.
- Develop curiosity and desire to know more about things, people and issues; cultivate a

desire for knowledge and staying current with health, industry and professional trends.

Requirements

Core Courses (47 credits)

HA100	Introduction to Health Care Industry	2
BUS245	Accounting for Health Care Professionals	4
HA210	Global Health & Cultural Perspectives	4
HA215	Heath Care Organizations & Delivery Systems	4
HA220	Introduction to Health Communication	2
HA225	Introduction to Health Information Systems	2
HA230	Foundations in Project Management for Health Service Organizations	2
HA310	Population Health Planning & Assessment	4
HA315	Health Policy, Law & Ethics	4
HA320	Health Care Economics	4
BUS400	Research Methods & Project Management	4
HA410	Organizational Behavior in Health Systems	4
HA415	Strategic Planning for Heath Care Organizations	4
HA490	Capstone in Health Administration	2

Additional Prerequisites (10 credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	2
MATH119	Elementary Statistics	4
BUS227	Theories of Micro Economics	3

Concentrations

Majors are required to choose a concentration (Health Informatics, Health Project Management, or Health Communication) of 10 credits. The 10 credits include the introductory course required for all majors, plus two additional four-credit courses.

Informatics Concentration

HA325	Health Care Informatics & Data Base Management	4
HA425	Informatics Applications	4

Quality and Project Management Concentration

HA330	Quality & Performance Management	4
HA430	Project Procurement Management	4

Health Communication Concentration

HA340	Interpersonal Health Communication	4
HA440	Planning & Implementing Health Campaigns	4

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Semester-by-Semester Offerings Sequence for BS in Health Administration

First Year

Fall Semester (14-16 Credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	2
HA100	Introduction to Health Care Industry	2
MATH119	Elementary Statistics	4
	Gen Ed and Electives	6-8

Spring Semester (14-16 Credits)

HA210	Global Health & Cultural Perspectives	4
HA225	Introduction to Health Information Systems	2
HA230	Foundations in Project Management for Health Service Organizations	2
	Gen Ed and Electives	6-8

Second Year

Fall Semester (14-16 Credits)

HA215	Heath Care Organizations & Delivery Systems	4
HA220	Introduction to Health Communication	2
	General Education and Electives	8-10

Spring Semester (14-16 Credits)

BUS227	Theories of Micro Economics	3

BUS245	Accounting for Health Care Professionals	4
HA310	Population Health Planning & Assessment	4
	Gen Ed and Electives	3-5

Third Year

Fall Semester (14-16 Credits)

HA3XX	Concentration Course 1	4
HA320	Health Care Economics	4
	Gen Ed and Electives	6-8

Spring Semester (14-16 Credits)

HA315	Health Policy, Law & Ethics	4
HA410	Organizational Behavior in Health Systems	4
	Gen Ed and Electives	6-8

Fourth Year

Fall Semester (14-16 Credits)

BUS400	Research Methods & Project Management	4
HA415	Strategic Planning for Heath Care Organizations	4
HA4XX	Concentration Course 2	4
	General Education and Electives	2-4

Spring Semester (14-16 Credits)

HA490	Capstone in Health Administration	2
HA495	Internship	2
	General Education and Electives	10-12

Suggested minors

- Business Administration
- Leadership
- Informatics (Computer Science)
- Communication
- Sociology
- Psychology

Transfer Students

Students may transfer in up to 90 credits. Graduation requirement is 120 credits. Students may be over the "120" credit if they transfer in the complete allowance of 90 credits.

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

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

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

M.S. in Health Administration

Program Overview

The Master of Science in Health Administration features an integrated program combining a core curriculum, an elective component, and a culminating experience in which health administration skills and competencies are synthesized through an internship and capstone course.

The Health Administration program has been designed for early and mid-level careerists in the health care industry. The program will be of particular interest to health care administrators, managers, nurses, other health care providers, and any health related professionals who wish to increase their knowledge and expertise in health management. Applicants who have not previously studied health administration are welcome.

Graduates of this program will find diverse job opportunities with a variety of health organizations, including hospitals, home health agencies, health insurance companies, life care facilities, managed care organizations, medical group practices, mental health agencies, and pharmaceutical and biomedical industries.

Stressing leadership, management, and analytic competencies, the program focuses on offering students opportunities to develop and expand the knowledge and skills required to excel both professionally and personally. Teamwork and peer collaboration are encouraged.

Unique Elements of This Program

- Designed for professionals in the health care environment, and students with little to no professional health care experience
- Accommodates working students by offering evening courses
- Provides small classes, individual attention, and real-world applications of academic concepts
- Uses highly credentialed and experienced faculty members
- Accommodates students with diverse undergraduate backgrounds

How Graduates Will Benefit

The goals of the program are to prepare graduate students to:

- Demonstrate competency in knowledge and skills of effective health care service delivery
- Integrate behavioral, social, and cultural factors into health administration practices
- Develop analytical strategies and techniques applicable to a changing health care environment
- Develop leadership skills through the application of current health administration theory and ethical proactive decision-making
- Provide administrative leadership by combining ethical considerations, critical thinking skills, and the humanistic application of current health administration theory

The Master in Health Administration reflects the mission of the college and seeks to apply the principles of management, leadership, service, and ethics through a high quality academic experience, recognizes the needs of health care managers/providers, and provides a flexible, multidisciplinary opportunity to obtain essential management skills and required expertise for success in today's health care environment.

We are a learner-centered, industry-focused and competency-based program which is designed to add value to students and the organizations they work for.

We plan on training early careerists and making mid-level professionals more competent in their present responsibilities with enhanced potential for upward mobility and easy movement within the health care industry.

Vision

We envision a premiere learner-centered, flexible program which leads to graduates who will positively influence health systems nationally and globally.

Outcomes

The program utilizes 15 of the 26 competencies of the National Center for Healthcare Leadership (NCHL) Competency Model as the framework for learning and assessment method and program outcomes. The 15 competencies comprise of accountability, analytical thinking, collaboration, communication, financial skills, human resource management, information technology management, interpersonal understanding, process management and organizational design, professionalism, project management, strategic management, team leadership, and self-development.

Requirements (42 credits)

Institutional Requirements (6 Credits)

GST605	Graduate Research Writing Seminar	3
MC626	Ethical Issues	3

Core Courses (30 Credits)

HA603	Health Care Systems & Environment	2
HA604	Managerial Epidemiology & Population in Healthcare Management	3
HA605	Organizational Behavior & Strategies of Human Resource Management in Health Care Systems	3

HA609	Health Policy & Law	3
HA611	Finance & Budgeting for Health Care Managers	3
HA618	Health Information Systems & Informatics	3
HA628	Health Services Quality Improvement & Project Management	3
HA630	Research Methods for Health Care Managers	3
HA673	Health Care Economics	3
HA675	Marketing & Strategic Planning in Heatlh Sevices Organizations	3

Electives

Students select one 3-credit course from any of the following 3-credit courses.

HA640	Managed Care & Insurance	3
HA643	Leadership in International Professional Health Care Practice	3
HA646	Global Issues in Health Policy & Management	3
HA650	Health Communication	3
HA653	Long Term Care Administration	3

Prerequisite

HA602	Financial Accounting	3

Other Course Options

At discretion of program chair.

HA683	Special Topics	3
HA685	Independent Study	3

Internship and Capstone Experience

HA694	Health Administration Internship & Report	3
HA695	Professional Portfolio	3

Admission Criteria

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

- Baccalaureate degree from an accredited institution.
- Generally, applicants must have achieved a cumulative undergraduate grade point average (GPA) of not less than 3.0 on a 4.0 scale. Students who have background and potential for success but whose GPA is less than 3.0 may be admitted to the graduate program on a provisional basis.
- Meet health requirements of the College.
- Computer literacy is vital for successful completion of the program. Students who need to increase their computer competency should speak to the Program Chair about options for obtaining the necessary computer skill level.
- An acceptable Background Check may be required as a condition for completing a Health Administration course and/or project. Applicants are responsible for completing and paying for all Background Check(s) if more than one is required under renewal time lines. (Applicants should contact the Health Administration program for full policy, requirements and procedures.)
- Submit a personal statement, resume and two letters of professional recommendation.
- Official transcripts from all post-secondary institutions. International transcripts must be evaluated by NACES (i.e. WES) on a course by course basis.
- TOEFL/IELTS (if necessary).
- Programs and courses taken at colleges in countries outside the United States must be evaluated by WES (World Education Services) for a course-by-course evaluation.

Transfer Credit Policy

Transfer of credit into the graduate program will be subject to the evaluation and approval of the Program Chair. A maximum of nine credits can be accepted in transfer into the M.S. in Health Administration Program. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale). All courses in the required Graduate Writing or Ethics Study must be taken at the College of Saint Elizabeth.

Program Completion Criteria

Completion of the program will be determined by successful completion of all course work with a cumulative grade point average of 3.0 (on a 4.0 scale) or better. In addition, students must receive a "pass" grade for their Capstone Experience.

Continuous Enrollment Criteria

Students are expected to enroll continuously until the program is completed. With the exception of students who are on an approved Leave of Absence (see the Leave of Absence Policy), any student who has not registered for a course for two consecutive semesters (fall / spring) must pay one credit of graduate tuition in each subsequent semester until the student registers for a course. This continued enrollment fee is required in order to maintain standing in the program. Should the student not pay the continued enrollment fee, the student will have to reapply for admission to the program should the student want to continue in the program.

Students who do not successfully complete their Capstone Experience in one semester are required to pay one credit of graduate tuition, through course GST650, each semester until completion.

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 College, the CSE 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 CSE 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 credits)

Core Requirements (30 credits)

HIS100	Survey of American History	4
HIS110	Survey of Global History I	4
	200-level U.S. History Course	4
	200-level Global History Course	4
	200-level History Elective	4
HIS300	Readings in American History	4
HIS315	Readings in Global History	4
HIS490	History Capstone Seminar	2

One of the following two courses (4 credits)

HIS310	Special Topics in History	4
	300-level Political Science Course	4

Electives

HIS491	Independent Study	3
HIS495	Internship	2

Minor in History

Requirements (20 credits)

Required Courses (20 credits)

HIS100	Survey of American History	4
HIS110	Survey of Global History I	4
	200-level History Courses	4-8
	300-level History Courses	4-8

Individualized/Self-Designed Major

Although most students choose one of the College'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 College 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.

The College of Saint Elizabeth, in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, provides eligible students with documented disabilities equal educational opportunities and participation. The College is committed to insuring that no qualified person be excluded from participation in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or employment, access to facilities, student programs, activities and services.

While all students are expected to meet the College's academic standards and requirements, the College encourages students with documented disabilities who want accommodations to submit the documentation early in the application process so that documentation may be assessed, interpreted and services arranged in a timely manner. Please contact the Coordinator of Disability Services for more detailed information about disabilities services.

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 and Computer Science

Program Overview

The Mathematics Program offers a Bachelor of Arts in Mathematics, a minor in Mathematics, a minor in Computer Science, and a certificate in Cyber Security.

The Mathematics program is broad and it is designed to accommodate a diversity of student needs and interests. Students are led to seek an understanding of the place of mathematics in our culture, and in particular to appreciate its relationship to the physical and social sciences. The primary goal of the mathematics curriculum is to develop the attitudes of mind and analytical skills required for efficient use and understanding of mathematics. By earning a Bachelor of Arts degree in Mathematics, students prepare to pursue their chosen professions with distinction, whether they enroll in graduate school immediately or begin their careers in industry or in mathematics education.

The mission of the Mathematics Program is to promote competence in mathematics and to foster the ability to apply mathematics and computer technology to related fields.

Student Outcomes

The goals of the Mathematics program at the College of Saint Elizabeth are:

- To offer a rigorous and diverse set of courses that will enable students to acquire knowledge

and competency in the major field of mathematics;

- To prepare students for the use of mathematics and computer technology in a professional capacity, as a basis for advanced study, and for continued professional development;
- To provide all students the opportunity to learn mathematics and computer technology, to develop analytical skills, to improve quantitative thinking, and to recognize the usefulness of mathematics and computer technology;
- To support the liberal arts environment of the College by providing all students the opportunity to appreciate the beauty of mathematics and computer technology as they apply to the student's major field of study and the world around them.

A student who completes the major requirements in the Mathematics program will have:

- Acquired in-depth knowledge of, and a high level of competency in the major field of study;
- Learned various problem-solving strategies including the use of technologies and their applications
- Acquired the necessary skills to pursue a career in the major field of study or a related field
- Demonstrated the ability to clearly and effectively communicate ideas in the major field of study.

Graduates

Graduates of the Mathematics Program are equipped with the mathematics skills needed to engage in a successful career. Career opportunities for mathematics majors are ample. The Program takes great pride in the fact that our students find strong placements in graduate school, in elementary and secondary education, in business, and in computer-related fields.

B.A. in Mathematics

Requirements (41 credits)

Core Requirements (29 credits)

MATH151	Calculus I	4
MATH153	Calculus II	4
MATH253	Calculus III	4
MATH255	Linear Algebra	4
MATH403	Abstract Algebra	4
MATH453	Introduction to Real Analysis	4
CS115	Fundamentals of Computers & Programming	4
MATH480	Senior Seminar	1

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

MATH301	Mathematical Statistics I	4
MATH305	Geometry	4
MATH309	Differential Equations	4
MATH315	Mathematical Statistics II	4
MATH321	Discrete Math	4
MATH337	Applied Math for Scientists	4
MATH351	Number Theory	4
MATH421	Numerical Analysis	4

MATH457	Special Topics	4
MATH491	Independent Study	4
MATH495	Internship	4

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Capstone Requirement

Students will fulfill the capstone requirement by successful completion of the Mathematical Comprehensive Experience which includes a written examination, an oral presentation and Math 480 Senior Seminar course.

B.S. in Computer Software Engineering

Mission

Flowing from the Mission of the College of Saint Elizabeth, 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 College'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 life-long learning in the field of computing;
- To develop students' ability to use current technologies and 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 at the College of Saint Elizabeth 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 (60-62 credits)

Core Requirements (26 credits)

CS115	Fundamentals of Computers & Programming	4
CS117	Introduction to Object-Orientated Programming	4
CS217	Data Structures and Algorithims	4
CS235	Computer Arhictecture and Organization	4
CS495	Internship	2

Elective Courses (12 credits)

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

CS307	Database Management	4
CS313	Cryptography	4
CS319	Computer Operating Systems	4
CS325	Web Programming	4
CS345	Principles of Computer Security	4
CS357	Software Engineering	4
CS421	Numerical Analysis	4
CS425	Fundamentals of Programming Languages	4
CS431	Interactive Computer Graphics	4
CS435	Artificial Intelligence	4
CS437	Computer Networks	4
CS457	Special Topics	4
CS491	Independent Study	4

Related Mathematics Courses (16 credits)

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

Natural and Physical Sciences Electives (6-8 credits)

BIO111	Fundamentals of Biology I	4
BIO111L	Lab: Fundamentals of Biology I	0
BIO113	Fundamentals of Biology II	4
BIO113L	Lab: Fundamentals of Biology II	0
BIO209	Microbiology	4
BIO209L	Lab: Microbiology	0
CHEM121	Introduction to Chemistry	4
CHEM123	Introduction to Organic Chemistry	4
CHEM151	General Chemistry I	4
CHEM153	General Chemistry II	4
PHYS149	General Physics I	4

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4

	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Minor in Computer Science

Requirements (20 credits)

Required Courses (12 credits)

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

CS115	Fundamentals of Computers & Programming	4
CS117	Introduction to Object-Orientated Programming	4
CS217	Data Structures and Algorithims	4

Electives (8 credits)

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

CS235	Computer Arhictecture and Organization	4
CS307	Database Management	4
CS313	Cryptography	4
CS319	Computer Operating Systems	4
CS325	Web Programming	4
CS345	Principles of Computer Security	4
CS357	Software Engineering	4
CS421	Numerical Analysis	4
CS425	Fundamentals of Programming Languages	4
CS431	Interactive Computer Graphics	4
CS435	Artificial Intelligence	4
CS437	Computer Networks	4
CS457	Special Topics	4
CS491	Independent Study	4
CS495	Internship	2

Minor in Mathematics

Requirements (20 credits)

A student who wants to minor in mathematics must complete

MATH151	Calculus I	4
MATH153	Calculus II	4

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

MATH119	Elementary Statistics	4
MATH253	Calculus III	4
MATH255	Linear Algebra	4
MATH301	Mathematical Statistics I	4
MATH305	Geometry	4
MATH309	Differential Equations	4
MATH315	Mathematical Statistics II	4
MATH321	Discrete Math	4

MATH337	Applied Math for Scientists	4
MATH351	Number Theory	4
MATH403	Abstract Algebra	4
MATH421	Numerical Analysis	4
MATH453	Introduction to Real Analysis	4
MATH457	Special Topics	4

Certificate in Cyber Security

The Certificate in Cyber Security program (pending notification of New Jersey Presidents Council) aims to equip students with knowledge and skills for employment in the computer security or related fields.

Courses:(21 credits)

JUS101	Introduction to Criminal Justice	3
CS115	Fundamentals of Computers & Programming	4
CS117	Introduction to Object-Orientated Programming	4
CS313	Cryptography	4
CS345	Principles of Computer Security	4
CS457	Special Topics	4

Music and Dance

Program Overview

The objectives of the Music Minor and the Dance Minor at the College of Saint Elizabeth are to provide all students with opportunities to directly study and experience music and/or dance of various periods, styles, forms, and cultures which have contributed to the common artistic heritage of the human race.

Small class sizes and individual attention are provided for students who minor in Music or Dance. In addition to taking the requirements, students may work with a faculty member to design a course of study that is also appropriate to the specific talents and development of the individual music or dance student. The Music faculty members come from a variety of backgrounds and bring to the program their talents as teachers, scholars and professional musicians. The Dance faculty members include New Jersey and New York professional dancers and teachers who are experts in various styles and types of dance.

Outcomes

A Minor in Music or a Minor in Dance introduces the student to various aspects that are integral parts of each discipline that form the basis for knowledge that could lead to further study or a career in that discipline. In Music, performance study of one or more instruments, music history courses and music theory classes could help a student begin to prepare for a career in the music business, teaching, performance, composition, music ministry, musicological research among other jobs in the music industry. With the dance minor, key foundational concepts of ballet and modern dance movement help students learn various styles of dance and underlie their efforts in choreography. These skills will help a student plan for further study, become a dance studio owner (with a special certificate – see below) or work in other aspects of the dance industry.

We encourage minors in Music or Dance to take additional courses in these areas at other colleges or universities and to combine their courses with majors or minors in Art, Business, Communication, Education, English, etc., to expand their knowledge and employability.

Minor in Music

Requirements (28 credits)

MUS101		1
MUS201	Harmony I	3
MUS203	Harmony II	3

MUS205	Dictation & Sight Reading	1
MUS217	Instrument Chamber Music Ensemble	1
	or	
MUS223	Elizabeth Singers	1
MUS	History of Music Elective	3
MUS	History of Music Elective	3
MUS309	Keyboard Harmony I	1
MUS	Elective	3
MUS	Elective	3

Additional Requirements

Public performance of a mini recital during the last semester of applied instrumental or vocal study.

Minor in Dance

The Dance Minor offers students an opportunity to learn or build on previous experiences within the genres of Modern, Jazz and Ballet dance as the fundamentals of the discipline. Further options exist for students to elect courses which will satisfy the New Jersey Department of Education requirement for Dance Teacher K-6 certification eligibility.

Requirements (18 credits)

Required Courses

DANC215	Fundamentals of Dance	3
DANC225	Modern Dance I	2
DANC220	Jazz Dance I	2
DANC240	Ballet I	2
DANC305	Dance Choreography & Improvisation	3
DANC230	Dance Appreciation*	3

Electives in Dance Minor (choose one)

DANC227	Modern Dance II	3
DANC222	Jazz Dance II	3
DANC243	Ballet II	3
DANC280	Theory Methods Teaching Dance (K-6)	3

Students who choose to elect DANC280 and have completed the Education major, including student teaching, may apply to the New Jersey Department of Education for certification in Dance Education K-6. With this certification, these Dance minors may open and operate their own schools of dance.

Nursing

Program Overview

In the tradition of the College of Saint Elizabeth (CSE), the nursing program is committed to educating registered nurses to become leaders prepared to care for others through scholarship and critical inquiry. The nursing program fosters the development of leadership in students in a spirit of service and social responsibility to others. The nursing program prepares nurses to promote, maintain and restore health to patients in a variety of settings. The nursing program prepares students for continued lifelong learning.

The Program is designed to enable students to study on a part-time basis. Full-time study is available depending upon individual academic needs.

In addition to the classes on campus at the College of Saint Elizabeth, the program is offered at several off campus sites:

- Atlantic Health System
- Chilton Memorial Hospital
- Newton Medical Center
- St. Joseph Hospital, Paterson
- Trinitas Hospital/Union County College

Most courses are generally scheduled in seven week sessions, and classes meet just once a week.

Accelerated format requires independent work outside of class (Integrated Learning). Clinical work supplements class time and is selected by students in collaboration with supportive faculty to meet their educational and professional needs. Ordinarily a candidate for a degree must attend the College of Saint Elizabeth for the equivalent of three years of study. All of the nursing courses can be taken through part-time study and most are offered in an accelerated format. A accelerated full-time option is also available on the CSE main campus.

The Nursing Program is approved by the New Jersey Board of Nursing (124 Halsey Street, Newark, NJ 07102, 973-504-6430 and **accredited by** the Accreditation Commission for Education in Nursing, Inc. 3343 Peachtree Road, Suite 850, Atlanta, GA 30326, 404-975-5000.

Flowing from the mission of the College of Saint Elizabeth, the mission of the Nursing Program is to be a community of learning in the Catholic liberal arts tradition for registered nurses of diverse ages, backgrounds, and cultures. The Program is committed to scholarship and critical inquiry. It strives to foster just and ethical relations and the promotion of nurses as full partners in the health care delivery system and society. The Nursing Program promotes a caring, personal environment where students learn by example as well as by participation to develop their leadership abilities in a spirit of service and social responsibility to others. Within this environment, students become sensitive and responsive to local and global health care concerns.

Outcomes

Graduates of the undergraduate RN-BSN program in nursing are prepared to:

- Integrate knowledge from the liberal arts and sciences into professional nursing practice.
- Demonstrate global awareness and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families and others.
- Utilize interprofessional and intraprofessional methods of culturally sensitive communication to collaborate effectively in delivering safe patient care throughout the lifespan in a variety of settings.
- Articulate a philosophy of nursing that guides one's practice as a leader, researcher, manager and provider of care.
- Utilize data, knowledge and technology effectively and ethically to achieve desired patient outcomes.
- Integrate scholarly inquiry and research into evidence-based practice.
- Perform competently and ethically to promote, maintain and restore health in communities, regions and populations.
- Integrate an understanding of health care policies, including financial and regulatory, into professional nursing practice.
- Assume a professional nursing leadership role that promotes quality nursing practice in the delivery of health services.
- Accept responsibility for lifelong learning to maintain up-to-date professional skills.

Graduates of the graduate MSN nurses are prepared to be socialized into the educator role in which they will:

- Integrate advanced knowledge from nursing and related disciplines into the nurse educator role.
- Employ a variety of evolving technologies and modalities in the classroom and clinical setting to facilitate student/client learning
- Apply research findings in the development of evidence-based nursing practice.
- Design, analyze, implement and evaluate nursing curricula, clinical teaching and outcomes of educational programs using extant literature, research, theories, models and ethical and legal principles.
- Synthesize selected theories of teaching and learning grounded in educational theory and evidence-based teaching practices to prepare graduates for practice in a complex, dynamic health care environment.

- Promulgate research findings in the development of evidence-based nursing practice.
- Analyze trends and issues in nursing and health care, and exercise leadership in creating a preferred future for nursing education and practice.
- Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator.
- Design, implement and evaluate strategies that recognize the multicultural, gender and experiential influences on teaching and learning.
- Utilize knowledge and skills in the pursuit of doctoral study.

Graduates

Our graduates are prepared as professional nurse generalists and leaders at the baccalaureate level providing a solid foundation for graduate study in nursing. Many of our graduates go on to receive their Master's Degree in nursing or related fields and others continue on for their doctorate. Our graduates have gone on to receive higher degrees from such places as:

- Neumann College
- New York University
- University of Pennsylvania
- Rutgers University
- Seton Hall University
- Villanova University

And can continue their graduate studies in nursing education at CSE. Many of our graduates have gone on for their graduate degree and have returned to teach at CSE as adjunct professors.

RN to BSN

Students enrolled prior to 2013 should consult previous college catalogs for plan of study, course descriptions and graduation requirements.

Requirements (120 credits)

Requirements for a Bachelor of Science in Nursing for students admitted 2013 forward: (28 credits)

NURS300	Writing for Professional Nursing	3
NURS310	Concepts & Trends of Prof Nursing Practice	3
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 Professional Nursing Practice	3
NURS400	Population Focused Community Health Nursing	5
	or	
NURS410	Global Nursing	5
NURS420	Strategic Leadership & Management Professional Nursing Practice	5
NURSXXX	Nursing Elective	3

NURS350 has a prerequisite of MATH119

Lower Division Requirements

Thirty-four (34) credits are awarded to graduates of diploma programs.

All nursing credits are transferred from Associate Degree in Nursing Programs.

All nurses educated in a foreign country must have their education evaluated by the World Education Services (WES) or the Commission on Graduates of Foreign Nursing School for transfer of credits.

Related Requirements (14 credits)

FN201	Introductory Nutrition	3
PHIL331	Ethics in Health Care	3
MATH119	Elementary Statistics	4
CSE	Essential Element III	4

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

The nursing program is offered in a cohort model and each cohort's schedule may vary due to requirements of the cohort. Students in the RN to BSN program typically take courses in the Winter Intersession and in the Summer to expedite completion. Many cohorts are offered on-site at partner organizations. Students must have an RN license to enter the BSN program.

Each student's transcripts are individually assessed and an individualized plan is developed based on the accepted credits and cohort the student is entering. The plan outlined here reflects the credits required by the Nursing Major and associated requirements and assumes those are taken at CSE. A total of 120 credits is required for the degree and the last 30 credits should be completed at CSE.

Semester 1 (12 credits)

Session A (7 Weeks)

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

Session B (7 Weeks)

NURS320	Communication Methods of Professional Nursing Practicum	3
NURS330	Health Assessment Across the Lifespan	3

Semester 2 (11 credits)

Full Semester (5 credits)

NURS400	Population Focused Community Health Nursing	5
	or	
NURS410	Global Nursing	5

Session A (7 Weeks)

NURS340	Health Promotion Across the Lifespan	3

Session B (7 Weeks)

NURS350	Evidence Based Research Professional Nursing Practice	3

Semester 3 (5 credits)

Full Semester (5 Credits)

NURS420	Strategic Leadership & Management Professional Nursing Practice	5

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 (6 credits)

NURS320	Communication Methods of Professional Nursing Practicum	3
NURS330	Health Assessment Across the Lifespan	3

Semester 3 (6 credits)

NURS340	Health Promotion Across the Lifespan	3
NURS350	Evidence Based Research Professional Nursing Practice	3

NURS350 has a prerequisite of MATH119.

Semester 4 (5 credits)

NURS400	Population Focused Community Health Nursing	5
	or	

NURS410	Global Nursing	5

Semester 5 (5 credits)

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 the College of Saint Elizabeth. Nursing students meet this requirement by passing the comprehensive capstone experience and through meeting the requirements for NURS420 Strategies for Leadership and Management in Professional Nursing Practice.

The Capstone Project provides the senior baccalaureate nursing student the opportunity to integrate concepts learned in previous courses in the design of a culminating interdisciplinary change project in a clinical setting of their choice. Students work individually or in small groups, collaborating with members of the health team to identify an opportunity for improvement in their healthcare organization. After completion of an organizational assessment, a thorough review of the literature and collection of evidence-based data, the student participates in the development and implementation of a systematic strategy for improvement and change. An oral and a poster presentation of the process of change, its results, and a self-assessment of the role as a leader, advocate and change agent is presented at the end of the semester to the college faculty, organization staff, and students. This project is used for the comprehensive exam.

MSN

The Master of Science in Nursing Program consists of 37 credits of required coursework. The program features a multidisciplinary core with advanced study in nursing education and two clinical practicum courses.

Requirements (37 credits)

1st Semester

GST605	Graduate Research Writing Seminar	3
NURS610	Theoretical Foundations for Advanced Nursing Practice	3

2nd Semester

NURS615	Nursing Research	3
NURS625	Clinical Concepts Advanced Nursing Practice	3

3rd Semester

MC626	Ethical Issues	3
NURS630	Applications of Clinical Interventions Advanced Nursing Practice	3

4th Semester

NURS620	Nurse Educator as Leader	3
NURS635	Curriculum/Program Development & Evaluation	3
	Approved Elective	2

5th Semester

NURS640	Assessment Measurement & Evaluation	3
NURS645	Pedagogical Strategies Nursing Education	3

6th Semester

NURS650	Seminar & Practicum In Teaching	3
NURS660	Guided Study & Seminar in Nursing Education	2

Admission Criteria

- Completed application
- Personal statement
- Resume
- Two letters of recommendation

- Official transcripts from all undergraduate and graduate (if applicable) colleges/universities attended
- RN license
- B.S.N. from a program accredited by a nationally recognized accrediting agency for nursing
- Undergraduate courses in statistics, nursing research and physical assessment
- Clinical experience
- Interview
- Official transcripts from all post-secondary institutions. International transcripts must be evaluated by NACES (i.e. WES) on a course by course basis.
- TOEFL/IELTS (if necessary)

Transfer Credit Policy

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

Bridge to the M.S.N. for the R.N. with a Non-Nursing Bachelor's Degree

- A baccalaureate degree in any field from an accredited institution
- A cumulative GPA of 3.0 or higher in their baccalaureate degree program
- A grade of B or better on the first 2 CSE undergraduate courses taken as part of the undergraduate bridge program.
- Transcripts from an associate's degree or diploma in nursing from an NLN accredited institution and from their non- nursing bachelor's degree program.
- Pre-admission interview required
- Adherence to The College and Nursing Programs health requirements and criminal background inventory.
- License to practice as a registered nurse in the state of New Jersey.
- Provisional admission to MSN Program.

Prior to beginning the required bridge courses students must meet the following additional requirements:

- Grade of C or better in undergraduate health assessment course (or approved equivalent such as: NURS 330 or Health Assessment/ CE certificate with lab)
- Grade of C or better in undergraduate statistics course
- Grade of C or better in undergraduate nursing research course or comparable research course (by approval)
- Complete required MSN Orientation Program

Note: Successful completion means a grade of B in the course (or by special permission)

Required MSN Bridge Courses or their approved equivalent

NURS310	Concepts & Trends of Prof Nursing Practice	3
NURS400	Population Focused Community Health Nursing	5

Note: Graduate courses listed below may be taken following the completion of all admission requirements including the two bridge courses

GST605	Graduate Research Writing Seminar	3
MC626	Ethical Issues	3

Total Credit Hours: 120

Political Science

Program Overview

The study of Political Science provides information and perspectives pertinent to a range of regions and time periods. An awareness of political concepts and interpretations of political events past and present is vital to being an informed American and global citizen in today's challenging and fast-changing world.

Flowing from the Mission of the College of Saint Elizabeth, the Mission of the College of Saint Elizabeth's Political Science Program is to provide a curriculum that fosters students' understanding of political science, in the expectation that this knowledge will enhance their comprehension of present and future political events, conditions, and trends in the United States and elsewhere in the world.

Outcomes

- Demonstrate broad knowledge of political issues, institutions, history, and ideas.
- Demonstrate the analytical-reasoning skills needed to evaluate political-science material.
- Demonstrate the skills needed to write substantive papers on political-science topics.
- Demonstrate the ability to speak effectively about political-science subjects.
- Apply the skills acquired from the Political Science Program to post-collegiate endeavors, such as graduate school and employment.

Graduates

Students who minor in Political Science obtain excellent preparation for careers in law, government service and public policy involvement, and business. Some students choose to enter graduate programs in Political Science or related fields.

Minor in Political Science

Requirements (20 credits)

Required Courses

PS105	American Politics	4

Two of the following 200-level courses (8)

PS221	Law & Contemporary American Society	4
PS231	International Relations	4
PS251	Comparative Politics	4

Two of the following 300-level courses (8)

PS361	The American Presidency	4
PS371	American Constitutional Law	4
PS381	Political Thought	4

With the approval of the History Program Chairperson, students may take PS 400 Internship and apply it to the minor's 20 required credits. In such cases the Chairperson will determine which course requirement listed above will be substituted for by PS400 Internship.

Pre-Law

Program Overview

The Mission of the College of Saint Elizabeth Pre-law Program of Study and Paralegal concentration is to afford students with an integrated and substantive theoretical and practical foundation in the knowledge and skills needed for Law School preparation, and/or paralegal service.

This program of study advances the Mission of the College by providing students with an understanding of the intrinsic value and dignity of all persons, the respect for personhood, the importance of justice and social responsibility, civic engagement and facility with ethical decision making, as well as knowledge the inalienable rights of all persons, and their specific rights under the Constitution of the United States of America.

Students will learn about the key principles and concepts relating to the nature of law, ethics, politics, government, business and the judicial system; and they will develop skills in analytical reasoning, evidence, qualitative problem-solving, and oral and written communication. Students will also learn how to put such knowledge and skills into practice. In this regard, the aim will be to empower students who complete the full course of study with not only a higher probability of doing well on the LSAT and being accepted to Law School, but of successfully completing it. This will be accomplished by engendering in students the knowledge and skills that are needed for undertaking complex analyses and resolving difficult qualitative problems.

Outcomes

By successfully completing the Pre-law Program of Study, and Paralegal concentration, students should:

- Develop a competent and integrated understanding of core concepts in law, politics, the judicial system, ethics, and government.
- Acquire skills in analytical reasoning, critical and creative thinking, argument and evidence analysis, and qualitative problem-solving.
- Achieve basic competency in presentation skills, and persuasion.
- Gain facility with legal research and writing, as well as expository, persuasive, and creative writing processes.

Pre-Law Program

Requirements (38 credits)

Core Requirements (26 credits)

COMM223	Public Speaking & Presentation Skills I	2
JUS101	Introduction to Criminal Justice	3
JUS210	Legal Research Writing	4
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	Morality & Good Life	4
PHIL333	Ethics in Business & Society	4

Additional Requirements for the Comprehensive Program of Study (12 credits)

Core Requirements, plus any one of the courses below:

JUS231	Criminal Procedure	4
JUS327	Victim Law & Services	4
BUS235	Business Law I	3

Note: At least two courses taken must be at the 300-level. Students unable to complete the entire Pre-law Program of Study should at least complete the core requirements or Paralegal concentration, and preferably one of the additional requirements.

Students pursuing the full Pre-law Program of Study must also participate in the Moot Court/Mock Trial Student Activities – supported jointly by the Justice Studies and Philosophy Clubs – at bi-monthly meetings.

Paralegal Concentration

Requirements (22 credits)

Core Requirements (18 credits)

JUS101	Introduction to Criminal Justice	3
JUS210	Legal Research Writing	4
JUS221	Criminal Law	4
PHIL103	Logic & Rhetoric	4
PHIL333	Ethics in Business & Society	4

Any one of the courses below (4 credits)

JUS231	Criminal Procedure	4
JUS327	Victim Law & Services	4
PS371	American Constitutional Law	4

Capstone Requirement

Because the Pre-law Program of Study is not a major, it does not technically require a capstone. However, students pursuing the program of study will have the option of completing a project comparable to a capstone involving a showcase ePortfolio that aligns with the learning outcomes of the program of study.

The option is presented to help students be better prepared for their Law School Applications, and to facilitate integrative learning. It will also be useful for program assessment. It will be administered as a 0-credit Independent Study mentored by faculty who teach in, and/or oversee, the Pre-law Program of Study. Students who choose this option will submit this ePortfolio when they have completed the program of study.

Pre-Medical/Pre-Dental/Pre-Veterinary

Program Overview

The Pre-Professional Programs at the College of Saint Elizabeth prepare students for admission to Medical, Dental or Veterinary school through a series of specific courses. Students will engage in academic content that prepares them for the Medical College Admission Test (MCAT), the Dental School Admission Test (DAT), and the Veterinary College Admission Test (VCAT). Courses in the sequence include Biology, Chemistry, Mathematics, and Physics.

The College recommends that Pre-Med/Dent/Vet students major in Biology, Chemistry or Biochemistry. However, students are not required to do so, and faculty can assist students in any major with planning their Pre-Med/Dent/Vet course sequence.

Due to the demands of the courses sequence, please contact your academic advisor as early as possible for information and guidance about the Pre-Med/Dent/Vet program.

Psychology

Program Overview

The Psychology Program offers a 40-credit undergraduate major leading to the Bachelor of Arts degree, as well as an 18-credit minor. The Psychology Graduate Program offers a Master's in Counseling Psychology with three specialization options, a Master's in Forensic Psychology and Counseling and a Psy.D. in Counseling Psychology.

The mission of the Psychology Program is to facilitate students' understanding of the science of psychology, as well as the values, knowledge, and skills required to pursue empowerment of self and others in a social justice context.

Students will acquire a broad understanding of the discipline of psychology, as well as a global awareness of issues affecting the development of psychological knowledge in other countries. At the same time, they will develop an appreciation of principles of ethical decision making, the importance of resilience, self-efficacy and self-advocacy as cornerstones of self-respect and self-determination, and the fundamental duty of social justice in working with underserved groups.

The Programs will prepare students to implement a range of empowerment strategies in their personal and interpersonal lives and work productively in their chosen fields.

Outcomes

Student learning outcomes for the Psychology Program include:

- Demonstrate familiarity with the major concepts, research methodology, theoretical perspectives, empirical findings, and historical trends in psychology.
- Recognize, understand, and respect the complexity of sociocultural diversity.
- Demonstrate awareness of the global nature of the discipline and issues affecting psychology in other countries.
- Apply psychological principles to promote social justice.
- Develop self-understanding and sense of purpose in life and implement a range of strategies to enhance self-efficacy.
- Successfully complete a career development plan that will guide students' professional goals.
- Promote an understanding of current ethical, social, and legal issues facing the helping professional.
- Promote the application of psychological theory to effectively guide individual growth, change and development.
- Develop leadership skills to effectively guide change in the promotion and delivery of counseling services to the public.

Graduates

Students who complete the degree in psychology will have a broad range of skills applicable to many human services as well as business employment settings. The Program provides a rigorous education in fundamental content areas such as human development and personality theory, but also teaches students to think critically and communicate effectively. These are skills that are

highly sought after by employers in corporations, hospitals, schools, counseling centers, and group homes. With a Bachelor's Degree in Psychology from the College of Saint Elizabeth, students are eligible for entry-level positions in the mental health field and have been hired in community agencies, hospital programs, and in group homes.

Students who complete the Program are also well prepared to pursue Master's and Doctoral degrees. Many of our graduates have earned these advanced degrees from institutions such as:

- College of Saint Elizabeth
- Columbia University
- Fairleigh Dickinson University
- Fordham University
- John Jay School of Criminal Justice
- New York University
- Seton Hall University
- Stevens Institute of Technology
- University of Missouri

Many psychology majors choose to double major and/or minor in related disciplines such as education, sociology, justice studies, biology, nutrition and business. Students are encouraged to discuss these options with their advisor because completing a second major and/or minor along with the major in psychology broadens students' career choices. The Minor in Psychology is also a good option to combine with a major in another discipline such as sociology or business. The minor will also give students the option to apply to graduate programs in psychology.

B.A. in Psychology

Requirements (40 credits)

Required Courses (16 credits)

PSY100	Introduction to Psychology	4
PSY110	Orientation to the Psychology Major	1
PSY230	Research Methods & Statistics I	4
PSY230L	Research Methods & Statistics I Lab	0
PSY233	Research Methods & Statistics II	4
PSY233L	Research Methods & Statistics II Lab	0
PSY301	History & Systems of Psychology	2
PSY390	Junior Seminar in Psychology	1
PSY490	Senior Research Seminar	2

Breadth Area Restricted Electives

Students must choose one course from Area I and two courses each from Areas II and III.

I. Understanding the Biological and Cognitive Basis of Behavior (4 credits)

PSY331	Biological Basis of Behavior	4
PSY309	Cognitive Processes	4

II. Understanding Individual Differences (8 credits)

PSY320	Personality Theory	4
PSY315	Psychological Tests & Measurement	4
PSY200	Lifespan Development I Child & Adolescent	4
PSY203	Lifespan Development II Adult & Aging	4

III. Understanding the Social/Cultural Bases of Behavior (8 credits)

PSY400	Seminar in MultiCultural/Gender Studies	4
PSY403	Seminar in Social Psychology	4
PSY405	Seminar in International Cultural Issues in Psychology	4

PSY400 and PSY405 are open only to Psychology Majors and Minors

PSY403 is open only to Psychology and/or Sociology Majors and Minors

Free Electives:(4 credits)

Students must choose two courses from the following:

PSY209	Understanding Self & Others	2
PSY217	Introduction to Counseling	2
PSY219	Crisis Intervention	2
PSY210	Introduction to Forensic Psychology	2
PSY207	Industrial Organizational Psychology	2
PSY340	Abnormal Psychology	4
PSY250	Counseling & Sprituality	2
PSY499	Special Topics	2

PSY320 and PSY331 are prerequisites for PSY340

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Course Sequence for BA in Psychology

First Year

Fall Semester (12-14 Credits)

PSY100	Introduction to Psychology	4
	General Education and Electives	8-10

Spring Semester (13-15 Credits)

PSY110	Orientation to the Psychology Major	1
PSY217	Introduction to Counseling	2
	General Education and Electives	10

PSY217: There are other options to meet this requirement.

Second Year

Fall Semester (13-15 Credits)

PSY230	Research Methods & Statistics I	4
	and	
PSY230L	Research Methods & Statistics I Lab	0
PSY200	Lifespan Development I Child & Adolescent	4
	General Education and Electives	6-8

PSY200: There are other options to meet this requirement.

Spring Semester (15 Credits)

PSY233	Research Methods & Statistics II	4
	and	
PSY233L	Research Methods & Statistics II Lab	0
PSY301	History & Systems of Psychology	2
	General Education and Electives	10

Third Year

Fall Semester (15 Credits)

PSY390	Junior Seminar in Psychology	1
PSY331	Biological Basis of Behavior	4
	General Education and Electives	10

Spring Semester (14-16 Credits)

PSY320	Personality Theory	4
	or	
PSY315	Psychological Tests & Measurement	4
	General Education and Electives	10-12

Fourth Year

Fall Semester (14-16 Credits)

PSY490	Senior Research Seminar	2
PSY400	Seminar in MultiCultural/Gender Studies	4
	or	
PSY403	Seminar in Social Psychology	4
	General Education and Electives	8-10

Spring Semester (14-16 Credits)

PSY340	Abnormal Psychology	4
PSY405	Seminar in International Cultural Issues in Psychology	4
	General Education and Electives	6-8

PSY340: There are other options to meet this requirement.

Capstone Requirement

Students fulfill the College of Saint Elizabeth capstone requirement by successfully passing a three-part comprehensive examination. The comprehensive examination includes a standardized test of achievement in the field of

psychology, a written essay and journal article critique, and a career portfolio. Preparation for the examination is offered in PSY490 Senior Research Seminar.

Minor in Psychology

Requirements (18 credits)

PSY100	Introduction to Psychology	4
PSY230	Research Methods & Statistics I	4
PSY230L	Research Methods & Statistics I Lab	0
PSY233	Research Methods & Statistics II	4
PSY233L	Research Methods & Statistics II Lab	0
PSY301	History & Systems of Psychology	2
PSY	Psychology Breadth Area Restricted Elective	4
PSY	Psychology Free Elective	2

M.A. in Counseling Psychology

The Master's program in Counseling Psychology, building on a multidisciplinary core, has been designed to prepare working adults to meet the challenges involved in providing counseling services to individuals and/or groups, and to be effective facilitators of change and growth.

Students who complete the program are well prepared to pursue doctoral degrees or enter professional work settings. The 60-credit mental health specialization meets the educational requirements for licensure as a professional counselor in New Jersey. The 48-credit school counseling specialization meets the educational requirements for certification as a School Counselor in New Jersey. The 30-credit specialization prepares students to apply for doctoral training in Psychology.

Admissions Criteria for Master's Programs

The graduate psychology courses of study are coeducational. Applicants for Master's Programs must have a baccalaureate degree, with a minimum of nine credits in psychology including the following courses: General Psychology, Developmental Psychology (Child Development, Adolescent Development, Adult Development or a Life Span Development course), and Psychopathology (Abnormal Psychology). Applicants should note that undergraduate Statistics and Experimental Psychology are prerequisites for PSY631: Research Methods and Program Evaluation. The baccalaureate degree must be from an accredited undergraduate institution with a cumulative GPA of not less than 3.0 on a 4.0 scale. Students will be invited for an interview based on their academic achievement, letters of reference, personal statement and relevant experiences. The interview will include a case review.

Transfer of credit into the graduate programs will be subject to evaluation and approval by the Course of Study Coordinator. All graduate transfer credits must carry a minimum grade of 3.0 on a 4.0 scale. A maximum of six transfer credits will be accepted for the Masters in Counseling Psychology 30-credit track and a maximum of nine credits for the 48-credit school counseling and 60-credit mental health tracks, and the Master of Arts in Forensic Psychology and Counseling. Faculty members regularly evaluate the progress of each student enrolled in the Master's Programs. This review addresses both the student's progress toward the completion of the academic degree and the student's development as a counseling practitioner. Students must continue to develop in both areas. Depending on the outcome of this evaluation, students may be required to take remedial action such as repeating course work, taking additional practica, taking a leave of absence, etc. In unusual instances, the student may be terminated from the programs as a result of the evaluation process. Rarely the behavior of a given student will suggest psychological impairment which, in the professional judgment of the faculty, would interfere with the person's ability to function in a counseling career or in counseling settings. In such a case, the programs reserve the right to ask students to take remedial actions such as: seeking counseling, taking a leave

of absence, repeating course work, enrolling in further course work, or if necessary, withdrawing from the programs.

Specialization in Counseling Psychology

The 30-credit hour specialization in Counseling Psychology is the main track in the degree. It consists of 24 credit hours in a core curriculum, three credit hours from an elective course and three credit hours from the CSE Multidisciplinary Core. Additionally, any student who would like to take PSY671: Counseling Theories and Methods III: Practicum for additional training would be allowed to do so, but only as over and above the 30 required credit hours. A culminating project is required in lieu of a thesis.

Student Learning Outcomes

As a result of his/her experiences in the 30-credit M.A. in Counseling Psychology specialization a graduate will:

- have the skills necessary to effectively guide individual growth, change and development
- understand research methods applied to counseling and program evaluation
- be able to conduct quantitative and qualitative research
- be able to select, administer, score, and interpret instruments designed to appraise and assess individual's aptitudes, attitudes, abilities, achievements, interests, personal characteristics, disabilities and mental, emotional and behavioral disorders
- be able to utilize the DSM for diagnostic purposes
- understand and value diversity in people
- be able to facilitate groups and understand group process
- demonstrate information literacy
- demonstrate awareness, personal growth, and an understanding of how their personal issues impact their performance as a counselor
- demonstrate an understanding and commitment to professional and research ethics and behavior

Core Courses: 24 credits

PSY601	Orientation to the Profession	3
PSY620	Helping Relationship in Counseling	3
PSY631	Research Methods & Program Evaluation	3
PSY633	Counseling Theory & Methods I	3
PSY635	Assessment & Evaluation in Counseling	3
PSY637	Group Dynamics & Interpersonal Communication	3
PSY641	Psychopathology & Diagnosis	3
PSY643	Career Development & Occupational Opportunities	3
PSY697	Culminating Requirement	0

Electives: 3 credits

PSY606	Early Childhood, Childhood & Adolescent Development & Behavior	3
PSY639	Human Growth & Personality Development	3
PSY653	Multicultural Counseling	3
PSY659	Counseling Children & Adolescents	3

Multidisciplinary Core: 3 credits

MC626	Ethical Issues	3

Specialization in School Counseling

The 48 credit School Counseling specialization is designed to train professionals to work with children, parents, teachers, and administrators in educational settings. Professionals also train to develop cooperative relationships with community agencies in assisting children and families. This 48 credit specialization reflects the 48 graduate credits required in the standard educational services certificate with a school counselor endorsement. Students are required to meet the endorsed curriculum if they plan to apply for the school counselor certificate in . The 48 credits consist of 33 credit hours in counseling

psychology, 3 credit hours in the multidisciplinary core curriculum, 3 credit hours in education, and 9 credit hours of practicum and supervised field experience. A culminating project is required in lieu of a thesis.

The program also offers non-matriculation opportunities for professionals who already hold a master's degree in counseling who wish to acquire additional course work required for the New Jersey School Counselor certificate.

Student Learning Outcomes

As a result of completing the School Counseling programs, graduates:

- have the skills necessary to effectively guide individual growth, change and development in students, teachers and parents
- be able to correctly plan counseling interventions and assess outcomes
- be able to select, administer, score, and interpret instruments designed to appraise/assess students aptitudes, attitudes, abilities, achievements, interests, personal characteristics, disabilities, and emotional and behavioral disorders
- be able to facilitate groups and understand group process
- be able to assess vocational interests and abilities and give vocational guidance, occupational and educational information and placement
- be able to develop cooperative relationships with community agencies in assisting children and families
- understand and value diversity in people

Core Courses in Counseling: 35 credits

PSY601	Orientation to the Profession	3
PSY619	Psychological Issues for Special Needs Population	3
	or	
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 & Evaluation in Counseling	3
PSY637	Group Dynamics & Interpersonal Communication	3
PSY639	Human Growth & Personality Development	3
	or	
PSY606	Early Childhood, Childhood & Adolescent Development & Behavior	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.

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	Assessment & Evaluation in Counseling	3
PSY637	Group Dynamics & Interpersonal Communication	3
PSY639	Human Growth & Personality Development	3
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

M.A. in Forensic Psychology and Counseling

The M.A. in Forensic Psychology and Counseling program is a 48-credit hour, cohort-based program offered over a 2-1⁄2 year time frame. A culminating project is required in lieu of a thesis.

Admissions Criteria for Master's Programs

The graduate psychology courses of study are coeducational. Applicants for Master's Programs must have a baccalaureate degree, with a minimum of nine credits in psychology including the following courses: General Psychology, Developmental Psychology (Child Development, Adolescent Development, Adult Development or a Life Span Development course), and Psychopathology (Abnormal Psychology). Applicants should note that undergraduate Statistics and Experimental Psychology are prerequisites for PSY631: Research Methods and Program Evaluation. The baccalaureate degree must be from an accredited undergraduate institution with a cumulative GPA of not less than 3.0 on a 4.0 scale. Students will be invited for an interview based on their academic achievement, letters of reference, personal statement and relevant experiences. The interview will include a case review.

Transfer of credit into the graduate programs will be subject to evaluation and approval by the Course of Study Coordinator. All graduate transfer credits must carry a minimum grade of 3.0 on a 4.0 scale. A maximum of six transfer credits will be accepted for the Masters in Counseling Psychology 30-credit track and a maximum of nine credits for the 48-credit school counseling and 60-credit mental health tracks, and the Master of Arts in Forensic Psychology and Counseling. Faculty members regularly evaluate the progress of each student enrolled in the Master's Programs. This review addresses both the student's progress toward the completion of the academic degree and the student's development as a counseling practitioner. Students must continue to develop in both areas. Depending on the outcome of this evaluation, students may be required to take remedial action such as repeating course work, taking additional practica, taking a leave of absence, etc. In unusual instances, the student may be terminated from the programs as a result of the evaluation process. Rarely the behavior of a given student will suggest psychological impairment which, in the professional judgment of the faculty, would interfere with the person's ability to function in a counseling career or in counseling settings. In such a case, the programs reserve the right to ask students to take remedial actions such as: seeking counseling, taking a leave of absence, repeating course work, enrolling in further course work, or if necessary, withdrawing from the programs.

Student Learning Outcomes

As a result of his/her experiences in the M.A. in Forensic Psychology and Counseling program, a graduate will:

- Understand counseling theory and practice
- Understand the philosophic bases of the helping process and basic and advanced helping skills
- Understand the relationship between law and the mental health system, mental illness and criminal conduct
- Understand the ethical and legal conflicts and dilemmas a forensic counselor might
- Encounter working within the legal system
- Know the psychological origins and dynamics of criminal behavior
- Provide counseling interventions and assess outcomes for the different types of offender populations, victims and others involved in the criminal justice system
- Understand and utilize the knowledge from the various theories, research studies and assessment techniques relating to the various types of trauma
- Plan and implement crisis intervention techniques
- Conduct risk assessment within the context of prediction, supervision and intervention in both a correctional and mental health setting
- Select, administer, score and interpret the assessments needed in a forensic setting
- Understand professional ethical guidelines and requirements
- Know the social psychology of crime and criminal behavior
- Understand the basics of criminal and legal systems as it relates to the discipline of forensic psychology

- Understand the principles of group dynamics, theories of group counseling and group counseling methods
- Know the current counseling approaches and intervention models in chemical dependency treatment and determine treatment referrals for clients
- Know a range of psychological impairments and psychiatric conditions, and their relevance to major legal questions and standards
- Understand and appreciate the role of empirical investigation and statistical matters so as to be an intelligent consumer of research data
- Understand the role and impact of issues related to diversity and multiculturalism

Core Curriculum Courses shared with the Master of Arts in Counseling Psychology: 24 credits

PSY620	Helping Relationship in Counseling	3
PSY631	Research Methods & Program Evaluation	3
PSY633	Counseling Theory & Methods I	3
PSY637	Group Dynamics & Interpersonal Communication	3
PSY641	Psychopathology & Diagnosis	3
PSY651	Substance Abuse Counseling	3
PSY671	Counseling Theory & Methods III Practicum	3
PSY691	Counseling Theory & Methods IV	3
PSY697	Culminating Requirement	0

Core Curriculum Courses in Forensics Psychology: 21 credits

PSY621	Introduction to Forensic Psychology	3
PSY622	Violence And Risk Assessment	2
PSY623	Trauma & Crisis Intervention	2
PSY624	Psychological Assessment Forensic Psychology I	3
PSY625	Psychological Assessment Forensic Psychology II	3
PSY626	Evaluation & Treatment of Juvenile Offenders	3
PSY627	Evaluation & Treatment of Adult Offenders	3
PSY628	Social Psychology Crime & Criminal Behavior	2

Core Curriculum Courses in Justice Studies: 3 credits

JUS620	Law and Legal System	3

Combined Degree Program: B.A. in Psychology/M.A. in Counseling Psychology

The Combined B.A. in Psychology to M.A. in Counseling Psychology Degree Program enables highly motivated undergraduate students to transition into the 30 credit M.A. in Counseling Psychology program while still completing the College's baccalaureate program.

Students may apply to enter this program at the end of their junior year. Juniors who apply must have a minimum 3.4 undergraduate GPA for admission. Students must submit one letter of recommendation from a faculty member and one from their internship (PSY495) or volunteer work demonstrating experience in the field. In addition to their application and letters, students should submit a personal statement clearly articulating their career goals and how the 30 credit M.A. program will help them meet these goals. Successful applicants will be interviewed by two faculty members and an admission decision will be made. Graduate courses begin in the fall semester of the senior year and 12 credits will double count toward the Bachelor's and Master's degree requirements. Students must have a cumulative GPA of 3.0 when they receive the Bachelor's degree in order to continue in graduate courses and complete the Master's degree. Combined degree students are expected to continue in the master's program without interruption until completion or risk being dismissed. Combined degree students who need to interrupt their

studies must apply and be granted a leave of absence in order to interrupt their studies.

Year One

Fall

PSY100	Introduction to Psychology	4

Spring

PSY110	Orientation to the Psychology Major	1
PSY217	Introduction to Counseling	2
PSY203	Lifespan Development II Adult & Aging	4

Year Two

Fall

PSY301	History & Systems of Psychology	2
PSY230	Research Methods & Statistics I	4
PSY230L	Research Methods & Statistics I Lab	0

Spring

PSY233	Research Methods & Statistics II	4
PSY233L	Research Methods & Statistics II Lab	0
PSY320	Personality Theory	4
PSY331	Biological Basis of Behavior	4

Year Three

Fall

PSY390	Junior Seminar in Psychology	1
PSY400	Seminar in MultiCultural/Gender Studies	4
PSY495	Internship	2

Spring

PSY340	Abnormal Psychology	4
PSY405	Seminar in International Cultural Issues in Psychology	4

Year Four

Fall

PSY490	Senior Research Seminar	2
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	Assessment & Evaluation in Counseling	3

Summer

MC626	Ethical Issues	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

Admissions Criteria

The Psy.D. in Counseling Psychology is a four-year, full-time, cohort-based program with courses being offered in the fall, spring and summer. The curriculum consists of 88 credits of which 15 credits are completed by students through required courses in their Master's Programs and transferred into the Psy.D. program. The required courses are: Human Growth and Personality Development, Psychological Assessment, Psychopathology, Research Methods and Advanced Statistics, Counseling Theories, and Group Counseling. Although a three-credit course in Group Counseling is a prerequisite to the program, it is not accepted as a transfer course. In addition to these 15 credits in Master's-level courses, the curriculum includes 73 credits in doctoral-level coursework and supervision.

Faculty members regularly evaluate the progress of each student enrolled in the doctoral program. This review addresses both the student's progress toward the completion of the academic degree and the student's development as a practitioner. Students must continue to develop in both areas. Depending on the outcome of this evaluation, students may be required to take remedial action such as repeating course work, taking a leave of absence, etc. In unusual instances, the student may be terminated from the program as a result of the evaluation process. Rarely the behavior of a given student will suggest psychological impairment which, in the professional judgment of the faculty, would interfere with the person's ability to function as a mental health professional. In such a case, the program reserves the right to ask students to take remedial actions such as: seeking counseling, taking a leave of absence, or if necessary, withdrawing from the program.

Applicants to the Psy.D. program in counseling psychology are required to:

- Have completed a Master's Degree in Counseling Psychology, Forensic Psychology and Counseling, or its equivalent.
- Have completed three credits in each of the following Master's-level courses: Human Growth and Personality Development, Psychological Assessment, Psychopathology, Research Methods and Advanced Statistics, Counseling Theories, and Group Counseling.
- Have a satisfactory degree of professional or applied experience.
- Submit official scores from the Graduate Record Examination and the Psychology GRE Subject Test.
- Submit a statement of professional goals: 3-6 pages, double-spaced, detailing the applicant's professional goals and including an autobiographical statement regarding the applicant's motivation for pursuing those goals.
- Submit three letters of recommendation from professionals who can comment on the applicant's qualifications for doctoral study: at least one letter must be from a professor attesting to academic capability and at least one must be from a practitioner attesting to professional capacity.
- Submit official transcripts of all graduate and undergraduate work.
- Submit a curriculum vitae.
- Submit a completed application form.

Selected applicants are invited to interview with representatives of the Psy.D. faculty.

Student Learning Outcomes:

As a result of completing the Psy.D. program in counseling psychology, students will be:

- Able to apply knowledge of affective, biological, cognitive, development, and social bases of behavior in the practice of health service psychology.
- Able to demonstrate knowledge and application of the ethical, legal, and professional standards and guidelines of professional practice of psychology.
- Proficient as science-informed practitioners in conducting professional assessment and treatment services, integrating research into practice.
- Able to articulate a professional identity as counseling psychologists which reflects the

values, ethics, and professional standards of counseling psychology.

- Competent as effective practitioners with diverse clients, promoting health and empowerment across social and cultural context.
- Able to demonstrate a commitment to social justice as reflected in a broad range of professional activities.

First Academic Year: 24 credits

Fall 9 credits:

PSY700	Clinical Applications of Human Development	3
PSY702	Recent and Advanced Theories of Personality	3
PSY720	Techniques in Counseling Psychotherapy	3

Spring 9 credits:

PSY704	Cognitive and Affective Aspects of Behavior	3
PSY708	History and Systems of Psychology	3
PSY716	Advanced Adult Psychopathology	3

Summer 6 credits:

PSY701	Social Aspects of Behavior	3
PSY706	Physiological Psychology	3

Second Academic Year: 24 credits

Fall 9 credits:

PSY710	Advanced Psychometrics and Cognitive Assessment	3
PSY719	Foundations of Counseling Psychology	3
PSY732	Doctoral Practicum I	3

Spring 9 credits:

PSY712	Advanced Personality 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
PSY734	Doctoral Practicum III	3

Third Academic Year: 19 credits

Fall 6 credits:

PSY726	Applied Social Justice in Psychological Treatment	3
PSY735	Doctoral Practicum IV	3

Spring 7 credits:

PSY722	Theories and Techniques of Career Counseling	3
PSY730	Counseling Research and Program Evaluation Research	3
PSY740	Doctoral Dissertation I	1

Summer 6 credits:

PSY731	Program Management and Consultation Supervision for Counseling Psychology	3
PSY742	Doctoral Dissertation II	3

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	0
PSY746	Doctoral Dissertation IV	0

Public Health

Program Overview

The Master of Public Health (MPH) degree is designed to prepare professionals for leadership roles in the assessment and promotion of public health. The 42-credit program has a multi-disciplinary curriculum which provides graduates with a comprehensive and multifaceted approach to ensuring the health of our communities.

Graduates will be prepared, at the policy and the direct-service levels, to advocate for reducing systemic health disparities, promoting cultures of health for all groups in our society, and enhancing health in human populations through organized community efforts.

We are a learner-centered, industry-focused program designed to add value to students and the organizations for which they work. We train early careerists, and increase competency in mid-level professionals, enhancing potential for upward mobility and easy movement within the public health arena.

Graduates of the MPH program will be prepared to work in a variety of settings such as non-profit organizations, government agencies, hospitals/health systems, and insurance companies. Just a few examples of potential employment positions include health program coordinator, community health educator, health policy analyst, and research analyst.

Unique Elements of This Program

- CSE's signature ED CHOICE class format enables individuals to choose, from week to week, whether to work online or attend class in person – creating maximal accommodation and flexibility for working students.
- Small classes, individual attention, and real-world application of academic concepts
- Highly-credentialed and experienced faculty members
- Compatibility with diverse undergraduate backgrounds

How You Will Benefit

Upon completion of the MPH, graduates will have acquired advanced academic training and competency in:

- Community health assessment
- Providing direct service to communities and groups
- Cultural competence and ethical and professional behavior
- Planning, implementing, and evaluating health promotion programs and interventions
- Collaboration with community partners such as health systems in the promotion of community health
- Social, behavioral, and environmental factors that affect the health of individuals and populations

Master of Public Health

Mission

The mission of the Master's Degree in Public Health (MPH) program is aligned with the mission of the College of Saint Elizabeth to promote leadership in service and social responsibility to others, and to support the well-being of all individuals and communities; particularly those who have been traditionally underserved in our society.

The mission of the MPH program is to train professionals to be leaders in promoting the holistic health and wellness of individuals and groups, especially those at highest risk living in communities with greatest need for health and wellness support.

Degree Requirements

The program requires the successful completion of 42 credit hours. All students must take the following courses:

Core Courses (33 Credits)

MPH601	Foundations in Public Health: Ethics and Cultural Competency	2
MPH620	Public Health Policy & Law	3
MPH630	Human Development and Health	3
MPH640	Biostatistics	3
MPH645	Epidemiology	3
MPH650	Research Methods and Statistics	3

MPH670	Population Health Disparities and Strategies to Promote Health Equity	3
MPH675	Environmental Health	3
MPH680	Health Behavior and Health Education	3
MPH690	Implementing and Evaluating Public Health Programs	3
MPH697	Internship and Culminating Requirement	3

Choose three electives (8-9 Credits)

FN620	Child/Adolescent Nutrition	2
FN625	Health Promotion & Aging	3
FN626	Intro Public Health	3
FN677	Program Design & Management in Community Nutrition	3
HA604	Managerial Epidemiology & Population in Healthcare Management	3
HA618	Health Information Systems & Informatics	3
HA646	Global Issues in Health Policy & Management	3
HA650	Health Communication	3
PSY620	Helping Relationship in Counseling	3
PSY653	Multicultural Counseling	3

Prerequisite: an undergraduate or graduate level statistics course is required before students can take MPH640 Biostatistics.

Students who choose FN620 as one of their electives will need to participate in an MPH697 Internship and Culminating Requirement valuing 4 credits (rather than 3 credits), in order to earn the required 42 total credits for the MPH program.

Admission Criteria

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

- Baccalaureate degree from an accredited institution
- Generally, applicants must have achieved a cumulative undergraduate grade point average (GPA) of not less than 3.0 on a 4.0 scale. Students who have background and potential for success but whose GPA is less than 3.0 may be admitted to the graduate program on a provisional basis.
- Meet health requirements of the College.
- Computer literacy is vital for successful completion of the program. Students who need to increase their computer competency should speak to the Program Chair about options for obtaining the necessary computer skill level.
- An acceptable background check may be required as a condition for completing a Public Health course and/or project. Applicants are responsible for completing and paying for all background check(s) if more than one is required under renewal time lines.
- Submit a completed application, personal statement, resume, two letters of professional recommendation, and official transcripts from all undergraduate and graduate (if applicable) colleges/universities attended.
- Graduate students whose native language is not English must submit certification of English proficiency or take an English language proficiency exam as determined by the graduate course of study coordinator. An original copy of your test score on the Test of English as a Foreign Language (TOEFL) taken within the past two years, must be submitted. TOEFL scores must be 550 (paper-based) or 213 (computer-based) or higher. The TOEFL requirement is waived for students who have received a baccalaureate or master's degree from an accredited college of university in which English was the language of instruction as verified on the student transcript(s) and/or transcription services(s).
- Programs and courses taken at colleges in countries outside the United States must be evaluated by WES (World Education Services) for a course-by-course evaluation.

Transfer Credit Policy

Transfer of credit into the graduate program will be subject to the evaluation and approval of the program diretcor. A maximum of twelve (12) credits can be transferred into the Master of Public Health program. All transfer credits must carry a minimum 3.0 grade point average (on a 4.0 scale).

Program Completion Criteria

Completion of the program will be determined by successful completion of all course work with a cumulative grade point average of 3.0 (on a 4.0 scale) or better. In addition, students must receive a "pass" grade for their Internship and Culminating Experience.

Continuous Enrollment Criteria

Students are expected to enroll continuously until the program is completed. With the exception of students who are on an approved Leave of Absence (see the Leave of Absence Policy), any student who has not registered for a course for two consecutive semesters (fall/spring) must pay one credit of graduate tuition (through the course GST650) in each subsequent semester until the student registers for a course.

This continued enrollment fee is required in order to maintain standing in the program. Should the student not pay the continued enrollment fee, the student will have to reapply for admission to the pgoram in order to continue in the program.

Religious Studies, Theology, and Philosophy

Program Overview

Through attention to ultimate concerns, reflective thought, critical analysis, reading, and integration of knowledge from diverse fields, the Religious Studies, Theology, and Philosophy Programs advance the mission of the College of Saint Elizabeth by offering distinct degree and non-degree opportunities at both the undergraduate and graduate levels. These opportunities support the development of women and men who are skilled critical thinkers and responsible moral agents, and who will continue the quest for meaning, self-realization and fulfillment as social contributors.

In the Philosophy minor, undergraduate students are introduced to the nature of philosophical thinking and to the perennial philosophical questions concerning the nature of reality and humanity's place in reality.

In Religious Studies and Theology, both degree and non-degree undergraduate and graduate students encounter a community of learning nourished by belief in God the Creator, the Redeemer, and the Sanctifier, by the treasury of human wisdom, and by respect for the dynamics of inquiry and action.

The Theology Program:

- Is committed to helping students acquire an understanding of truth and value that is supportive of their complete development as persons, to assisting them in obtaining knowledge of some of the core concepts and ideas which have served to shape human civilization, and to guiding students in their development of basic principles of reasoning and method.
- Affirms that character development is crucial for excellence in any discipline, and especially to the pursuit of wisdom, which is focus of theological and philosophical study, and to inquiry as faith seeking understanding, as well as critical reflection on religious experience.
- Seeks to provide students with developmentally appropriate opportunities for intellectual and moral growth, as well as for spiritual growth in keeping with the Catholic concern for the dignity of each human person.
- Serves the College by providing a distinct disciplines and unique opportunities to formulate and examine a coherent worldview, and to integrate knowledge from diverse areas of study.
- Prepares undergraduates for participation in professional philosophical activity and for future academic study, as well as potential careers in strategic consulting and law, as well as for participation in professional theological activity and for future academic study, and offers academic formation for individuals in ministry.
- Is committed to the examination of core values of truth, justice, and reconciliation in light of the

compatibility of Revelation and reason, as well as to interfaith dialogue, and to helping students better understand and live out their respective religious commitments and traditions in recognition that respect for human dignity extends to the support for religious freedom.

Outcomes

The Religious Studies/Theology Program provides a variety of degree and non-degree opportunities at both the undergraduate and graduate levels, each with distinct learning outcomes; these opportunities include:

- B.A. in Religious Studies
- Minor in Ethics Studies
- Minor in Religious Studies
- Minor in Philosophy
- M.A. in Theology
- The Interdisciplinary Certificate in Ethics Studies
- Undergraduate Ministry Certificates in Diaconal Ministry, Parish Life Ministries, Pastoral Administration, Religious Education, and Youth and Young Adult Ministry, as well as a Leadership Certificate in Hispanic Ministry.
- Graduate Certificates in Catholic Studies, Pastoral Care, and Spirituality.

Undergraduate students in Religious Studies will:

- Identify the central Catholic Christian teachings and correlate these with the religious language, concepts, imagery and critical questions central to the Christian study of scripture, doctrine and morality. These will be assessed by course examinations.
- Recognize the role of religious faith in the life of the human person and its impact on both humankind and other kind in the development of appropriate moral, intellectual and spiritual awareness through encounter with Catholic Christian teaching and praxis. These will be assessed by an evaluation of class participation, presentations and written reflections.
- Demonstrate basic familiarity and appropriate use of scholarly and catechetical resources which will be assessed through the student's producing quality research papers and catechetical projects.
- Recognize the major events and movements within Christianity and understand the importance of respect and dialogue between Catholic Christianity and other religious traditions and communities.

Ministry certificate students will:

- Convey a basic understanding of Scripture and revelation, as well as skills in Scriptural literacy and interpretation.
- Exhibit a fundamental knowledge of central theologies, including Christological and Trinitarian Theology, Theology of Church, Liturgical Theology, Theology of Ministry, Sacramental Theology, and Theology of the Human Person.
- Demonstrate a coherent grasp of ethical theories, principles, and application, as well as an informed capacity for sound decision making and moral responsibility
- Develop personal and pastoral awareness and skills, such as familiarity with ecumenical and inter-faith interactions, information literacy, organizational leadership, and life-cycle issues.
- Articulate a vision of Catholic faith and demonstrate growth in understanding of self as a minister an adult person of faith and formation-driven activities and interactions.

Graduate Theology students will demonstrate an in-depth knowledge of the core areas of theology, inclusive of Christian thought and praxis by being able to:

- Situate and appraise the doctrinal, spiritual and ethical developments in theology, including Catholic Social Teaching, ecumenical and inter-faith dialogue, as evidenced through the Comprehensive Assessment Process.
- Read and assess scholarly texts by being able to identify the author's project and thesis, relevant arguments and correlate these with the factors important to various contexts.
- Recognize and classify differences in theological thought and apply the methodology

appropriate to each of the major areas of theology as specified on syllabi.

- Construct a theological essay bringing research to written expression in a coherent, analytical fashion.

The Ethics Studies Minor and Certificate is an interdisciplinary and multifaceted program of study providing integrated and substantive training in ethics, meta-ethics, moral philosophy, and moral theology. The program includes the examination of both moral theory and application.

In conjunction with the DePaul Center for Mission and Ministry, the Program provides certificate programs for those interested in preparing for various church ministries. To meet the needs of the students, we offer classes on campus, at off-site locations in New Jersey, and totally online. These programs are designed for those currently serving in parish ministry roles, those wanting to prepare for ministry roles, and those wishing to come for their own personal growth and development. Certificate programs include pastoral internship and formation components. The certificate credits may be transferred into other programs of study leading to baccalaureate degrees.

Graduates

The Program also offers those who are not pursuing degrees in religious studies or certificates an introduction to reasoned thought and theological concepts.

Students completing the degree in religious studies are equipped with the background to succeed in advanced educational pursuits, and professional careers.

If a student is preparing for Church ministries, such as Pastoral Ministry, Youth Ministry, Faith Formation, and Pastoral Administration, the Religious Studies major provides the theological foundations for active involvement in Church life, both professional and otherwise.

In addition, the emphasis on rigorous and creative thinking in Religious Studies will enable one to enter higher level training in a variety of professional fields, including:

- Higher Education
- Law
- Literature
- Philosophical or Theological research and writing

Graduates from the Religious Studies Program have gone on to become:

- Chaplains
- Directors of women's rights organizations
- Editors
- Lawyers
- Pastoral ministers
- Physicians
- Religious education coordinators
- Researchers
- Strategic consultants
- Teachers
- Youth ministers

More than half of CSE religious studies graduates go on to receive graduate degrees.

B.A. in Religious Studies

Requirements (36 credits)

100 Level Courses

REL120	Introduction to Catholic Life and Thought	4
REL110	Hebrew Scriptures	4
REL113	The New Testament	4

200 Level Course: any one of the following courses (4)

REL221	Fundamental Moral Theology	4
REL239	Christian Sexual Ethics	4
REL250	Introduction to Christian Ethics	4
REL263	Spirituality and Ethics	4

300 Level Courses

REL309	History of Christianity	4

REL313	History of Christianity II	2
REL320	Fundamentals of Christian Faith	4

400 Level Course

REL425	Coordinating Seminar	4

200, 300, 400 Electives (12)

Any two (2) Courses at the 200 level or higher, one of which may be a Philosophy course from the following list:

PHIL201	Philosophy of Religion	4
PHIL203	The Human Person	4
PHIL204	Morality & Good Life	4
PHIL325	Philosophy of Being & God	4

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Recommended Course Sequence for Religious Studies

Freshman Year

Fall Semester (First Semester) (16 Credits)

THEO120	Introduction to Catholic Life and Thought	4
	and-or	
THEO110	Hebrew Scriptures	4
CSE110	Literacy I	4
	Electives	2-6

Spring Semester (Second Semester) (16 Credits)

THEO113	The New Testament	4
	and-or	
THEO120	Introduction to Catholic Life and Thought	4
CSE120	Intergrated Literacy II	4
	Electives	2-6

Sophomore Year

Fall Semester (First Semester) (16 Credits)

THEO120	Introduction to Catholic Life and Thought	4
	or	
THEO110	Hebrew Scriptures	4
THEO221	Fundamental Moral Theology	4
	or	
THEO250	Introduction to Christian Ethics	4
	or	
THEO	THEO269	4
CSE210	Global Perspectives	4
	Electives	0-4

THEO120, THEO110: If needed.

Spring Semester (Second Semester) (16 Credits)

THEO221	Fundamental Moral Theology	4
	or	
THEO250	Introduction to Christian Ethics	4
	or	
THEO	THEO269	4
THEO	THEO 200, 300 or 400-level Elective	4
CSE220M	Ways of Knowing CSI @ CSE	4
	Electives	4-8

THEO221, THEO250, THEO269: If needed.

Junior Year

Fall Semester (First Semester) (16 Credits)

THEO309	History of Christianity I	2
THEO313	History of Christianity II	2
CSE230	Healthy Living	4
	Electives	8

Spring Semester (Second Semester) (16 Credits)

THEO	THEO 200, 300 or 400-level Elective	0-4
THEO320	Fundamentals of Christian Faith	4
CSE300	Faith,Spirituality & Ethics I	4
	Electives	4-8

THEO2,3 or 400-level: If needed.

Senior Year

Fall Semester (First Semester) (16 Credits)

THEO425	Coordinating Seminar	4

THEO	THEO 200, 300 or 400-level Elective	0-4
CSE400	Essentials Capstone	4
	Electives	4-8

THEO2,3 or 400-level: If needed.

Spring Semester (Second Semester) (16 Credits)

CSE400	Essentials Capstone	4
THEO320	Fundamentals of Christian Faith	4
	Electives	8-16

CSE400, THEO320: If needed

Capstone Requirement

Students will fulfill the capstone requirement by successful completion and presentation of a final research paper. Preparation for this paper will be offered in REL425 Coordinating Seminar.

Minor in Ethics

Requirements (20 credits)

Any combination of four courses from the following list, at least two of which are Philosophy courses, and at least two of which are Religious Studies courses:

PHIL204	Morality & Good Life	4
PHIL233	Ethics in Business & Society	4
PHIL331	Ethics in Health Care	3
REL135	Ecology and Faith	4
REL250	Introduction to Christian Ethics	4
REL263	Spirituality and Ethics	4
REL200	Bioethics	4
REL239	Christian Sexual Ethics	4

Plus the following interdisciplinary Philosophy and Religious Studies Course:

REL385	Ethics & Justice	4

PHIL204/PHIL304, PHIL233/PHIL333 courses are designated with two numbers are available to Philosophy minors for more advanced work (i.e. 300 level).

Minor in Philosophy

Requirements (20 credits)

PHIL--- Any History of Philosophy course (4)

PHIL ---300 or 400-level Elective (4)

PHIL --- 300 or 400-level Elective (4)

PHIL --- Elective (4)

PHIL --- Elective (4)

Minor in Religious Studies

Requirements (20 credits)

100 Level Course (4)

Any course with a REL100 designation.

200 Level Course (4)

Any course with a REL200 designation.

300 Level Course (4)

Any course with a REL300 designation.

Electives (4)

Any two (2) courses with a REL200, REL300, or REL400 designation.

Open Elective (4)

Any course with a REL100, REL200, REL300, or REL400 designation.

Combined Degree Program: B.A. in Religious Studies/M.A. in Theology

B.A. in Religious Studies/M.A. in Theology

Current CSE undergraduate students who may be interested in pursuing graduate studies in Theology may apply for a dual degree option that would include the following conditions:

- Seniors may begin with the January Residency in the senior year and may take a maximum of six (6) credits.
- Seniors must have completed their General Education religious studies or Element III requirements prior to taking the first graduate course.

- While the two courses taken during the period of undergraduate study would be applied to the graduate program, students are not automatically accepted into the Masters program. Seniors who are allowed to take two graduate courses prior to completing their Bachelors program must still apply to complete the Masters program. These courses remain transferable from one delivery system to the other.

Combined degree students must continue in the master's program without interruption until completion or risk being dropped. Combined degree students must apply and be granted a leave of absence in order to interrupt their studies.

M.A. in Theology

Traditional Option:

The M.A. in Theology is a 36-credit program which consists of a core of courses (18-21 credits), complemented by electives (15-18 credits). Though a broad curriculum has been designed, students have some flexibility to shape their program to fit their interests and needs, with approval from their faculty advisor. This may include taking courses in the Summer Institute of the Center for Theological and Spiritual Development (three credits maximum), or courses at other accredited institutions. No student may earn more than nine credits in this fashion.

To receive the M.A. degree, each student must accomplish the following:

- Complete 36 credits in theology, with a cumulative grade point average of 3.0. Since the program is designed as a part-time program of study, our students usually complete the program between four and six years. (For a more accelerated program of study, see the Low-Residency Option below.)
- Submit three research papers from courses taken in the program as a final requirement. With the guidance of a faculty advisor, expand and deepen these papers as evidence of ability to research and present theological topics in an in-depth, competent and scholarly manner. Ordinarily, the papers will be 15 typed pages, double-spaced, including bibliography. An accepted style sheet is to be adhered to throughout the program of study.
- With recommendations from the student, 2-3 faculty members (full-time and adjunct) will participate in a one-hour conversation about the papers presented. The faculty will then assess a grade of Pass, Fail, or Pass with Distinction.

Admission Requirements

- Applicants must have a baccalaureate degree from an accredited institution and a cumulative GPA of not less than 3.0 on a 4.0 scale.
- Transfer of credits in theology or religious studies will be subject to evaluation and approval by the program Director. All transfer graduate credits must carry a minimum 3.0 grade on a 4.0 scale.
- Each candidate will have a personal interview with the Coordinator of the M.A. in Theology Course of Study and another faculty member.

Additional Admission Criteria for the M.A. in Theology

If an applicant for the Master of Arts in Theology at the College of Saint Elizabeth appears to have gaps in education, especially in theological background, appropriate strategies will be required before full admission. All candidates for this degree program must also demonstrate competence in writing and doing research before full admission into the program.

Academic Progress

The Traditional M.A. in Theology is designed for part-time, rather than full-time students. Ordinarily, a student will complete the degree program in four years. A student coming to the completion of the M.A. degree program is required to have a cumulative grade point average of 3.0 or better. For a more accelerated format, please see the details of the Low Residency Option below.

Low-Residency Option:

The new low-residency model is designed for students residing at long distances away from campus who wish to complete the degree through a sequence of one-week residencies followed by

periods of directed reading and research. The basic features of the low residency option include:

- 29 Month Program
- 36 Credits
- Five residency weeks
- Six Directed Readings
- Summer Institute Option
- Three Research Papers (completed during designated periods when the students are not completing direct readings)

Students will complete 6 to 9 credits in each six-month period: two campus Residency Weeks in January and June/July followed by two Directed Reading periods in each of the Spring and Fall semesters. In three designated semesters, students will take only one Directed Reading course and complete a major research project. This accounts for 36 credits. Students may opt to fulfill the final three credits by registering for three consecutive 1-credit Summer Institute courses or by completing an additional Directed Reading (see Program Description above).

There are two entry points: students may begin with either the first summer or the first January residency. Individuals who begin in the Low Residency Option may also opt to transfer into the traditional option upon approval of the faculty. Students entering the program will choose one of four tracks: Catholic Studies, Pastoral Care, Spirituality, or Theological Studies to advance on in the degree.

Program Requirements Per Track

Catholic Studies

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

Ecclesiology (choose one)

THEO615	Mystery of the Church	3
	or	
THEO656	Age of Plurality	3

15 credit electives

Pastoral Care

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

Ethics (choose one)

MC626	Ethical Issues	3
	or	
THEO627	Catholic Moral Theology	3
	or	
THEO663	Spirituality & Ethics	3

15 credit electives

Spirituality

THEO617	Theological Foundations	3
THEO605	Mystery of Christ	3
THEO609	Scriptual Interpretation	3

THEO641	Christian Spirituality Through the Ages	3
THEO659	Theology & the Arts	3
THEO663	Spirituality & Ethics	3
THEO674	Christian Spirit & Charity	3

15 credit electives

Theological Studies

THEO617	Theological Foundations	3
THEO609	Scriptual Interpretation	3
THEO605	Mystery of Christ	3
THEO619	Liturgical Theology	3

Ecclesiology (choose one):

THEO615	Mystery of the Church	3
THEO656	Age of Plurality	3

Ethics (choose one)

MC626	Ethical Issues	3
	or	
THEO627	Catholic Moral Theology	3
	or	
THEO663	Spirituality & Ethics	3

18 credit electives

Transfer Credit Policy

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

Certificate in Bioethics

The four courses from the following list: (16 credits)

REL221	Fundamental Moral Theology	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	Introduction to Christian Ethics	4
PHIL204	Morality & Good Life	4
	or	
PHIL304	Morality & Good Life	4

Certificate in Diaconal Ministry

The College of Saint Elizabeth offers deacon candidates the best of its rich heritage and outstanding resources to help prepare deacon candidates for ministry in the Church. The goal is to challenge its students to cherish the tradition and create the future. The faculty prepares the candidates by educating them in the richness of the Catholic theological and spiritual tradition. This enables the men in this program to be able to serve the Church and its needs in today's world.

The College works in collaboration with various dioceses in creating a program that will meet the needs of each individual diocese. The course of study listed below is just one model that is currently being used. Others can be designed. Each diocese provides the spiritual and pastoral formation of the candidates, which supplements and enhances the theological formation offered by the College.

Requirements (32 credits)

REL105	Pastoral Counseling for Ministry	4
REL110	Hebrew Scriptures	4
REL113	The New Testament	4

REL143	Liturgy & Spirituality	4
REL220 MP	Theological Reflection	4
REL221	Fundamental Moral Theology	4
REL250	Introduction to Christian Ethics	4
REL300	Homiletics Art of Preaching	4

Related Requirements

Deacon candidates are required to participate in a series of preaching workshops and training over a four year period. In addition, three workshops on various pastoral issues and concerns are offered each year by experts in theology, spirituality, and liturgy. Additional topics, such as Canon Law, are provided by each diocese.

Certificate in Ethics Studies

Requirements (20 credits)

Any combination of four courses from the following list, at least two of which are Philosophy courses, and at least two of which are Religious Studies courses:

PHIL204	Morality & Good Life	4
PHIL233	Ethics in Business & Society	4
PHIL331	Ethics in Health Care	3
REL135	Ecology and Faith	4
REL250	Introduction to Christian Ethics	4
REL263	Spirituality and Ethics	4
REL200	Bioethics	4
REL239	Christian Sexual Ethics	4

Plus the following interdisciplinary Philosophy and Religious Studies Course:

THEO385	Ethics & Justice	4

PHIL204/PHIL304, PHIL233/PHIL333 courses are designated with two numbers are available to Philosophy minors for more advanced work (i.e. 300 level).

Certificate in Parish Life Ministries

Requirements (24 credits)

REL110	Hebrew Scriptures	4
	or	
REL113	The New Testament	4
REL153	Foundations in Lay Ministry	4
REL205	Christian Marriage & Family	4
REL250	Introduction to Christian Ethics	4
REL280	Pastoral Internship I	2
REL320	Fundamentals of Christian Faith	4

Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

Certificate in Pastoral Administration

This certificate honors the strong theological and Scriptural foundations that must inform the administration of a parish, recognizing that effective business and personnel management must always point to the implementation of Gospel values. Students will use their study to develop an individualized curriculum which best honors their experience and educational background, coupled with the needs of the parish.

Requirements (24 credits)

REL110	Hebrew Scriptures	4
	or	
REL113	The New Testament	4

REL153	Foundations in Lay Ministry	4
REL240 MP	Pastoral Administration	4
REL250	Introduction to Christian Ethics	4
REL280	Pastoral Internship I	2
REL320	Fundamentals of Christian Faith	4

Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

Certificate in Religious Education

This certificate prepares students to lead others into the lifelong journey of saying yes to faith with both mind and heart. Students will gain knowledge of the theories of teaching and learning for adults, adolescents, and children and will explore the contemporary documents on Catechetics and Evangelization which ground the educational ministry of the church.

Requirements (24 credits)

REL110	Hebrew Scriptures	4
	or	
REL113	The New Testament	4
REL153	Foundations in Lay Ministry	4
REL230	Religious Education: Skills and Competancies	4
REL250	Introduction to Christian Ethics	4
REL280	Pastoral Internship I	2
REL320	Fundamentals of Christian Faith	4

Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of reflection for personal faith development. More detailed information is given upon acceptance into the program.

Certificate in Youth and Young Adult Ministry

This certificate is designed to develop a vibrant outreach for serving this vital community in parish life – youth and young adults as part of the present and future Church. Using study of Scripture and theology as a foundation, students will examine social and psychological development and will develop tools for evangelization and program design in ministering to this population.

Requirements (24 credits)

REL110	Hebrew Scriptures	4
	or	
REL113	The New Testament	4
REL153	Foundations in Lay Ministry	4
REL137	Youth Ministry: Skills & CoYouth Ministry	4
REL250	Introduction to Christian Ethics	4
REL280	Pastoral Internship I	2
REL320	Fundamentals of Christian Faith	4

Related Requirement

Students are expected to participate in ongoing spiritual formation, which includes appropriate workshops, liturgies, retreats, and days of

reflection for personal faith development. More detailed information is given upon acceptance into the program.

Graduate Certificate in Catholic Studies

The certificate consists of 15 graduate credits and is intended for students who wish to learn more about the rich spiritual and intellectual tradition of the Roman Catholic Church. The certificate may be taken alone or in combination with the M.A. in Theology program.

Required Courses

THEO603	History of Christianity	3
THEO631		
THEO627	Catholic Moral Theology	3
THEO609	Scriptual Interpretation	3

Ecclesiology (Choose one)

THEO615	Mystery of the Church	3
	or	
THEO656	Age of Plurality	3

Graduate Certificate in Pastoral Care

The certificate consists of 15 graduate credits and is intended for students who work in helping professions such as hospitals, nursing homes and other settings where the combined skills in theology and counseling are required. The certificate provides the theological foundations for these ministries. 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	Scriptual Interpretation	3
THEO619	Liturgical Theology	3
PSY660	Counseling & Spirituality	3
THEO625	Ministry & Ministries: Theology & Praxis	3

Ethics (Choose one)

MC626	Ethical Issues	3
THEO627	Catholic Moral Theology	3
THEO663	Spirituality & Ethics	3

Graduate Certificate in Spirituality

The certificate consists of 15 graduate credits. The 15 credits may be earned by taking the 4 courses listed below and one elective course from the courses listed for the M.A. in Theology program. The certificate provides the theological foundations for these ministries. The certificate may be taken alone or in combination with the M.A. in Theology program.

Required Courses

THEO641	Christian Spirituality Through the Ages	3
THEO663	Spirituality & Ethics	3
THEO667	Wisdom of the Mystics	3
THEO674	Christian Spirit & Charity	3

Elective Course (3)

Choose one from courses listed for the M.A. in Theology program (p.)

Leadership Certificate in Hispanic Ministry

Passionate for the Gospel, witnessing to the Legacy of Vincent DePaul and Elizabeth Ann Seton, impelled by the Mission and Values of the College of Saint Elizabeth, the Leadership Certificate in Hispanic Ministry supports students in their quest for ongoing faith formation as ministers and leaders. This includes formal classes, appropriate workshops, liturgies, days of reflection and retreats. This certificate is infused with a Hispanic/Latino cultural dimension for such ministers to be able to effectively perform their work and live the Gospel with Hispanics in the US Catholic Church.

Requirements (24 credits)

REL100 MP	Hispanics and the Church in the US	4
REL110 MP	Hispanic Spirituality Culture Expression of Faith	4
REL200 MP	Leadership Skills & Competencies	4
REL210 MP	Challenges in Ministry Today	4
REL215 MP	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.

Social Media Design and Management

The College of Saint Elizabeth's integrative and interdisciplinary M.A. in Social Media Design and Management will teach graduate students: about the history and development of social media; how to create innovative branding and graphic designs for e-markets; write business-savvy text; and gain the ability to market and manage social media sites of all types for a wide variety of employers and private individuals who demand a creative web presence.

Today, some of those social media sites include Instagram, Facebook, LinkedIn, Pinterest, Snapchat, Tumblr, Twitter, and YouTube, in addition to websites, blogs and direct marketing businesses.

CSE's M.A. in Social Media Design and Management is intended for those students who have a B.A. or B.S. degree in almost any major. Every field needs social media experts who can post and cultivate audiences on all the sites, create superb websites and blogs, and mange, analyze and shift marketing and audience building strategies.

This is an M.A. program for those who want to be actively designing, communicating and creating content to promote non-profit, for-profit, governmental and/or personal enterprises. This M.A. program dovetails well with almost all B.A. and B.S. programs at the College. In addition, students in the M.A. in Social Media Design and Management will overlap with two courses for the M.S. in Management: BUS640 Social Media Web 2.0 Management, Business Organizations and BUS675 Social Media Management Project.

For more advanced computer students, a course in the M.S. in Data Analytics, CS625 Data Mining, will be a possible choice for the metric mining and analysis section of our M.A. Social Media Design and Management curriculum.

M.A. in Social Media Design and Management

Mission

Flowing from the mission of the College of Saint Elizabeth, the mission of the MA in Social Media Design and Management is to prepare students of all ages, ethnic groups and backgrounds, to utilize the power of the World Wide Web and Social Media sites to help promote ethically and morally responsible for-profit, non-profit, governmental and personal businesses and enterprises of all

types for the betterment of individuals and society at large.

Goals

The goals for the MA in Social Media Design and Management are to teach our Masters students how to:

- Understand and utilize the power of social media platforms including websites and blogs to achieve the goals of their employers or businesses
- Create effective designs, written material and branding to attract diverse target markets
- Use dynamic marketing and tracking strategies for effective Social Media analysis, usage and trouble-shooting
- Employ mathematical metrics and data to help enhance, manage and market the sites and cultivate the influencers
- Create theoretical and practical training projects to further prepare students to both practice and teach Social Media Design and Management

Degree Requirements

The program requires the successful completion of 31-34 credit hours. All students must take the following courses:

Required Courses (31 Credits)

SMDM611	Computers and Programming for Social Media	3
SMDM613	Intro to Social Media Design and Management	3
BUS640	Social Media & Web 2.0 Management Business & Orginization	3
SMDM617	Advertising and Graphic Design for the Web and Social Media	3
SMDM619	Typography and Layout for the Web and Social Media	3
SMDM622	Writing and Editing for Social Media	3
BUS675	Social Media Management Project	3
MC626	Ethical Issues	3
SMDM631	Metrics Management for Social Media	3
SMDM633	Visual Communications & Branding for Social Media and the Web	3
SMDM696	Seminar on Current and Emerging Social Media Trends	3
SMDM697	Culminating Requirement	

Elective Courses (3 Credits)

SMDM640	Social Media Innovating	3

Admission Criteria

The current requirements for admission into the CSE M.A./M.S. Programs will be used as the baseline.

Acceptance is based on the strength and quality of the student's undergraduate program, any relevant certificates, transcript, grade point average, letters of recommendation and projected ability to complete the degree program. An essay explaining the applicant's motivations will be required. Extracurricular activities involving voluntary service and advocacy, as well related experiences are also considered.

Transfer students are assessed individually based on comparable courses and credits completed, and comparable learning outcomes, and will be permitted to transfer in up to 12 credits, and will also be provided with Credit by Exam, and Portfolio Experiential Learning Assessment options within this transfer credit limit.

Social Work

Program Overview

The mission of the social work program at the College of Saint Elizabeth is to provide undergraduate students 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:

- Provide experiences to strengthen students' ability to think critically, use logical reasoning, and consider multiple perspectives to problem solve.
- Use ethical reasoning, informed by the Code of Ethics of the National Association of Social Workers.
- 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.

Student Outcomes

The College of Saint Elizabeth is pleased to announce that the Council on Social Work Education (CSWE) has granted the undergraduate social work major candidacy status. By achieving candidacy status, all students who declare a social work major any time after fall 2016 will be able to graduate from an accredited program.

Graduating from an accredited social work program with a Bachelor's in Social Work (BSW) allows students to obtain the certification from the New Jersey State Board of Social Work Examiners; it is not necessary to take a licensing exam to obtain this certification. Having this credential is a strong asset in obtaining a first job with career potential.

Equally beneficial is that BSW graduates can complete their Masters Degree in Social Work in one year rather than the standard two years. (Note: BSW graduates must start their graduate degree within five years of earning their BSW to apply for an expedited course of study.)

Veteran social workers agree that the personal rewards of helping individuals and advocating for social justice bring enormous self-satisfaction and sense of purpose. Whatever the challenges, there is great joy in knowing that your work helped to empower individuals, families and communities to reach their potential.

While no one chooses the social work profession for the monetary benefits, it is important to understand that social workers earn professional salaries. In New Jersey, the staring salary for full-time social workers averages $41,000 with benefits, and the average salary for those with a masters degree and experience exceeds $80,000.

According to the New Jersey Department of Labor, employment opportunities are increasing for social workers in health care settings and mental health agencies. Other areas of social work practice have stable employment.

A very attractive feature of the social work program is that during the senior year, students spend two days working at a social agency that has demonstrated to the social work faculty that students will have opportunities to practice social work and receive regular, personalized mentoring. By completing 400 hours of fieldwork, students can develop a strong skill set and have opportunities to develop relationships with working professionals.

Another important feature of the College of Saint Elizabeth BSW program is that students have the flexibility to double major or take a minor and elective courses that are of personal interest. The social work faculty is committed to working personally with each social work major so that their non-major courses build on their strengths and interests.

All social work courses are taught by full-time faculty members who are licensed social workers.

Bachelor in Social Work (BSW)

Admission Requirements

The specific requirements for acceptance into the Social Work major are:

- A cumulative GPA of 2.0
- At least a C in SW207 Introduction to Social Work and Social Welfare
- Demonstration of a commitment to service and social justice by documenting community service experience.
- Demonstration of a commitment to social work values by sending a letter to the program director that describes the reasons for choosing the Social Work major and the student's commitment to applying the Code of Ethics of the National Association of Social Workers (NASW).

Degree Requirements (44 credits)

Required Courses (44 credits)

SW207	Introduction to Social Work and Social Welfare	4
SW301	Social Research Methods	4
SW303	Human Behavior and Social Environment 1	4
SW305	Social Welfare Policies, Programs & Issues	4
SW307	Methods in Social Work 1:Individuals & Families	4
SW331	Race, Class and Gender	4
SW403	Human Behavior and Social Environment 2	4
SW407	Social Work Methods 2: Organizations & Communities	4
SW489	Field Experience I	6
SW491	Field Experience II	6

Preset Freshmen and Sophomore Pathways

To ensure that students begin and remain on track in terms of graduation and degree requirements, and to maximize student opportunities to add minors or second majors, and therefore increase their options after graduation, the College has designed the Preset Freshmen and Sophomore Pathways.

This curricular sequencing model, which outlines all the courses taken in the first two years, will allow students to complete 75% to 90% of their General Education requirements during just their freshman and sophomore years, as well as all foundational gateway and milestone courses, both in their intended major, and in other complementary majors and minors that they may want to consider.

Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element I Core Classes	6
	Pre-Major Gateway Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4

	Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

	Element I or II Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

	Element II or III Core Classes	4-8
	Pre-Major Milestone Class	1-4
	Preset General Education Elective	1-4
	Outside General Education Elective	1-4
	Developmental Math (if needed)	0-1.5
	EOF or CAPs (if needed)	P/F

Course Sequence for BSW

Third Year

Fall Semester (12 Credits)

SW301	Social Research Methods	4
SW305	Social Welfare Policies, Programs & Issues	4
SW307	Methods in Social Work 1:Individuals & Families	4

Spring Semester (12 Credits)

SW303	Human Behavior and Social Environment 1	4
SW331	Race, Class and Gender	4
SW407	Social Work Methods 2: Organizations & Communities	4

Fourth Year

Fall Semester (10 Credits)

SW403	Human Behavior and Social Environment 2	4
SW489	Field Experience I	6

Spring Semester (6 Credits)

SW491	Field Experience II	6

Sociology

Program Overview

The mission of the Sociology Program is to engage students in the empirical study of society and social behavior, enabling students to understand their social world, to recognize the forces of change operative within it, and to critique conditions affecting social life.

The goals of the Sociology Program are:

- To facilitate student learning of sociological theory, sociological research methods, and substantive areas of the discipline appropriate to baccalaureate-level education;
- To enable students to develop skills needed for conducting, evaluating, analyzing, and presenting research;
- To promote in students scholarly integrity and compliance with professional codes of ethics; and
- To graduate women prepared for further study, for career-track employment, and for life in a changing society.

The Program also introduces students interested in the social work profession to that field of study through a four-course concentration in social work.

Our course offerings acquaint students with the major concepts, significant findings and diverse theoretical perspectives of sociology. They also facilitate students' understanding of the process of social research, their acquisition of research skills, and their use of appropriate computer resources, and they and prepare students for related graduate study and/or for varied careers utilizing their knowledge of sociology and their analytical

skills. Service learning, field work, and internship opportunities are available.

Sociology works excellently as a double major, enabling students to place the understandings that they gain in another discipline within the larger context of society and to study the impact of this other discipline on, and within, society. Recently, sociology students have most often double majored with education, psychology, justice studies, communication, business, or a foreign language, though double majors with many other fields are possible.

Outcomes

The successful Sociology major will be able to:

- Understand the major concepts, methodologies, and theoretical perspectives of sociology;
- Analyze literature on topics of sociological importance;
- Conduct research consistent with scientific and ethical guidelines; and
- Create and present academic work (papers, posters, oral and technologically-enhanced presentations) that represents one's sociological knowledge and values.

In addition, students who participate in sociology and social work internships will employ their study of sociology and social work in a field work setting, preparing them for work and/or further study in those fields.

Graduates

A bachelor's degree in Sociology is a very a useful degree, as most employers realize the importance of hiring people who are skilled in understanding and working with diverse multicultural populations and who possess keen analytical reasoning, research, and communication skills. It complements the study of education, business (especially marketing and economics), justice studies, psychology, communication, history, political science, and American Studies especially well, as it overlaps with and has much in common with each of these disciplines, and provides a solid basis for future study in any of these fields. It also prepares students for the study and practice of law, public health and policy, and graduate study in a wide variety of disciplines.

Sociologists work in such areas as:

- Corporations and various businesses
- Governments and policy analysis
- Law
- Personnel and human resources
- Public relations
- Research and polling
- Sales
- Social activism (consumer, environmental, etc.)
- Social Services
- Teaching

Recent graduates of the College of Saint Elizabeth Sociology Program have also gone on to pursue advanced graduate education in the fields of sociology, social work, psychology, law, and business.

B.A. in Sociology

Requirements (34 credits)

Required Courses (22 credits)

SOC101	Introduction to Sociology	4
SOC371	Sociological Theory	4
SOC301	Social Research Methods	4
SOC331	Race, Class, and Gender	4
SOC365	Data Analysis	4
SOC431	Senior Seminar	2

Elective Courses (12 credits)

Two 200-level (or higher), 4-credit courses, selected from among:

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

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

SOC311	Criminology	4
SOC319	Community Service and Involvement	2
SOC321	Urban Sociology	4
SOC351	Sociology of Organizations/Bureaucracy	4
SOC361	Social Change	4
SOC399	Special Topics	4
SOC403	Seminar Social Psychology	4
SOC491	Independent Study	3
SOC495	Internship	3

Preset Freshmen and Sophomore Pathways

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Students will then be able to focus their junior and senior years almost entirely on their major, as well as on potential minors or second majors.

Simply put, this curricular sequencing model allows students to get the most out of their undergraduate education at CSE.

First Year

Fall Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element I Core Classes	6
Pre-Major Gateway Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5

Second Year

Fall Semester (14-18 Credits)

Element I or II Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Spring Semester (14-18 Credits)

Element II or III Core Classes	4-8
Pre-Major Milestone Class	1-4
Preset General Education Elective	1-4
Outside General Education Elective	1-4
Developmental Math (if needed)	0-1.5
EOF or CAPs (if needed)	P/F

Course Sequence for BA in Sociology

First Year

Fall Semester (12-16 Credits)

	General Education and Electives	12-16

Spring Semester (12-16 Credits)

	General Education and Electives	12-16

Second Year

Fall Semester (14-16 Credits)

SOC101	Introduction to Sociology	4
SOC207	Introduction to Social Welfare & Social Work	4
SOC281	Sociology of Aging	4
	General Education and Electives	6-8

SOC101: Core course requirement.

SOC207: Social work concentration.

SOC281: Sociology elective required for Major: Two 200 level (8 credits) one 300 level (4 credits).

Spring Semester (16 Credits)

SOC221	Cultural Diversity	4
SOC201	Social Problems	4
SOC305	Social Welfare Programs, Policies, & Issues	4
	General Education and Electives	6

SOC221, SOC201: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

SOC305: Social work concentration.

Third Year

Fall Semester (14-16 Credits)

SOC301	Social Research Methods	4
SOC371	Sociological Theory	4
SOC403	Seminar Social Psychology	4
	General Education and Electives	2-4

SOC301, SOC371: Core course requirement.

SOC403: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

Spring Semester (14-16 Credits)

SOC365	Data Analysis	4
SOC331	Race, Class, and Gender	4
SOC307	Methods in Social Work	4
	General Education and Electives	2-4

SOC365, SOC331: Core course requirement.

SOC307: Social work concentration.

Fourth Year

Fall Semester (14-16 Credits)

SOC431	Senior Seminar	2
SOC351	Sociology of Organizations/Bureaucracy	4
	General Education and Electives	8-10

SOC431: Core course requirement.

SOC351: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

Spring Semester (14-16 Credits)

SOC495	Internship	3
SOC399	Special Topics	4
	General Education and Electives	8-10

SOC495: Social work concentration.

SOC399: Sociology electives required for Major: Two 200 level (8 credits) one 300 level (4 credits).

Social Work Concentration

Optional for Sociology Majors (12 credits)

SOC207	Introduction to Social Welfare & Social Work	4
SOC307	Methods in Social Work	4
SOC305	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 (a) the production (in SOC301 and SOC365) and presentation to members of the CSE community (in SOC431) of a paper and poster representing a comprehensive literature review; and (b) the production (in SOC431) of a project representing empirical research. Students must also pass comprehensive objective exams given in SOC371 and SOC301 with a grade of 70 or better to remain in the major.

Sufficient Progress in the Major

Students must achieve C's or better in all sociology courses for them to count for the major. If a student receives a grade lower than a C in a course she must re-take the course in order to attain a C or higher. If a student receives grades lower than C in two or more sociology courses she may be dropped from the major.

Minor in Sociology

Requirements (18 credits)

SOC101	Introduction to Sociology	4
SOC301	Social Research Methods	4
SOC331	Race, Class, and Gender	4
SOC	200 or 300-level elective	4
SOC	300 level elective	2-4

Electives cannot be social work courses

Minor in Women's Studies

Program Overview

The Women's Studies program includes an interdisciplinary minor with a focus on gender and its role in society. Through a variety of disciplinary topics and representations, students who minor in Women's Studies acquire perspectives about the current status of women in the United States and worldwide. Such perspectives are vital for students to help them understand their own place in society and the world at large.

The mission of the Women's Studies Program is to provide students with the materials to critically examine constructions of gender in society. The Program is interdisciplinary, and includes perspectives on women's experiences and representations in history, art, literature, music, psychology, science, sociology, health, politics, and theology. In addition, students study theoretical and methodological approaches to feminist thought and gender scholarship.

Outcomes

A minor in Women's Studies will demonstrate knowledge of:

- Women's roles, contributions, and status in social and cultural contexts
- Women's contributions to history as well as current social/historical/political practices
- Key figures and concepts in feminist study
- Reading texts and images through the lens of gender

Requirements (18 credits)

Required Courses

WS105	Introduction to Women's Studies	4
WS395	Seminar Women's Studies	4

Students must choose three courses from the following:

ART239	The Feminine Aesthetic: Women in Visual Arts	4
ENG209	Women in Film	4
ENG239	Women's Literature:A Different Voice	4
ENG315	Seminar in Literature and Cultural Context	4
ENG315	Seminar in Literature and Cultural Context	4
HIS245	Women's History	4

JUS201	Women & the Criminal Justice System	4
JUS341	Women & the Law	4
MUS121	Women's Works: Lives & Music of Female Musicians	3
PE235		
PHIL230	Women in Philospohy	4
SOC251	Sociology of the Family	4
SOC399	Special Topics	4
WS255	Honors Multidisciplinary Seminar	3
WS299	Special Topics	3

ENG239, ENG315 A maximum of eight credits can be taken in literature.

Spanish

Program Overview

The minor in Spanish encourage students to achieve proficiency in the language to converse with educated native speakers and to develop their full potential and control of the language. The program offers quality instruction that reflects the increasingly interdependent and global nature of culture, knowledge and the world in the 21st century, as well as the growing inter-connectedness of peoples and places in the local, regional, national, and global communities.

Students pursuing a minor in Spanish are encouraged to demonstrate an understanding of linguistic Spanish structures as well as to appreciate the meaning of specific metaphors, symbols, and key terms that inform Hispanic culture.

The minor in Spanish is dedicated to offering instruction and learning opportunities to prepare students for diverse situations in which Spanish will be the language of communication. We inspire our students to question their cultural assumptions about the Hispanic world, and to seek to immerse themselves, as much as possible, in a Spanish-speaking community.

Outcomes

- Students will have the ability to express themselves using interpersonal communication by interacting and negotiating meaning in spoken or written conversations in Spanish to share diverse information.
- Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using their Spanish skills.
- Students will engage in presentation of information and ideas to inform, explain, persuade, and narrate on a variety of topics.
- Students will be able to demonstrate proficiency in the discussion and basic analysis of cultural and literary issues in Spain and Latin America.
- Students will acquire competency in the four language skills (reading, writing, speaking and comprehension) at an intermediate-high level or above

Graduates

Our graduates are equipped to pursue careers in education, business, law, international studies, and journalism; and to work with international corporations, international service organizations, and non-profit organizations with local/global agendas and responsibilities.

Minor in Spanish

Requirements (18-20 credits)

Students that successfully complete WCL101SPA and WCL103SPA, or have the equivalent level of proficiency demonstrated through a placement test, can register for classes to fulfill the minor.

The Spanish minor consists of 18-20 credits, to be completed by taking the following courses:

Core Foundational Courses (10 credits)

WCL201 SPA	Intermediate Spanish I	4
WCL202 SPA	Intermediate Spanish II	4
WCL205	Area Studies: Culture & Traditions	2

Select two from the following analytical courses (8 credits)

WCL300	Literature Survey	4
WCL305	Composition & Conversation	4
WCL310	Grammar & Style	4
WCL399	Special Topic in Spanish Profession	4

All minors in Spanish must take the following integrative course (0-2 credits)

WCL495	Experience (Internship/Study Abroad)	2

Students that test out of 201 and 202 may satisfy the minor requirements by completing 16 credits in courses at the 300 level.

Sport Management and Marketing

Mission

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

Goals

- Provide knowledge to effectively operate in domestic and global business/sport management and marketing environments.
- Create an environment for students to develop their knowledge, skills, and abilities in order to apply ethics in decision making.
- Provide a learning environment that expands the students' ability to effectively address sport business issues using critical thinking, creative problem solving, and innovative decision-making.
- Develop students' organizational, teamwork, managerial and leadership competencies.
- Increase students' proficiency in written and verbal business communication skills.
- Promote an understanding of the social responsibilities of sport organizations and businesses.
- Instill awareness and understanding of the diverse cultures in the various organizational environments, sport, business, and academia.

Student Learning Outcomes

As a result of completing the program students will:

- Exhibit foundational knowledge in Sport Management and Marketing including management, marketing, financial, economic, legal and ethical components by demonstrating an understanding of the concepts and theories.
- Be knowledgeable about accounting, economics, management, marketing, finance, law, research and reporting.
- Identify and explain the sport marketing mix and consumer behavior.
- Be able to communicate effectively both orally and in writing using applicable technology.
- Apply legal and ethical principles in decision making.
- Demonstrate critical and creative 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.
- Respectfully interact with people in diverse cultures.

B.S. in Sport Management and Marketing

Degree Requirements

The program requires the successful completion of 50-52 credit hours.

Core Requirements (23 Credits)

BUS100	Introduction to Business: Domestic & Global Dimensions	2
BUS200	Principles of Management & Management Skills	4
BUS215	Principles of Marketing & Consumer Behavior	4
BUS227	Theories of Micro Economics	3
BUS242	Accounting I	3
BUS300	Business Finance I	3
BUS400	Research Methods & Project Management	4

Sport Management and Marketing Core Courses (25 Credits)

BUS110	Introduction to Sport Management & Marketing	2
BUS225	Marketing Communication	4
BUS325	Sport Sales and Promotion	4
BUS327	Sport Event Planning & Facilities Management	4
BUS353	Sport Marketing	3
BUS435	Ethics & Law in Sport Management	4
BUS497	Internship Sport Management & Marketing-Capstone	4

Suggested Elective (2-4 Credits)

Choose one from the following:

BUS320	Human Resource Management	4
BUS350	Small Business Planning & Management	2
BUS365	Organizational Behavior & Change	4
BUS405	Organizational Leadership	4
COMM223	Public Speaking & Presentation Skills I	2

Minor in Sport Management and Marketing

Required Core Courses (21 credits)

BUS110	Introduction to Sport Management & Marketing	2
BUS200	Principles of Management & Management Skills	4
BUS225	Marketing Communication	4
BUS325	Sport Sales and Promotion	4
BUS327	Sport Event Planning & Facilities Management	4
BUS353	Sport Marketing	3

Courses

ABA - Applied Behavior Analysis

AHS - Allied Health Studies

AHS 101 - Introduction to Allied Health Studies (4)
This introductory course will provide students with an overview of the health care system and the skills they will need to work in this system. The course will look at the profession from a professional and personal perspective. Topics on the professional aspect will include: health care today, language of health care, the human body, personal and workplace safety, communication in health care settings, health care skills, business of health care and opportunities in health care professions. The areas of personal perspective will include all issues related to work-life balance and incorporating health practices in their lives which will enhance their quality of life.

AHS 200 - Global Health and Cultural Perspectives (4)
This course is a comparative study of disease ecology and medical systems of other cultures. The roles of disease in human evolution and history will be examined. The sociocultural factors affecting contemporary world health problems, the cultural aspects of ethno-medicine and biomedicine, as well as ethnicity and health care will be explored.

AHS 215 - Special Topics (2)
This course will permit students to take an elective in Allied Heath that focuses on a different topic each time it is offered. Prerequisites may apply.

AHS 300 - Health Care Organizations & Delivery Sys (4)
The organization, administration and functions of health services in the United States and other major nations will be examined. Social and public agencies that affect the US health care system will also be studied. Methods currently employed in the US for analysis and evaluation of health care systems will be explored. This course will offer opportunities for students to apply these principles in various areas of the health care system. An in-depth examination of current U. S. policies and practices pertaining to Medicare Medicaid will be evaluated. Insurance and the current health care laws will be monitored and the impact on society will be integrated into the course. Prerequisite: AHS 101.

Prerequisite: AHS101.

AHS 307 - Epidemiology and Human Disease (4)
The course will address distribution and determinants of disease/conditions in populations. An overview of epidemiological principles and practices using current health topics will be presented. This course provides a general overview of diseases, etiology, pathophysiology, diagnosis, prognosis and treatment. Medical resources in disease management will be considered. Mental health issues will also be examined. Special attention will be given to disease prevention. The role of alternative medicine will also be discussed. Prerequisite: AHS 101.

AHS 310 - Health Promotion & Planning (4)
This course focuses on the process of designing, planning and implementing health education and health promotion programs. The methods of conducting a needs assessment, the development of program goals and objectives, and the internal and external factors that affect program development and implementation are central focuses of this course. Students will complete create, design, and implement a health care project based on the materials covered in the class. The projects will be created in modular fashion incorporating all aspects of health promotion and planning theories and principles. Prerequisites: AHS 101 and MATH119

Prerequisite: AHS101, MATH119.

AHS 410 - Research in Health Care (4)
This course introduces students to health research methodologies. Students will develop and use the critical skills needed to plan, conduct and analyze a health care project. IRB role and requirements will be examined in light of these projects. The incorporation of statistical measures and principles will be designed specifically for practical application in the health care research project. Prerequisites: AHS 101, AHS 307

Prerequisite: AHS300, AHS310.

AHS 450 - Senior Seminar (2)
This course provides for the culmination and presentation of the research project initiated in the internship. Students will develop a resume and learn more about professional opportunities in health care. Prerequisites: AHS101, AHS307.

Prerequisite: AHS495.

AHS 495 - Internship (2)
This course is designed to enable students to gain knowledge and experience working within the operation of a health care institution or agency. Students will begin to develop a project under the supervision of a faculty member and a qualified health professional. This project will be completed in the Senior Seminar. Sixty hours of internship work is required for this course. Prerequisite: AHS101, AHS300, AHS307.

Prerequisite: AHS410.

AMST - American Studies

AMST 101 - Intro to American Studies (2)
This course introduces students to a diverse range of perspectives on American Studies. Using a variety of readings and other source material, including films, students examine key aspects of American society and culture over the course of time. In the process, students become acquainted with the value and vitality of the interdisciplinary approach central to the field of American Studies.

AMST 305 - American Studies JR Sem (2)
This course encourages junior-year American Studies majors to extend, deepen, and amplify their understanding of U.S. life, institutions, and culture, while integrating the interdisciplinary perspectives they have acquired from prior coursework. This will be accomplished through a series of readings, drawn from both subjects within the chosen Concentrations, and through writing assignments developed to accommodate and support each studentâ€™s strongest subjects of academic interest. Prerequisites: AMST 101 and junior status.

Prerequisite: AMST101.

AMST 310 - Independent Study (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 introduces students to a diverse range of perspectives on American Studies. Using a variety of readings and other source material, including films, students examine key aspects of American society and culture over the course of time. In the process, students become acquainted with the value and vitality of the interdisciplinary approach central to the field of American Studies.

Prerequisite: AMST101.

ART - Art

ART 105 - Creating Art: 21st Century (3)
This is a wide-ranging introduction about how to think and act creatively by using tools in the visual arts, with applications for all other disciplines. Students will experiment in the art studio by beginning with traditional drawing and painting and then by exploring newer techniques, media, materials and styles to generate their own creative concepts and objects. In addition, by interacting with practicing artists and creators, watching clips about world innovators and doing website and library research, students will further build their own creative and innovative abilities. Open to all students; intro requirement for all art major and minors.

ART 117 - Crafts and Alternative Materials (3)
This is an introduction to various craft tools and techniques and alternative materials which can be used to produce both traditional and innovative objects. Techniques such as surface design, bookmaking, felting, glass work, collage and assemblage will be explored.

ART 119 - Intro to Photography (3)
The theory, practice, technique and technology of still photography both in black and white and in color are studied by hands-on use of a 35 mm SLR digital camera and by research into the history of documentary and fine art photography. Students will study composition, lighting, exposure, control and other features while creating photographic projects. Emphasis will also be on learning and using Adobe Photoshop to correct and enhance digital photographs.

ART 120 - Learning to Look at Art (3)
This course is an introduction for all students so that they can explore the fundamental ways to learn about, look at and analyze art from around the world. Organized thematically, the reveals the similarities and differences of art throughout the ages. This is the beginning in a developmental sequence of art history courses. Required for all art majors and minors. Open to all students.

ART 121 - Intro to Advertising & Graphic Design (4)
An introduction to the concepts and methods of modern graphic design including layout, typography, and color through advertising and graphic design projects. Skills are developed in the MAC Lab where students utilize Photoshop, Quark, and the Adobe Suite of programs.

ART 130 - The Digital Canvas (4)
This course emphasizes the utilization of the computer as a creative tool for the fine artist, designer and illustrator, using software, styluses and tools applicable for digital painting, illustration and design projects. Adobe Illustrator and Photoshop programs will be taught.

ART 201 - Color & Design (4)
This is a hands-on and theoretical study of the principles of color and design. Applications to traditional and contemporary esthetic issues are addressed in both two- and three dimensional objects. Satisfies a Cluster 1 General Education requirement.

ART 205 - Drawing (4)
The practice and theory of drawing using various materials and techniques will be explored through studio exercises in portraiture, the figure, landscape, still life and abstract compositions. The study of anatomy and perspective, the analysis of

master drawings and drawing from the model will supplement the studio work.

ART 209 - Calligraphy (3)
The evolution of forms and styles of lettering is studied through presentations of varied and creative alphabet designs and studio practice. The course aims to develop in the student the skills necessary for the art of fine lettering.

ART 211 - Metalcraft & Jewelry (3)
This introduction to the design and hand-fabrication of jewelry and small metal objects is taught through sawing, soldering and stone setting in silver, bronze, copper sheet and wire. Pre-requisite: Art 201 or 205

Prerequisite: ART201, ART205.

ART 213 - Ceramics (3)
This introduction to clay manipulation through slab, coil and wheel construction focuses on traditional as well as contemporary approaches, shapes and objects. Glazing and firing techniques will also be emphasized.

ART 215 - Topics in Studio Art (3)
This course will permit students to take an elective in Studio Art that focuses on a different topic each time it is offered. Topics may include: Anatomy, Collage, Encaustic Painting, Illustration, Interior Design, Landscape Painting, Life Drawing, Mixed Media Sculpture, or Portraiture. Prerequisites may apply.

ART 218 - Intermediate Digital Photography (4)
Intermediate Digital Photography will help students develop bodie of work that reveal more sopisticated camera and lighting skills, subject matters, conceptual ideas, metaphoric meanings and Photoshop procssing procedures that produce artistic works as well as photographs that enhance design and social media needs.

Prerequisite: ART119.

ART 220 - Great Works of World Art I (4)
This introduction to art history explores art from the world's prehistoric times through the 14th century. Investigation of secular and religious themes around the world in painting, sculpture, decorative arts and architecture will reveal their similarities and differences. The focus will be 100 important works of world art prior to the year 1400. Lectures, discussions, DVDs, library and website research, and museum visits provide insight into the topic.

ART 230 - Great Works of World Art II (4)
This art history course compares artistic tradition and innovation in various countries from the year 1400 to the present. Students will learn about the range of artistic possibilities by exploring, for example, Italian Renaissance, Japanese Momoyama, French Impressionist, and American Abstract Expressionist art in addition to contemporary conceptual and installation projects from around the world. The focus will be 100 important works of world painting, sculpture, decorative art, and architecture during the last six centuries. Lectures, discussions, DVDs, library and website research, and museum visits provide insight into the topic.

ART 239 - The Feminine Aesthetic: Women in Visual Arts (4)
This history of women artists reveals their contributions and the social strictures which affected and often impeded their careers. The course will investigate how and why women triumphed in their attempts to create great art. Lectures, discussions, DVDs, library and website research, and museum visits provide insight into the topic.

ART 240 - American Art (4)
The history of American Art, 1600 to the present, will be explored and contextualized based on its Native American and European origins, internal developments and the influence of immigrant and world cultures. The focus will be 100 important works of American painting, sculpture, decorative arts, photography and architecture. Lectures, discussions, DVDs, library and website research, and gallery and museum visits provide insight into the topic.

ART 250 - Artists in Film (4)
Visual artists have often been the subject of documentaries as well as major motion pictures. In this course, films of both types will be studied to reveal the truth and myth-making that is conveyed about painters, sculptors, photographers and architects in a medium that owes much to the visual art it is studying. Films will be contextualized through lecture, discussion, DVDs, library and website research and gallery and museum visits.

ART 255 - Typography and Layout (4)
This course provides students with comprehensive processes for developing and choosing typography and layout options. Students are taught how typography relates to different creative fields in the advertising and graphic design industries and fine arts. Adobe Illustrator Photoshop will be used. Pre-requisite: Art 121 or permission of the instructor.

Prerequisite: ART121.

ART 260 - Intermediate Advertising and Graphic Design (4)
This course offers the student intermediate processes and practices in different creative fields in the Advertising Graphic Design industries through poster, book jacket and magazine layout projects. Adobe Illustrator, Photoshop InDesign programs will be used. Pre-requisite: Art 121 or permission of the instructor.

Prerequisite: ART121.

ART 300 - Painting Processes (4)
This is an introduction to the study and creative practice of traditional and contemporary watercolor, acrylic and oil painting techniques. Students will become familiar with paint chemistry and application on a variety of surfaces through various exercises and projects. Pre-requisites: Art 201 and Art 205, or permission of the instructor.

Prerequisite: ART201, ART205.

ART 307 - Printmaking (3)
Basic printmaking techniques and processes are introduced and explored through wood and linoleum relief printing, monotype printing, and both traditional and photo etching. Pre-requisite: Art 205 or permission of the instructor.

Prerequisite: ART205.

ART 310 - 2D and 3D Package Design (4)
This course provides students with a comprehensive history as well as the processes and practices in 2-D and 3-D design as they relate to the packaging industry. Students will develop their own products, research the market for comparisons and present their product in various packaging options. They will also develop a digital model of their product. Adobe Illustrator and Photoshop programs are used together with hands-on comping techniques. Pre-requisite: Art 121 or permission of the instructor.

Prerequisite: ART121.

ART 315 - Advanced Graph Design and Portfolio (4)
This course provides students with an opportunity to re-think, modify, and amplify their prior graphic design projects and create more advanced ideas. Students will then prepare a comprehensive professional portfolio and presentation kit in both traditional and digital formats for graduate school or job interviews. Graphic Design minors only. Pre-requisite: Permission of the instructor.

ART 318 - Advanced Drawing (4)
Advanced Drawing will provide students with challenging subject matter in terms of figure, still life, landscape, presepctive and abstract compostions. New approaches, techniques, paper and supports, and drawing materials will be introducted. Drawing will be considered as both a preparatory and unique artistic medium.

Prerequisite: ART205.

ART 321 - Advanced Painting (4)
Further study of painting techniques is conducted by means of individual projects in various media according to the student's interests and capabilities. Trends in traditional and contemporary painting methods and media are explored during the studio practice and through lecture, discussion and studio problems. Pre-requisites: Art 201, Art 205 and Art 300.

Prerequisite: ART201, ART205, ART300.

ART 325 - Advanced Sculpture (4)
Further study of sculptural techniques is conducted by means of individual projects in various media according to the student's interests and capabilities. Trends in contemporary sculptural methods and media are explored. Pre-Requisites: Art 201, Art 205 and Art 305.

Prerequisite: ART201, ART205, ART305.

ART 330 - Junior Professional Practice Seminar (1)
This course introduces Art Majors in their junior year of study to professional preparation through the creation of a business card, cover letter, resume, artist's statement, and art portfolio. Professional "do's and don'ts," as well as an introduction to careers in various art related fields,

will be discussed by program professors and outside professionals working in the visual arts. Pre-requisite: junior status.

ART 365 - Junior Creative Research (4)
This is an opportunity for students to work under the guidance of an instructor to create original work in a selected area of studio art or to independently research a topic in art history. Open to junior art majors or other juniors at the discretion of the Program Chairperson. Can be taken for 1 - 4 credits.

ART 433 - Senior Art Seminar (3)
This seminar investigates themes and ideas in international art from 1900 to the present. The course is guided by readings, discussions, and museum and gallery visits that encourage contemplation of significant issues and problems addressed in modern and contemporary art. The course includes preparation for the Senior Art Major Capstone exam as well as the guided development of the Senior Art Portfolio and the Senior Art Exhibition. Open only to senior art majors.

ART 465 - Senior Creative Research (4)
This is an opportunity for students to work under the guidance of an instructor to create original work in a selected area of studio art or to independently research a topic in art history. Open to senior art majors or other seniors at the discretion of the chairperson. Can be taken for 1 - 4 credits.

ART 491 - Independent Study (4)
An independent study is a carefully supervised advanced art or art history project, designed through consultation between the student and the instructor. Can be taken for 1-4 credits.

ART 495 - Internship (1)
A unique opportunity is offered to the serious art student to work and study under arts professionals in galleries, museums, studios or other appropriate locations. Each student in this internship will receive additional guidance from a mentor within the Art Program. The student's performance will be evaluated by both the field instructor and the mentor. Students must be a junior or senior, art major or minor, or have the permission of the Program chairperson. Can be taken for 0 -4 credits

BIO - Biology

BIO 101 - Biology in Society (3)
A course designed for the non-science major. This course will include lectures on scientific topics such as basic genetics, human disease, current medical topics in the news and environmental issues. Oral presentations and class discussions will also be integrated into this course.Satisfies Cluster 3 General Education requirement.

BIO 103 - Concepts of Biology (3)
An introduction to biology for the non-science majors. Concepts covered will include such topics as the principles of evolution, taxonomy and speciation, evolution of plant life cycles, diversity of animals and their evolutionary relationships, fundamental properties of the cell, basic principles of heredity, cytogenetics and gene expression. Applications for everyday life and selected activities based on these concepts will be included. Satisfies Cluster 3 General Education requirement.

BIO 105 - Human Genetics (4)
A course designed to introduce the non-major student to basic concepts in human genetics. Topics include the cell, meiosis and development, transmission genetics, DNA and chromosomes, and an overview of current genetic technologies. Oral presentations and class discussions will also be integrated into this course.Satisfies Cluster 3 General Education requirement.

BIO 109 - Microbes & Society (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 111 - Fundamentals of Biology I (4)
The first semester of a two-semester introductory course for biological science majors. Basic principles of modern biology will be presented. Major topics include the scientific method,

chemical organization of life, structure, function and metabolism of the cell, photosynthesis, genetic basis of life, evolution, animal behavior and ecology. Lecture and investigative based experiments are incorporated into this course. Lecture: 3 hours; Lab 3 hours.

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

BIO 113 - Fundamentals of Biology II (4)
The second semester of a two-semester introductory course for biological science majors. This course is a continuing study of living organisms and processes. Emphasis will be on the diversity of life, morphology, phylogeny and physiology of plants and animals. Lecture and investigative based experiments are incorporated into this course. Lecture: 3 hours; Lab 3 hours.

Corequisite: BIO113L.

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

Corequisite: BIO113.

BIO 117 - Human Physiology (4)
A study of the structure and function of the organ systems of the human body and the mechanisms which control them. Topics include energy conversions in living cells, enzyme catalysis, metabolic pathways; and digestive, cardiac, respiratory, urinary and immune function. Lecture and investigative based experiments are integrated. Lecture: 3 hours; Lab: 2 hours.

BIO 117L - Lab: Human Physiology (0)
Lab:Human Physiology

BIO 119 - Current Topics in Science (1)
An examination of current areas of interest in science based on current issues in the news or various discoveries in science. Students will be challenged to examine the subject areas from a scientific, cultural, ethical, and moral standpoint. Prerequisite: First-year students only; permission of Department Chair required.

BIO 121 - Human Anatomy & Physiology I (4)
This course involves the study of the structure and function of the human body. The lecture portion of the course begins with the chemical, cellular, and tissue levels of organization in the body. The course then progresses to the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. The laboratory portion of the course utilizes anatomical models and preserved specimens. In addition, students will perform physiological lab experiments and utilize computer-simulated experiments. Lecture: 3 hours; Laboratory: 3 hours No pre-requisites, although high-school general biology and chemistry courses are recommended.

BIO 125 - 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: BIO 111 and 113. Pre-corequisite: CHEM 151 and CHEM 153. Lecture: 3 hours; Lab 3 hours.

Prerequisite: BIO111, BIO113, CHEM151, CHEM153.

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

BIO 303 - Genetics (4)
A study of the principles of both modern and Mendelian genetics and theories including the chemical nature, location, organization, mechanisms of transfer, expression, and evaluation of the information encoded in nucleic acids. Theories of genetic engineering will be introduced. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153 Lecture: 4 hours.

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

BIO 305 - Embryology (4)
A study of major developmental stages and processes with an emphasis on vertebrate embryos. Topics include gametogenesis, primary germ layer formation, and organogenesis. Concepts of differentiation, tissue induction, and morphogenesis will be included. Experimental experiences include work with both vertebrate and invertebrate living organisms. Lecture and investigative based experimental activities are incorporated into this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

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

BIO 305L - Lab: Embryology (0)
Lab

BIO 309 - Histology (4)
The microscopic study of tissues and the tissue organization of organs in relation to their function using light and electron microscopy. Tissue preparation for microscopic study, histochemistry, stains and stain technology will be included. Lecture and investigative based experimental activities are incorporated into this course.

Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

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

BIO 309L - Lab: Histology (0)
Lab

BIO 311 - Environmental Science (4)
A course examining the various forces, both natural and man-made, affecting our environment. Scientific principles and concepts that form the knowledge base for an understanding of our interactions with the natural environment will be explored. Integrated field study activities that illustrate crucial environmental issues and relevant topics are investigated. Class meets 6 hours. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab 4 hours.

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

BIO 311L - Lab: 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 (4)
An introduction to the structure, of viruses, the organization of their genomes.and replication. An emphasis on viruses that infect vertebrates will be studied. Students will be required to present an oral presentation on current research of viruses. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 4 hours.

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

BIO 411 - Pathogenic Microbiology (4)
A survey of biologic basis of infectious disease associated with human microbial illnesses will be examined. Topics will include the mechanisms by which they cause diseases and how the body fights the microorganisms. Common microbial techniques such as isolation, detection and identification of human pathogenic microorganisms will be incorporated into this course. Prerequisite: BIO 111, 113, 209 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 3 hours; Lab: 3 hours

Prerequisite: BIO111, BIO113, BIO209, BIO251, CHEM151, CHEM153, CHEM211, CHEM213.

BIO 411L - Lab: Pathogenic Microbiology (0)
Lab

BIO 413 - Molecular Biology Techniques (4)
A study of the concepts of molecular biology with emphasis on theory and laboratory techniques. Students engage in hands-on learning activities of molecular biology and biotechnology. Techniques include electrophoresis affinity, chromatography, peptide mapping and western blotting, restriction nuclease mapping, southern blot hybridization and various DNA cloning techniques. BIO 303 can be taken concurrently. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 2 hours; Lab: 4 hours.

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

BIO 413L - Lab: Molecular Biology Techniques (0)
Lab

BIO 415 - Immunology (4)
A study of several topics including cellular and humoral responses, immunoglobulins, antigen-antibody reactions, immunopathology, tissue transplantation, blood transfusion, and vaccines. Experimental activities of basic immunological techniques will be incorporated in this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 3 hours; Lab: 3 hours.

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

BIO 415L - Lab: Immunology (0)
Lab

BIO 417 - Physiology (4)
A study of the dynamics of basic functional activities of tissues, and vertebrate organs systems. An emphasis is placed on metabolism, homeostasis, concepts pertaining to physiological regulation, muscle and nerve physiology. Inquiry-based activities utilizing computer simulations, invertebrate models, and human physiology are integrated into this course. Prerequisite: BIO 111, 113 and 251. Pre-corequisite: CHEM 151, 153. Lecture: 3 hours; Lab: 3 hours.

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

BIO 417L - Lab: Physiology (0)
Lab

BIO 419 - Research Methods (4)
This is a lab-intensive course focusing on techniques used in biological research. Students will engage in hands on laboratory exercises to study biomolecules in both living cells and tissue. Some of the techniques that will be covered include cell culture, PCR, and immunohistochemistry. Scientific literature will be read and discussed each week. Leclab: 6 hours/wk. Prereq: BIO251.

Prerequisite: BIO251.

BIO 431 - Senior Seminar (1)
A course for seniors intended to extend the capacity of the biology major to understand advanced research literature, citations, review articles, and research papers. Emphasis will be placed on understanding advanced molecular methods and techniques and on data analysis. Each student will be required to write a research paper and present the results of her research. Lecture: 1 hour.

BIO 433 - Research II (1)
A continuation of BIO 333. Students will continue to research one aspect of a biological problem under the supervision of the staff. Projects will involve library and laboratory work. In addition, students will gain actual experience in preparing, writing, and presenting a scientific paper. Papers may be submitted for publication. Prerequisite: BIO 333 or approval of chairperson.

Prerequisite: BIO333.

BIO 441 - Special Topics (4)
This course is designed to allow the study of emerging and/or significant areas relevant to biology. Topics may include areas of biology not offered on a regular basis in the department curriculum.

BIO 491 - Independent Study (3)
Open to sophomore, junior, and senior biology majors. Approval of the chairperson required. Variable credit. Can be taken for 2, 3, or 4 crs.

BIO 495 - Internship (3)
Internship

BUS - Business Administration

BUS 100 - Introduction to Business: Domestic & Global Dimensions (2)
The Introduction to Business course provides a fundamental working knowledge of the varied aspects of business and prepares students for future studies in more specialized topics within the subject area. Students will increase their awareness of the overall environment and function of business as well as observe its contributions to society. This course also covers communication, technology, globalization, and business ethics.

BUS 110 - Introduction to Sport Management & Marketing (2)
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 (4)
This course is an introduction to the principles of management including planning, organizing, leading, and controlling. The course combines the traditional management process approach with contemporary systems and behavioral approaches. Awareness of the major skill areas of effective management to include communication, motivation, and innovation are addressed. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 201 - Intermediate Accounting I (3)
An expanded treatment of theory with special emphasis on major financial statements, cash and temporary investments, receivables, cost and valuation of inventories, and non-current assets. Prerequisite: BUS 103.

Prerequisite: BUS103.

BUS 215 - Principles of Marketing & Consumer Behavior (4)
Principles of Marketing and Consumer Behavior introduces the basic concepts and tools of modern marketing practice and appreciate the importance of marketing decisions dealing with product, price, distribution and promotion. The course will emphasize the interplay between these marketing decisions and environmental forces (competitive, economic, technological, socio-cultural, and legal-regulatory). The course will also provide the student with an understanding of consumer behavior, market research, market segmentation and positioning. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 220 - Theories of Macro & Micro Economics (4)
Theories of Macro and Micro Economics introduce students to the concepts that drive the marketplace and impact business decisions. Problems of consumer behavior and demand, the allocation of resources of production, imperfect competition, oligopoly and monopoly, as well as, concepts of national income analysis, the theory of determination of income and employment, and the problems of fiscal and monetary policies within an international economy area are addressed. Prerequisite: BUS100 Introduction to Business

Prerequisite: BUS100.

BUS 225 - Marketing Communication (4)
A study of the strategies employed in and the application of the marketing process to achieve its goals: informing, influencing, and persuading through advertising, personal selling, direct marketing, sales promotion, and public relations. Both traditional and emerging methods (e.g. the use of the Internet as a promotional channel) will be discussed. Prerequisite: BUS 113. This course is cross-referenced to COMM 225.

Prerequisite: 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 Introduction to Business

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 : BUS242 and BUS100

Prerequisite: BUS100, BUS242.

BUS 245 - Accounting for Health Care Professionals (4)
Basic accounting and finance concepts are defined and applied to the health care setting.

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, receiveables, cost and valuation of inventoires and non-current assets. Prerequisite: BUS243 Accounting II

Prerequisite: BUS243.

BUS 249 - Intermediate Accounting II (3)
This course is a further expanded treatment of accounting theory with special emphasis on current and contingent liabilities, contributed capital and retained earnings. Prerequisite:BUS247 Intermediate Accounting I

Prerequisite: BUS247.

BUS 300 - Business Finance I (3)
This course describes the theory and practice of basic corporate finance and investments. It focuses on the principles employed in the analysis of financial statements rather than their creation. Topics include capital budgeting, financial planning, interest rates, risk analysis, the time value of money, and working capital management. Internal controls and business ethics are applied throughout. Case studies and financial analysis will be employed throughout the coursework. Prerequisites:BUS100 Introduction to Business, BUS227 Theories of Microeconomics and BUS242 Principles of Accounting I.

Prerequisite: BUS100, BUS227, BUS242.

BUS 303 - Business Finance II (3)
This course is a continuation of Business finance I which focuses on sources and forms of short and long-term financing and capital structures. Emphasis is placed on advanced capital budgeting techniques. Options theory and its application to financial decision making is introduced. Prerequisite: BUS300 Business Finance I.

Prerequisite: BUS300.

BUS 308 - Cost Accounting (3)
With an emphasis on planning 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 II

Prerequisite: BUS249.

BUS 313 - Auditing (3)
A study of the standards and procedures associated with the independent examination of financial statments and the legal and ethical responsibilities of the auditor is the focus of this course. Prerequisites: BUS247 Intermediate Accounting I and BUS249 Intermediate Accounting II

Prerequisite: BUS247, BUS249.

BUS 320 - Human Resource Management (4)
This course addresses the critical relationship between the managing of personnel and the behaviors associated with organizational culture. Functional organizational structures, lines of communication, inter-group conflicts, motivation, group dynamics and processes, leadership roles and organizational change in today's rapidly changing environment are discussed. Attention is placed on employment policies, selection, placement and training of individuals, compensation and benefits, motivation, grievance and procedural rights, health and safety, and ethical responsibility as they relate to local and

global environments. Prerequisite: BUS 200 Principles of Management and Management Skills

Prerequisite: BUS200.

BUS 325 - Sport Sales and Promotion (4)
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).

BUS 327 - Sport Event Planning & Facilities Management (4)
In this course student 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.

BUS 340 - Sales & Selling in a Retail Environment (2)
This course will involve the study of the emerging trends, technologies, ethical and global challenges that are associated with the 'new' retail environment. Issues to be discussed include the impact of technology and globalization on the marketplace and the challenges that these and other developments have created for retailers. Prerequisite: BUS 215 Principles of Marketing and Consumer Behavior

Prerequisite: BUS215.

BUS 341 - Managing in the Global Economy (4)
A course presenting modern trade theories and applying them to international trade flows and the global competition of multinational corporations. The impact of regional agreements like the European Union and NAFTA and global agreement like the WTO on regional and global trade is explored. Emphasis is placed on problems and risks arising from global competition and global financial markets. Corporate strategies to succeed in this rapidly-changing environment will be explored in case studies. Prerequisite: BUS 200 Principles of Management Management Skills""

Prerequisite: BUS200.

BUS 343 - Sports Sales & Promotion (4)

BUS 350 - Small Business Planning & Management (2)
This course emphasizes the fundamentals of starting a new business venture from development to planning, market analysis, initial financing, organizing, and managing. Topics include form of ownership, location, distribution channel and supplier chain to cash flow, operations and marketing. Introduction to the nonprofit sector and community is presented. Management issues specific to nonprofits including mission, volunteerism and financial management will be explored. The principle of wealth creation and contribution to society will be dominant throughout. Prerequisites: BUS 200 Principles of Management and Management Skills and BUS 242 Principles of Accounting I

Prerequisite: BUS200, BUS242.

BUS 353 - Sport 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 of 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

BUS 355 - Contemporary Topics in Business Administration (3)
This course addresses a comprehensive overview of the contemporary issues and current and future challenges in business. Primary emphasis is placed on changes in the marketing and management fields, including innovative methods and techniques used in today's organizations. Juniors and Seniors only. Prerequisite: BUS200 Principles of Management and Management Skills

Prerequisite: BUS215.

BUS 360 - Employee Benefits & Compensation 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 Management

Prerequisite: BUS200, BUS320.

BUS 365 - Organizational Behavior & Change (4)
This course will involve a study of organizations as social systems through analyses at the macro level (organizational level) and micro level (individual level). Contemporary theories of change strategies and processes will be reviewed. Areas studied will include how managers and employees can deal more effectively with the change process, the human resources systems and initiatives needed to support the change process, and how to align emerging business strategies and business culture. Prerequisite: BUS 200 Principles of Management and Management Skills

Prerequisite: BUS200.

BUS 375 - Recruitment, Selection, & Placement (4)
A systematic approach to the employment function of the Organization as a whole and the human resources department specifically. Topics include the planning, recruitment, screening, selection, employment, placement, and orientation of employees. Emphasis is placed on how the employment function can help an organization achieve its long range goals and objectives. The impact of Equal Employment Opportunity/Affirmative Action laws and regulations on the employment function is discussed. Performance Appraisal and Training Management will also be discussed. Case studies are used to reinforce principles and concepts discussed in class. Prerequisite: BUS 320 Human Resource Management

Prerequisite: BUS320.

BUS 400 - Research Methods & Project Management (4)
This research methods course looks at data collection, analysis, and interpretation as it relates to the business environment. Selection of appropriate designs, data management, hypothesis testing, validity and research reporting is addressed. Students will develop an individual research proposal, using the project management skills and techniques learned throughout this course, which may follow them into their Capstone project. Seniors and juniors only. Prerequisite: BUS 100 Introduction to Business and MATH 119/125 Elementary Statistics

Prerequisite: BUS100, MATH119.

BUS 404 - Advanced Accounting (3)
This course is an advanced treatment of accounting theory which considers combined corporate entities and consolidations, foreign operations, interim and segment reporting, partnerships, government and not-for-profit entities. Prequisite: BUS249 Intermediate Accounting II

Prerequisite: BUS249.

BUS 405 - Organizational Leadership (4)
This course is a comprehensive, integrative, and practical focus on leadership and management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership, and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through application to real life scenarios. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Prerequisite: BUS 365 Organizational Behavior and Change

Prerequisite: BUS365.

BUS 408 - Tax Accounting (3)
This course is a study of the principles of 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. BUS249 Intermediate Accounting II

Prerequisite: BUS249.

BUS 420 - Ethics & Law in Sports Management (4)

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 Change

Prerequisite: BUS200, BUS320, BUS365.

BUS 435 - Ethics & Law in Sport Management (4)
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.

BUS 480 - Project BEAD (2)
Project BEAD is a student-run faculty facilitated service learning vehicle designed to broaden, enrich, advance, and develop empowerment in women. This Internship will give students hands on experience to the many aspects that surround running a small retail business. Students will be involved in the creative process as well as in the manufacturing of the items chosen to sell. The internship provides an opportunity for students to develop financial, managerial, marketing, communication, and sales skills. Additionally, students will conduct research to develop a marketing communication strategy that they will execute throughout the semester. Participation in off-premise sales and trade shows is a requirement. Each student will take away from the course a hard bound portfolio of work as well as information for an e-portfolio. Course requirements also include a weekly log of the service learning experience and a final summary report and presentation. This course is open to all Juniors and Seniors. The course size is limited to 15 students.

BUS 490 - Senior Capstone Seminar (4)
This capstone experience assesses the students' mastery of the Business Administration curriculum and the core competencies expected of all business professionals. Through class meetings and individual or team dialog, students will craft individualized projects that will allow them to analyze the complex multidimensional business problems. Prerequisites: Senior Status and completion of all core requirements.

BUS 491 - Independent Study (3)
Approval from Program Chairperson is required before registration. Variable Credit, students can regsiter 2 or 3 credits.

BUS 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 60 hours of work is required for two credits; a total of 90 hours of work is required for three credits; a total of 120 hours for four credits. Prerequisite: Must be a Business Administration major or minor with at least junior status.

BUS 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. Prerequisites: Completion of all Sport Management and Marketing curriculum requirements and senior status

BUS 601 - Human Resource Management (3)
Human Resource Management (3) This course provides an understanding of the human resource operation and current corporate, public, private and non-profit practices in the field. Students will identify and explore common human resource procedures, polices, best practices, and problems. Topics include: human resources, job analysis and design, recruitment and selection; training and development; career planning; labor relations; and human resources as a strategic partner. Casestudies will be utilized.

BUS 603 - Compensation & Benefits (3)
This course provides an overview of total compensation asapplied in contemporary business operations, including theestablishment of compensation and benefits policy and theadministration of wages and salaries. Students will explore thewide range of financial incentives for employees at all levels thathelp to relate labor costs to productivity. In addition, there willbe an examination of the legally required and voluntarilyprovided benefit programs designed to cushion financial andother problems as well as the financial accounting for varioustypes of employee benefit plans.

BUS 605 - Human Resource 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 managementand strategy.

BUS 608 - Human Resources Training & Development (3)
Training and development explored as critical functions in Human Resource Management. This course will include adult learning theory, needs analysis, methodology, experiential learning, retention theories, contract training, presentation techniques, evaluation, and outcomes assessment.

BUS 609 - Legal Aspects of Human Resources (3)
This course will address, through lecture, case study and discussion, the Fair Labor Act, labor law, wrongful termination, sexual harassment, age/racial/religious discrimination, ADA, giving job references and litigation costs. Prerequisite: BUS 601 or permission of instructor.

Prerequisite: BUS601.

BUS 610 - Government and Business Relations (3)
This course examines the interrelationship between government and business.Attention is directed at the evolution of government assistance to business and the regulations that aredeveloped tomanage that assistance.Discussion will focus on theethical, economic and political factors that influence business and governmental activities and

the subsequent impact of law andregulation upon businesses and the economy.Current issues that are relevant to the unique laws and regulations in New Jersey will also be studied. Critiques from professional journals and classresearch assignments will also be used.

BUS 611 - Strategic Management (3)
Students will develop the skills necessary to formulate policies and strategies in sustainable competitive advantage. Real and hypothetical case studies of both manufacturing and servicecompanies in domestic and international contexts will be considered. In addition, this course will involve recognizing core competencies of the organization, developing firm-specific resources for competitive advantage, and investigating the interaction of global markets and information technology.

BUS 613 - Global Strategic Leadership (3)
This course provides students a special opportunity to learnglobal leadership and business skills, first-hand and participate inan international institute with business leaders from theCaribbean Islands. Based at the University of the Virgin Island inSaint Thomas, this course will explore how cultural differencesaffect management and communication styles; define the manyaspects of Globalization and its impact on American Industriesand professions; discuss NAFTA & CAFTA;And recognize howsmall business, technology, and global shifts have impactedpolitical environments.

BUS 615 - External Environment & Corporate 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 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 informationtechnology promotes effective management of professional staff groups. The relationship between information channels and organizational structure will also be explored.

BUS 619 - Organizational Theory (3)
This course will involve an intensive study of organizations as social systems along the dimensions of both the macro level (organizational level) and micro level (individual level). Through the integration of theories,models, concepts and real life problems, this course will enhance the ability to diagnose and respond to organizational change. Having a clear understanding of the organization, and the ability to identify new ways of thinking about the organization will allow students to maintain a competitive advantage in today's workplace.

BUS 621 - Marketing Theory (3)
This duties and responsibilities of the marketing managerinvolve analyzing marketing problems and opportunities; developingmarketing strategies; creating the marketing program ofproduct, price, distribution, and promotion; and evaluating andcontrolling the organizations marketing effort. This courseexamines theories for designing an organization's marketingplans and policies.

BUS 623 - Research Methods (3)
This course introduces the student to the systematic process of collecting, analyzing, and reporting of data that is to be used by managers when solving specific marketing problems. The marketing research process involves determining research objectives; developing qualitative and quantitative approaches; designing sampling plans; constructing instruments and procedures to collect data; analyzing the data using statistical techniques; and reporting the findings.
Prerequisites: BUS 621; MATH 119 or equivalent.

BUS 625 - Buyer Behavior (3)
This interdisciplinary subject employs concepts from anthropology, demographics, economics, psychology, social psychology and sociology in order to demonstrate how individuals andorganizations select, acquire, use, and dispose of goods, services, and ideas in order to satisfy their needs and desires.

BUS 627 - Promotional Strategy (3)
This course describes the role of advertising and other forms of promotion within the marketing function as well as their larger societal implications. Topics include the different purposes ofpromotion, determining promotional budgets, creating messages, selecting the media, and evaluating campaigns. Special emphasis is placed on the role of the advertising agencyin the creation of strategies and campaigns.

BUS 629 - International Business (3)
This course describes the factors that a company should considerbefore going abroad; the various ways to enter a foreign market;the extent to which the marketing program must be modified;and how international activities should be organized andmanaged. Special emphasis is placed on the cultural, legal, andpolitical environments that firms must operate within when theychoose compete within the global marketplace.

BUS 634 - Organizational Behavior (2)
Individual and group processes are the central components of the study of behavior in organizations. The focus of this course is on the managerial application of behavioral science theory to issues such as job satisfaction, organizational commitment, motivation, teamwork, communication, cooperation, decision-making and power.

BUS 640 - Social Media & Web 2.0 Management Business & Orginization (3)
The course acquaints students with socialmedia applicationsassociated with theWeb 2.0 including social networking sites,Twitter,blogging,etc. Students will also examine and assess theimpact of the new socialmedia on the internal and external operationsbusinesses and organizations. Students will also developstrategies,plans and applications to address challenges andopportunities presented by new socialmedia and technologies.

BUS 645 - Foundation of Coaching Theory, Skills & Practices (3)
This course provides students with a foundation in Coachingtheory, skills and practices. Students ill also become acquaintedwith Coaching as a profession and Coaching trends in workplaceenvironments, With the instructor, students will also develop andengage in projects that apply the knowledge and practices associatedwith Executive and Career Coaching.

BUS 671 - Financial Planning for Managers (3)
This course provides an overview of the major financial management issues and techniques peculiar to financial performance. Topics such as budgeting, cash flow management, portfolio management, capital budgeting, assessment of business performance, and financial statement presentations give the manager both internal management and industry perspectives.

BUS 673 - Project Management (3)
This course presents the fundamental concepts of project management along with the skills and methods needed to successfully complete projects on time and on budget. Using a hands-on approach, students will be provided with the opportunity to learn and practice industry accepted project management techniques. Topics covered include planning the project, risk assessment, estimation, scheduling and cost control, and change management.

BUS 675 - Social Media Management Project (3)
This course allows students to design a social mediaproject/campaign that relates to their chosen profession or worksetting. The project/campaign should address and offersolutions for current management challenges and opportunitiesposed by new social media, e.g. brand protection, securing newclients/markets, coordinating internal/external communications,public information and engagement, etc.

BUS 679 - Management Skills (3)
This course is designed to provide students with an overview of techniques used by successful managers. Emphasis is placed on critical soft skills. Topics include leadership, motivation, coaching, delegating, strategic thinking, time management, negotiating, presentations, and stress management.

BUS 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students in management. Approval of theProgram Director is required to register.

BUS 685 - Independent Study (3)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

BUS 690 - Seminar in Change Management (3)
This capstone experience provides an examination of the business, social and technological issues facing organizations today and the challenges they present for traditional organizational and human resource systems. Students will create a self-designed culminating project that demonstrates comprehensive knowledge and understanding of theories, practices, and applications learned throughout the master's program coursework. Prerequisite:All program required graduate courses or permission of director.

BUS 695 - Internship (3)
Internship

CHEM - Chemistry

CHEM 105 - Science & Society (3)
A course for the non-science major which presents some problems of contemporary life in such a way that the student understands the influence chemistry and related sciences have in society. As topics are covered, the student will explore the interdependence of the earth, its resources, energy needs and consumption, environmental stressors, and life styles in both developed and developing countries. Throughout the course the student will be asked to evaluate the risk/benefit components of major issues facing modern society. Satisfies Cluster 3 or 5 General Education requirement. (Spring)

CHEM 107 - Chemistry & Environment (3)
A study of such topics as water pollution, air (indoor and outdoor) pollution, waste disposal, sewage treatment, and soil degradation. Satisfies Cluster 3 General Education requirement.

CHEM 113 - Introduction to Forensic Science Techniques (2)
2 credits. This laboratory course focuses on crime scene investigation and evidence analysis. Activities may include but are not limited to 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. Class meets 2 hours a week. Pre or co-requisite- CSE220MA – CSI@CSE or equivalent.

Prerequisite: CSE220M.

CHEM 113L - Introduction to Forensic Science Lab* (0)
This course focuses on crime scene investigation and evidence analysis. Topics covered include fingerprinting, ballistics, arson, blood testing, etc. Hands-on experience will be gained in the collection and preservation of evidence as well as the basic techniques used for analysis and comparison including, polymerase chain reaction, fingerprinting, chromatography, spectroscopy, etc. Class meets 6 hours per week for lecture/lab. Satisfies cluster 3 of the general education requirement. Lab portion for CHEM113.

CHEM 121 - Introduction to Chemistry (4)
This course is an integrated approach to the basic concepts of chemistry. Through theory and practical application students will be introduced to such topics as atomic theory, bonding, stoichiometry, states of matter, kinetics, thermochemistry, solutions chemistry and acid-base chemistry. First hand knowledge will be gained via practical inquiry which employs tools such as spectroscopy, density and solution analysis. Class meets 6 hours per week for lecture/lab in the fall semester. 4crs.

CHEM 123 - Introduction to Organic Chemistry (4)
This course is an integrated approach to the basic concepts of organic chemistry. Aliphatic and aromatic functional groups will be covered from the perspective of structure-reactivity relationships. Students will investigate representative organic molecules using a theoretical foundation and technical applications such as distillation, recrystallization, chromatography, synthesis, etc. Class meets 6 hours per week for lecture/lab in the spring semester. Prerequisite: Chemistry 121. Satisfies cluster 3 of the general education requirement.

Prerequisite: CHEM121.

CHEM 125 - 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.

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.

CHEM 200 - Environmental Chemistry (4)
This course is designed to provide students with working knowledge of the basic principles and concepts of environmental chemistry. Students will become knowledgeable in areas such as water chemistry, atmospheric chemistry and soil chemistry. With that basis students can then utilize an integrated approach to focus on issues involved in air, water, and soil contamination. Major topics may include but are not limited to climate change, pollution, and the impact of renewable vs. non-renewable energy resources. Data driven discussions of the scientific underpinnings will lay the foundation for further consideration of the social, political, and economic implications. Prerequisite: High School chemistry required, Chem 121 or its equivalent recommended. Lecture: 4 hours.

CHEM 201 - Intro to Biochemistry (4)
This course is an integrated approach to the basic concepts of biochemistry. The structure, properties and functions of biological molecules will be studied utilizing a theoretical foundation for practical investigations. Topics covered include protein structure, enzyme catalysis, and metabolism. Class meets 4 hours per week for lecture/lab in the fall semester. Prerequisite: Chemistry 123

Prerequisite: CHEM123.

CHEM 207 - Field Experience Emergency Medicine (1)
This course will provide the student wth the opportunity to shadow physicians in the Emergency Department (ED) at Morristown Medical Center. Successful completion of this course requires attendance at the ED orientation program, volunteering in the emergency room 4 hours per week for 12 weeks, receiving a satistactory or better evaluation at the end of each 4 hour shift, and completing a learning log for the orientation program and each shift. At the end of the semester students are required to complete a CSE internship evaluation form, submit an evaluation of the program to the ED coordinator, and complete an exit interview with the CSE coordinator. Approval for regististration is required and can be obtained from the CSE course coordinator. (0-1 credit)Grade Pass/Fail Open to College of Saint Elizabeth undergraduate students.

CHEM 211 - Organic Chemistry 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, recrystallizaton, synthesis, extraction, etc. will be used to support these studies. Class meets 6 hours per week for lecture/lab in the fall semester. Prerequisite: Chemistry 153.

Prerequisite: CHEM153.

CHEM 213 - Organic Chemistry II (4)
This course is a continuation of Chemistry 211 which utilizes the same approach to cover such

topics as aromaticity, the carbonyl functional groups, synthesis and spectroscopy. Experience will be gained with advanced chromatographic techniques and spectroscopic instrumentation for structure elucidation. Class meets 6 hours per week for lecture/lab in the spring semester. Prerequisite: Chemistry 211.

Prerequisite: CHEM211.

CHEM 301 - Physical Chemistry I (4)
This course utilizes an integrated approach to convey the theory and applications of thermodynamics and kinetics. Major topics covered include the laws of thermodynamics, enthalpy, entropy, energy, heat, work, and state functions. Practical applications and an inquiry-based approach will be employed to foster critical thinking and problem solving skills. Class meets 4 hours per week. Prerequisite: Chemistry 153, Physics 153, and Math 153

Prerequisite: CHEM153, MATH153, PHYS153.

CHEM 303 - Physical Chemistry II (4)
This course is an integrated study of the quantum mechanical approach to atomic theory, molecular orbital theory, and spectroscopy. Practical application of physical principles and spectroscopy will be achieved through the use of instrumental methods of analysis. Class meets 6 hours per week for lecture/lab. Prerequisites: Chemistry 153, Physics 153 and Math 153.

Prerequisite: CHEM153, MATH153, PHYS153.

CHEM 305 - Human Biochemistry (4)
Intended for students seeking entry into the health care professions, this course offers an overview of human biochemistry through an analysis of the structural and functional features of the major biomolecules (proteins, carbohydrates, lipids and nucleic acids). Particular attention is given to enzyme catalysis and metabolism. Case studies exploring the biocemistry of human disease and treatment are emphasized. Pre-requisites:1 semester of college level organic chemistry

CHEM 317 - Theory of Analytical Chemistry (4)
This course is an advanced study of the theory of analytical chemistry via process oriented guided inquiry learning. Quantitative and qualitative problem solving will be used to analyze data statistically, assess the reliability of results, interpret gravimetric analysis, perform titrimetic analyses, and examine the principles of electrochemistry.Class meets 4 hours per week. Prerequisite: Chemistry 153

Prerequisite: CHEM153.

CHEM 323 - Biochemistry I (3)
This course utilizes an integrated approach to convey the theory and applications of biochemistry. Major topics covered include buffer function, selection and preparation; protein isolation, purification, structure elucidation and analysis; enyzymatic catalysis; carbohydrate, nucleic acid and lipid structure. Case studies and process oriented guided inquiry learning methods are employed to foster critical thinking and problem solving skills. Class meets 6 hours per week for lecture/lab. Prerequisite: Chemistry 213.

Prerequisite: CHEM213.

CHEM 323L - Lab:Biochemistry I (1)
This course integrates the laboratore component of theory ad applications of biochemistry. Qualitative and quantitative experiments on the constituents and metabolites of mammalian systems. Instrumental methods such as electrophoresis are included. Laboratory: 4 hours. (Fall)

CHEM 325 - Biochemistry II (4)
This course is a continuation of Chemistry 323 which focuses on carbohydrate, lipid and nitrogen metabolism. Emphasis is placed on the understanding of these biochemical processes at the molecular level. Case study learning methods are employed. Class meets 4 hours per week. Prerequisite: Chemistry 323.

Prerequisite: CHEM123, CHEM211. Crosslisted as: FN320.

CHEM 337 - Senior Research (4)
This course is a research class intended to better prepare students for more advanced research endeavors. The course will bridge the gap between simple introductory experimental work and the more sophisticated scientific undertakings of internships and graduate school. The approach will be to engage students in semester long research projects which foster mastery of more advanced laboratory techniques, utilize research grade instrumentation, require knowledge of the

chemical literature, and hone their oral and written communication skills. Class meets 4 hours per week.

Prerequisite: CHEM213.

CHEM 400 - Advanced Research (0)
Pursuit of an advanced scientific research project after completion of CHEM337, under the supervision of an appropriate faculty member. May be taken for 0, 1, or 2 credits. Registration for 1 or 2 credits should be done in the Registrar's Office.

Prerequisite: CHEM337.

CHEM 411 - Inorganic Chemistry (4)
This course utilizes an integrated approach to convey the theory and applications of advanced inorganic chemistry. Major topics include the study of coordination compounds, molecular symmetry, crystal Field Theory, solid-state structures, electrochemistry, nuclear chemistry, and the study of transition metal complexes in biochemistry and catalysis. The relationship between the electronic, magnetic and structural properties of transition metal complexes and their reactivity will be studied. Class meets 4 hours per week. Prerequisite: Chemistry 303 or permission of the instructor.

Prerequisite: CHEM303.

CHEM 433 - Coordinating Seminar: Senior (1)
A course designed for seniors to assist them in coordinating their knowledge of the various fields of chemistry in preparation for the comprehensive examinations. The seminar stresses oral and written presentation of material and the use of visual aids. Class meets 1 hour per week in the fall semester.

CHEM 451 - Special Topics (4)
This course is a study of specific topics of interest in chemistry/biochemistry as determined by student interest and need. Class meets 4 hours per week.

CHEM 491 - Independent Study (4)
Offered at the discretion of the Program. Registration requires prior approval from Program Chairperson. Variable Credit, students may register for 1 to 4 credits.

CHEM 495 - Internship (0)
This course is designed to enable students to gain knowledge and experience working within a professional chemical research setting. Students will begin to develop a project under the supervision of a qualified external mentor. This project will be completed under the supervision of a CSE faculty member. Minimum of 30 hours/credit required. Prerequisite:Chemistry of Biochemistry major and permission of the program chair. May be taken for 0, 1 or 2 credits.

CHIN - Chinese

CHIN 101 - Beginning Chinese I (3)
An elementary course to provide a basis for the development of proficiency in understanding, speaking, reading, and writing Chinese. Emphasis is on conversation, using vocabulary and structure needed for basic communication. Language laboratory attendance is required to supplement class work. Satisfies Cluster 1 General Education requirement.

CHIN 103 - Beginning Chinese II (3)
A continuation of CHHIN101. Prerequisite: CHIN101. Satisfies Cluster 1 General Education requirement.

Prerequisite: CHIN101.

CIS - Computer Information Systems

CIS 115 - Intro to Computer Science I (3)
This course provides the foundation to students interested in computer science and information systems. It helps develop logical thinking and problem solving skills through the study and use of Java programming language. Topics include computer hardware and software, binary system, algorithms and their role in problem solving, flowcharting, program design, coding, debugging, testing and documentation. This course is equivalent to CS115. Satisfies Cluster 3 General Education requirement. (Fall, night)

Crosslisted as: CS115.

CIS 117 - Intro to Computer Science II (3)
This course continues CIS 115 with an emphasis on object-oriented design principles and programming language features that support object orientation. It applies software engineering

techniques to the design and implementation of programs using Java programming language with emphasis on data abstraction and encapsulation; inheritance and code reuse; polymorphisms, and program design. This course is equivalent to CS117. Prerequisites: CIS115. (Spring, night)

Prerequisite: CIS115. Crosslisted as: CS117.

CIS 215 - Data Communications (3)
An examination of the fundamental concepts and operations of computer networks. Topics include local and wide-area networks, client/server architecture, topologies, protocols, configurations, transmission media and performance. Uses data communications software to access remote databases. Includes supervised laboratory exercises. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117.

CIS 217 - Data Structures (3)
Rigorous study of basic data structures of lists, stacks and queues, and algorithms for their implementation; study of trees, graphs and networks; abstract data structures and their implementation in an object oriented environment; program design, testing, documentation and verification. This course is equivalent to CS217. Prerequisite: CIS117.

Prerequisite: CIS117.

CIS 301 - COBOL Programming (3)
This course will explore the process of developing, maintaining, operating and evaluating those segments of the information systems that are designed to define, acquire, organize and present the information that describes organization activity and performance. Major components of this course will include study of relational databases, the internet, and the World Wide Web. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117. Crosslisted as: CS301.

CIS 303 - System Analysis & Design (3)
The course focuses on the analysis and design of software system using structured and object-oriented techniques using the systems development life cycle as the framework. Topics include systems analysis and design techniques, requirement determination, systems design and implementation planning, feasibility studies, prototyping, object-oriented modeling techniques, software package evaluation, acquisition, and integration. Prerequisite: CIS301.

Prerequisite: CIS301.

CIS 307 - Database Mgt (3)
This course introduces the concepts and design principles used in database management. It provides an overview of principles of physical and logical database design, query languages, relational design theory, file structures, transaction management, entity relationships; hierarchical, network and relational models; data dependencies, integrity, reliability, security, and applications in a relational database. This course is equivalent to CS307. Prerequisite: CIS117.

Prerequisite: CIS117.

CIS 309 - Web Programming (3)
An introduction to web programming for students with programming fundamentals. It includes an introduction of variety of web based programming languages as well as an introduction to operating system environments that support web applications. Technologies, tools and methods for designing and managing world wide web programming and development will be discussed. Students will design, implement and maintain a web based information system. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117.

CIS 325 - JAVA & Advanced WEB Applications (3)
This course provides an overview of the Internet and World Wide Web history and development, and current Web technologies including design and implementation principles for Web-based applications. It includes HTML and JAVA languages with particular emphasis on the use of JAVA to create dynamic Web applications. Each student will design and implement a personal Web site. This course is equivalent to CS 325. Prerequisite: CIS117 or permission of the instructor.

Prerequisite: CIS117. Crosslisted as: CS325.

CIS 345 - Princ of Computer Security (3)
This course provides the foundation for understanding the key issues associated with computer security and protecting information assets. Topics include an overview of computer

security concepts such as confidentiality, integrity and availability; security threats; elementary cryptography; key management; authentication; access control; system security; network security; intrusion detection; and legal and ethical issues in computer security. This course is equivalent to CS345. Prerequisites: CIS117 or permission of the instructor.

Prerequisite: CIS117. Crosslisted as: CS345.

CIS 491 - Independent Study (3)
Open to junior and senior computer information systems majors who have a minimum 3.0 GPA in computer information systems or who have the approval of the chairperson. Variable Credit, students can regsiter 2 or 3 credits.

CIS 495 - Internship (3)
Placement of a student with a business or professional organization engaged in computer information systems. Open to juniors and seniors in the Mathematics and Computer Science Program with program approval. A maximum of three credits permitted within the 36 credit major requirement; an additional three elective credits will be allowed. Variable Credit, students can register 1-3 credits.

COMM - Communication

COMM 121 - American Classroom (1)
This seminar is designed to help new international students become familiar and comfortable with American culture, both in and out of the classroom. Through reading, discussion, and role play, students will learn behaviors that will enable them to function smoothly and successfully in their college courses and in the larger world outside the classroom.

COMM 209 - Video Field Production (4)
Examines the techniques of camcorder video production outside of a studio setting. In small groups, using digital video camcorders, students will design, shoot and edit original projects. The documentary will be a major focus of the course. Required for Mass Communication specialization. Pre-requisite: Comm 270 Visual Storytelling or permission of the program

Prerequisite: COMM270.

COMM 219 - Mass Media (4)
The study of the structure and performance of the mass media in interaction with other institutions. Included in the course is a focus on mass media as communication systems. Required of all communication majors.

COMM 223 - Public Speaking & Presentation Skills I (2)
Introduces students to the basic principles of public speaking and the use of prsentation software and other visual aids. Instruction includes a review of elementary verbal and nonverbal skills necessary for crafting and delivering a logical, informtive and credible speech.Students will engage in prepared and spontaneous public speaking exercises and assignments that will include tasks aimed in improving diction, anxiety reduction and listing and speaking skills. Required for Communication majors.

COMM 225 - Marketing Communication (4)
A study of the strategies employed in and the application of the marketing process to achieve its goals of informing, influencing, and persuading through advertising, personal selling, direct marketing, sales promotion, and public relations. Both traditional and emerging methods will be discussed. Required for Public Relations specialization

COMM 243 - Cross Cultural Communication (4)
Explores how culture shapes language, thought and behavior in the home, school and workplace. Application to interpersonal communication between cross-cultural groups will be explored

COMM 250 - Writing for Converging Media (4)
Introduces students to how technological and organizational convergence has changed the way information is communicated to mass audiences across multiple media platforms. Students will learn how to write factual stories for print, audio, video, and online media channels. Required for all communication majors

Corequisite: COMM355. Crosslisted as: ENG205.

COMM 261 - Television Production (4)
The fundamentals of television production in lecture and practice. In lecture, basic terminology and concepts will be stressed. In lab, basic studio equipment operations and teamwork in developing productions will be the primary focus.

Required for Mass Communication specialization. Pre-requisite: Comm 270 Visual Storytelling or permission of program

Prerequisite: COMM270.

COMM 267 - (2)
Crosslisted as: ENG267.

COMM 270 - Visual Storytelling (4)
Plan, shoot, and produce factual narratives using digital still photo and video equipment. While the emphasis will be on integrating text and visual storytelling techniques, students will also learn to use basic photo and video editing software to package stories. Required for all communication majors.

COMM 280 - Interpersonal Commuication (4)
In-depth examination of the various patterns and dynamics of interpersonal and small-group interaction. The course focuses on the practical application of theory within real-world situations using case studies. Additional class experiential activities include role-playing, observation, participation, analysis, and presentation

COMM 224 - Presentation Skills (3)
Theory and practice designed to strengthen presentation skills. Students develop speaking skills essential for success in public and professional presentations. They will learn advanced techniques using presentation software and practice professional strategies for capturing and maintaining audience attention and establishing rapport with the audience. Satisfies Cluster 1 General Education requirement.

COMM 228 - Public Speaking & Presentation Skills II (2)
Follow-up course to COMM223.The course reviews, then builds on, the preparation students received in COMM223. It addesses some of the longer forms of public speaking, advanced work with presentation software, and more advanced cognitive content, such as persuasion and agrumentation. Required for Communication majors. Prerequisite: COMM223 or program approval.

Prerequisite: COMM223.

COMM 302 - Digital Videography Project (4)
This course combines hands-on learning experiences with summative and formative portfolio assessments. In this course, students will complete a three- to five-minute short project based on the script, storyboard, trailer. A 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 309 - Video Field Production (4)
Examines the techniques of camcorder video production outside of a studio setting. In small groups, using digital video camcorders, students will design, shoot and edit original projects. The documentary will be a major focus of the course. Required for Mass Communication specialization. Pre-requisite: Comm 270 Visual Storytelling or permission of the program

Prerequisite: COMM270.

COMM 351 - Principles of Persuasion (4)
Study of communication as it is used to influence opinions, attitudes and behavior. Theories, strategies, and techniques of persuasion are examined. The focus is on leadership style, advertising techniques, ethics, and approaches to the theory/practice of persuasion so that we become more critical consumers of persuasion. Required for Public Relations specialization. Pre-requisite: Junior standing

COMM 355 - Editing for Converging Media (4)
Follow-up course to COMM 250 Writing for Converging Media. Students will learn how to package text and visual elements of factual stories for print, audio, video, and online media channels. Required for all communication majors. Pre-requisite: Comm 250

Corequisite: COMM250.

COMM 361 - Advanced Television Production (4)
This course combines hands-on learning experiences with summative and formative portfolio assessments. In this course, students will complete a three- to five-minute short project based on the script, storyboard, trailer. A 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. Pre-requisite: Comm 250.

COMM 367 - New Media Communication (4)
Developing content for Web publications. Examination of the convergence of print and broadcast media and the emerging forms of information delivery by computer. Students gain practical experience in electronic information gathering and in the production of the delivery of digital information content. Required for Mass Communication specialization. Pre-requisite: Junior standing

COMM 390 - Media Practicum (4)
Practical experience in producing content for a mass audience through campus media or other organization. Media practicum opportunities are available through the campus newspaper, media services, and online publications as well as numerous other campus organizations. Required for communication minors. Permission of the communication program is required

COMM 395 - Internship (4)
Practicing communication in an approved career-related field. Professional apprenticeship is a structured approach supervised by the program's apprenticeship coordinator and an on-site supervisor at the organization. One hour of credit requires 30 hours of on-site work in the apprenticeship environment. Communication majors are required to have four credits of apprenticeship unless they are double majoring in communication and education. Credits may be split between two providers. Required for all communication majors. Students seeking apprenticeships must follow the procedures established by the program and the College.

COMM 405 - Communication Law (4)
Communication Law explores the laws that regulate communication in the United States within the context of our constitutional guarantee of free speech and free press. Copyright, regulation, public access to government information and censorship are covered. Required for all communication majors unless Comm 4-is taken. Pre-requisite: Junior status.

COMM 410 - Communication History (4)
Examines the development of communication technology and its impact on our society and culture. Study includes the earliest known forms of written communication, and includes books, newspapers, magazines, cinema, radio, television, and the World Wide Web. Required for all communication majors unless Comm 405 is taken. Pre-requisite: Junior standing

COMM 411 - Senior Seminar (4)
This is the capstone course for communication majors. Students devise, conduct and complete a challenging mass media project. Students also have the opportunity to apply their communication skills to practical situations in potential business and professional environments. Also, career development strategies in communication are discussed. Required for all communication majors. Pre-requisite: Senior standing

COMM 425 - Special Topics (4)
Exploration of an area of contemporary interest in communication. Offered as needed. The topic for any given semester will be determined by the faculty. May be counted as a communication elective in either area of specialization. Pre-requisite: at least one 200- and at least one 300-level communication course

COMM 430 - Guided Projects, Research, or Study (4)
This course permits the student to pursue an area of communication study that is otherwise not offered. The student will study under the direction of a program faculty member. Work may be undertaken in conjunction with other programs. Guided Projects, Research, or Study cannot be substituted for a course in the communication program without prior approval of the program. Pre-requisite: at least one 200- and at least one 300-level communication course and permission of the program

COMM 491 - Independent Study (4)
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 computer, the Internet and technologies used on the Internet. Topics include computer hardware components; operating systems; software; representation of information in computer; Internet; technologies and languages used to create web pages as well as the ethical and security issues using the Internet. Students will write programs and create a simple personal web site. (Spring)

CS 115 - Fundamentals of Computers & Programming (4)
This course provides the foundation to students interested in computer science and information systems. It helps develop logical thinking and problem solving skills through the study and use of Java programming language. Topics include computer hardware and software, binary system, algorithms and their role in problem solving, flowcharting, program design, coding, debugging, testing and documentation.

Crosslisted as: CIS115, MIS115.

CS 117 - Introduction to Object-Orientated Programming (4)
This course continues CS 115 with an emphasis on object-oriented design principles and programming language features that support object orientation. It applies software engineering techniques to the design and implementation of programs using Java programming language with emphasis on data abstraction and encapsulation; inheritance and code reuse; polymorphisms, and program design. The course will also introduce students to topics relating to ethical, security, and social issues and responsibilities. Basic data structures and recursion will be introduced. Prerequisites: CS 115 or approval of the program chair.

Prerequisite: CIS115, CS115. Crosslisted as: CIS117.

CS 217 - Data Structures and Algorithims (4)
Rigorous study of basic data structures of lists, stacks and queues, and algorithms for their implementation; study of sorting and searching algorithms; recursion, trees, graphs and networks; abstract data structures and their implementation in an object-oriented environment; and algorighm and complexity analysis. Prerequisite: CS 117.

Prerequisite: CS117.

CS 231 - Introduction to Computer Systems (3)
Basic concepts of computer systems and machine architecture, data representation and addressing techniques; assembly language programming; the assembly process. Prerequisite: CS 117.

Prerequisite: CIS117, CS117.

CS 235 - Computer Arhictecture and Organization (4)
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: CIS117, CS117.

CS 307 - Database Management (4)
This course introduces the concepts and design principles used in database systems. It provides an overview of principles of physical and logical database design, data models, query languages, translation of requirement to data and query design, relational design theory, file structures, transaction management, entity relationships; centralized and distributed systems; data dependencies, concurrency, integrity, reliability, confidentiality, security, and applications in a relational database. The course will utilize UML as a design tool, and include a final unit on issues concerning data warehouses and data marts,

federated databases, non-relational databases, and/or databases in a web environment. Prerequisite: CS 117 or approval of the program chair.

Prerequisite: CS117. Crosslisted as: MIS307.

CS 313 - Cryptography (4)
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: CS 117 or approval of the program chair.

Prerequisite: CS117.

CS 319 - Computer Operating Systems (4)
Introduction to the major concepts and components of operating systems, principles of system organization, process management, memory management, file systems and tradeoffs between performance and functionality during the design and implementation of an operating system; case studies of several operating systems. Prerequisite: CS 235 or approval of the program chair.

Prerequisite: CS231, CS235.

CS 325 - Web Programming (4)
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 webpage 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. Crosslisted as: CIS325.

CS 345 - Principles of Computer Security (4)
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; system security; network security; intrusion detection; legal and ethical issues in computer security and risk management. Prerequisites: CS 117 or approval of the program chair.

Prerequisite: CS117. Crosslisted as: CIS345, MIS345.

CS 357 - Software Engineering (4)
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 (4)
This is an introduction to numerical methods with emphasis on algorithm construction analysis, implementation, and their uses in solving mathematical problems on the computer. Topics include round-off error, zeros of functions, interpolation and polynomial approximation, direct solvers for linear systems, numerical differentiation and integration, and solutions of ordinary differential equations. Additionally, students wil learn good programming techniques and implement algorithms using mathematical software uniting theory with practice. Prerequisites: MATH 153 and MATH 255 or approval of the program chair.

Prerequisite: MATH153, MATH155. Corequisite: MATH421.

CS 425 - Fundamentals of Programming Languages (4)
Formal study of programming language specification and analysis, design principles, syntax and semantics, data types, comparison of language features, and run-time considerations. Prerequisite: CS 217 or approval of program chair.

Prerequisite: CS217.

CS 431 - Interactive Computer Graphics (4)
Introduction to the basic principles for the design, use, and understanding of computer graphics; types of graphic hardware; representation of data, transformations, windowing, and clipping; algorithms for creating and manipulating graphic displays. Prerequisite: CS 217 and MATH 255 or approval of the program chair.

Prerequisite: CS217, MATH255.

CS 435 - Artificial Intelligence (4)
Basic concepts and techniques of Artificial Intelligence including internal representation, search problems and strategies, first-order logic, game playing, knowledge based systems, expert reasoning, and applications as well as an introduction to programming in LISP and/or Prolog, or using a data science programming tool. The course will also discuss the role of expert systems, natural language understanding, knowledge-based and rule-based systems in modern data science applications. Prerequisite: CS 217 or approval of the program chair.

Prerequisite: CS217.

CS 437 - Computer Networks (4)
A study of the principles and design of computer networks. Topics include network structures and architectures, network hardware, reference models, protocols, flow control, error handling, routing, and network security. Prerequisite: CS 217 or approval of the chair.

Prerequisite: CS319.

CS 451 - Compiler Design (3)
Principles, techniques and tools used in writing compilers for programming languages, including LL (1) grammars and parsers, LR parsing, symbol table construction, and run-time storage organization. Includes the development of a complete, working compiler for a specified subset of a programming language. Prerequisite: CS 425 or permission of the instructor.

Prerequisite: CS425.

CS 457 - Special Topics (4)
The study of an area in computer science, such as network security, game design or wireless applications, not offered on a regular basis in the computer science curriculum. Specific topics will be determined by student and faculty interests. Prerequisite: Senior majors or the approval of the program chair.

CS 491 - Independent Study (4)
Open to junior and senior computer science majors who have a minimum 3.0 GPA in computer science or who have approval of the program chair.

CS 495 - Internship (2)
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.

CSECA - CSECA

CSECA 100 - ConsortAgreement (3)
A consortium agreement is entered into between two insitutions for the purpose of providing finanical assistance from financial aid programs to current students.

CSECA 600 - Consortium Agreenment (0)
A consortium agreement is entered into between two insitutions for the purpose of providing finanical assistance from financial aid programs to current students.

CSE - CSE

CSE 100 - Foundations in Literacy (4)
Designed for students who specifically need enrichment in literacy skills sets, the course will comprise of a student cohort, and involve an integrated learning community of developmentally structured contextual expository writing\literacy instruction, coupled with content-area instruction on the theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a

content-area specialist, one of whom will also be a First Year Advisor to the cohort. The content will be infused with training on foundational Mission and Values, diversity, relationships, and leadership, as well as foundational information literacy, presentation skills, and technology and software. In addition, the course will be aligned with one or two community events related to Mission and Values and/or Student Life. The start of the CSE Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, CSE100CL. Note: Basic Writing Placement students only. Co-requisite: CSE100CL. 4 Credits.

Corequisite: CSE100CL.

CSE 101 - Critical College Mind in the Info Age (3)
What does it mean to be a critical thinker as a college student, especially during the information revolution? And why is critical thinking in college, and in life, more important than ever? Using timely and relevant examples drawn from college life itself, this course will introduce students to thenature, value and significance of critical thinking; and most notable, it will help them to develop and hone foundational critical thinking skills for their lives as college students and beyond. Topics may include: the difference between critical and non-critical thinking, how to know if one id a critical thinker, the indicators of non critical thinking [such as reason substitutes and argument stoppers], the difference between knowledge and information, deifference between truth and fact, and how they are related, relativism and naive pragmatism, how to gather, analyze and evaluate information, the difference between description and argument, the myths of privileged knowledge sources, critical thinking about values, and the fallacies of eberyday and technical reasoning.

CSE 101EOF - Critical College Mind in the Information Age (0)
What does it mean to be a sucessful 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.

CSE 102 - Health and Wellness (3)
This section of the EOF program encourages students to learn the skills they need to enhance the quality and longevity of life. Health and Wellness covers the many perspectives of personal health including physical, emotional, mental, social, environmental, and spiritual perspectives with a central theme of self-responsibility for one's behavior.

CSE 103 - College Achievement Program Seminar I (0)
Specifically designed for the College Achievement Program. This course introduces students to essential information and proficiences for success in both college and career. 0 credits, Pass/Fail

CSE 104 - Fastrak (4)
This course provides students with a comprehensive foundation for college sucess. 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 indiviudual assignments. Final grades will be PASS or No Credit (NC). 4 credits.

CSE 105 - Modern Math (2)
This course covers the essentials of college algebra, presented in the context of real world applications, including linear programming, mathematical modeling, compound interest, and fractals. Pre-Requisie: MATH096 and/or Basic Algebra Placement.

CSE 110 - Literacy I (4)
Designed for all students, the course will comprise of a student cohort, and involve an integrated learning community of developmentally structured argument and persuasive writing\literacy instruction, coupled with content-area instruction on the continuing theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a First Year Advisor to the cohort. The content will be infused with training on emerging Mission and Values, diversity, relationships, and leadership, as well as emerging information literacy, presentation skills, technology and software, and foundational informal logic/generalized critical thinking. In addition, the

course will be aligned with one or two community events related to Mission and Values and/or Student Life. The start or continuation of the CSE Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, CSE110CL. Prerequisite: English Composition I Placement, or CSE100. Co-requisite: CSE110CL. 4 Credits.

Corequisite: CSE110CL.

CSE 120 - Intergrated Literacy II (4)
Designed for all students, the course will comprise of a student cohort, and involve an integrated learning community of developmentally structured contextual research writing and advanced information literacy instruction, coupled with content-area instruction on the concluding theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a First Year Advisor to the cohort. The content will be infused with training on intermediate Mission and Values, diversity, relationships, and leadership, as well as intermediate presentation skills, technology and software, and emerging informal logic/generalized critical thinking. In addition, the course will be aligned with one or two community events related to Mission and Values and/or Student Life. The continuation of the CSE Essentials ePortfolio will be incorporated for the students involved. Must be taken with the aligned 2 credit context lab, CSE120CL. Prerequisite: CSE110. Co-requisite: CSE120CL. 4 Credits.

Corequisite: CSE120CL.

CSE 195 - Writing Seminar (4)
Designed for all transfer and Continuing Studies students who are exempt from taking CSE110 and CSE120, the course will serve as an introduction to the college's general education curriculum and Mission and Values. It will involve developmentally structured research writing and advanced information literacy instruction, as well as some integrated or aligned training in presentation skills, technology and software and informal logic/generalized critical thinking. A reflective component on the students general education experiences will be incorporated; students will create a reflective pre-capstone portfolio (eportfolio) regarding the general education experience. Prerequisite: English Composition I and II at an accredited institution. 4 Credit

CSE 100CL - Foundations in Literacy Context Lab (2)
Designed for students who specifically need enrichment in literacy skills sets, this is the lab that will provide the contextual basis for the literacy skills instruction in CSE100. Must be taken with the aligned section of CSE100. Note: Basic Writing Placement students only. Co-requisite: CSE100. 4 Credits.

Corequisite: CSE100.

CSE 110CL - Integated Literacy I Context Lab (2)
Designed for students who specifically need enrichment in literacy skills sets, this is the lab that will provide the contextual basis for the literacy skills instruction in CSE100. Must be taken with the aligned section of CSE110. Prerequisite: CSE110 placement or CSE100. Co-requisite: CSE110. 4 Credits.

Corequisite: CSE110.

CSE 120CL - Integrated Literacy II ContextLab (2)
Designed for students who specifically need enrichment in literacy skills sets, this is the lab that will provide the contextual basis for the literacy skills instruction in CSE120. Must be taken with the aligned section of CSE120. Prerequisite: CSE110. Co-requisite: CSE120. 4 Credits.

Corequisite: CSE120.

CSE 210 - Global Perspectives (4)
Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be inviited to learn about the world and the human community from multiple points of view. Students will explore the implications that world geography has on history,culture and language. They will examine how factors such as culture, religion, race, socioeconomic status and philosophical beliefs influence how world events adn global challenges are interpreted by people. In addition, students will become more aware of the kinds of information that affect the human being both locally and globally and of the impact that technology and scientific events have on the human condition. Meets CSE Essentials Element II Outcome 2.1 Prerequisite: (CSE110) 4 Credits

Prerequisite: CSE110, CSE120, CSE195.

CSE 220 - Ways of Knowing (4)
Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be inviited to learn about the languages, practices, and relationships between and among the arts, humanities and sciences. Specifically, students will explore the human experience from the standpoint of the arts and humanities, learn about scientific reasoning and how it is a method of invesitgation, examine social issues and ultimately become familiar with how these different WAYS OF KNOWING connect with each other to provide a complete perspective on the world and the human community. Where mathematics is also integrated into the course, students will develop basic college level computational skills and the ability to orgaize and interpret qualitative and quantative data. Meets CSE Esentials Element II Outcome 2.2 and satisfies the college-level mathematics requirement where the course code includes M" suffix. Prerequisite: (CSE110) 4 Credits"

Prerequisite: CSE110, CSE120, CSE195.

CSE 220M - Ways of Knowing CSI @ CSE (4)
Designed for all students, this is an interdisciplinary or multidisciplinary team taught course where students will be inviited to learn about the languages, practices, and relationships between and among the arts, humanities and sciences. Specifically, students will explore the human experience from the standpoint of the arts and humanities, learn about scientific reasoning and how it is a method of invesitgation, examine social issues and ultimately become familiar with how these different WAYS OF KNOWING connect with each other to provide a complete perspective on the world and the human community. Where mathematics is also integrated into the course, students will develop basic college level computational skills and the ability to orgaize and interpret qualitative and quantative data. Meets CSE Esentials Element II Outcome 2.2 and satisfies the college-level mathematics requirement where the course code includes M" suffix. Prerequisite: (CSE110) 4 Credits"

Prerequisite: CSE110, CSE120, CSE195.

CSE 230 - Healthy Living (4)
Designed for all students, this interdisciplinary or multidisciplinary team taught course is designed to provide students with some of the necessary knowledge and skills for living a healthier life. From the standpoint of two ot three disciplines, students will learn about the characteristics of emotionally health persons and interpersonal relationships, as well as the natures and importance of self-reflection and empathy. Students will also gain knowledge and experience concerning the importance of teamwork, conflict resolution, personal integrity and good character. Overall, they will develop an understanding of healthy decision-making, and how to live a healthier life. Meets CSE Essentials Element II Outcome 2.3 Prerequisite:(CSE110) 4 Credits

Prerequisite: CSE110, CSE120, CSE195.

CSE 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.

CSE 300 - Faith,Spirituality & Ethics I (4)
Designed for all students, this is a collaboratively taught interdisciplinary course on faith, spirituality and ethics that includes the integration of an embedded service learning component. As such, it satisfies all CSE Essentials Element III requirements. Students will learn about the natures of faith and spirituality, and their significance within the human community, as well as develop the ability to be empowered moral agents. Students will also engage in service learning projects, or activities involving a minimum of 20 hours of service in which they will apply and engage the principles learned in the content component of the course. This course must be taken concurrently with CSE300SL and they must pass the aligned lab in order to pass the course. Prerequisite: CSE110 and at least one of: CSE210, CSE220 or CSE230, or permission from the Director of General Education. 4 Credits

Corequisite: CSE300SL.

CSE 310 - Faith,Spirituality & Ethics II (4)
Designed for all students, this is a collaboratively taught interdisciplinary course on faith,spirituality and eithcs with an optional service learning component. Students will learn abou thte natures of faith and sprituality and their significance within

the human community as well as develop the ability to be empowered moral agents. Students will also have the opportunity to engage in service learning projects or activities involving a minimum of 20 hours of service in which they will apply and engage the principles learned in the content component of the course. The course satisfies all CSE Essentials Element III Requirements when taken with the aligned service learning lab, CSE310SL. Otherwise, this course must be taken either concurrently with or be followed by CSE310SL taken either by itself or aligned with an approved Element III service learning course withing the major or an open elective in order to satisfy such requirements. Students must pass the aligned service-learning lab, CSE310SL, in order to pass this course. Prerequisite: CSE110 and at least of one of: CSE110 and at least one of: CSE210, CSE220 or CSE230 or permission from the Director of General Education 4 Credits

Corequisite: CSE310SL.

CSE 300SL - Integrated Service Learning Lab (0)
Taken concurrently with CSE300, this is the intergrated service learning lab. It involves a minimum of 20 hours of service in which students apply and engage the principles of faith, spirituality and ethics learned in CSE300. Co-requisite:CSE300. This course cannot be taken independently of CSE300.

Corequisite: CSE300.

CSE 310SL - Aligned Service Learning Lab (0)
This is the aligned serice learning lab taken concurrently with or post CSE310, either as a mentored independent project, or with a course from the major or open-electice that is approved for the Element III serivce learning component. It involves a minimum of 20 hours of service in which students apply adn engage the principles of faith, spirituality and ethics learned in CSE310. Co-requisite or prerequisite: CSE 310. By itself, this course satisfies only the service learning requirement for Element III; CSE310 must also be completed to satisfy all Element III requirements.

Corequisite: CSE310.

CSE 400 - Essentials Capstone (4)
This seminar course will provide students with the opportunity to reflect upon and consider their whole CSE Essentials learning experience. The key focus of the course will be the integration, exploration and application of the CSSE Essentails learning experience through the development by each student of a mentored capstone ePortfolio. Students will reflect upon all of their CSE Essentials courses and activites in relation to their othe rcurricular and co-curricular work, as well as to lifelong learning. Students will also examine the ethical implications of contemporary issues by applying knowledge in various disciplines; they will explore some of the deepest questions about life, and they will develop an understanding of the common ground among different points of view. Satisfies CSE Essentials Element IV Requirements. Pre-requisite: Completion of all requirements for CSE Essentials Elements I, II, and III 4 credits.

CSE 999 - Experiential Learning: (0)
Experiential Learning

DANC - Dance

DANC 215 - Fundamentals of Dance (3)
Introduces activities that will develop aesthetic awareness, the ability to create artistic products and performances, plan the form and function of space, and explore the skills needed to analyze and critique dance. The class explores the various cultural, historical, and social influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

DANC 220 - Jazz Dance I (2)
This is an introductory class which includes the history, terminology, and basic concepts of the art form utilizing a variety of popular, percussion and jazz music.

DANC 222 - Jazz Dance II (3)
This is an advanced level of jazz which emphasizes technique, terminology, and repertoire.

DANC 225 - Modern Dance I (2)
The focus of this course is to increase strength, flexibility, and coordination while exploring self-expression through movement. Students will learn the history, terminology, and basic concepts of modern dance. Students will become aware of the aesthetics of movement with an understanding of underlying movement principles while showing an increase in sensitivity and kinesthetic response

demonstrating growth in concentration, memory, and focus.

DANC 227 - Modern Dance II (3)
This is a further study and application of basic movement, vocabulary, alignment, complex movement patterns, style, and performance.

DANC 230 - Dance Appreciation* (3)
This course is a survey of dance forms as they have existed in history from primitive rituals and ancient Egypt to contemporary concert and social forms.

DANC 240 - Ballet I (2)
This course is for the student with limited background in ballet. The primary emphasis will be to develop and refine ballet technique.

DANC 243 - Ballet II (3)
This provides a continued emphasis on technical development of ballet with Introduction of beginner levels of public performance.

DANC 280 - Theory Methods Teaching Dance (K-6) (3)
This course is designed to provide the student with the theoretical Practice in dance education for young children. The course fulfills the State of New Jersey requirement as part of a teaching endorsement in K-6 dance education for qualified teachers.

DANC 305 - Dance Choreography & Improvisation (3)
In this course, dancers are guided through exercises and movement concepts which develop improvisational and choreographic skills.

ECO - Economics

ECO 105 - Principles of Economics I (3)
The core of this course is how the external environment of the corporation influences operational and strategic management decisions. Examples from American economic history are used to introduce basic economic processes. Research on the limits of rational behavior and the impact of changing corporate structures on decision-making are highlighted. The roles of information, uncertainty and feedback are emphasized. Economic concepts are used to describe the development of dynamic imperfect competition. Different competitive strategies and markets, including financial markets, are analyzed.

ECO 115 - Economics of Health Care (3)
A course examining the economic trends and forces that impact the health care industry, the causes for increases in medical care costs, the role of competition, supply and training of health care personnel, new technology and the quality of health care, the economics of health insurance plans and the influence of third-party payers, and the changing regulatory climate in the health care sector. Emphasis is placed on the increasing role of government in the health care industry.

ED - Education

ED 101 - Introduction to Education (2)
This course is an introductory overview of the history and development of public education with a focus on contemporary issues in schooling. Discussed are the social-political structure of public education in the context of social justice; best practices in curriculum; significant thinkers in education philosophy and impact of diversity issues on educational settings. Ten (10) hours of introductory clinical experience and participation required.

ED 105 - Nature & Needs of Exceptional Learners (3)
This course will examine the learning, behavioral and personal/social characteristics of exceptional learners and resulting impacts on the teaching and learning process in a continuum of contemporary classroom and school settings. Instructional modes will include lecture, discussion, and student presentations. Pre-requisite: ED 101.

Prerequisite: ED101, ED105.

ED 200 - Behavior Management in Inclusive & Special Education (3)
This course is an application of principles of teaching and learning in curriculum and behavior management in inclusive preschool to secondary and post-secondary settings. Twenty (20) hours of clinical experience and participation is required in designated special education schools addressing a continuum of learner needs. Pre-requisites: ED 101 and ED 105.

ED 220 - Curriculum Strategies in the Inclusive Classroom (3)
This course will help students develop knowledge and skill in the selection and use of materials and

teaching techniques appropriate for students with disabilities in early childhood, elementary, middle, and high school inclusive educational settings. Focusing on the academic, social, and adaptive domains class instruction is designed to provide the student with a repertoire of strategies and materials essential to effective collaborative instruction in inclusive settings and to facilitate a co-teaching philosophy for elementary and secondary educators who are responsible for educating diverse students in the general education classroom. Special attention is paid to the teaching areas covered by the NJ endorsement in teaching students with disabilities. Ten (10) hours of clinical experience is required. Pre-requisites: ED 101, ED 105, PSY 251 or special permission of the Education Chairperson.

Prerequisite: ED101, ED105, PSY251.

ED 252 - Early Childhood Education (3)
This course will provide a comprehensive introduction to early childhood education. Students will trace the development of significant curricula surrounding early childhood and study current innovations, gaining insights into the effective teachings and learning practices in early childhood settings. Specific methods and behaviors for fostering developmentally appropriate curricula grounded in diversity and multiple learning styles will be addressed. Various approaches to performance-based assessment will be studied. A participatory clinical experience of ten (10) hours will provide students with opportunities to observe children as they play and learn in quality early childhood settings. Students are responsible for their own transportation to the clinical experience setting(s).Pre-requisites: ED 101 and Sophomore Education Status.

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 ED200.

Prerequisite: ED101, ED105, ED200.

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. Pre-requisites: ED 101, ED 105, ED 200, and Junior Education Status. A min. 3.0 GPA is required.

Prerequisite: ED101, ED105, ED200.

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: ED 101, ED 105, ED 200, and Junior Education Status. A min. 3.0 GPA is required.

Prerequisite: ED101, ED105, ED200.

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 330 - Literacy in the Secondary Education 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. Ten (10) hours of supervised clinical experience is required. Students need to provide their own transportation to their clinical setting(s). Pre-requisites: ED 101, ED 200, and Junior Education Status. A min. 3.0 GPA is required.

Prerequisite: ED101, ED105, ED200.

ED 341 - Science in Early/Elementary & Special Ed (3)
ED341 - Science in Early Childhood, Elementary & Special Education Credits 3.00 A study of content background in science education for early childhood, elementary, and special education teachers. Students gain knowledge in the development of science lesson design, within a larger unit of study. Students use effective teaching methods based on hands on/minds on instruction through demonstration, laboratory experiences, long and short- term data collection in an inquiry based setting. Students design appropriate and various forms of authentic assessment practices. Prerequisites: ED 145, ED 253, PSY 241 and PSY 251; acceptance into education major.

Prerequisite: ED145, ED253, PSY241, PSY251.

ED 359 - Using 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 451 - Resources & Services for Individuals with Disabilities (4)
This course enables pre-service teachers to integrate theoretical and practical approaches for teaching all learners. Course work facilitates 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. If the course instructor requires clinical experience, students need to provide their own transportation. Pre-requisites: ED 101, ED 200, and Junior Education Status. A min. 3.0 GPA is required.

Prerequisite: ED105, ED200, ED300, PSY251, PSY315.

ED 464 - Senior Practicum K-12 (2)
An opportunity to observe and participate in the teaching-learning process in specific subject-matter area classes under the guidance of a cooperating teacher. Seminars are held to coordinate and evaluate the practicum experiences. College supervisors will visit for initial observations. Prerequisite: student's approval for student teaching. Taken concurrently with ED505. Must have passed PRAXIS exam(s). Students need to provide their own transportation for field settings.

Corequisite: ED505.

ED 465 - Clinical Practice I & Seminar (2)
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 teach in a school setting under the guidance of an effective or highly effective cooperating teacher. Seminars are held to coordinate and evaluate clinical practice, as well as introduce and begin the edTPA portfolio that is completed and submitted during Clinical Practice II. 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. Junior Education Status. A min. 3.0 GPA is required.

Prerequisite: ED101, ED105, ED200.

ED 467 - Student Teaching (8)
Clinical Practice is an opportunity for qualified students to devote a full semester to a full-time clinical practice teaching experience in an approved school. Students seeking an endorsement in teaching students with disabilities will spend time in an Early Childhood,or Elementary, or Middle School Math or Science, Secondary inclusive settings. Those students not seeking an endorsement in Special Education will be placed in an Early Childhood or Elementary, or Elementary/Middle School Math or Science, or Secondary setting (480 to 525 hours of clinical practice total). Students spend time observing, participating, and teaching under the direction of an effective or highly effective cooperating teacher, as well as a clinical supervisor from CSE. CSE clinical supervisors will visit clinical interns on a bi-weekly basis in both settings in compliance with the NJDOE requirements. Conferences, both group and individual, are held on campus or in school settings during the clinical practice. All candidates who intend to complete clinical practice must obtain written clearance from their Education Program advisors and their liberal arts major advisors before being permitted to participate. Advisors' approvals indicate that clinical interns have completed all courses and incomplete grades by the end of the semester directly preceding clinical practice. Clinical interns are responsible for their own transportation to their clinical practice setting. Prerequisite: Passing score on identified PRAXIS exam(s). Completion of all course requirements in all education programs, liberal arts majors and general education liberal arts core must occur before the full-time clinical practice semester. Student Teachers need to provide their own transportation to field settings.

Corequisite: ED471, ED473.

ED 469 - Clinical Practice II (8)
Clinical practice is an opportunity for qualified students to devote an entire semester to a full-time clinical practice teaching experience in an approved school. Students will spend a total of 525 hours of clinical practice in either an Early Childhood, Elementary, Middle School Math or Science, or Secondary classroom setting. Those students seeking an additional endorsement in Special Education will be placed in either an Early Childhood, Elementary, Middle School Math or Science, or Secondary inclusion classroom for 525 hours of clinical practice. Students spend time observing, participating, and teaching under the direction of an effective or highly effective cooperating teacher, as well as a clinical supervisor. Clinical supervisors will visit clinical interns on a bi-weekly basis in compliance with the NJDOE requirements. Conferences, both group and individual, are held on campus and in school settings during clinical practice. All candidates who intend to complete clinical practice must obtain written clearance from their Education Program advisors and their liberal arts major advisors before being permitted to participate. Advisors' approvals indicate that clinical interns have completed all courses and incomplete grades by the end of the semester directly preceding clinical practice. Clinical interns are responsible for their own transportation to their clinical practice setting. Pre-requisites: Passing scores on identified Praxis exams and a min. 3.0 GPA. Completion of all course requirements in education major/minor, liberal arts major/minor, and general education must occur before the full-time clinical practice semester.

ED 471 - Student Teaching Seminar (3)
The identification of issues related to previous student teaching experiences, and the analysis and evaluation of procedures for addressing these issues. Conferences are scheduled during the student teaching period on campus and on-site at local public schools. Taken concurrently with ED 467 and Ed473.

Corequisite: ED467, ED473.

ED 473 - Senior Portfolio (1)
Open only to students during the student teaching semester. Students will work with a faculty mentor to develop a portfolio of materials that

demonstrates their understanding of current cross-cutting themes in education, as well as best practices." The portfolio will be presented in both oral and written form to the program faculty at the end of the semester. Taken concurrently with ED 467 and ED 471."

Corequisite: ED467, ED471.

ED 475 - ClincicalPracticeIISem& edTPA Portfolio (4)
This weekly seminar brings clinical interns together as a cohort, providing continuing support for successful completion of the full time clinical practice experience. Learning activities feature self-reflection, peer interactions, and responses to presentations by faculty and guest speakers. Topics for discussion include: strategies for working with parents, families, colleagues and administrators; school law; professional responsibility with regard to child abuse, substance abuse prevention, bullying, intimidation, and harassment; resume writing; and edTPA portfolio presentation. Clinical interns' edTPA portfolios based on coursework and clinical experience artifacts will be presented in both oral and written form to the Teacher Education Faculty during the student Clinical Practice II semester. ED 475 is taken concurrently with ED 467 during the Clinical Practice II semester.

ED 477 - Clinical Practice II Seminar & edTPA Portfolio (4)
This bi-weekly seminar brings clinical interns together as a cohort, providing continuing support for successful completion of the full time clinical practice experience. Learning activities feature self-reflection, peer interactions, and responses to presentations by faculty and guest speakers. Topics for discussion include: strategies for working with parents, families, colleagues and administrators; school law; professional responsibility with regard to child abuse, substance abuse prevention, bullying, intimidation, and harassment; resume writing; and edTPA portfolio presentation. Clinical interns' edTPA portfolios based on coursework and clinical experience artifacts will be presented in both oral and written form to the Teacher Education Faculty during the student Clinical Practice II semester. ED477 is taken concurrently with ED469 during the Clinical Practice II semester.

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 seminar as part of the internship. Students must apply six months prior to the start of the internship (February 1 for fall placements and May 1 for spring placements). This course is limited to seniors in the Undergraduate Education Studies non-certification program. Completion of all course requirements in all education programs, liberal arts majors and general education liberal arts core occur before the full-time internship semester. Interns need to provide their own transportation to field settings.

ED 466ART - Special Content: Art (2)
This course will provide an overview of current teaching methods and issues relevant to the various secondary school subjects, including art, English, mathematics, the sciences and social studies/history. Students prepare units and lessons that focus on the NJ Core Content Standards for K-12. 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 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, 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, and ED 665. Co-requisites: ED 607 and ED 651 or ED 681 or ED 510.

Prerequisite: ED601, ED603. Corequisite: ED607, PSY606.

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 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. 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. Corequisite: ED605, 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. 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 610 - Change Through Action Research (3)
This courses focuses on classroom and school-based opportunities for teachers and school leaders to conduct research for the sole purpose of improving 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 integrationand methods for collaborating with related services professionals are explored.

ED 623 - Assistive Technology Reading & Writing (3)
Explores how hardware and software can enable students with reading and writing disabilities to achieve educational goals.Techniques for using computers in the learning process are examined, with hands-on experience in an Adaptive Technology Lab. Prerequisite: ED 620.

ED 625 - Assistive 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 willlearn to customize software for individual students. Prerequisite: ED 620.

ED 627 - Assistive Technology Assessment (3)
Students will learn a variety of ways and strategies to do assistive technology assessments with students with disabilities. Students will look at best practices with regard to assistive technologyassessments.This is a case study approach to choosing the most appropriate technology options for students of all ages with a variety of disabilities. Integrating the technology into the classroom setting will be emphasized. Prerequisites: ED 623, ED 625.

ED 629 - Clinical 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 pro-curement 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 of curriculum goals. Students will complete a project that includes the applications of technology in diverse educational settings, as well as the interaction of technology, curricular goals, student assessment, and learning environment.

ED 645 - Teaching the Holocaust & Genocide (3)
Course will enable teachers to apply the knowledge gained about the Holocaust and genocide in developing a teachable curriculum unit, in various subject areas (i.e. social studies, language arts, art, music), with appropriate goals and outcomes, strategies, and resources for classroom use with students in meeting the New Jersey mandate for K-12 Holocaust/genocide education. Curriculum should facilitate student knowledge of the Holocaust and genocide as well as on reducing prejudice, discrimination, bullying, and scapegoating. Focus will be on character education and the importance of being an "upstander" instead of a "bystander". Prerequisite: ED615, ED635

Prerequisite: ED615, ED635.

ED 650 - Theology, Philosophy, & Ethics of Holocaust (3)
Course examines the role and impact of theology, philosophy, and ethics during the Holocaust and in dealing with contemporary genocides. The challenges of contemporary anti-Semitism and interreligious dialogue will be considered. Prerequisite: ED 615, ED 635

ED 651 - Math & Science: Curriculum & Instruction (3)
This course will examine the nature and development of mathematics and science curricula, strategies, materials, and computer applications. A particular focus will be on practical applications in educational environments. Instructional modes will include lecture, discussion, research and laboratory-based projects. For K-6 teacher candidates only. Pre-requisites: ED 601, ED 603, and ED 665. Co-requisites: ED 605 and ED 607.

Prerequisite: ED601, ED603, ED665.

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 ofcurriculum in reading integrated with the language arts for emerging readers and writers. Integration of community resources, including the family, in the development of emergent literacy will be organization models for typically-developing and at-risk students in regular education inclusive settings as well as self-contained special education classrooms.

ED 654 - Innovative School 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 difference within the preschool and classroom settings. How these elements influence methodology and program design will be examined. A 15 hour field project will be required.

Both a journal and classroom presentation will be required. Prerequisites: ED 653, PSY 606.

ED 659 - Behavioral Management of Students with Severe Special Needs (3)
Course will focus on principles of behaviormodification and its application to the population of individuals with severe special needs. Students will be exposed to the theoretical constructsunderlying classical and operant conditioning,management programs for increasing,decreasing, andmaintaining the frequency of behaviors, schedules of reinforcement, and other related topics within the total context of curriculumdevelopment. Prerequisites: ED 665,ED 671.

Prerequisite: ED665, ED671.

ED 660 - Holocaust & Genocide in Culture (3)
Examination of the role of culture before, during, and after the Holocaust as well as in influencing and recording the history and memory of the Holocaust and other genocides. Course readings and film screenings will highlight the significance of literature, film, art, exhibits, media, and popular culture to our understanding of how the Holocaust and genocide have been portrayed. Prerequisites: ED615, ED 635, ED 645, ED 650.

ED 665 - Nature & Needs of Students 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 andmaterials for the design and implementation of curricula for students with educational disabilities.This course willalso examine formal and informal instruments and procedures used in the assessment and evaluation of persons with educational disabilities. Instructional modes will include lecture,discussion, and field-based projects.

ED 675 - Community Agencies (3)
This course will provide an orientation to resources and services available in schools, rehabilitation and employment settings,and other public and private agencies serving disabled individuals andtheir families. Instructionalmodes will include discussion, research, and field-based projects.

ED 677 - Action Research in Special Education (3)
This course focuses on classroom and school-based opportunities for teachers to conduct research for the sole purpose of improving 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, curriculumplanning and implementation of instruction and also the impact of technology on instructional design.Students will be responsible for developing technology - integrated lessons in their contentareas. Evaluationmodels will also be examined.

ED 682 - Internet in Education (3)
This course examines the educational and research applications of the Internet. This course also examines telecommunications issues. Students will learn to create their own homepage for the Web. Attention will also be given to the use of networked CD-ROM databases as research tools.

ED 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students inmanagement.Approval of theProgramDirector is required to register.

ED 685 - Independent Study (0)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

ED 695 - (0)

ED 697 - (0)

ED 699 - Culminating Project (3)

ED 609AC - Practice Teaching for ACT 1 (5)
Supervised field practice teaching in a Primary or Secondaryeducational setting is required. Seminar will integrate pedagogicaltheory with classroom experiences. Instructional modeswill include supervisory consultation, discussion, and field-basedprojects. For A.C.T. I students. Prerequisite: ED 607.

Prerequisite: ED607.

EDAS - Educational Leadership

EDAS 601 - Leadership & Learning Communities (3)
This course is designed to provide students with the theoretical foundation in the field of school leadership. It requires all students to analyze their own belief system, strengths and needs in order to construct a personal Statement of Purpose that will guide them throughout the program. Emphasis will be on individual and small group dialogue where theoretical knowledge is constantly applied in real school settings.

EDAS 603 - Curriculum Theory & Practice (3)
This course is designed to provide an overview of the foundations,principles, and issues of curriculumdevelopment and evaluationof instruction.The course content will focus on both aspects ofcurriculum: theory and practice.Course includes a study of theconcepts of philosophy,history, and sociology with emergingfuturistic perspectives of school reform.

EDAS 609 - Managing the School Community I (3)
This is the first of a two-course sequence that prepares future school leaders for themanagement functions required for effective school leadership. Managing school policy, school law, finance, and facilities will be studied in a problembased approach. Study of legal and ethical issues, court decisions and constitutional provisions will be examined as they impact and affect educationalpolicy and practice relating to school administration.

EDAS 610 - Managing the School Community II (3)
The second course of theManagement sequence will focus on theimpact of earlier studies in the areas of school law and policy,finance, and facilities. The relationships of political, social, andethical issues and how they impact on leadership andmanagement principles will be themajor emphasis of the course.

EDAS 611 - Action Research: Final Project (3)
This"Capstone Experience"requires students to produce an ActionResearch project based upon the Internship experience. Studentswork in small groups to develop and present ameaningful project.An oral presentation as well as a written documentmust besuccessfully presented.

EDAS 612 - Leadership for Curriculum Change (3)
This course focuses on classroomand school based opportunities for teachers and school leaders to conduct research for the sole purpose of improving one’s own practice. Through the use of casestudy,group descriptive and quasi-experimental design, students construct, implement and assess the results of a specific research project built around their own settings and needs. The use andlimits of both qualitative and quantitative research in educational settings will be carefully analyzed.

EDAS 681 - Supervision of Instruction (3)
This course will provide opportunities for the educator to becomefamiliar with the following supervisory behaviors in order toimprove instruction: approaches utilized in successful supervisorypractice, the human elements in supervision and change and thesupervisor.Students will demonstrate and apply knowledge otherthan research thatmay impact upon supervisory behavior.Utilizing knowledge gained fromprofessional literature and fieldbasedresearch, students will identify ways in which knowledge ofsupervisory behavior can be applied to improve and evaluateinstruction.

EDAS 685 - Field Internship I (3)
The first of a three-semester experience requires students to serve in leadership internship within their own school environment. Participants will perform and implement learned skills and strategies in each of the NJPSSL standards as well as "shadowing"an effective leader in various administrative functions.

EDAS 687 - Field Internship II (3)
This course is a continuation of EDAS 685.

EDAS 688 - Leadership Development Institute (3)
This intensive week-long experience provides opportunities to examine, explain, analyze and utilize data to inform and guide decision making and reform efforts in a school. The Leadership Institute will be focused on understanding data as a means of improving instruction programming decisions based on the first year course work. This course is designed to provide an understanding of accountability systems, basic data analyses procedures, in order to guide decision making in the area of instructional improvement. It is centered on interpreting data as a means of improving instruction programming decisions centered on curriculum and program evaluation.

EDAS 689 - Field Internship III (3)
This course is a continuation of EDAS 687.

EDAS 695 - Professional Portfolio (0)
This product will reflect the essence of student learning throughout the entire M.A. in Educational Leadership program.

EDAS 701 - Essential Competencies for 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 Institute (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 thesuccessful planning, assessment, and decision-making for districtlevel and school-based educational leaders.

EDAS 711 - Data-Informed Decision Making I (1)
This course provides a review of scientific inquiry and researchas necessary and appropriate for the successful planning,assessment, and decision-making for district level and schoolbasededucational leaders.

EDAS 712 - Data-Informed Decision Making II (1)
This course provides a review of techniques of data-collectionas necessary and appropriate for the successful planning,assessment, and decision-making for district level and schoolbasededucational leaders.

EDAS 713 - Data-Informed Decision Making III (1)
This course provides a review of techniques of observationand analysis as necessary and appropriate for the successfulplanning, assessment, and decision-making for district level andschool-based educational leaders.

EDAS 715 - Emerging Perspective District Level 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 thedistrict level and its relationship to the development andsupport of the overall district learning community, as wellas the learning communities that comprise the school system.Emphasis will be placed on the development of morallypurposeful high

performing learning communities, committedto social justice, and the importance leadership for learning andcontinuous growth.

EDAS 718 - Leadership/School Improvement (3)
School district leaders face enormous challenges as they seek to transform schools and school districts for the 21st century. This course will assist the educational leadership students to understand the school organizational structures and educational processes necessary to prepare the upcoming generation to live in this ever evolving, interdependent, and complex world. A variety of topics are explored through readings, case studies, group discussions, research and group projects.

EDAS 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 andthoughtful leader to serve the school district's vision and thecommon good.This course explores policy developmentthrough the lens of school and non-school settings, as well as therole of state and federal government and schooling in a multiculturalenvironment.

EDAS 730 - Educational Leadership in a Global & Multicultural Society (3)
This course examines leadership practices in American and internationaleducational settings. This cross-cultural experiencefocuses on research and theories of leadership and their applicationin a multitude of educational settings around the world. Itprovides the doctoral students with the opportunity to compareand contrast educational philosophies and methodologies ofother nations with our American educational system, and serveto expand the students' global perspective.

EDAS 735 - Internship, Seminar, & Clinical Practice II (3)
Students are required to complete a second internship experienceon the district-level with a mentor superintendent andcomplete a second clinical project to be approved by both theiradvisor and mentor. Students meet in small groups during thesemester to report on their clinical 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 - Comprehensive Assessment of Research (6)
This course will assess students on their mastery of the learning outcomes from EDAS701, EDAS705, EDAS718, EDAS723, and EDAS722. The students will develop and present a comprehensive performance task designed to demonstrate their understanding of a servant leadership vision for educational leadership and their developing skills in research and scholarly writing.

EDAS 745 - Educational Finance & Strategic Thinking (3)
This course provides students with state and federal directives on school finance, economic principles, and national income measures related to public education including local, stateand federal methods of financing public education. The budgeting process is presented as directly related to mission and values-based strategic planning and the achievement of educational goals.

EDAS 750 - Action Research Dissertation (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 dimensionsof professional practice in contemporary American publiceducation. Students examine the ethical dimensions of schoollaw, by researching authentic case studies in order to ensure areality based experience.This problem-based approach gives thestudents the opportunity to analyze various situations using theethic of justice, the ethic of care, and the ethic of the profession.

EDAS 757 - Ethical Leadership in School Law & Labor Relations (3)
This course will address the ethical and legal dimensions of stewardship in educational governance and the administration of negotiated contracts. Through a problem based approach students will be given an opportunity to analyze situations and case studies from the perspective of ethical decision making.

EDAS 760 - Internship, Seminar, & Clinical Practice III (3)
Students are required to complete a third internship experienceon the district-level with a mentor superintendent and completea third clinical project to be approved by both their advisor andmentor. Students meet in small groups during the semester toreport on their clinical project's progress and results, and todebrief their district level internship experience.

EDAS 765 - Governance and Community Relations (3)
This course provides students with knowledge of formal and informal decision-making structures in local communities and how they affect educational issues. The many sources of community influences are examined and analyzed, particularly the role of the local board. Effective and ineffective methods by which school administrators garner support from various sectorsof the community are analyzed.

EDAS 775 - Dissertation Proposal Seminar (3)
This seminar provides students the opportunity to finalize 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 strategiesdesigned to facilitate positive and effective collective bargainingand labor relations processes with various organizations andassociations. Emphasis is placed on strategies designed to fosterwin-win solutions to the collective bargaining process.

EDAS 781 - Colloquium in 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 (4)
Students, in collaboration with their advisors, develop and submit action research dissertation proposals for final review and approval.

EDAS 790 - Dissertation Advisement II (4)
Students, in collaboration with their advisors, develop and submit action research dissertation proposals for final review and approval

EDAS - Education

EDOL - EDOL

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 - Captsone (3)
This course will provide students with the opportunity to develop an online course utilizing the skills and content that they have learned in the program. Students can select from several different Learning Management Systems to build out the course. Students will have the opportunity to use a host of authoring tools to provide students with engaging and interactive online courses.

ENG - English

ENG 107 - Basic Writing (4)
Guided practice in writing non-fiction prose, affording students opportunities to develop syntactic fluency and to grow more confident in their writing abilities. Writers will conference extensively with their instructor. This course is not open to students who have completed or who are enrolled in ENG 111, ENG 115, or any 200-, 300-, or 400-level writing course. Any student who has not successfully completed ENG 111 may elect to take ENG 107, but some students will be required to take ENG 107 as a result of their performance on their initial writing assessment. (Fall and spring)

ENG 111 - English Composition I (4)
Practice in writing various kinds of prose with emphasis on the process of composing. Attention is given to methods of invention and arrangement and to the importance of revision as a means of shaping and refining ideas. Writers will conference extensively with their instructor. This course is not open to students who have completed or who are enrolled in ENG 115, or any 200-, 300-, or 400-level writing course. (Fall and spring)

ENG 115 - English Composition II (4)
Further practice in prose writing incorporating components and methods of research in the disciplines, with special attention to the student's possible choice of major. Students will practice locating, evaluating, and synthesizing material from sources - both traditional and electronic - ultimately producing research projects adhering to the discourse rules of their disciplines. Writers will conference extensively with their instructor. Prerequisite: ENG 111. (Fall and spring)

Prerequisite: ENG111.

ENG 120 - The Reading Life (2)
Educated people through the ages have appreciated the importance of a rich and varied reading life. This course seeks to deepen and broaden readers' experience with texts, both classic and contemporary, while cultivating the skills necessary for complex thought, critical judgment, and a habit of lifelong reading. A major focus will be the ways that literature can help readers to understand their own experience and cultural assumptions. Includes required attendance at guest author readings. Satisfies Cluster 1 General Education requirement.

ENG 200 - American English Grammar (4)
A study of the grammars of American English, including attention to the structural, transformational, and functional approaches, with emphasis on current usage and the Language of Wider Communication. Satisfies additional Cluster 1 General Education Requirement (not literature).

ENG 201 - Writing Creative Nonfiction (4)
Further practice in writing non-fiction prose, with emphasis on elements of style, arrangement, voice, coherence, and clarity. The course affords the competent writer the opportunity to refine technique and style and to demonstrate imagination and maturity in the expression of complex ideas. Research techniques will be refined. Required for English majors and minors; open to all. Prerequisite: ENG 115. (Fall)

ENG 202 - Fundamentals of Acting (2)
Students will study the fundamentals of acting, including role and scene analysis, performance skills, improvisation, vocal development, and rehearsal techniques. The course may culminate in public performance. Course may be repeated for credit once.

ENG 203 - Creative Writing (4)
An introduction to the practice and pleasure of writing short stories and poems. Emphasis is placed upon using metaphor, resisting cliché, trusting the reader, and valuing the revision process.

ENG 204 - Business Writing (4)
Guided practice in the forms of writing most often used in business settings. Topics include memoranda, business letters, reports, proposals, and white papers. Particular attention will also be given to electronic document production such as e-mails, slide presentations, blogs, and web pages. Prerequisite: ENG 115.

ENG 205 - Journalistic Writing (4)
Students will learn the foundations of writing for print, broadcast, and new media, to include AP style, lead writing, story design, news gathering, and media law. Prerequisite: ENG 115.ENG 208.

Prerequisite: CSE120, ENG115. Crosslisted as: COMM250.

ENG 208 - Reporting Practicum (1)
Students enrolled in this course will refine their skills as professional reporters, news writers, and self-editors by reporting and writing articles for campus news publications, principally the student newspaper. Prerequisite: Sophomore status and successful completion of a 200-level writing course, preferably ENG 205. Course may be repeated, and students may earn up to eight credits towards graduation. May be taken for 0,1, 2, 3, or 4 credits. (Fall and spring)

Prerequisite: ENG205.

ENG 209 - Women in Film (4)
An examination of women's distinctive contribution to film history. The student will study women as the object of both the male and the female gaze. Special attention will be given to women directors and producers. Satisfies additional Cluster 1 General Education Requirement (not literature) or Cluster 5 General Education Requirement.

ENG 210 - Play Production (4)
A general course including a survey of the problems of play production from the viewpoint of

the director, the actor, the designer, and the stage technician. Students are required to work in some capacity in presenting the semester's play. Variable credit, students can register 0-4 credits.

Crosslisted as: COMM210.

ENG 220 - The English Symposium (0.5)
Students will discuss and debate current issues in language, literature, and writing with the English faculty at regularly scheduled symposia (generally four a semester). Prior reading and active participation are required. Must be taken four times for the English major, normally as a sophomore and a junior. Pre- or co-requisites: English 115 and 120. Open only to English majors.

Prerequisite: ENG115, ENG120.

ENG 225 - Research Writing in Nursing (3)
Practice in critical writing incorporating components and methods of research in the field of nursing. Activities include searching health care-specific data bases, locating and evaluating discipline-specific articles and books, and analyzing and synthesizing material from these sources. A research paper is a major component of the course. APA research design and documentation forma will be stressed. Prerequisite: ENG 111.

Prerequisite: ENG111.

ENG 228 - American Film (4)
The study of the history of American film, focusing on classic films, conventions of film genres, exploration of director's careers, and definitions of what it is to be an American. Satisfies additional Cluster 1 General Education Requirement (not literature).

ENG 229 - International Film (4)
Exploration of classic and contemporary films from around the world. Pace, image, and cultural representation will be considered. Satisfies additional Cluster 1 General Education Requirement (not literature) or Cluster 5 General Education Requirement.

ENG 239 - Women's Literature:A Different Voice (4)
An examination of how women's lives have shaped women's creative expression and an introduction to the female literary tradition-its history, styles, themes, and structures of writing. It includes literary selections by women authors from a variety of cultures. Satisfies Cluster 5 General Education Requirement.

ENG 247 - Critical Reading (4)
A setting where students can engage the literary texts they encounter as they develop the foundational skills necessary for subsequent literary study, including close reading, literary research, and familiarity with critical vocabulary. Opportunities will abound for practice in writing critical essays on the fiction, poetry, and drama under consideration. Required for English majors and minors; open to all.

ENG 250 - European Literature & Related Arts I (4)
A survey of works of literature produced in Europe from Antiquity through the Seventeenth Century. Some attention will be given to contemporary works of art and music as they relate to the literature. Includes a trip to a museum or a live performance. Open only to honors students. (every other fall)

ENG 253 - European Literature & Related Arts II (4)
A survey of works of literature produced in Europe from the eighteenth through the twenty-first centuries. Some attention will be given to contemporary works of art and music as they relate to literature. Includes a trip to a museum or a live performance. Open only to honors students. (every other fall)

ENG 257 - Honors Post Modern Seminar (4)
This seminar will employ an interdisciplinary approach to explore the definitions and manifestations of post modernity. This course will integrate psychology, sociology, philosophy, theology, film and visual art concepts into the discussion.

ENG 263 - Greek & Roman Mythology* (3)
A study of Greek and Roman mythology: the basic meaning of myth and its nature and function in classical cultures will be explored. The major myths and legends will be discussed using primary sources. References will be made to the use of myth in art and literature. Satisfies Cluster 1 or Cluster 5 General Education Requirement

Crosslisted as: FLAN263.

ENG 265 - Studies in American Literature (4)
An exploration of the literature of the United States, with special attention to the literary forms

and movements of the last two-and-a-half centuries and an emphasis on the varieties of the American identity.

ENG 267 - Presentation Skills for English Majors (2)
Students develop presentations skills appropriate to the disciplines of language and literature

Crosslisted as: COMM267.

ENG 269 - Conversations in Literature & Writing (4)
Conversations in Literature and Writing. Required three times for English majors (12.0 Credits). This class forms a learning community wherein students engage in sustained study and discussion of crucial literary works. The main focus of this course will be the close reading of works and placing works in conversation, with attention to the 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 an off-campus cultural event. Course fee applies.

ENG 270 - Guided Reading (2)
An opportunity for the reader to choose a topic or genre from a list provided by the Department and to become a part of a small community of readers under the mentorship of a faculty member. Students who are seeking a minor in secondary education will be advised to focus on works they are likely to teach after graduation. May be repeated for credit. Prerequisite: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 273 - Guided Writing (2)
An opportunity for the writer to choose a topic or genre for reading and writing from a list provided by the Department and to become a part of a small community of writers under the mentorship of a faculty member. May be repeated for credit. Prerequisite: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 300 - Seminar in Major Literary Figures (4)
Students will spend time getting to know a single author (e.g., Chaucer, Shakespeare, Austen, Faulkner, or Morrison) or a group of authors (e.g., Thoreau and Emerson, Wordsworth and Coleridge, Eliot and Dickens, the Bloomsbury Group, or Churchill and Parks). Attention will be given to the literary biographies of the writers, the works they have produced, and the context out of which their work has grown. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisites: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 310 - Seminar in Literary Tradition (4)
Students will examine the ways that literary texts combine to form a tradition. Issues and problems of what constitutes a literary tradition will be foregrounded: What gives a tradition impetus? What causes it to end? How do texts converse with each other within a tradition? The focus will vary each time the course is offered, but it may be such areas as magical realism, theater of the absurd, Arthurian romance, the Victorian novel, or contemporary poetry. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisites: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 315 - Seminar in Literature and Cultural Context (4)
Students will examine how literary texts reflect and impact their cultural setting. We are born as individuals into a formed world. How does this cultural context limit us and inspire us? How do writers mirror these environmental factors, and how do these factors, in turn, help to inform and alter the writers? Studies of such topics as women and war, the Romantic revolution, the Harlem Renaissance, postcolonial literature, and contemporary Latina writers will explore these questions. Reading of critical texts and writing of critical papers will be required. May be repeated for credit. Prerequisites: English 115 and 247.

Prerequisite: ENG115, ENG247.

ENG 320 - Advanced Seminar Writing (2)
An in-depth study of a particular type of writing, offering writers a chance to refine their skills as they strive to meet the highest standards. The focus will vary, but may include such topics as style, memoir, poetry, nature writing, travel writing, or arts criticism. May be repeated for credit. Prerequisite: English 201, 240, and an additional 200-level writing course.

Prerequisite: ENG201, ENG270.

ENG 327 - Independent Reading (2)
An opportunity for the reader to develop a reading list and form objectives which will guide an independent reading experience with the goal of deepening and/or broadening an area of interest. Students who are seeking a minor in secondary education are strongly urged to focus on works they are likely to teach after graduation. May be repeated for credit. Prerequisites: English 201, 247, 230, at least one 300- level literature class completed, and at least one 300-level literature class taken concurrently.

Prerequisite: ENG201, ENG247, ENG270.

ENG 345 - Independent Writing (2)
An opportunity for the writer to develop a reading list and form objectives which will guide an independent writing experience with the goal of producing a publishable piece of writing. May be repeated for credit. Prerequisites: English 201, 247, 240, and an additional 200-level writing course.

Prerequisite: ENG201, ENG247, ENG270.

ENG 400 - Seminar in Literary Theory (4)
Students will examine classical and contemporary texts on literary theory and apply them practically to literary works. By exploring fundamental questions about the nature of literary art, the course will help develop students' conceptual understanding of literature and their awareness of the assumptions underlying their own readings. Prerequisite: English 201, 247 and at least one 300-level literature course.

Prerequisite: ENG201, ENG247.

ENG 405 - The Rhetorical Tradition (4)
A survey of rhetorical texts and theories, beginning with the Greek and Roman and ending with modern composition theories. Emphasis will be placed on key terms and concepts, with attention to implications for contemporary roles of rhetoric and writing in modern society. Prerequisites: English 201, 247, and two other English electives.

Prerequisite: ENG201, ENG247.

ENG 411 - Senior Seminar (2)
An opportunity for students to design and complete an advanced research project. This project may be a substantial expansion of a paper written for another course or it may be a new research topic, but it will always derive from the student's previous work within the major. Research will be completed independently with the guidance of a faculty mentor, and it will culminate in a presentation of each student's work in a formal setting. (Fall)

ENG 420 - Research Writing in English (2)
Students develop research and writing skills to prepare them for their capstone experience in English. Prerequisite: at least two 300-level courses in English.

ENG 491 - Independent Study (2)
An exploration of a topic not covered in departmental offerings. Approval of the department is required before registration. In order to request permission, students must present a preliminary bibliography and a clear idea of the direction of the study. Variable Credit, students can register 1-4 credits.

ENG 495 - Internship (3)
Practice in career-related work such as writing, editing, public relations, and/or translation. A maximum of 3 credits can be applied to the major. Approval of department is required. Variable credit, students can register 1-4 credits.

EOF - EOF

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.

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 Wallking (0.5)
Low impact fitness walking course designed to increase cardiovascular fitness. Participants will take advantage of the numerous trails on and off campus.

FIT 160 - Volleyball (1)
Fundamentals of the game including basic skills, scoring, positioning, rules, terminology, and game strategy will be the aim of this introductory course.

FIT 200 - Foundation in Fitness (3)
This introductory course is designed to provide students with specefic knowledge of anatomy and physiology as it relates to exercise, strength and conditioning and sport-specefic 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 - Womens Health (3)
This course surveys women's health experience in the United States. Issues related to health care

treatment, health promotion, and disease prevention specific to women will be presented.

FIT 245 - Drug Use & Abuse (3)
This course explores drug use (alcohol and legal and illegal drugs) in our society from psychological, social, cultural, physiological, technological, and historical perspectives. Discussion will include problems of use, misuse, and abuse in relation to prevention and intervention, as well as the impact on individual, family, and social systems.

FIT 250 - Lifestyles for Wellness (2)
This course will provide the basic knowledge of health and wellness.

FIT 300 - First Aid & Injury Prevention (4)
This course will provide students with the theory and skills to respond to emergencies using skills in First Aid/ CPR/ AED. Additionally the course presents the latest information on prevention, recognition, and evaluation of athletic injuries. Students learn to coordinate appropriate emergency care and understand the need for appropriate preparation for athletes prior to participation in sports and rehabilitation after an injury.

FIT 400 - Exercise Physiology (4)
This course is the advanced study of anatomy, physiology, and the mechanics of body movement. The course integrates physiological bases of exercise with application to exercising individuals. The effects of exercise on the major physiological systems (cellular, cardiovascular, thermoregulatory, pulmonary, renal, body fluids, hormonal) are discussed. Topics include energy expenditure, fuel substrate metabolism, and hydration. Includes laboratory component with practice of techniques for collection of and analyses of physiological data (i.e., basal metabolism, body composition, pulmonary functions, VO2 measurements, strength testing).Pre-requisite Anatomy and Physiology.

FIT 405 - Professional Fitness Assessment (4)
This course will provide the basic principles of fitness for prospective fitness professionals. Students learn how to develop a personalized fitness program that includes body compositionassessment, weight training, stretching, and cardiovascular programs. This course includes hands-on experience in conducting fitness assessments and muscular strength training. Discussion topics include exercise risks and safety issues, among others. Students learn techniques for complete fitness evaluation in accordance with national guidelines and fitness planning methods. Preparation and eligibility for national personal training examinations and certifications are explored. Criteria for the eligibility are examined, along with the continuing education requirements for maintenance of certifications.Prerequisite: FIT400

Prerequisite: FIT400.

FIT 491 - Independent Study (3)
This course involves independent study or practice in areas relative to the field of fitness and of individual special interest. The student and faculty advisor develop appropriate goals for the project that is then presented in a formal proposal. Open either semester to senior-level students with departmental approval. May be taken for 1 - 3 credits.

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 the student 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 201 - Introductory Nutrition (3)
An introduction to the science of human nutrition is presented. A study of the essential nutrients, the functions in the body to include digestion, absorption, and metabolism, and the nutritional requirements for the adult is taught. Discussion of the nutrition related to fitness and major health diseases/disorders is included. Designed for nursing or non-FN majors.

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 (4 Credits; Offered fall and spring semesters, and summer as needed; Prerequisites: None).

FN 213 - Principles of Nutrition Assessment (1)
Introduction to the practice of nutrition assessment including food and nutritory history, clinical, physical and biochemical.

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).

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. Crosslisted as: CHEM325.

FN 323 - Nutrition in the Life Cycle (4)
An exploration of the nutritional needs and dietary recommendations of people throughout the life cycle from pregnancy to the older adult. 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: BIO 117 Human Physiology or 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 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 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 thetime 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 porfolio 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 compositionassessment, weight training, stretching, and cardiovascular programs. Includes hands-on experience in conducting fitness assessments and muscular strength training. Discussion topicsinclude exercise risks and safety issues, among others. Students learn techniques

for complete fitness evaluation in accordance with national guidelines and fitness planning methods.Prerequisite: FN 510

FN 601 - Supervised Practice in Dietetics I (3)
Supervised practice in dietetics: clinical dietetics, departmental management, community nutrition, professional development, and concentration area. Supervised practice involves 32 hours on site weekly. Pass/fail only. Offered fall semester only. Restricted to Dietetic Internship Program Cohort.

FN 602 - Advanced Experiential Learning in Clinical Nutrition Care (1)
Experiential learning in clinical nutrition care in extended and outpatient care. Comprehensive examiniation of nutrition related clinicial diagnoses and the rationale for specefic medical nutrition therapies, with an emphasis on the Nutrition Care Process and evidence-based practice. Students complete 80 hours of experiential learning. Restricted to the MS Nutrtion/Dietetic Internship Cohort.

FN 603 - Applied Concepts in Clinical Nutrition Practice (3)
This course provides a comprehensive examination of various nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies, including enteral/parenteral nutrition support; medical food, vitamin and mineral supplements; special accommodations or assistance for feeding and nutrition education with an emphasis on current practice guidelines and the Nutrition Care Process. Course includes lectures and simulated supervised practice component in the form of case studies and field trips. Offered Fall only. Restricted to Dietetic Internship Program Cohort.

Corequisite: FN601, FN611.

FN 604 - Experiential Learning in Entrepreneurial Nutrition Practice (3)
Experiential learning in the retail, business and corporate wellness environments. Application of theoretical models of behavior change and culturally appropriate nutrition education and counseling strategies for groups and individuals are emphasized. Students are exposed to elements of nutrition business and private practice in nutrition. Students complete 200 hours of experiential learning. Restricted to the MS in Nutrition/Dietetic Internship Cohort.

FN 606 - Professional Communciations in Nutrition and Dietetics Practice (3)
Professional communications, motivational interviewing and nutrition counseling skills, applied evidence based research skills, leadership and entry level practice skills are emphasized. Students complete 196 hours of simulated and experiental learning. Restricted to the MS in Nutrition/Dietetic Internship Cohort.

FN 607 - Supervised Practice in Dietetics II (4)
Supervised practice in dietetics continued from FN601. Supervised practice involves 32 hours on site weekly. Pass/fail only. Offered spring semester only. Restricted to Dietetic Internship Program Cohort.

FN 608 - Experiental Learning in Dietetic Management (3)
Comprehensive examination of applied management practices in food, nutrition and dietetic services and sustainability initiatives in institutional settings and programs. Students complete 240 hours of experiental learning. Restricted to the MS in Nutrition/Dietetic Internship Cohort.

FN 609 - Supervised Practice in Dietetics III (0)
Supervised practice in dietetics continued from FN 607. Supervised Practice includes 32-40 hours offsite weekly.Weekly lecture seminar may be required. Includes atwo full time week culminating experience. Pass/fail only. Offered summer only.

FN 610 - Experiental Learning Public Health and Community Nutrition (3)
Experiental learning in the community and public health environments. Experience in assessing and addressing food insecurity and strategies for providing culturally appropriate nutrition education and counseling are emphasized. Students are exposed to elements of sustainability, community gardening, food recovery and public policies and programs. Students complete 200 hours of experiential learning. Restricted to the MS in Nutrition/Dietetic Internship Cohort.

FN 611 - Part Time Supervised Practice in Dietetics I (2)
For the part-time dietetic intern. Supervised practice in dietetics: clinical dietetics, departmental

management, community nutrition, professional development, and selected concentration area. Supervised practice involves 24 hours on site weekly. Pass/fail only. Offered fall semester only. Restricted to Dietetic Internship Program Cohort.

FN 612 - Simulated Practice & Experiental Learning in Clinical Nutrition Care (6)
Simulated and experiental learning in clincial nutrition care in classroom and acute acre. Comprehensive examiniation of nutrition related clinical diagnoses and the rationale for specefic medical nutrition therapies with an emphasis on the Nutrition Care Process and evidence-based practice. Students complete 360 hours of experiental learning. Restricted to the MS in Nutrition/Dietetic Internship Cohort.

FN 613 - Simulated and Experiental Learning in Community Nutrition (1)
An examiniation in community nutrition education and programs. Simulated assignments in Child Nutrition, WIC and cultural competence increase cultural competence. Students complete 60 hours of experiental learning. Restricted to the MS in Nutrition/Dietetic Internship Cohort.

FN 614 - Applied Concepts in Clinical Nutrition I (2)
This course provides a comprehensive examination of various nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies, including enteral/parenteral nutrition support; medical food, vitamin and mineral supplements; special accommodations or assistance for feeding and nutrition education with an emphasis on current practice guidelines and the Nutrition Care Process. Evidenced based case study presentations are included. Offered Fall only. Restricted to Dietetic Internship Program Cohort.

FN 615 - Part Time Supervised Practice in Dietetics II (3)
For the part-time dietetic intern. Supervised practice in dietetics continued from FN611. Supervised practice involves 24 hours on site weekly. Pass/fail only. Offered spring semester only. Restricted to Dietetic Internship Program Cohort.

FN 617 - Applied Concepts in Clinical Practice II (1)
A continuation of FN614 Applied Concepts in Clinical Nutrition Practice I. This course provides a comprehensive examination of advanced nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies emphasizing nutrition in critical care and weight management using the Nutrition Care Process. Evidence based case study presentations are included. Offered Spring A only. Restricted to Dietetic Internship Cohort.

FN 619 - Part Time Supervised Practice in Dietetics III (2)
For the part-time dietetic intern. Supervised practice in dietetics continued from FN615. Supervised practice involves 32 hours on site weekly. A full time two week full time culminating experience is included. Pass/Fail only. Offered fall semester only. Restricted to Dietetic Internship Program Cohort.

FN 620 - Child/Adolescent Nutrition (2)
Physiological aspects of normal growth from conception through adolescencewith an emphasis on nutritional needs will be covered. Contemporary nutritional interventions for childhood disorders will be reviewed and evaluated.

FN 621 - Nutrition Research Seminar (1)
Emerging topics of interest in nutrition will be identified and presented in seminar format by the students participating in this course. Students may repeat this class for a total of 2 elective credits.

FN 622 - Critical Care Nutrition (2)
This course provides an overview of the path physiological background of critical illness and the rationale for specific types of nutritional management. The history of enteral and parenteralnutrition is presented. Emphasis is placed on reviewing the principles of nutrition assessment; the biochemistry of stress and starvation; types of enteral and parenteral feedings; access fornutrition support; and the initiation, advancement, and discontinuation of nutrition support. This course integrates concepts of biochemistry, physiology, and nutrition to develop a theoreticalbase for application of nutritional care during situations of normal or abnormal fuel utilization in patients who require alternative feeding methods. Other topics include the use ofspecialized enteral products; patient monitoring, evaluation, and management; home nutrition support; and the professional issues associated with the use of nutrition support.

FN 623 - Food, Society & Spirituality (3)
This course introduces the major thinkers and trends regarding food, society and spirituality. The course examines current research and thinking regarding the role of food, nutrition, andhealth across cultures, generations, and religions. Discussions of topics such as the role of spirituality in physical and emotional health, alternative futures of food systems, the slow foodmovement, diet-free living, and the effects of food on one's spiritual and physical well being are presented.

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, candida diet, herbal and dietary supplements, detoxification and biotransformation, all of which fall under the umbrella of integrative health. The student will gain an awareness of the philosophies of health and healing that unite all systems within the human body. This course will also explore how food can be used to enhance healing along with the understanding of nutritional approaches and other natural healing techniques

FN 625 - Health Promotion & Aging (3)
An overview of nutrition and health-related issues for older adults. Examination of the current status of research on key geriatric nutrition issues is included. The incidence, risks, development,and recommendations for prevention of chronic conditions and diseases of older adults are discussed. The effectiveness of various treatment modalities including dietary intervention, nutrient supplementation, pharmaceuticals, and the use of alternative therapies in the prevention and treatment of these conditions are investigated. Current consumer and health professional resources for older adult population are evaluated.

FN 626 - Intro Public Health (3)
This course provides a conceptual overview regarding factors that influence population health. Emphasis will be placed on identifying strategies for promoting health equity, and developing community resources to address public health problems. Current health care delivery systems and public health nutrition services are examined. 3 credits.

FN 627 - Women's Nutrition & Health (2)
An overview of nutrition and health-related issues for women at all stages of the life cycle. Examination of the current status of research on key nutrition issues for women is included. Theincidence, risks, development, and recommendations for prevention of chronic conditions and diseases of women are discussed. The effectiveness of various treatment modalities including dietary intervention, nutrient supplementation, pharmaceuticals, and the use of alternative therapies in the prevention and treatment of these conditions are investigated. Current consumer and health professional resources for women's health issues are evaluated.

FN 629 - Nutrition Assessment (2)
Application to the practice of nutritional assessment is covered including anthropometrics, biochemistry, and chemical assessment techniques for adults and children. Principles of interviewing and nutrition counseling are presented.

Corequisite: FN641. Crosslisted as: FN454.

FN 630 - Interventions and 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. Diagnostic criteria for the major eating disorders are emphasized so that students have the ability to distinguish individuals at risk. Etiology, treatment and prognosis of the disorders will also be addressed. Prerequisites: FN 650, or permission of instructor.

FN 631 - Food Security (2)
An in-depth exploration of causes and policy issues related to food security in the United States and in developing countries. Consideration of the global food system, food aid, and the rolesof USAID, the World Bank, and voluntary agencies in meeting the nutritional needs of the world's low-income, food deficit countries will be given. The U.S. government

food-related programs will be investigated and critical analysis of these food assistance programs will be presented.

FN 632 - Applied Concepts in Nutrition Education and Counseling (3)
This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups in a community setting. Application of key theoretical models of behavior change and evidence-based intervention strategies is explored. Strategies for and skills in counseling the individual client and group are examined and applied. Additional topics include principles of developing, implementing, and evaluating community nutrition programs; nutrition health education models; and cultural competence. Restricted to Dietetic Internship Cohort; Offered both semesters.

FN 634 - Appd Cnpt in Food and Nutr Bus and Comm (3)
This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups through social marketing using media formats such as television, radio and print. Emphasis is place on the communication of evidenced based practice guidelines to consumers in a retail environment. Additional topics include the application of nutrition labeling regulatory compliance. Restricted to Dietetic Internship Cohort; offered Spring only.

Prerequisite: FN525, FN601, FN603, FN611.

FN 635 - Concepts in Pharmacology (3)
This course provides a study of the basic principles of pharmacology, including major drug classes and their common uses, drug distribution, side effects, drug-drug interactions and drugnutrient interactions. This course is designed to give the nutritionist an understanding of drug effects and the consequences of system alterations and its effects on drug action.Prerequisites: Biochemistry and Human Physiology

FN 636 - Concepts in Community Nutr Dietetics Res (1)
This course includes implementation of a community nutrition proposal and a community service project to fulfill 96 supervised practice hours. Offered Spring B only. Restricted to Dietetic Internship Cohort.

Prerequisite: FN601, FN603, FN611, FN617.

FN 638 - Applied Concepts in Community Nutrition Programming (1)
This course includes design and implementation of a community nutrition proposal to fulfill 64 hours of supervised practice hours. Offered Spring B only

FN 639 - Applied Concepts in Food & Nutrition Professional Communication (3)
This course examines the role of the dietetics practitioners in promoting general health and wellness for individuals and groups through social marketing using media formats such as television, radio and print. Emphasis is placed on the communication of evidenced based practice guidelines to consumers in a retail environment. Professional communication is included in the form of a case study presentation. Additional topics include the application of nutrition labeling regulatory compliance. Includes supervised practice. Restricted to the Dietetic Internship Cohort.

FN 650 - Advanced Nutrition and Metabolism (3)
This course provides an in-depth study of current knowledge/literature of the regulation of protein, carbohydrate, lipid, and micronutrient metabolism in health and disease. Includes advanced study of digestion and absorption; transport and utilization; nutrient structure /function relationships; and the integration and regulation of macronutrient and micronutrient metabolism. The course provides a case-oriented application of human metabolism to understanding health-related problems. Current issues/literature related to the micronutrients, phytochemicals, and nutraceuticals in relation to health promotion and disease prevention are presented. Prerequisites: Undergraduate courses in Biochemistry and Advanced Nutrition.

FN 653 - Concepts in Nutrition Counseling (3)
This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups in a community setting. Application of key theoretical models of behavior change and evidence-based intervention strategies is explored. Strategies for and skills in counseling the individual client and group are examined and applied. Additional topics

include principles of developing, implementing, and evaluating community nutrition programs; nutrition health education models; and cultural competence.

FN 655 - Research Methods for Health Profession (3)
This course covers principles and procedures involved in research including grant proposal writing, planning, and design, methodology, and statistical analysis of research conducted in human, clinical, and community nutrition. Students gain practical application of research techniques in project management. Critical evaluation of published research in emphazed; students will complete a literature review on a topic of interest, which may be appropriate for use in future graduate projects. Prerequisit: An undergraduate course in Statistics.

FN 657 - Current Topics in Preventive Nutrition (3)
The goal of this course is for students to develop insight into the epidemiologis, physiologic, biochemical and nutritional complexities of five major diet-related diseases in the United States: obesity, diabetes, cardiovascular disease, cancer, and osteoporosis. The course serves as a forum in which curretn research papers can be reviewed and critiqued, discussions will focus on issues related to study design, analysis, interpretation of results, and relationship to the curretn body of knowledge. Prerequisites: FN650 or permission of instructor.

Prerequisite: FN650, FN655.

FN 663 - Global Food 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 665 - Food Laws and Regulations (3)
The course will focus on the basic principles of food laws and regulation with emphasis on nutrient labeling, health claims and federal agencies.

FN 670 - Professional Communications Seminar (3)
The course will explore communication for professional and consumer audiences through written publication and social media. Studetns will learn to present their work as evidence-based arguments and to revise written materials for organization, clarity, and flow. There is also an overview of ethical issues related to nutrition communication using social media. Best practices for health communications is emphasized.

FN 671 - Sports Nutrition for Health & Performance (3)
The course develops the student's understanding of the benefits and components of fitness and how nutrition impacts health and physical performance. The student will gain an understanding of the energy systems, fuels, and nutrients required to optimally support physical performance. Other topics covered include: dietary supplements and ergogenic aids; sports nutrition quackery; meal selections for pre- and post-competition and training; nutrient needs of athletes; specialized issues realted to particular groups of athletes; specialized issues related to particular groups of athletes; and current research in sports nutrition. Prerequisites: FN210 and Human Physology.

FN 677 - Program Design & Management in Community Nutrition (3)
This course provides the student with core skills in planning and develpoing community nutirtion and health-related interventions for behavior change at the individual, family, and social leveles. Assits the student in program planning, including needs assessments, goal setting, establishing objectives, program implementation and evaluation to measure outcomes. Examins nutrition and health education models to design educational and community-base programs. Principles of program administration are included; marketing, budget and fiscal programs. Discusses issues andproblems influencing delivery of nutritional care; access, resources, urbanization, socioeconomics, and health values, An emphasis

is placed on applying health program planning skills while developing a grant proposal.

FN 680 - Action Research Project Food and Health Literature (3)
The development of a nutrition project in accordance with current nutrition research. Action Research projects integrate service learning in practice and match specific intervention strategies to audience/facility needs and project outcomes. (Prerequisites: FN 655). This option is taken in place of FN695

Prerequisite: FN655.

FN 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of current interest to graduate students in nutrition. Approval of the Program Director is required to register. May be taken for 1-3 credits.

FN 685 - Independent Study (3)
This course involves independent study or practice in areas relative to the field of nutrition and of individual special interest. The student and faculty advisor develop appropriate goals for theproject that is then presented in a formal proposal. This course may require the preparation of a final paper and presentation. May be taken for 1 - 3 credits.

FN 694 - Capstone Supervised Practice in Dietetics (1)
This course includes development of a Capstone portfolio. This is a document that demonstrates the acquisition of the student's knowledge and skills. It includes a collection of projects completed during supervised practice along with a reflection statement and draft professional development portfolio.

FN 695 - Professional Portfolio (3)
The Capstone portfolio is a document that demonstrates the acquisition of the student's knowledge and skills along with a refletion 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.

FREN - French

FREN 101 - Basic Conversational French I (3)
An elementary course to provide a basis for development of proficiency in understanding, speaking, reading, and writing French. Activities are designed to provide communication in authentic cultural content. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

FREN 103 - Basic Conversational French II (3)
The continuation of FREN 101. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: FREN101.

FREN 201 - Intermediate French I (3)
An intermediate course to provide further development of proficiency in understanding, speaking, reading, and writing French. Attention is given to the intensification of vocabulary and structure. Authentic cultural content is stressed. Language laboratory is required to supplement class work. Prerequisite: FREN 103 or placement. Satisfies Cluster 1 General Education requirement.

Prerequisite: FREN103.

FREN 203 - Intermediate French II (3)
The continuation of FREN 201. Satisfies Cluster 1 General Education requirement.

Prerequisite: FREN201.

FREN 207 - French Culture & Civilization (3)
A survey of the geographical, historical, artistic, literary, social, and institutional influences that have concurred in the formation of the French nation. Prerequisite: FREN 201 or placement.

Prerequisite: FREN201.

FREN 209 - French for Business Careers (3)
A course designed to provide the student of business with French terminology used in business

correspondence, banking, management, etc. It affords abundant translation and interpretation exercises, as well as practice in letter writing and oral communication. Prerequisite: FREN 201 or placement.

Prerequisite: FREN201.

FREN 231 - Phonetics & Advanced Conversations (3)
Practical exercises in French pronunciation, intonation, and rhythm. The course provides a review of grammar, with attention given to a linguistic approach, as well as organized vocabulary development and oral composition based on French life, culture, and customs. Prerequisite: FREN 201 or placement.

Prerequisite: FREN201.

FREN 245 - Readings in French Literature (3)
An introduction to the main currents of French thought from the Middle Ages to modern times.

FREN 319 - Advanced Grammar & Stylistics (3)
A review of French grammar with an emphasis on the application of linguistics. In order to improve composition, vocabulary and style are emphasized.

FREN 491 - Independent Study (3)
Independent study of a particular subject, literary movement, or author in the field of French literature. Variable Credit, students can register 0-4 credits.

FREN 495 - Internship (3)
Practical application of foreign language skills in a meaningful business setting for students of French. Students will work in an international setting at a local company where they will be trained and supervised. A weekly log of the learning experience and a written term paper will be required. Prerequisites: good academic standing and departmental approval. Variable Credit, students can register 0-4 credits.

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 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 (3)
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 - Globa 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 (3)
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 (3)
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 notcompleted all coursework requirements to maintain continuousenrollment in their programs of study.

GST 750 - Continuous Enrollment (1)
Enables students who have registered for all credits but have notcompleted all coursework requirements to maintain continuousenrollment in their programs of study.

HCM - Health Care Management

HCM 600 - Managerial Issues in Health Care Organizations (3)
This course explores advanced administrative and managerialfunctions and responsibilities in health service organizations.Course emphasis will be on the development of analyticalmanagement skills necessary in meeting the complex challengesin the contemporary health care environment. Principles andapplication of organizational structure and design, strategicplanning, implementation, assessment, and leadership in healthcare organizations form the core of this course.

HCM 601 - Human Resource Management (3)
This course provides an understanding of the Human Resourcesoperation and current corporate (public,private,and non-profit)practices in the field. Studentswill discuss common humanresource problems alongwith the tools and procedures for dealingwith them. Topics include: human resources planning, job analysisand design, recruitment and selection, training and development,career planning,and labor relations. Case studies and role playingwill be utilized.

HCM 603 - Health Care Systems & Environment (3)
This foundation course identifies and explains the essentialelements of current health care systems with primary focus givento the emerging relationships among all the diverse components.The scope of study will include acute care populations as well asextended life-care facilities and specialized care for the physicallyandmentally challenged. Course emphasis will be on the role ofthe healthmanager inmeeting the complex challenges resultingfromthe rapid changes in the delivery of health care. Medicalhumanities will be utilized as

amethod to enhance the understandingof the diverse perspectives of stakeholders in the healthcare environment. Legal,policy and regulatory aspects of thehealth care environment will also be explored.

HCM 605 - Health Care Management (3)
This health caremanagement concentration course provides forthe application of concepts and skills for effectivemanagementwithin the health care environment. Emphasis is given to organizationaldesign,quantitativemethods, and behavioral aspects ofmanagement that can apply to the transitional health caredelivery workplace. This course provides an overview of thehealth caremanager's role in the present environment andencourages the student to develop vision,problemsolving, andanalytical skills essential for leadership roles.

HCM 609 - Legal, Policy, & Regulatory Issues in Health Care (3)
This course provides an overviewof the diverse and complex legal,policy,and regulatory issues relevant to health caremanagement.Legal,policy,and regulatory concepts are examined using contemporarycases and current legal,policy,and regulatory issues. Themanagement perspective is emphasizedwith the viewofpreparing students to develop appropriate policy developmentskills and to apply an understanding of legal and regulatory issuestomanagement in the health care environment. The course alsoincorporates the importance of values, ideology,and politics in theongoing transformation of health care.

HCM 611 - Finance for Health Care Professionals (3)
This course provides an overview of the major financialmanagement issues relevant to diverse health service deliverysettings. Principles and applications of practical and essentialfinancial management strategies and techniques form the foundationof the course. Emphasis is on management, control, andinterpretation of financial statements. Health management casestudies focusing on budgeting, cash flow management, andfinancial statements are included.

HCM 615 - Managerial Accounting for Health Care (3)
This course provides an overview of the principles of accountingand stresses the use of accounting as a vital health caremanagement tool. Emphasis is on preparing the student tointerpret and analyze health care financial data.

HCM 620 - Health Care Statistical Analysis & Research (3)
This course presents statistical concepts within the framework ofhealth caremanagement planning and research. Emphasis is onevaluating statistical data formore effective decision-making andfor understanding the fundamentals of analyzing research data.

HCM 630 - Research Methods (3)
Focusing primarily on qualitative researchmethods, this courseconcentrates on the interpretation, evaluation, and use ofresearchmethods for the purpose of appropriately applyingresearch data in the practice of health caremanagement andleadership. Additionally, this course will provide necessary informationneeded to successfully engage in an academic researchstudy. Prerequisite: All programrequired graduate coursesand/or permission of the Director.

HCM 635 - Lessons in Film (3)
Through the exploration of film, this course examines the role ofhealth caremanagers in relation to the development of humanisticmanagement skills and to themanagers'role in supporting thedelivery of humanistic health care. Taken fromthe diverse perspectivesof the health care patient,provider,manager,and organization,topics such as ethics,organizational culture,empathy,diversity,justice, integrity,communication,and the influence of powerwill beinvestigated through film. This consideration of health caremanagement concepts through lessons found in the art of filmuniquely exposes the students to a critical evaluation of importantmanagement values and behaviors essential to humanisticmanagement and the delivery of humanistic health care.

HCM 673 - Health Care Economics (3)
Application of the discipline of economics to the unique situationof the health care environment

will be analyzed. The study ofeconomic concepts and the implications ofmarket situations andcompetitive systems will be discussed. Topics covered alsoinclude the problems posed by the current roles of federal, state,and local governments on the demand and cost of health caredelivery.

HCM 675 - Health Care Marketing (3)
This course focuses onmarketing concepts and techniques appropriatefor health caremanagers andmarketers. It covers researchand planning approaches through awide range of strategies,includingmarket segmentation,product linemarketing,physicalservices,and using public relations and advertising. Additionaltopics include designing approaches for building consumer loyaltyand strategies for dealingwith the diverse institution's productmix.The coursewill also include contemporary case studies illustratingmarket decisions faced by the health care professional.

HCM 683 - Special Topics (3)
An exploration of an area or special topic of current interest in health care management. The topic for any given semester will be determined by the department.

HCM 685 - Independent Study (3)
Independent project in an area of individual special interest. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

HCM 694 - Action Research Project (3)
The research internship consists of three major components:• discreet management action research project• a literature review research paper• outcomes assessment caption.The Action Research Project option for the CapstoneExperience consists of the graduate student becoming a part ofa health care organization's team that is charged withcompleting a specific management project. Besides taking aleading role in the project planning and implementation, thegraduate student conducts a comprehensive literature searchand authors a literature review research paper that delineatescurrent research on a topic that is an essential component of themanagement Action Research Project. This management ActionResearch Project presents the student with access to a vital experiencein action research and health care managementleadership, and provides value added to the health care organizationthrough the provision of empirical data pertinent to theproject, and access to additional hands-on assistance with theorganization's project.The final component of the research internship is theoutcomes assessment caption. The caption delineates how theAction Research Project contributes to the students' accomplishingof their personal professional / educational outcomes,and the outcomes of the program in the spirit of the missions ofthe College and the Graduate Programs. Prerequisite: Allprogram required graduate courses, including HCM 630,Research Methods, and/or permission of Director. Should thestudent take more than 1 semester to complete this culminatingexperience, a continued enrollment fee must be paid in each ofthe additional semesters until the Action Research Project iscompleted.

HCM 695 - Professional Portfolio (3)
The Professional Portfolio option for the Capstone Experience isa document that demonstrates the acquisition of the student'sknowledge and skills, and the attainment of professionalacademic goals. The Professional Portfolio also presents thestudent's literature review research paper completed for theProfessional Portfolio in an area of academic interest related tothe graduate degree in health care management. TheProfessional Portfolio provides students with an opportunity tosystematically assess and evaluate their own professionaldevelopment.There are two main segments to the portfolio. The firstsegment is a literature review research paper. All students whochoose the Portfolio option for their Capstone Experience willcomplete a major literature review research paper.The second segment consists of the writing of outcomesassessment captions. Prerequisite: All program requiredgraduate courses, including HCM 630, Research Methods, and/orpermission of Director. Should the student take more than 1semester to complete this Capstone Experience, a continuedenrollment fee must be paid in each of the additional

semestersuntil the Professional Portfolio is completed.

HIS - History

HIS 100 - Survey of American History (4)
This course examines the major events, trends, developments, and people in U.S. history from its beginning to modern times. Key topics considered include the colonial period, Revolutionary War and early national years, slavery and the Civil War era, industrialization and reform, the world wars and domestic upheavals of the twentieth century, and recent changes and challenges in American life and society.

HIS 110 - Survey of Global History I (4)
This course surveys the paramount events, ideas, individuals and institutions that shaped global history from ancient to modern times. The civilizations that emerged in Europe, Asia, Africa, the Middle East, and Latin America will be studied. The defining politcal, social and economic institutions of these regions will be discussed. An awareness of the diverse patterns of cultural development that evolved will be cultivated. The interactions, contributions, and legacies of these societies will be assessed, with emphasis placed on the relevance of past events to present times.

HIS 115 - Survey of Global History II (4)
This course reviews the most significant events, ideologies, advances, and people in the history of Europe, Asia, Africa, the Middle East, and Latin America from about 1500 A.D. to the present. The defining political and social institutions of these regions, their varying patterns of cultural and economic development, progress and setbacks, evolutionary and revolutionary changes, and interactions among one other will be described and discussed, with emphasis on the relevance of past events to present times.

HIS 215 - American Economic History (4)
This course reviews America's major economic developments, from colonial to contemporary times. Periods of economic growth and retraction will be studied. Attention will be given to how the United States developed a national market and industrialized, then responded to the challenges faced by modern economic societies. The manner in which economic change occurs within the context of prevailing socio-cultural, political, and international factors and conditions will be scrutinized.

HIS 230 - History with Film (4)
This course analyzes how key events, issues, time periods, and themes in American history have been portrayed and interpreted in popular films. Primary attention will be given to twentieth-century life and events, as depicted in movies. Students consider and discuss how films have shaped and reflected the national consciousness.

HIS 235 - African American History (4)
This course provides an overview of the African-American experience, from slavery to modern times. Students will examine African-American culture, racism in America, the Civil Rights Movement, contemporary issues of particular significance to African-Americans, and the status and outlook for race relations in the United States. The lives and achievements of prominent African-Americans, representing different fields of expertise and all U.S. history time periods, will be studied.

HIS 245 - Women's History (4)
This course discusses the historical experiences of American women from colonial times to the present. The evolving societal roles of women and their many contributions to the American experience will be studied. Some comparative perspectives on the lives of women in other countries and cultures will be provided.

HIS 250 - Special Topics in American History (4)
This course provides a vehicle for specialized courses on major aspects of American history. Course topics can cover any time period and aspect of U.S. history of importance and interest.

HIS 255 - Latin American History (4)
This course examines the history of Latin America - which includes South America, Mexico and Central America, and the Caribbean region - from pre-Columbian to current times. Topics include the indigenous civilizations, Spanish and Portuguese conquest and colonization, revolution and the rise of regional nation-states, political and socioeconomic development, the United States' role in hemispheric affairs, the region's transition from dictatorship to democracy, and the

emergence of contemporary Latin America as an important player in global trade and diplomacy.

HIS 261 - The Middle East (4)
This course reviews the political, cultural, and economic history of the Middle East. After reviewing major foundational developments such as the emergence of Islam and the Muslim caliphates, the course addresses the rise and fall of the Ottoman Empire, nationalism and Zionism, Arab-Israeli wars and efforts at peace, the impact of Middle Eastern oil policies on the global economy, tensions between Islamic fundamentalism and modern cultural ideas, America's role in Middle Eastern affairs, and contemporary developments in this region.

HIS 265 - Asian History (4)
This course examines the history of East Asia, principally China and Japan; South Asia, principally India and Pakistan; and Central Asia. Political, cultural, diplomatic, and economic developments will be studied. The ancient civilizations and dynastic empires of China and India will be reviewed, as will Japan's early period. The region's first significant contact with the West, China's revolutionary transformations into a republic and later a Communist state, India's years as a British colony and subsequent independence, and Japan's rise to power will be discussed. Modern conflicts, challenges, and opportunities in Asia will be considered. Attention also will be given to key developments in Central Asia and the other countries of this continent.

HIS 270 - Special Topics in European History (4)
This course provides a vehicle for specialized courses on major aspects of European history. Such topics include Ancient History with focuses on Greece or Rome, the Medieval Period, the Holocaust, and other subjects of importance and interest.

HIS 271 - African History (4)
This course studies the history of the major regions of Africa from prehistoric times to the present. Principal topics include the early African kingdoms, the influence of Islam, slavery's impact on African society, European colonialism, nationalism and Africa's attainment of independence, and recent problems, conflicts, and advances of the African peoples and nations. Specific attention will be given to Ancient Egypt, Algeria, Sudan, Nigeria, and South Africa.

HIS 300 - Readings in American History (4)
This course analyzes in detail a key topic in American history. These topics, offered in regular rotation, include American diplomatic, social, and intellectual history. The varying ways in which these components of U.S. history have shaped the American experience will be appraised. Elements of continuity and change will be identified and analyzed, and national debates concerning these topics will be critically evaluated. Prerequisite: HIS 100.

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 topic is U.S. focused, or toward the Global Studies major when topic is global-focused.)

Prerequisite: HIS100, HIS110.

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 (2)
This course provides senior-year History majors with a culminating academic experience. The Seminar has two components: students will analyze and develop interpretive perspectives on complex historical readings concerning a range of historical subjects, time periods, and regions; additionally, each student will complete a 20-page research paper, using some primary-source material, on an approved historical topic. At the

final Seminar class meeting, students will give oral presentations on their paper topics, to generate thought, comment, and analytical observations among student colleagues, faculty members, and others in attendance. Prerequisite: senior-level History major status.

HIS 491 - Independent Study (3)
An independent study is a carefully supervised reading and research project, designed through consultation between the student and the instructor. Appropriate historical readings will be assigned, and a research paper on a substantive historical topic will be due at the end of the independent study. Typically, a History Independent Study will be taken by a student enrolled in CSE Honors Program. Variable Credit; students can take the History Independent Study for 0-4 credits.

HIS 495 - Internship (2)
This course provides students an opportunity to combine learning about history with practical work experience at an appropriate site. Such locations include nearby museums, Morristown National Historical Park, the Special Collections room of Mahoney Library, and other local venues. Prerequisite: junior- or senior-level History major status.

ITAL - Italian

ITAL 101 - Basic Conversational Italian I (3)
An introduction to the Italian language with emphasis on development of proficiency in understanding, speaking, reading, and writing. Activities are designed to promote communication with authentic cultural content. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

ITAL 103 - Basic Conversational Italian II (3)
The continuation of ITAL 101 with further development of proficiency in understanding, speaking, reading, and writing. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Spring semester)

ITAL 201 - Intermediate Italian I (3)
Further development of proficiency in understanding, speaking, reading, and writing Italian. Attention is given to the intensification of vocabulary and structure. Authentic cultural contact is stressed. Language laboratory attendance is required to supplement class work. Short literary selections are required reading. Prerequisite: ITAL 103 or Placement Test. Satisfies Cluster 1 General Education requirement. (Fall semester)

Prerequisite: ITAL103.

ITAL 203 - Intermediate Italian II (3)
A continuation of ITAL 201. Prerequisite: ITAL 201 or Placement Test. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: ITAL201.

IS - Education

JAPN - Japanese

JAPN 101 - Beginning Japanese I (3)
An elementary course to provide a basis for the development of proficiency in understanding, speaking, reading, and writing Japanese. Emphasis is on conversation, using vocabulary and structure needed for basic communication. Language laboratory attendance is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall semester)

JAPN 103 - Beginning Japanese II (3)
A continuation of JPN 101. Prerequisite: JPN 101. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: JAPN101.

JUS - Criminal Justice

JUS 101 - Introduction to 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 (4)
Employing both historical and contemporary perspectives, this course examines the ways in

which women interact with the U.S. criminal-justice system. Women and criminal behavior, women in correctional facilities, and the expanding opportunities women have for careers as criminal-justice professionals are among the topics reviewed.

JUS 205 - Criminal Investigation (4)
The student will be able to discuss and describe the fundamentals of criminal investigation by defining the responsibilities of a criminal investigator. How to collect, develop, and interpret physical evidence. The student will be able to cite numerous methods of obtaining information from people and records. The student will be able to outline the proper procedure in surveillance, eyewitness identification, as well as guidelines and techniques for interrogation. Also, the impact of forensic science and cyber crimes on criminal investigations will be discussed. Prerequisite: JUS 101.

Prerequisite: JUS101.

JUS 210 - Legal Research Writing (4)
This course will focus on the basic legal research techniques and examine numerous judicial decisions, statutes, administrative regulations and digests. Emphasis will be placed on legal writing and research, terminology, including legal forms and document formatting. The rudiments of oral advocacy will be covered.

JUS 211 - The Corrections System (4)
This course surveys the principal issues, institutions, policies, and programs pertaining to the U.S. corrections system. Prison procedures, institutional treatment methods, prisoners' rights, parole, probation, community-based initiatives, and contemporary corrections innovations will be explored and evaluated. Restorative justice will be discussed. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 215 - Judicial Processes (4)
This course provides the student with a comprehensive study of the state and federal court systems and the impact those systems have on the Criminal Justice System and American politics. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 221 - Criminal Law (4)
Criminal Law is the study of the major felonies including murder, robbery, rape, arson, burglary, assault and battery and larceny, as well as the defenses of insanity, incapacity, and immaturity. The course will also include a study of the specific intent crimes, general intent, the concept of actus reus, and the impact the war on terror has had on the Constitution and due process. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 231 - Criminal Procedure (4)
Criminal procedure is the study of the various procedural rules required by the Constitution and statutes in criminal cases. The concepts of probable cause, lawful interrogation, search andseizure and other requirements of due process, as well as how these are implemented, will be included. The course will also include what the impact of the war on terror has had on the Constitution and due process. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 241 - Public Policy & Administration (4)
This course introduces the student to major areas of public administration. These include the development and implementation of public-sector policy, regulatory action, budgeting,federalism as it relates to the policymaking process, agency law, and criminal-justice administration. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 251 - Law Enforcement (4)
This course presents a basic overview of police operations and procedures. The history of American law enforcement is briefly reviewed, as background to a fuller discussion of the structure, scope, and routines of contemporary police administrations. A variety of related topics are also discussed, including the impact of Homeland Security, the duties and obligations of law-enforcement officers, the need for police officials to maintain good community relations and exceptionally high standards of ethics, the expanding role of women in the law-enforcement profession, and the special demands and challenges encountered by today's police officers.

Prerequisite: JUS101.

JUS 301 - Juvenile Law & Justice (4)
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 (4)
This course exposes students to a broad range of ideas, commitments, ethics, theories, and concepts relating to leadership in the criminal justice profession. Topics focus on the strategies that effective leaders use to manage their employee relationships. The course stressesthe application of leadership principles to criminal justice situations and problems. A focus on Homeland Security is also included. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 311 - Intimate Violence (4)
This course acquaints students with recent studies and scholarship pertaining to violent behavior that occurs in familial or close-relationship contexts. The psychological impetus for such conduct and the behavioral syndromes most closely identified with this unlawful behavior will be reviewed, as will offender and victim profiles of those most likely to be involved in domestic violence. Relevant case law and case studies will be examined, as will the role of social agencies established to combat this societal problem.

JUS 325 - Victimology (4)
This course introduces the student to the principles, concepts, and theories of victimology, analysis of victimization 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 (4)
This course reviews the laws, court procedures, and support services that address the rights and needs of crime victims using a case-study approach. Subjects covered include the statutory protections available to victims, restitution and the proper role of victims in the sentencing phase of the adjudication process. Also examined are the responsibilities of police and the criminal justice bureaucracy in their interactions with victims and the victim service programs provided by government agencies and community assistance groups. An emphasis on specific court cases concerning New Jersey law will be stressed.

JUS 341 - Women & the Law (4)
This course examines the status of women under American law, both historically and in a contemporary context. Topics reviewed include Title VII of the Civil Rights Act, workplace issues as they affect women, significant case law relating to women, and otherlegal issues of concern to women. The opportunities available for women in today's legal profession are also discussed. This course also explores important legal issues and principles pertaining to family life and the family unit. Parental rights and responsibilities, children's rights, divorce, child custody, and adoption are among the subjects considered.

JUS 405 - Research Methods for Justice Studies Professionals (4)
The students will be exposed to scientific paradigms, research designs, methods, and analysis used in social sciences research. The course will help students develop critical thinking and an understanding of ethical and political issues in the practice of social research. Students will be required to develop a research proposal. Prerequisite:JUS 101

Prerequisite: JUS101.

JUS 425 - Senior Seminar (4)
This course seeks to provide a capstone experience for Justice Studies Majors. Class readings will include theoretical, specialized, and analytical perspectives and subject matter applicable to advanced study in this field. In addition, under the instructor's supervision each student will complete an appropriate research assignment that will be discussed and reviewed by

the full class at the conclusion of the Seminar. Prerequisite: JUS101

Prerequisite: JUS101.

JUS 490 - Special Topics in Justice Studies (4)
Offered occasionally, this course provides an opportunity for close analysis of a justice studies topic of interest to students and faculty. Prerequisite: JUS101.

Prerequisite: JUS101.

JUS 491 - Independent Study (4)
An in-depth, faculty-supervised investigation of an appropriate topic of particular interest to the student.

JUS 495 - Internship (4)
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 politcal tool used against almost all nations of the world is examined in this course as are known terrorist groups throughout the world, including militant religous groups, religous zealotry and politcal movments.

JUS 630 - Community 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. Thestudent and faculty advisor develop appropriate goals for theproject which is then presented in a formal proposal. This coursemay require the preparation of a final paper and presentation.Prerequisite: Permission of the Director.

JUS 690 - Capstone Seminar/Experience (3)
This course, the culminating experience of the program, 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.

LAT - Latin

LAT 101 - Elementary Latin I (3)
An introduction to the fundamentals of Latin grammar and syntax. Emphasis on language structure and vocabulary building with selected readings from original ancient authors.

Consideration will be given to aspects of the language as well as Roman history and culture that have influenced our thought. Satisfies Cluster 1 General Education requirement. (Fall semester)

LAT 103 - Elementary Latin II (3)
A continuation of the study of the fundamentals of Latin grammar, syntax, structure and vocabulary. Students should have completed LAT 101 or its equivalent. Satisfies Cluster 1 General Education requirement. (Spring semester)

Prerequisite: LAT101.

LDSP - Leadership

LDSP 111 - Becoming a Leader (1)
Focuses on the development of leadership skills through the study and application of various leadership qualities. Students will practice as well as learn about leadership. Open to all students. Required for Leadership Program students and those students seeking a Leadership Minor. May be taken for no credit with permission of the Director of the Leadership Program. Outcomes: Student will have an appreciation for the qualities that make up an effective leader while starting to reflect and identify qualities of their own character.Assessment: Students will be assessed through direct measures such as evaluation of their work on reflective journals and scores on their final exam.Satisfies third-line, Cluster 1 General Education requirement when taken with two other 1-credit Communication courses.

LDSP 200 - Career Planning & Exploration (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 ethic issues, and understanding organizational structure will be discussed, analyzed, and related to student experience. Open to all students. Required for Leadership Program students and those students seeking a Leadership Minor. May be taken for no credit with permission of the Director of the Leadership Program. Outcomes: Through a detailed review of various leadership theories and styles, students will be able to recognize their own leadership style.Assessments: Students will be assessed through direct measures such as evaluation of in-class projects and scores for their final presentation or paper.Satisfies third-line Cluster 1 General Education requirement.

LDSP 305 - 21st Century Leadership (etc.")
Students enrolled in this course will learn about leadership beyond a titled structure. This course will break down the walls of a traditional cubicle-formatted structure to examine untraditional or modern adaptations of leadership. Students will

be introduced to and explore the benefits of servant leadership. They will learn how to appropriately convey their leadership style in a virtual world. They will learn and develop strategies for leading through new technology methods such as conference calls, social networking sites, video and tele-conferencing, etc. Students will also gain knowledge in working in environments where there is limited face-to-face interactions and most of their co-workers are out of the office" due to outsourcing

Distribution: 2. Prerequisite: corporate partnerships. Corequisite: work at home models.

LDSP 310 - Diversity & Leadership (2)
Students will explore various perspectives on leadership as they pertain to differences such as race, ethnicity, socioeconomic class, religion, age, and gender. Through this course, students will gain a holistic view on the impact of leadership on diverse communities and the difference they can make in the world through the implementation of responsible leadership.

LDSP 401 - Leadership Senior Seminar (4)
Capstone course for the Leadership Minor. Students will work collectively to create and implement a project of their choosing that will benefit the campus or local community. At the conclusion of the project, students will be asked to write a paper and complete a presentation which documents their experience with specific focus on their leadership strengths, challenges and continual leadership development. By incorporating a research component to the paper and presentation, students will develop their own strategies for addressing their personal areas of development. Through this experience, students will exhibit the leadership knowledge they have gained while enrolled in the Leadership Minor as well as through being a participant in the Leadership Program, while also reflecting on their own personal and professional growth.The Capstone course is the primary assessment for the Leadership Minor since the course requires students to exhibit competency in all five program outcomes. The project, paper and presentation for this course will be evaluated using a rubric.Satisfies Cluster 1or Cluster 5 General Education requirement.

MATH - Mathematics

MATH 119 - Elementary Statistics (4)
Descriptive statistics, single variable and bivariate data, probability distributions, binomial and normal distributions, estimation, confidence intervals, hypothesis testing, correlation, regression, statistical inferences of more than one population, t-distribution, Chi-square distribution, and ANOVA. Applications in Business, social and behavioral sciences will be presented. Appropriate statistical software will be utilized.

MATH 135 - Contemporary Mathematics (3)
Study of real world applications of mathematics and mathematical models using problems chosen from the areas of graph theory, planning and scheduling, linear programming, probability and statistics, election theory, voting systems, fair division, savings and borrowing models, symmetry and patterns, and information science.

MATH 145 - Fundamental Concepts of Math (3)
Elements of set theory; numeration, whole number, rational number and real number systems; problem solving. Term project according to major, e.g., computer project, historical paper, micro-teaching for education majors. Junior Elementary Education majors take this course concurrently with ED 355.

Corequisite: ED355.

MATH 149 - Pre-Calculus Math (4)
Functions, analytic geometry, graphing including linear and quadratic functions, polar coordinates, polynomial, exponential, and trigonometric functions, applications of trigonometric functions, and complex numbers. An appropriate Computer Algebra System (CAS) will be utilized. Open to students who have had only three years of high school mathematics or who have approval of the program chair.

MATH 151 - Calculus I (4)
Limits, Continuity, Rules of Differentiation, Implicit Differentiation, Related Rates, Maxima and Minima, 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 (4)
Systems of linear equations, matrices and determinants, vectors, vector spaces and subspaces, space, row space and column space, linear transformations, eigenvalues and eigenvectors, and inner products. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: four years of high school mathematics or approval of chairperson.

MATH 301 - Mathematical Statistics I (4)
Elements of combinatorial analysis, basic rules and axioms of probability, random variables, probability distributions, expected values, moments and moment-generating functions, functions of random variables, and method of distribution functions. Prerequisite: Math 253.

Prerequisite: MATH253.

MATH 305 - Geometry (4)
Axiomatic systems, finite geometries, foundations of Euclidean geometry, non-Euclidean geometries, hyperbolic geometry, fractals, and applications of Geometry. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 309 - Differential Equations (4)
Existence and uniqueness theorems for ordinary differential equations, solutions of first order equations, linear differential equations of higher order, systems of differential equations, series solutions, Laplace Transforms, and applications. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: MATH 153 or permission of instructor.

Prerequisite: MATH153.

MATH 315 - Mathematical Statistics II (4)
Central Limit Theorem, Sampling distributions, estimation, hypothesis testing, applications, regression and correlation, analysis of variance, contingency tables, categorical data, linear Models, and Chi-Square distribution. Appropriate statistical software will be utilized. Prerequisite: Math 301.

Prerequisite: MATH301.

MATH 320 - Regression Analysis and Application (4)
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 (4)
Foundations of set theory and logic including quantifiers, truth tables, and valid vs. invalid arguments; introduction to proof-writing including direct and indirect methods of proof; additional topics include algorithms, combinatorics, relations, countable and uncountable sets, graph theory, functions, sequences, and trees. Prerequisite: MATH 255 or approval of program chair.

Prerequisite: MATH155, MATH255.

MATH 325 - Time Series (4)
This course is designed for the student who has completed a one-year sequence in calculus-based probability theory and mathematical statistics. The main objective is to present statistical methods used to analyze data consisting of measurements made over a specified period of time. Students will learn how to make predictions using time-series

regression models, and will be assigned computer projects using appropriate statistical software.

Prerequisite: MATH315.

MATH 337 - Applied Math for Scientists (4)
A selection of topics from applied mathematics including, but not limited to, Fourier analysis, optimization (linear programming), linear transformations, partial differential equations, and other topics determined by faculty interests. An appropriate Computer Algebra System (CAS) will be utilized. Prerequisite: Math 253.

Prerequisite: MATH253.

MATH 345 - Financial Mathematics (4)
A course on the formulation, analysis, and interpretation of advanced mathematical models in finance and interest theory. Technology will be used to give students a 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 (4)
Introduction to the basic concepts of number theory including divisibility, prime numbers, number theoretic functions, linear congruences, continued fractions, Prime Number Theorem, Chinese Remainder Theorem, groups of units, Euler's function, arithmetic functions, and Riemann Zeta Function. Prerequisite: Math 153.

Prerequisite: MATH153.

MATH 403 - Abstract Algebra (4)
Group and subgroup theory, Permutation Groups, Cosets, Direct Products, Homomorphisms, Isomorphisms, Factor Groups, Cyclic Groups, Rings, Fields, and Integral Domains. Prerequisite: Math 253.

Prerequisite: MATH253.

MATH 421 - Numerical Analysis (4)
This is an introduction to numerical methods with emphasis on algorithm construction, analysis, implementation and their uses in solving mathematical problems on computer. Topics include round-off error, zeros of functions, interpolation and polynomial approximation, direct solvers for linear systems, numerical differentiation and integration, solutions of ordinary differential equations. Additionally, students will learn good programming techniques and implement algorithms using mathematical software uniting theory with practice.
Prerequisites: MATH 255 and MATH 153

Prerequisite: MATH153, MATH255. Corequisite: CS421.

MATH 453 - Introduction to Real Analysis (4)
Properties of the real number system including the Completeness Axiom, metric spaces, and the topology of the real line; sequences, convergence, function limits, continuous functions, the derivative, the Riemann integral, sequences and series of functions, and uniform convergence. Prerequisite: Math 253 or approval of the program chair.

Prerequisite: MATH253.

MATH 457 - Special Topics (4)
The study of an area of mathematics, such as topology or complex analysis, not offered on a regular basis in the mathematics curriculum. Specific topics will be determined by student and

faculty interests. Prerequisite: Senior majors or the approval of the program chair.

MATH 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 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 480 - Senior Seminar (1)
Topics not ordinarily covered in the mathematics major curriculum will be presented. Students must submit a research paper on each topic with a maximum three topics being covered during the semester. In addition, students will give an oral presentation to the seminar class on one aspect from each paper. Senior seminar is part of the Mathematics Comprehensive Experience offered only to graduating seniors meeting once per week during fall semesters. Prerequisite/Co-requisite: Math 403 or Math 453 or Math 457.

Prerequisite: MATH403, MATH453, MATH457.

MATH 491 - Independent Study (4)
Open to junior and senior mathematics majors who have a minimum 3.0 GPA in mathematics or who have approval of program chair.

MATH 495 - Internship (4)
Placement of a student with a business or professional organization engaged in some aspect of mathematics. Open to juniors and seniors in the Mathematics and Computer Science department with departmental approval. Credit to be determined, with a maximum of six credits to be earned over two semesters.

MC - Multidisciplinary Core

MC 626 - Ethical Issues (3)
This course explores the variety of approaches to ethics, the central concepts of some major philosophical and religious traditions in ethics and their significance for professionals.Major ethical challenges confronting the professional today are identified and discussed.

MCFN - MCFN

MCFN 622 - Nutrition Applic of Psych/Social Issues (3)
Strategies for and skills in counseling the individual client or the group are developed. Cross-cultural counseling and cultural competence are discussed. Concepts such as motivation, behavior change and leadership as they apply to the nutrition professional are presented. Utilizes focus group techniques in needs assessment and program planning. Students explore the implications of sociological changes and their impact on the delivery of nutrition services from different perspective such as public policy planning, entrepreneurship, and the administration of community-based nutrition programs.

MCFN 638 - Nutrition Applic of Tech/Ethical Issues (3)
This course provides students with an overview of important nutrition-related technological and ethical issues in a seminar format. Critical examination and evaluation of current professionaland layperson literature concerning such topics as genetics, biotechnology, supplements, and nutraceuticals, among others. Students gain experience using a variety of technologies to gather or deliver nutrition information/education. Readings, case studies, and discussions are used to facilitate development of ethical decision making related to nutrition services. Students explore the different professional codes of ethics for allied health professionals.

MIS - MIS

MIS 107 - Business Productivity Software (3)
This course provides an introduction to computer hardware and business application software. Microsoft Excel 2007 is used to solve business-oriented exercises and assignments in a computer laboratory. Creating formulas and Excel functions such as IF, PMT and VLOOKUP are covered and used. An introduction to the binary number system and the ASCII coding scheme are used to

represent data internally. This course takes place in a computer laboratory.

MIS 111 - WEB Site Development & Management (3)
An introductory course designed to teach the fundamentals of HTML to design, develop and maintain informational Web pages. Topics covered include Internet standards and protocols, conducting business on the Internet, ethical issues and the future of the Internet and the World Wide Web. Includes supervised laboratory exercises. Prerequisite: MIS 101 or 103.

MIS 115 - Fundamentals of Computer Programming (3)
Overview of the evolution of computer hardware and software technology; algorithms and their role in problem solving; syntax and semantics of C++ programming language, program design, coding, debugging, testing and documentation using good structured programming style in C++. This course is equivalent to CS 115.

Prerequisite: MIS107. Crosslisted as: CS115.

MIS 125 - Info Tech & Corporate Communication (3)
An exploration of how computers, the Internet and information technology have influenced the structure and content of internal and external corporate communication. Software tools and networks will be emphasized.

MIS 131 - Intro to Computer Graphics (3)
An exploration of the computer as a tool for the artist/designer. MAC II laboratory instruction utilizes the software applicable to illustration projects. This course is equivalent to ART 131.

Crosslisted as: ART131.

MIS 215 - Data Communications & Networking (3)
An examination of the fundamental concepts and operations of computer networks. Topics include local and wide-area networks, client/server architecture, topologies, protocols, configurations, transmission media and performance. Uses data communications software to access remote databases. Includes supervised laboratory exercises. Prerequisite: MIS 101 or 103. This course is equivalent to COMM 215.

Prerequisite: MIS115. Crosslisted as: COMM215.

MIS 231 - Desktop Publishing & Present Graphics (3)
A study of the concepts and principles of effective graphics design and page layout for business-oriented publications and presentations. Uses graphics, photo-editing, presentation, and desktop publishing software. Includes design and production of several publications as well as design and delivery of several in-class presentations. Includes supervised laboratory exercises. Prerequisite: MIS 101 or 103. This course is equivalent to COMM 231.

Crosslisted as: COMM231.

MIS 271 - E-Business (3)
EBusiness covers Internet-enabled business applications, not just commercial transactions. Topics include supply chain management, customer relationship management, process automation, analytics, security and portals.

Prerequisite: MIS115. Crosslisted as: BUS271.

MIS 305 - Visual Basic Programming (3)
This course provides an introduction to event-driven programming. Designing a user interface, coding routines, using advanced controls, searching arrays, accessing files and relational databases, and error handling are covered in depth. Computer laboratory exercises are provided. The course is conducted in a computer laboratory. Prerequisite: MIS 103 or a programming language course.

Crosslisted as: CS305.

MIS 307 - Database Management (3)
This course introduces the concepts and design principles used in database management. It provides an overview of principles of physical and logical database design, query languages, relational design theory, file structures, transaction management, entity-relationships; hierarchical, network and relational models; data dependencies, integrity, reliability, security, and applications in a relational database. Prerequisite: CS/MIS 117.

Prerequisite: MIS115. Crosslisted as: CS307.

MIS 331 - Info Tech Tools for Mgrs I (3)
Information systems and information technology tools are redefining corporate strategies, operations and management. This course is an

overview of the most widely used information technology tools and how they are changing the role of managers. Topics include telecommunications and the Internet, intranets and extranets, internal organizational systems and enterprise-wide information systems. A theme will be how information systems are being used for competitive advantage.

MIS 333 - Info Tech Tools for Mgrs II (3)
Continuation of MIS 331. This course concentrates on applications and case studies of concepts and tools discussed in MIS 331. Students will be expected to develop group projects utilizing information technology tools.

Prerequisite: MIS331.

MIS 345 - Principles of Computer Security (3)
Prerequisite: MIS115. Crosslisted as: CS345.

MIS 351 - Accounting Information Systems (3)
An application of information systems concepts and procedures to the area of accounting. Topics include system development life cycle, controls, security, architecture, and operations. Various projects related to accounting systems are assigned. Prerequisites: BUS 103 and MIS 107. This course is equivalent to BUS 351.

Crosslisted as: BUS351.

MIS 415 - System Development Methodologies (3)
This course provides an introduction to the System Development Life Cycle and project management techniques. Resources, tools and methods used when designing, developing and implementing a business application are covered in depth. The role of the systems analyst is emphasized. Prerequisite: CIS 117, CIS 305 or permission of instructor.

Prerequisite: CS305, MIS305. Crosslisted as: CS415.

MIS 439 - Seminar: Management Info Systems (3)
This is the capstone course in the Management Information Systems concentration. Students design, code, test, debug, document and demonstrate a management information system.

Prerequisite: MIS415.

MIS 491 - Independent Study (3)
An in-depth, faculty-supervised investigation of an appropriate topic of particular interest to the student.

MIS 495 - Internship (3)

MUS - Music

MUS 101C - Performance Study Cello (1)
Private instruction in cello is adapted to the aptitude or previous training of the student. One 50-minute lesson a week earns one credit a semester. Students may elect to take Performance Study for no credit on a pass/fail basis. Students taking the class for 0 credit will be charged corresponding to the number of weekly lessons they are taking. Open to all students, beginning to advanced. Students can register 0-2 credits. Check the catalog for other fees.

MUS 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 - Advanced 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 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 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 futher 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 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 213 - Instrumental Techniques:Strings (2)
Elementary survey of the methods of playing the stringed instruments of the orchestra-violin, viola, cello, and double bass-for the purpose of giving the prospective teacher basic facility. Open to all students.

MUS 215 - Instrumental Techniques:Wind Instruments (2)
Elementary survey of the methods of playing the instruments in the woodwind and brass sections of the orchestra or band. Open to all students.

MUS 217 - Instrument Chamber Music Ensemble (1)
Study and performance of chamber music. Variable Credit, students can register 0 or 1 credits.

MUS 219 - Advanced Instrument Chamber Music Ensemb (1)
Advanced study and performance of chamber music. Variable credit, students can register 0 or 1 credit.

MUS 221 - Learning to Read Music (2)
Introduction to the essential elements of music theory and sight reading.

MUS 223 - Elizabeth Singers (1)
Study, rehearsal, and performance of liturgical and secular choral literature. Performances several times each semester, including Founder's Day and, Oktoberfest. Satisfies Cluster 1 General Education requirement if taken three times. Variable Credit, studnets can register 0 or 1 credits.

MUS 225 - Choral Conducting (2)
Introduction to principles of conducting, techniques of the baton, problems of the choral conductor, and methods of conducting simple choral compositions. Open to non-music majors with approval of instructor.

MUS 227 - Elizabeth Ringers Handbell Choir (1)
Study, rehearsal, and performance of the fine art of English Handbell Ringing. Students participate in spring and fall concerts. Occasional performances for church and community festivals. Prerequisite: MUS 221 (may be a corequisite) or the ability to read music. Satisfies Cluster 1 General Education requirement if taken three times. Variable Credit, students can register 0 or 1 credits.

MUS 229 - Community Choir (2)
Study, rehearsal, and performance of the world's finest choral masterworks and anthems for SATB Choir. Students participate in spring and fall concerts and an occasional community presentation. Satisfies Cluster 1 General Education requirement if taken often enough to total 3 credits. Variable Credit, students can register 0-2 credits.

MUS 231 - Opera & Oratorio (3)
Survey of opera and oratorio literature based on the current New York repertoire. Videos, DVDs and recordings are used with each opera studied. Students study and attend a rehearsal of an opera at the Metropolitan Opera House or another venue. Attendance at a final production of an opera is also required. Open to all students. Satisfies Cluster 1 General Education requirement.

MUS 233 - American Music (3)
Survey of music from the colonial period up to the present. Topics include our social and cultural heritage, various ethnic contributions, and the vital forces and influences that have contributed to the development of music in the United States. Open to all students. Satisfies Cluster 1 General Education requirement.

MUS 255 - Joy ofBach (3)
Presentation of the masterpieces of music literature composed before 1750, with a study of the relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City or NJPAC. Satisfies Cluster 1 General Education Requirement.

MUS 257 - Beethoven & Friends (3)
Presentation of the musical masterworks composed from 1750 to 1820, with a study of relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City or NJPAC. Satisfies Cluster 1 or Cluster 5 General Education requirement.

MUS 259 - The Great Romantics (3)
Presentation of the masterworks of music literature from the nineteenth century, with a study of relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students will participate in a field trip to New York City or NJPAC. Satisfies Cluster 1or Cluster 5 General Education requirement.

MUS 261 - Music of our Time (3)
Presentation of the masterworks of music literature composed during the twentieth century with a study of relevant composers, styles, forms, and philosophical concepts that inspired them. Attendance at a musical performance or concert is required; students participate in a field trip to New

York City or NJPAC. Satisfies Cluster 1 or Cluster 5 General Education requirement.

MUS 301 - Counterpoint (3)
Modal and tonal contrapuntal writing in the five species and traditional contrapuntal forms. Corequisite: MUS 309.

Corequisite: MUS309.

MUS 309 - Keyboard Harmony I (1)
Practice in harmonizing diatonic melodies and figured basses at the keyboard in simple chordal style. Corequisite: MUS 301.

Corequisite: MUS301.

MUS 313 - Keyboard Harmony II (1)
Practice in harmonizing chromatic and modulating melodies and figured basses, utilizing non-chord tones and various patterns for accompaniment.

MUS 317 - Orchestration (2)
Study of the techniques of scoring for the instruments of the orchestra. Prerequisites: Two semesters of Theory.

MUS 319 - Form & Analysis (2)
Study of methods of harmonic and stylistic description, and analysis of selected musical works representative of various periods. Prerequisites: ability to read music, MUS 115 and 201 or their equivalent. Open to all qualified students.

Prerequisite: MUS115, MUS201.

MUS 491 - Independent Study (3)
Open to seniors who are music majors or minors. Offered only on request and at the discretion of the Program Chairperson. Variable Credit, students can register 2-4 credits.

NURS - Nursing

NURS 300 - Writing for Professional Nursing (3)
NURS300 is a writing course designed for the nursing professional. Students will learn how to use the library, search engines, peer-reviewed journals and the internet to gather information for their nursing study. They will learn to effectively incorporate the materials into a clear, organized and cohesive paper. Use of APA formatting, resource documentation, and basic writing principles will be taught to write a research paper or professional document. 3 credits

NURS 310 - Concepts & Trends of Prof Nursing 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/intraprofessional collaborative communication methods and abilities that supports the growth and development of the transitioning professional nurse. Students will engage in the process of scholarly writing, use of technology for research and presentation skills for effective communication in healthcare.

NURS 330 - Health Assessment Across the Lifespan (3)
The course focuses on theory and practice of holistic assessment and health appraisal of the client across the life span that builds upon the previous learned assessment skills of the registered nurse. The nursing process provides the framework for developing assessment skills in the physical, psycho-social, developmental, and cultural-spiritual areas.

NURS 340 - Health Promotion Across the Lifespan (3)
The course focuses on developing the skills and techniques for the promotion of healthy behaviors. Teaching skills and behavioral change is emphasized. Students will apply teaching learning theories for the promotion of health and disease prevention. Concepts related to identifying stressors, prevention and health promotion for client education is stressed and nursing research utilized.

Corequisite: NURS340L.

NURS 350 - Evidence Based Research Professional Nursing Practice (3)
The course focuses on understanding of research as it applies to nursing practice. Students will examine the knowledge that guides nursing

interventions and critique published research reports. The importance of reviewing the nursing literature in order to maintain currency in practice and to identify best evidence that supports nursing practice will be addressed. Ethical issues as they relate to research, theory and practice will be discussed. Prerequisite: MATH 119 Elementary Statistics

Prerequisite: MATH119.

NURS 400 - Population Focused Community Health 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.

Corequisite: NURS400L.

NURS 410 - Global Nursing (5)
This study abroad program is for the student interested in increasing their understanding of population focused nursing from a global perspective. Application of the nursing process to determine current and potential community health issues incorporates utilizing systems theory and group dynamics. Epidemiology, health promotion, prevention, and restoration for clients of diverse populations are emphasized. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored throughout the course. The role of RN as coordinator of care is emphasized. Students will identify, plan and implement a health promotion project using evidence based practice and collaboration with community members for a selected population.

NURS 419 - Nursing Process in the Community (3)
Utilizing the Neuman Systems Model, students focus on the study of intra-, inter-, and extra-personal factors and stressors affecting the health of population groups and communities. Concepts of epidemiology are explored, as well as problems related to the delivery and distribution of health care services. Ethical, legal, socio-political, and economic perspectives of public health measures and the current health care delivery structure are analyzed. Emphasis is placed on the role of the nursing profession in meeting the needs of specific population groups and in developing more effective health care delivery systems. Working in small groups students will select a target population and design a community health project. Integrated learning assignment required in all accelerated format courses. Lecture: 2 1/2 hours per week; clinical laboratory component includes a variety of settings and independent clinical work: 3 hours. Prerequisites: NURS 311, NURS 315. Pre or corequisite: NURS 313.

Prerequisite: NURS311, NURS313, NURS315.
Corequisite: NURS419L.

NURS 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 421 - Professional Practice of Nursing II (3)
The emergence of new health care systems, the shift from a service orientation to a business orientation and redesign of the workplace directly affects how nurses manage. In this course students explore the roles and functions of nurses in management in a variety of healthcare settings. Application of evidence-based research to improve nursing management practices is explored. Management skills such as effective communication, delegation, conflict resolution, performance appraisal and team building are examined. Integrated learning assignment required in all accelerated format courses. Lecture: 3 1/2. Non-traditional schedule. Prerequisites: NURS 301, NURS 305, NURS 311, NURS 313.

Prerequisite: NURS301, NURS305, NURS311, NURS313.

NURS 423 - Strategies of Professional Practice (5)
Students function as change agents in an organizational health setting to influence client care, advocate for clients and professional nursing practice. Each student selects a health care organization that serves clients from a variety of developmental stages, levels of wellness, socio-cultural backgrounds, spiritual, and health care needs. The student incorporates selected knowledge from the arts, humanities, sciences, and nursing to address the organization's ability to meet the health care concerns of these clients. Students use the Betty Neuman Health Care Systems Model, organizational dynamics, ethical and professional standards to systematically collect data, and identify strengths and areas of concern of the health care system. Strategies for intervening will be selected and implemented in collaboration with the health care team. Critical thinking, review of the literature, and research findings are used throughout the change project. An evaluation plan will be developed to monitor the outcome. The students will analyze their role as change agent, advocate, and leader. Professional growth and accountability for nursing practice within society is emphasized. The student formally presents the change project to the academic community. Full semester. Lecture: 3 hours; clinical laboratory 6 hours. Prerequisites: NURS 313, NURS 315, NURS 411, or NURS 419. Pre-corequisite: NURS 421.

Prerequisite: NURS313, NURS315, NURS411, NURS419, NURS421. Corequisite: NURS423L.

NURS 430 - Special Topics in Nursing (3)
Topics of interest that are identified by faculty which reflects the current and future needs of the nursing profession. Topics will be determined by department faculty and will vary from semester to semester. Students can take up to 6 credits of nursing electives to meet program requirements. Students are not able to repeat the same courses for credit.

NURS 440 - Professional Seminar in Nursing (3)
This course focuses on the professional development of nurses and issues facing contemporary nursing practice. Students have the opportunity to explore and demonstrate knowledge of a topic of their choice and interest in consultation with and supervision of a nursing faculty that is not covered in required courses. Students who choose the professional seminar will demonstrate the completion of an agreed upon proposal that broadens the professional foundation of the student. This course can count as meeting of program electives and not intended to replace required nursing program courses. Permission of Program Chair.

NURS 491 - Independent Study (3)
Open to students at the discretion of department faculty members. The course allows the student to pursue further study in a particular area of interest in nursing. Individualized objectives are determined by the student in consultation with a faculty advisor.

NURS 610 - Theoretical Foundations for Advanced Nursing Practice (3)
This course establishes a foundation for scholarly inquiry. The analysis and development of nursing science and the interdependent relationship of theory, research and practice are explored in depth. Students learn to critique, evaluate and use a variety of theories relevant to nursing practice and education.

NURS 615 - Nursing Research (3)
This course analyzes quantitative and qualitative researchmethods and provides the knowledge and skill competenciesneeded to critically interpret and utilize research findings forevidence-based

practice. Students design a research study in aspecific area of interest.

NURS 620 - Nurse Educator as Leader (3)
The characteristics of leaders and leadership, differences between leaders and managers and moral leadership are analyzed. Emphasis is on nurse educators in the political arena, as change agents in academic and other health care settings, and as shapers of the future. Ethical and legal aspects of a nursing educator will be examined. Students will investigate skills needed to function as leaders in the academic nursing role in higher education or staff development relative to programadministration, student issues, program requirements, and faculty expectations. This course provides knowledge and skill to effectively manage change,empower others, and influencepolitical processes. There is a focus on organizational process, including the associated management of conflict, change, and control of risk within a political context.

NURS 623 - Intgrtive Hlth Teach (2)
This course explores the impact of alternative health carepractices on the educational needs of consumers. Popularnon-traditional treatments are explored including herbal therapeutics,homeopathy, nutritional supplementation, andmind-body modalities. Emphasis is placed on the developmentof instructional materials integrating traditional treatments andnatural therapies.

NURS 625 - Clinical Concepts Advanced Nursing Practice (3)
This course examines development and analysis methods byexploring concepts important to expanding the knowledge baseof nursing science and clinical practice. Some key concepts fornursing include healthy lifestyle, self-care, holism, risk reduction,and maximizing quality of life, chronicity, stress, adaptation,depression, anxiety, and grief. Students select one concept andcomplete a concept analysis during NURS 625 and examine thatconcept in a specific client group during the practicum experiencein

NURS 630 - 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)
This course examines theories, concepts and processes of curriculum/program development and evaluation. Curriculum design is considered in light of new delivery technology and today's emphasis on accountability in education, continuous quality improvement, benchmarking and learning organizations.

NURS 640 - Assessment Measurement & Evaluation (3)
This course examines the concepts of evaluation, measurement, and testing in nursing education. It provides a framework for evaluating students and other learners. Learner assessment, item development and analysis, test construction, objective vs. subjective assessment and legal and ethical issues in learner assessment are included.

NURS 645 - Pedagogical Strategies Nursing Education (3)
This course examines the multifaceted role of nurse educator in both academic and healthcare settings. Analysis of teaching/learning theories, characteristics of the learner and diverse learner populations are addressed. Strategies for promoting interactive learning and various instructional technologies for delivering content are explored.

NURS 650 - Seminar & Practicum In Teaching (3)
Operationalization of the role of the nurse educator in anacademic, clinical or community setting. In consultation with theinstructor students select an appropriate practicum setting tomeet their individual needs.

NURS 660 - Guided Study & Seminar in Nursing Education (2)
Students produce a major scholarly work of publishable qualityreflecting a synthesis of knowledge acquired throughout theprogram of study. Students participate in a formal presentationof their work to peers and faculty during a graduate seminar dayat the College.

NURS 665 - Simulation In Nursing Education (2)
This course introduces the student to the use of simulation as ateaching strategy in nursing education.The components of anursing education simulation framework will be discussed. Basedon this framework, the student will develop a clinical scenariousing a simulation design template.The student will be introducedto the use of high-fidelity human patient simulators andthe technologies that support the use of simulations.

NURS 685 - Independent Study (3)
Independent study, research or practice in areas relative to the field of Nursing.

PC - Pastoral Care

PC 600 - Mind, Body, Spirit Connection in Aging (3)
This course examines the journey of the maturing adult in the second half of life, along with its inherent gifts and challenges. Greater self-awareness, self-actualization and wisdom are some of the benefits of advancing age that will be celebrated. The common illnesses associated with later adulthood and the effects of biological aging will also be explored through the lens of a theological understanding of health and suffering, and interventions which help physically challenged adults to find solace and meaning in their situation will be introduced.

PC 610 - 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 argument. Satisfies Cluster 4 General Education requirement.

PHIL 105 - Philosophers Look at God (4)
An exploration of what some great philosophers throughout the ages have said pro and con about the existence of God and His nature. Selection may be made from such philosophers as Plato, Aristotle, Plotinus, Anselm, Aquinas, Descartes, Hume, Kant, Nietzsche, Leibniz, Pascal, and some Existentialists. Their position on these questions will be examined together with the view of reality underlying the position. Satisfies Cluster 4 General Education requirement.

PHIL 111 - Philosophy of Art (4)
A study of some of the major philosophical theories on the nature of art and beauty. This course also serves as an elective for Art majors and minors. Satisfies Cluster 4 General Education requirement.

PHIL 201 - Philosophy of Religion (4)
A study of the philosophical foundations of religious belief, both generically, and then more specifically in the religious traditions of Christianity, Judaism, and Islam. The course includes a survey and analysis of concepts such as religion itself, faith, God, evil, experience, miracles, and life after death. Satisfies Cluster 4 General Education requirement.

PHIL 203 - The Human Person (4)
Some traditional and contemporary philosophical questions about the nature of human existence, activities, and destiny, especially knowledge, freedom, unity, and immortality. Satisfies Cluster 4 General Education requirement.

PHIL 204 - Morality & Good Life (4)
An exploration of moral philosophy, especially the topics of what it means to live a good life and be a good person. The primary focus will be an investigation of the virtue ethics theory of Aristotle and Saint Thomas Aquinas, as well as an investigation of diverse problems confronting the pursuit of moral science. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL304.

PHIL 205 - Survey of the History of Philosophy (4)
A general introduction to philosophers in successive ages, through class discussion and reading primary sources. Satisfies Cluster 4 General Education requirement.

PHIL 207 - Selected Existentialist Philosophers (4)
A presentation and analysis of the central themes of Existentialist Philosophy, by reading and discussion of such major existentialists as Kiekegaard, Nietzsche, Jaspers, Heidegger, Marcel, Sartre, and Camus. Satisfies Cluster 4 General Education requirement.

PHIL 211 - Philosophy in Literature (4)
An investigation of metaphysical and epistemological assumptions in literature, first in their explicit statement in some classical works of philosophy, and then as conveyed by means of the structural devices of plot, character, and dialogue in drama, poetry, fiction, and biography. Satisfies Cluster 4 General Education requirement.

PHIL 213 - American Philosophy (4)
A study of the basic themes and major movements in American philosophy. This may include selected readings in the philosophy of Royce, Peirce, James, Dewey, and Whitehead. This course is required for American Studies majors. Satisfies Cluster 4 General Education requirement.

PHIL 215 - Philosophy in Film (4)
Complementing PHIL 211, Philosophy in Literature, this course will focus primarily on a study of the nature of film, and how philosophical ideas have both influenced and been expressed within film. Following a discussion of film theory, and film as art, particular attention will be placed on the metaphysical, ethical, and epistemological themes in film, as well as the philosophical origins of those themes. Satisfies Cluster 4 General Education requirement.

PHIL 217 - History of Ancient Philosophy (4)
The major movements and figures in the earliest development of philosophy in the west. The Pre-Socratics, Plato, Aristotle, Stoics and Epicureans, Plotinus, and Augustine are examined. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL317.

PHIL 219 - History of Medieval Philosophy (4)
The major movements and figures of the period from the sixth to the fourteenth centuries A.D.: John Scotus Eriugena, Anselm, Bonaventure, Thomas Aquinas, Duns Scotus, William of Ockham, as well as the significant Arabian and Jewish philosophers of this period are read. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL319.

PHIL 221 - History of Modern & Contemporary 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 Philospohy (4)
An inquiry into the important, but often overlooked contributions of women to major movements in philosophy throughout the three major philosophical periods. Topics will likely include include, but not be limited to: Pythagoreanism, Cynicism, Cyrenaism, Sophism, Platonism, Neo-Platonism, Scholasticism, Cartesianism, Existentialism, Objectivism, and Feminism.

PHIL 233 - Ethics in Business & Society (4)
An examination of ethics from both theoretical and applied perspectives. Students are exposed to the great ethical traditions of philosophy, and how they apply to business and society. Specifically, the course examines the natures of business and society and how they relate to questions of value and morality. Discussions are taken from current topics in business and society. This course serves as an elective for Business majors and minors. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL333.

PHIL 291 - Special Topics (4)
An intensive study of a particular subject or problem in philosophy to be announced prior to registration. The course may be conducted as lecture or seminar.

PHIL 304 - Morality & Good Life (4)
An exploration of moral philosophy, especially the topics of what it means to live a good life and be a good person. The primary focus will be an investigation of the virtue ethics theory of Aristotle and Saint Thomas Aquinas, as well as an investigation of diverse problems confronting the pursuit of moral science. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL204.

PHIL 313 - Reading the Philosophers (4)
Selected readings of alternate positions from philosophers old and new on a range of issues, perennial and contemporary.

PHIL 317 - History of Ancient Philosophy (4)
The major movements and figures in the earliest development of philosophy in the west. The Pre-Socratics, Plato, Aristotle, Stoics and Epicureans, Plotinus, and Augustine are examined. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL217.

PHIL 319 - History of Medieval Philosophy (4)
The major movements and figures of the period from the sixth to the fourteenth centuries A.D.: John Scotus Eriugena, Anselm, Bonaventure, Thomas Aquinas, Duns Scotus, William of Ockham, as well as the significant Arabian and Jewish philosophers of this period are read. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL219.

PHIL 321 - History of Modern & Contemporary 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. For nursing and gerontology students only: Satisfies Cluster 4 General Education requirement.Students majoring in Allied Health Studies may take PHIL331 for 4 credits. They must register at the Registrar's Office for credit adjustment.

PHIL 333 - Ethics in Business & Society (4)
An examination of ethics from both theoretical and applied perspectives. Students are exposed to the great ethical traditions of philosophy, and how they apply to business and society. Specifically, the course examines the natures of business and society and how they relate to questions of value and morality. Discussions are taken from current topics in business and society. This course serves as an elective for Business majors and minors. Satisfies Cluster 4 General Education requirement.

Crosslisted as: PHIL233.

PHIL 409 - Philosophy of Language (4)
A study of the fundamental questions concerning the nature andrange of language. The course investigates meaning and usage, and places special emphasis on a study of how language enables one to think clearly and effectively.

PHIL 415 - Philosophy of Knowledge (4)
A critical and historical study of problems concerning human knowledge of reality. Sense perception and intellectual knowledge, truth, evidence, certitude, and intersubjectivity are covered.

PHIL 435 - Coordinating Seminar (4)
A study of the problem of integrating the basic truths of the four core philosophical disciplines. The aim is to construct the framework for a coherent philosophical system. It offers a combination of independent study and group discussion, and may include participation by all faculty members. The formulation of the paper for this course constitutes the capstone experience for philosophy majors.

PHIL 491 - Independent Study (4)
Directed study of a problem of interest to an individual student, contingent upon the willingness of a member of the program to guide the student and upon acceptance of the topic by the Program Chairperson. Variable Credit, students can register 0-4 credits.

PHIL 631 - Catholic Intellectual Tradition (3)
A comprehensive survey of both classic and contemporary Catholic Philosophy and Scholarship in four critical areas of importance and influence: (1) Metaphysics and Natural Theology (being and God); (2) Ethics and Politics (action, character, and society); (3) Philosophical, Psychology and Anthropology (human nature and personhood); and (4) Hermeneutics (methodology and interpretation.)

PHYS - Physics

PHYS 149 - General Physics I (4)
First part of a two-semester course in general physics. The laws of motion, vectors, work, energy, power, conservation laws, linear and angular momentum, and simple harmonic motion arecovered. Lecture: 3 hours; laboratory: 3 hours. Prerequisite: Math 149.

Prerequisite: MATH149. Corequisite: PHYS149L.

PHYS 153 - General Physics II (4)
Continuation of General Physics I. Wave motion, sound, electricity and magnetism, optics, and heat

are covered. Lecture: 3 hours; laboratory: 3 hours. Prerequisite: Math 149.

Prerequisite: MATH149.

PHYS 153L - Lab:General Physics II (0)
Lab

PS - Political Science

PS 105 - American Politics (4)
This course explores the origins, objectives, institutions, and evolution of U.S. politics and the American system of government. Politics in America will be studied and evaluated from both historical and contemporary perspectives. The increasing involvement of women, African-Americans, Latinas/Latinos, and other formerly marginalized groups in U.S. society will be explored. Current political campaigns and issues will receive significant attention.

PS 221 - Law & Contemporary American Society (4)
This course reviews and analyzes a range of contemporary legal issues that impact the American people. Course readings will concern personal liberties and governmental regulation, crime and punishment, issues of life and death, individual and group rights and responsibilities, issues involving race and gender, and other legal-based personal and societal concerns in today's America.

PS 231 - International Relations (4)
This course surveys the development and evolution of international relations over the course of human history. Early patterns of multi-societal interactions, the emergence and maturation of nation-states, the primary causes of inter-state conflict, differing strategies for maintaining stability, peace, and security among nations, and the achievements of the major inter-governmental organizations will be studied through case-study examples.

PS 251 - Comparative Politics (4)
This course reviews contemporary political conditions in major countries and regions around the world. The different systems of governance now in use will be studied, as will the major domestic issues and foreign-policy concerns of the major countries and regions of the world. Historical-background information will be introduced to provide necessary perspectives on the conditions and conflicts affecting current global affairs.

PS 361 - The American Presidency (4)
This course explores the evolution of the Office of the Presidency over the course of U.S. history. Presidential power, as it has been exercised and as it has variously expanded and contracted over time, will be reviewed, discussed, and appraised. Individual Presidents will be studied for the purpose of evaluating their leadership capacities, most critical challenges and decisions, and degree of success or failure in achieving their political and policy objectives. 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 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 (4)
This comprehensive introductory course will cover major concepts and topic areas of psychology including human and social science as well as biological or natural science approaches. Content areas will include research methodology, theoretical perspectives related to human development, personality, intelligence, abnormal psychology, psychotherapy, biological psychology, learning and memory, and social behaviors. These content areas will be explored in the context of sociocultural diversity and the global nature of the discipline of psychology. Empirical findings related to diverse content areas will be explored.

PSY 110 - Orientation to the Psychology Major (1)
This course is required for all psychology students. Students will learn about the curriculum related to the major, APA style, and format guidelines for writing, and accessing resources for research. The focus of this course will be the development of a career development plan that will guide the student's professional goals. Development of the student's curriculum plan, self-assessment of skill sets and interests, career interest, and resume development will be projects that assist toward this goal. The diverse nature of the field of psychology will be discussed and its vast possibilities for future graduate school and career possibilities. Prerequisite: Psy 100

Prerequisite: PSY100.

PSY 200 - Lifespan Development I Child & Adolescent (4)
This course will study prenatal development through adolescence. The biological, psychological, and social factors within the context of diverse cultural contexts will be explored. Areas including cognition, personality, language, and social development will be studied in relation to developments internationally as well as how these are related to other disciplines of study. Contemporary issues such as child care, child abuse, sexuality and intimacy, identity development and achievement, relationship formation with family and society and adjustment problems will be explored with an emphasis on social issues and how these impact policy and the application of knowledge and research related to development. Prerequisite: Psy 100

PSY 203 - Lifespan Development II Adult & Aging (4)
This course will study the progression of early adulthood through middle and late adulthood, including geriatric and late in life issues from a developmental perspective. Factors both challenging as well as influencing successful aging will be explored. Biological, social, and psychological factors within the context of diverse cultural contexts will be explored. Research and knowledge acquired from other disciplines will be incorporated to more fully understand the broad sociocultural factors influencing development of all phases of adulthood. Prerequisite: Psy 100

PSY 207 - Industrial Organizational Psychology (2)
This course is an introduction to the application of behavioral theory and research to work situations; to promoting self-awareness and self-empowerment; and in career planning and professional development. The various sub-specialties of I/O psychology will be examined, including personnel selection, performance appraisal, training and development, and organizational behavior. Emphasis is placed on the research methods employed by I/O psychologists and their application to current organizational issues. Additionally students will examine how I/O Psychology principles can be used to promote social justice.

PSY 209 - Understanding Self & Others (2)
In this course, students will acquire knowledge of psychological concepts critical to understanding

themselves and communicating more effectively with others. Students will consider such topics as motivation, goal setting, self-awareness, personal problem solving, assertiveness, conflict management, forgiveness, and group dynamics. Emphasis will be placed on the development of personal maturity and the establishment of culturally sensitive and just relationships as cornerstones for effective functioning in school, work, family, and community settings.

PSY 210 - Introduction to Forensic Psychology (2)
This course will focus on the application of psychological knowledge and concepts to legal issues. Among the areas discussed are: (a) clinical-forensic applications of psychology to legal issues which may include: legal competencies; insanity, the prediction of dangerousness, civil commitment, compensation for emotional damages, confidentiality and the duty to protect, and ethical conflicts and issues in working in the legal system; and (b) legal-forensic (non-clinical) application of psychology to legal issues which may include: the history of forensic psychology; eyewitness memory, criminal investigation, and the trial and jury process. Particular emphasis will be placed on social justice and cultural sensitivity in working within forensic environments.

PSY 217 - Introduction to Counseling (2)
This course is an overview of the historical, philosophical, and theoretical foundations of counseling. This course will expose the student to the diverse nature of the helping profession and its role in a complex global and sociocultural context and the potential applications to broader public policy. The various roles and functions of the counselor are examined as well as potential career paths related to the counselor role. The development of the counselor's self awareness and self understanding and how this is related to efficacy in the counselor role will be explored as well.

PSY 219 - Crisis Intervention (2)
This course introduces students to the field of crisis intervention. Various approaches to defining and conceptualizing crisis intervention and its strategies will be explored. Theory, research, and practice will be studied in a diverse sociocultural context with an exploration of how these factors influence the self-understanding of the counselor and their response, and client's perspective in crisis. Contemporary issues including post-traumatic stress disorder, suicide, addiction, loss, and violence will be explored.

PSY 230 - Research Methods & Statistics I (4)
This course will introduce some of the core research methods and statistical techniques used in psychology. Non-experimental methods including observation, correlation, surveys, and ex-post- facto studies will be discussed. The scientific method and research process including controlling variables, descriptive statistics, as well as ethical issues related to research will be studied. Students will identify a research topic and complete a literature review. This will continue to develop into a proposal for research that will be continued in Research Methods ll. Prerequisite: PSY 100

Prerequisite: PSY100. Corequisite: PSY230L.

PSY 230L - Research Methods & Statistics I Lab (0)
This lab experience is a part of Psy 290 and must be taken at the same time. Students will participate in research exercises applying conceptsacquired in Psy 290.

Corequisite: PSY230.

PSY 233 - Research Methods & Statistics II (4)
This course will examine experimental research design and inferential statistical analysis used in psychology. Topics will include hypothesis testing, understanding and selecting appropriate statistical designs, validity and reliability, confound control, data collection, analysis, and interpretation. The student will develop an original research proposal. A laboratory component will be included where the student will become familiar with statistical software to analyze and interpret data. Students must register for the laboratory component (233L) of this course, which students will take concurrently with Psy233. Prerequisites: Psy 230 and Psy 230L

Prerequisite: PSY100. Corequisite: PSY233L.

PSY 233L - Research Methods & Statistics II Lab (0)
This lab experience is a part of Psy 233 Research Methods and Statistics ll and must be taken at the same time. Students will participate in practice experiments and gain experience analyzing and interpreting data utilizing statistical software.

Corequisite: PSY233.

PSY 241 - Psychology of the Exceptional Child (4)
This course will study factors associated with the exceptional child within the educational setting. The student's knowledge base of the core biological, social, emotional, and cultural factors influencing the special needs and capacities of the exceptional learner will be explored. Contemporary research trends and the interdisciplinary nature of the developments in the field will be incorporated to promote the understanding of features including, family and social context, motivational tendencies, developmental features, and factors impacting achieving optimal psychological, social, and emotional functioning will be explored.

PSY 250 - Counseling & Sprituality (2)
In this course, students will acquire knowledge about the integration of spiritual and emotional development in life. They will consider the role of spirituality in physical and mental health, and how both spiritual and emotional issues can be ethically addressed in counseling. Such topics as resilience, self-efficacy, and self-transcendence will be considered. The course will specifically examine the cultural and social justice implications of spiritually integrated counseling.

PSY 251 - Educational Psychology (4)
This course will apply the principles of psychology to children and adolescents in an educational setting. Contemporary research and theory in regard to learning and instruction will be explored. Student diversity based on biological, cultural, motivational, and other sources of student variance and how to address and objectively assess these factors will be discussed. Classroom management, evaluative techniques, cognitive learning theory, conceptualizing student needs in the context of development and family and social variables will also be addressed.

PSY 301 - History & Systems of Psychology (2)
This course surveys the historical roots of the content and research methodologies of psychology. The emergence from its philosophical and physiological roots will be explored, as well as the movement into historical schools of psychology, including Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis, and Humanism. Contemporary research and practice of the influences of these schools will be explored. Students will study psychology as a science that has emerged within the context of an international and multicultural perspective and how these are related to past schools of psychology and contemporary research and practice. Prerequisite: Psy 100

Prerequisite: PSY100.

PSY 309 - Cognitive Processes (4)
This course is a study of the major concepts, research methodology, theoretical perspectives, socio-cultural influences, and empirical findings in human cognition. Topics will include attention, learning, memory, language, and problem solving. Students will also learn about current research in judgment, decision-making, and creativity. Students will also consider the practical applications of these areas of psychology to their own personal and professional development. Prerequisite: Psy 100

Prerequisite: PSY100.

PSY 315 - Psychological Tests & Measurement (4)
This course is an introduction to psychological testing emphasizing the problems of objectivity, reliability, and validity. It includes a survey of the basic instruments for assessing intelligence, abilities, interests, personality, and psychopathology. Consideration is given to the statistical theory upon which tests are based. The course is taught with consideration of social justice, socio-cultural and international issues in psychological testing. Students will also consider the practical applications of this area of psychology to their own personal and professional development. Prerequisite: Psy 100

PSY 320 - Personality Theory (4)
This course is a systematic examination in historical perspective of the major theories of personality, their empirical status, and their application in the field of psychopathology. Emphasis is on humanistic theories, psychoanalytic theories, trait theories and learning theories, including the work of Rogers, Allport, Maslow, Freud, Erikson, Jung, Cattell, Miller, Bandura, and Skinner. Theoretical and methodological issues facing personality theorists will also be discussed. The course is taught with consideration of sociocultural issues important to the field and students will also consider the practical

applications of this area of psychology to their own personal and professional development. Prerequisite: Psy 100

PSY 331 - Biological Basis of Behavior (4)
This course serves as an introduction to neural mechanisms that integrate, coordinate, and control behavior. Topics will include sensation, perception, motivation, emotion, learning, thought, and language, with an introduction to the neuropharmacology of anxiety, aggression, depression, schizophrenia, and memory. Neuropsychological assessment, forensic issues, current research and the practical applications of this area of psychology to students' personal and professional development will also be discussed. Prerequisite: Psy 100

Prerequisite: PSY100, PSY101.

PSY 340 - Abnormal Psychology (4)
A study of the major disturbances of thought, personality, and behavior including their symptoms, etiology, and treatment. Topics include neuroses, schizophrenia, affective disorders, organic brain syndromes, childhood disorders, psychosomatic disorders, alcoholism and drug abuse, and suicide. The course is taught with consideration of social justice and sociocultural issues important to the field and students will also consider the practical applications of this area of psychology to their own personal and professional development. Prerequisites: Psy 320 and Psy 331

Prerequisite: PSY320, PSY331.

PSY 390 - Junior Seminar in Psychology (1)
In this course students integrate their knowledge of psychology into their own career planning and development. Students will complete a variety of projects and assignments that investigate employment opportunities and options for graduate study in psychology that are compatible with their particular interests, strengths, backgrounds and culture. Students will also complete their Career Portfolio begun in the first year. Prerequisites: Psy 100 and Psy 110

PSY 400 - Seminar in MultiCultural/Gender Studies (4)
This course will examine the influence of culture on psychological development and psychological functioning. The emphasis will be on theory and empirical research and how these inform our understanding of the interface of culture and psychology. Among the topics discussed will be: the concept of culture, the concept of ethnic identity, the influence of culture on our perception and definition of abnormal behavior and the treatment of psychological disorders, and the experience of individuals who have endured oppression and exploitation based on their gender, race, ethnicity, sexual orientation, age, religion or physical disabilities. Students will also consider the practical applications of this area of psychology to their own personal and professional development. This course is open only to Psychology Majors and Minors. Prerequisite: Psy 100

PSY 403 - Seminar in Social Psychology (4)
The focus of this course is on Human behavior and experience in a social context. Topics include social thinking, social influences, social relations, and collective behavior. Recent applications of social psychology will also be addressed with special attention to social justice and socio-cultural issues. Students will also consider the practical applications of this area of psychology to their own personal and professional development. This course is open only to Psychology and Sociology Majors and Minors. Prerequisite: Psy 100

Crosslisted as: SOC403, SW403.

PSY 405 - Seminar in International Cultural Issues in Psychology (4)
The course focuses on the history, status, and future directions of scientific and professional psychology throughout the world. It requires reading about, discussing, and writing about the relatively new specialty area of international psychology. This course will introduce psychology students and others to psychology around the world. In addition, the course focuses on understanding how principles of psychology can be utilized to confront and resolve global problems and conflicts. This course is open only to Psychology Majors and Minors. Prerequisite: PSY100

PSY 490 - Senior Research Seminar (2)
In this course an original research study is designed and conducted by student teams. Each team will be required to formulate a meaningful hypothesis, gather and interpret data, and draw conclusions based upon the data analysis. At the

end of the semester, a complete research report is submitted. Methodological issues and statistical analysis will be discussed. Prerequisites: PSY290, PSY290L, PSY295, PSY295L and Senior status.

PSY 491 - Independent Study (2)
This course provides the opportunity for students to investigate an area of psychology which holds special interest for the student. Work is accomplished individually with the aid of a faculty member. Prerequisites: PSY100 and junior or senior status; approval of the course of study by the chairperson is required before registration.

Prerequisite: PSY100.

PSY 495 - Internship (2)
The student completes an internship at a placement site arranged by a faculty member. The student will complete an internship at sites that provide experiences that promote the application of psychological principles to the real world. Sites chosen should be those that provide experiences that promote the recognition, understanding, and respect for the complexity of socio-cultural diversity, and facilitate personal and professional growth for the student. Prerequisite: Psychology major with junior or senior status, approval of the programs internship coordinator is required before registration.

PSY 499 - Special Topics (2)
An exploration of an area or special topic of current interest in psychology. The topic for any given semester will be determined by the department.

PSY 601 - Orientation to the Profession (3)
Issues involving the expectation, role, and identity of the mental health professional. Topics include relationship to other professionals, ethics, legal constraints and obligations, consultation, case conceptualization, and other current issues.

PSY 602 - Foundations of School Counseling (2)
This course provides an overview of the profession of schoolcounseling, including professional roles and functions, historyand trends, and the principles of school counseling.

PSY 604 - Organization, Administration, & Consultation in School Counseling (2)
This course focuses on the organization and management ofcomprehensive school guidance and counseling programs andintroduces the student to topics relevant to successful schoolcounseling programs such as curriculum development; programdevelopment; and consultation, coordination, and collaborationin student services in elementary, middle, and secondary schools.

PSY 606 - Early Childhood, Childhood & Adolescent Development & Behavior (3)
This course will provide an overview of child and adolescentdevelopment with a focus on the educational and social implicationsof developmental diversity. Instructional modes willinclude lecture, discussion, media, research, and case studybasedprojects.

Corequisite: ED605, ED607.

PSY 615 - Ethical & Legal Standards in Counseling (3)
This course provides an in depth study of the ethical and legalstandards of the American Counseling Association and relatedentities, and application of ethical and legal considerations inprofessional counseling.

PSY 618 - Social & Cultural Foundations of Counseling (2)
This course provides an understanding of the cultural context ofrelationships, issues and trends in a multicultural and diversesociety related to such factors as culture, ethnicity, nationality,age, gender, sexual orientation,mental and physical characteristics,education, family values, religious and spiritual values,socioeconomic status and unique characteristics of individuals,couples, families, ethnic groups, and communities."

PSY 619 - Psychological Issues for Special Needs Population (3)
This course will address counseling strategies and interventionsdesigned to assist school-aged children with an emphasis onspecial needs populations. The course is designed to helpstudents develop skills in interviewing, effective communicationand rapport building essential to the therapeutic relationship.

PSY 620 - Helping Relationship in Counseling (3)
This course provides a broad understanding of the philosophicbases of the helping processes, basic and advanced helping skillsand client and helper self-understanding and self-development.Students

will also learn counselor characteristics and behaviorsthat influence the helping processes including age, gender, andethnic differences, verbal and nonverbal behaviors and personalcharacteristics, orientation and skills.

PSY 621 - Introduction to Forensic Psychology (3)
This course provides an overview of the field of forensicpsychology, its history and impact in today's world.The focus ison the relationship between law and psychology, the mentalhealth system,mental illness and criminal conduct. It alsofocuses on discussion of the ethical and legal conflicts anddilemmas a forensic practitioner might encounter workingwithin the legal system.Ways to resolve such conflict, includingstandards applicable to the science and practice of forensicpsychology and the role of the expert and fact witness outside ofthe clinical realm, are considered.

PSY 622 - Violence And Risk Assessment (2)
This course focuses on risk assessment within the context ofprediction, supervision and intervention in both a correctionaland mental health setting. Special topics include family,workplace and school violence assessment of various legalcompetencies, the insanity defense and assessment of dangerousness.

PSY 623 - Trauma & Crisis Intervention (2)
This course addresses theories, research studies and assessmenttechniques relating to the various types of trauma such aschildhood abuse, combat experience, surviving a natural disasterand exposure to life-threatening incidents (such as those likelyexperience by victims of crime and law enforcement andemergency services personnel). Students will be taught crisisintervention techniques concerning the treatment of traumarelateddifficulties, acute stress and post-traumatic stressdisorder. Prerequisite: PSY 633.

PSY 624 - Psychological Assessment Forensic Psychology I (3)
This course focuses on the selection, administration, scoring andinterpreting of psychological assessments and their utilization inforensic settings, with particular emphasis on assessment ofneurological integrity and intellectual, cognitive and academicfunctioning for children, adolescents and adults.

PSY 625 - Psychological Assessment Forensic Psychology II (3)
This course focuses on the selection, administration, scoring andinterpreting of psychological assessments and their utilization inforensic settings, with particular emphasis on assessment ofpersonality,behavior disorders,ADHD, and psychiatric symptomsfor children, adolescents and adults.

PSY 626 - Evaluation & Treatment of Juvenile Offenders (3)
This course examines the psychological origins and dynamics ofcriminal behavior from the viewpoint of psychological theoriesand the psychological factors leading to the causes, assessment,classification and treatment of juvenile offenders. It explorespsychological theories elated to the etiology, development andprediction of juvenile delinquency and types of interventionpossible within the criminal justice setting.The role of theforensic specialist in the juvenile justice system will also beaddressed. Prerequisite: PSY 625.

PSY 627 - Evaluation & Treatment of Adult Offenders (3)
This course extends the examination the psychological originsand dynamics of criminal behavior from the viewpoint ofpsychological theories and the psychological factors leading tothe causes, assessment, classification and treatment to adultoffenders. It explores psychological theories elated to theetiology, development and prediction of violent crime and typesof intervention possible within the criminal justice setting.Treatment of the different types of offender populations (antisocialpersonality, female offenders, sex offenders, offenders withdevelopmental disabilities or those classified as retarded, etc.)within the criminal justice system will also be discussed.Prerequisite: PSY 626.

PSY 628 - Social Psychology Crime & Criminal Behavior (2)
This course applies social psychology knowledge in the contextof cultural sensitivity to the study of crime and criminal behavior.Theories of causation and social reaction to crime and criminalswill be discussed.

PSY 630 - Behavior Modification and Counseling (3)
This course focuses on the principles and procedures of behaviormodification for weight management. Students will developtheoretical and practical knowledge in the following areas asapplied to weight management: observing and recording; recognizinginstances of reinforcement extinction and punishmentand their likely long-term effects; interpreting behavioralepisodes relevant to weight management in terms of behavioralprinciples and procedures; and designing, implementing andevaluating behavior modification programs for weightmanagement for individuals and groups. Pre-requisite: Psy 620

Prerequisite: PSY620.

PSY 631 - Research Methods & Program Evaluation (3)
A study of research methods used in psychology with a focus onapplied, clinically-oriented research. Students will studymethods of outcome assessment and program evaluation.Throughout the course, students will have experience readingand evaluating research.An original research study will also beconducted. Prerequisite: undergraduate statistics and researchmethods in psychology.

PSY 633 - Counseling Theory & Methods I (3)
Major contemporary counseling theories and their application in avariety of counseling interventions will be studied and practiced.Focus will be on the development of basic and advanced counselingskills and procedures and refinement of the skills needed inproviding counseling interventions. Prerequisites: MC 620 or PSY620.

Prerequisite: MC620, PSY620.

PSY 634 - Counseling Theory & Methods II (3)
A study of counseling as a formof professional assistance inproblems of development and adjustment. Provides the basicskills necessary for effective interaction and communication in avariety of situations,with the emphasis on individual counseling.Includes practical experiences such as role playing,audiotaping,and videotaping, critiquing, and test interpretation. Research onthe effectiveness of techniques andmodels of counseling will beemphasized.Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 635 - Assessment & Evaluation in Counseling (3)
This course will be taken for 4 credits for students in the mental health counseling specialty and 3 credits for students in the school counseling and student affairs specialty. A comprehensive survey of individual and group approaches to assessment, evaluation, and measurement as they apply to counseling. Discussion of historical perspectives, theoretical bases of assessment, standardized and non-standardized assessment, concepts of statistical measurement, reliability and validity, assessment of special populations, and multicultural issues, and ethical and legal guidelines. Additionally, didactic knowledge of practical experience in selecting, administering, and interpreting assessment tools that measure intelligence, psychological health and pathology, personality, career options, and academic achievement.

PSY 636 - Personality Assessment (3)
Principles of measurement and assessment of personality. Counseling use of a variety of assessment instruments regarding personality functioning, both normal and abnormal. Projective and objective measures of personality will be studied. Prerequisites: PSY 635.

Prerequisite: PSY635.

PSY 637 - Group Dynamics & Interpersonal Communication (3)
A critical examination of the processes operating in various typesof groups. Emphasis on social and psychological principlesrelevant to individuals in groups, and on developing effectivegroup consultation skills. Prerequisite: PSY 633.

PSY 639 - Human Growth & Personality Development (3)
A comprehensive review of theories andmethodologies in developmentalpsychology.Topics include changes that occur with agein cognition and perception,but emphasis is placed on social andpersonality development. Models of social and personality developmentare critically discussed in light of their research supportand application to counseling.

PSY 641 - Psychopathology & Diagnosis (3)
An examination of abnormal behavior, including an introductionto the etiology,diagnosis, and

treatment of psychological dysfunctioning.This course will be an in-depth analysis ofpsychopathologies as they relate to the use of current diagnosticsystems as a formulation for classification of disorders and choiceof appropriate treatment. The student will acquire a workingknowledge of the DSM, including itsmultiaxial classificationsystem, and will develop the ability to diagnose the variousmentaldisorders on the basis of a comprehensive diagnostic interview.No prerequisite required.

PSY 642 - Treatment Planning (3)
Building on the knowledge developed in psychopathologyand diagnosis, this course provides students the ability to conceptualizeclient presentation and select appropriate counselinginterventions.Skills taught involve establishing appropriate counselinggoals,designing intervention strategies,evaluating clientoutcome, and successfully terminating the counselor-client relationship.Prerequisite: PSY 641.

Prerequisite: PSY641.

PSY 643 - Career Development & Occupational Opportunities (3)
An examination of the theories,processes, and determinantsof vocational choice and adjustment. Life stages and careerpatterns in personal and vocational development will be explored.Occupational structure and trends; job and worker analysis;occupationalclassifications; sources of occupationaland educational information for use in guidance, counseling,personnel selection, and career development programs will bediscussed. Prerequisite: PSY 635.

PSY 645 - Family & Marriage Counseling (3)
This course will focus on a theory and practice approach,viewing the couple or family as a unitary psychosocial system,focusing on general functioning,dysfunction,and intervention. Incontrast to viewing individuals as the locus of a problem, the relationshipis seen as a unitary systemwhere harmony anddifficulty depend on characteristics of the unit as a whole.Major areas covered include history, theory,practicemodels,and intervention techniques. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 647 - Counseling of the Aged (3)
This course will develop an understanding of the physicaland psychological changes associated with aging. Factors associatedwith lifestyle changes for the aged will be considered with afocus on how to help individuals and families cope with successfulaging. Provides the helping professional with specific counselingskills required for working with the aged. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 649 - Health & Wellness Counseling (3)
The purpose of this course is to examine the physical,mental,emotional and social issues relative to health and wellness. Surveyof counseling techniques through case study analysis involving aholistic approach to developing a personal,healthy life style.Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 651 - Substance Abuse Counseling (3)
This course is a survey of counseling interventionmodelswith substance-abusing clients including treatment approachesand philosophies, individual,group, family, therapeutic communities,Alcoholics Anonymous, residential treatment,outpatientapproaches and comparative theories. The course is designedto assist students in identifying and becoming familiar withcurrent counseling approaches and interventionmodels inchemical dependency treatment; to assist the development of thecounselor to distinguish between approaches, and to determinetreatment selections for various case situations. Prerequisite: PSY633.

Prerequisite: PSY633.

PSY 653 - Multicultural Counseling (3)
This course will focus on the role of culture in counseling and theskills necessary for counselors to work effectively in our contemporary,culturally pluralistic world. Students will study issues andconcepts of cross-cultural counseling common tomost culturallydifferent groups in the United States, as well as study guidelinesandmethods for counseling specificminority groups. Prerequisite:PSY 633.

Prerequisite: PSY633.

PSY 655 - Women in Counseling (3)
Course will examine the special needs of women in counseling/therapy both in theory and practice while evaluatingtraditional and feminist strategies and/or theories of application.Issues to be explored from both an individual and groupperspective include: rape and date rape, domestic violence,hormonal changes and development, confronting life-threateningillness, assertiveness and communication in relationships,work and mothering as well as other current concerns in the everchanging development of 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 andsocial issues related to human sexuality in health and illnessesare presented. Clinical techniques and therapeutic tools,research on outcome, special clinical problems as well as theoreticalparameters on sexual functioning and maritalrelationship will be discussed. Prerequisite: PSY 633.

PSY 659 - Counseling Children & Adolescents (3)
This course will address the disorders and difficulties of childrenand adolescents and the treatment of these disorders. Thecourse will include the process, theories, techniques andmaterials used in counseling children and adolescents.Individual, group and family intervention techniques willbe emphasized as well as legal and ethical considerations.Strategies presented can be used in a variety of settings.Multicultural considerations are addressed. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 660 - Counseling & Spirituality (3)
This course will introduce the major theories, methods, thinkers,and trends in the field of religion as they pertain to counseling.The first part of the course will concentrate on the theoreticaland research areas of the field, with a specific focus on the role ofspirituality in physical and mental health. The second part willfocus on the integration of spirituality in the therapeutic context,covering such topics as conduction of a genogram with respectto spirituality and ways of incorporating spirituality intotreatment planning. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 662 - Bereavement Counseling (3)
This course will include a presentation of bereavement counseling,interventions that are appropriate for special populationsand atypical losses (for example suicide). Students will beencouraged to examine their own attitudes toward loss andhistory of personal issues. Prerequisite: PSY 633.

Prerequisite: PSY633.

PSY 663 - Sports Psychology (3)
This course will provide an overview of counseling issues forathletes, teams, and performance enthusiasts. Students willstudy issues and concepts related to motivation, stressmanagement, and performance enhancement. Issues associatedwith career transitions and athletes are discussed. The courseexamines the physical,mental, emotional, and social issuesrelative to exercise performance as a component of a healthylifestyle and provides additional understanding of behaviorchange strategies that foster the development of a healthylifestyle. Prerequisite: None.

PSY 671 - Counseling Theory & Methods III Practicum (3)
Closely supervised therapeutic counseling with individuals,translation of theory into practice, clinical and professionaltechniques and issues. Students must complete the practicumapplication form prior to registration for the practicum.Prerequisites: Vary by program. Pass/No Credit.

PSY 675 - Community Agencies & Resources (3)
This course provides an orientation to the resources andservices available in schools, clinics, hospitals, rehabilitation andemployment settings and other public and private agenciesserving psychologically and physically disabled individuals andtheir families. Instructional modes will include discussion,research and field-based projects.

PSY 680 - Intro to Student Affairs in Higher Education (3)
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, ant the impact of contemporary economic and social trends on the college population.

PSY 683 - Special Topics (3)
An in-depth exploration of a specific topic that is of currentinterest to graduate students in psychology.Approval of theProgram Director is required to register.

PSY 685 - Independent Study (3)
Independent study, research or practice in areas relative to thefield of counseling psychology.

PSY 691 - Counseling Theory & Methods IV (3)
The field experience is designed to provide students withpractical experience in an applied setting under the supervisionof qualified mental health professionals. This will involve theapplication of theory to counseling psychology practice withindividuals, groups, families, children, or adolescents in anapproved agency setting. Students must complete the fieldexperience application form prior to registration. Prerequisite:PSY 671.Pass/No Credit.

PSY 693 - Counseling Theory & Methods V (3)
The field experience is designed to provide students withpractical experience in an applied setting under the supervisionof qualified mental health professionals. This will involve theapplication of theory to counseling psychology practice withindividuals, groups, families, children, or adolescents in anapproved agency setting. Students must complete the fieldexperience application form prior to registration. Prerequisite:Previous or concurrent enrollment in PSY 691. Pass/No Credit.

PSY 695 - Professional Portfolio (0)
Advisement regarding organization, developing a"theme",writing and presenting the professional portfolio.

PSY 697 - Culminating Requirement (0)
Culminating Requirement

PSY 699 - Culminating Project (3)

PSY 700 - Clinical Applications of Human Development (3)
This course traces human development throughout the life span, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is the acquisition of knowledge of clinical applications of observable developmental milestones for each era, within the traditional domains of behavior (i.e., cognitive, social/relational, emotional, motivational and physical/biological).

PSY 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 changem group dynamics, and social structure. Areas of social psychology that align with our program-specefic competency of social justice are emphasized. These areas include bias, discriminiation, and prejudice.

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. Topics include memory, attention, perception, problem solving and language. The connection between cognition and emotion, including he cognitive regulation of emotion and the structure and theories of emotion will also be covered. 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 and Cognitive Assessment (3)
This courses involves training in the administration, scoring, interpretation and reporting of the most commonly used instruments for measuring cognitive ability and intelligence of children and adults. Students will develop a thorough understanding of psychometrics including test construction, reliability, validity, bias, group norms, standardization and item analysis. The impact of culture on cognitive assessment as well as legal and ethical issues pertaining to assessment will be examined. The developement of rapport, interviewing skills, and structured history-taking will also be covered.

PSY 712 - Advanced Personality Assessment (3)
This course explores the theoretical bases of personality assessment as well as the use of the psychological instruments in the objective and projective assessment of personality traits and characteristics. Students will have training in administration, scoring and interpretation of personality assessment instruments with an emphasis on incorporating test results into a useful psychological report. The impact of culture on personality assessment as well as legal and ethical issues pertaining to assessment will be examined.

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 - Applied 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 - Program Management and Consultation Supervision for Counseling Psychology (3)
This course explores how counseling psychologists can develop, administer, and evaluate effective mental health programs. Students will also be introduced to theories and techniques of counselor supervision.

PSY 732 - Doctoral Practicum I (3)
Students are engaged in clinical activity in field placements, and meet on campus to discuss cases and professional issues with the practicum instructor and other students. Prerequisite: Satisfactory completion of all first year courses.

PSY 733 - 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 is comprised of three members: a chairperson and member selected from among the program faculty, and a third member who may be either from the College faculty or from the professional community.

PSY 742 - Doctoral 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 (0)
A continuation of PSY 744: Doctoral Project III. Prerequisite PSY 744.

Prerequisite: PSY744.

REL - Religious Studies

REL 105 - Pastoral Counseling for Ministry (4)
This course will give an overview of counseling theory and skills. The Major focus of the course will be on particular pastoral skills that will be useful for ministry in the Church. (Note: Ministry students only).

REL 110 - Hebrew Scriptures (4)
A study of the literature and religion of the Scriptures shared by the Jewish and Christian communities, both Catholic and Protestant. The history of the People of Israel, the formation of their sacred books, and their influence on subsequent spirituality, as well as recent discoveries, insights and challenges will be included. Satisfies Cluster 4 General Education requirement.

REL 113 - The New Testament (4)
A study of the biblical literature of the earliest Christian communities to encounter the person of Jesus, the norm and model of Christian life, through study and reflection on the books of the New or Second Testament – on their formation and context, including what they meant in their own historical context and what they mean for us today. Satisfies Cluster 4 General Education requirement.

REL 120 - Introduction to Catholic Life and Thought (4)
This course offers an introduction to critical thinking regarding the essentials of the Christian faith and the expression of that faith in beliefs and practices in a diversity of times and cultures. The course explores the sources of Christian faith in scripture and tradition and introduces students to the positive relationship between reason and revelation in an examination of central ideas and questions about God, humankind, faith, and religious action.

REL 135 - Ecology and Faith (4)
This course is an introduction to the relationship between faith and ecology with particular emphasis on the Christian understanding of creation and human responsibility. Contemporary ecological issues will be considered in light of the Judeo-Christian scriptural tradition, ethics and spirituality. The place ofecology within other faith

traditions will also be considered. Satisfies Cluster 4 General Education requirement.

REL 137 - Youth Ministry: Skills & CoYouth Ministry (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

REL 143 - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

REL 153 - Foundations in Lay Ministry (4)
This course will explore contemporary issues in a theology of ministry and a review of documents and pastoral letters that have forged emerging new models of lay ministry in service to the Church. During the course, students will study appropriate boundaries and counseling resources in the helping professions. They will examine models of leadership in parish ministry, including ministry in multicultural settings. The spirituality and emotional health of the minister will be explored as well.

REL 195 - 21st Century and the Spirit of Charity (4)
This course will explore various expressions of contemporary spirituality present in religious traditions and movements. Attention will be given to the relationship of spirituality to Christian service, justice and the life of prayer including meditation, contemplation and mysticism. Consideration will be given to charity as the goal of the Christian spiritual life through an examination of the importance of both direct service and advocacy in the life and thought of St. Vincent de Paul and St. Elizabeth Seton. Satisfies Cluster 4 General Education requirement.

REL 100MP - Hispanics and the Church in the US (4)
A review of the historical memory of Hispanic Ministry in the US from its inception in 1945 to the present. The course will include an in depth study of the documents generated as a result of the four Encuentro Nacional Hispano de Pastoral (NHE) and the National Pastoral Plan for Hispanic Ministry and subsequent related documents.

REL 110MP - 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, inluding; biblical warrants, church documents, papal teachingsm 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 203 - Catholic Social Teaching and Practice (4)
This course will examine Catholic Social Teaching from the 19th Century until the present with particular attention given to the American Catholic contribution. The scriptural foundations andhistorical development of CST will be considered through a study of its principles with emphasis on the dignity and social nature of the human person. Course work will include an experiential component whereby students will explore a particular ministry of justice.

REL 205 - Christian Marriage & Family (4)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

REL 221 - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

REL 230 - Religious Education: Skills and Competancies (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

REL 235 - Children of Abraham, Sarah and Hagar (4)
A study of the faith traditions of Judaism, Christianity and Islam by presenting the core beliefs of each, their scriptures and the historical and social context of these communities of faith. Among possible topics to be explored may be the role of women, the relationship of faith and politics and issues of peace and violence. Satisfies Cluster 4 General Education requirement.

REL 239 - Christian Sexual Ethics (4)
This course will explore the challenge that Biblical perspectives and Christian tradition bring to contemporary sexual attitudes and practices and the questions brought to the tradition fromthe culture. Emphasis will be given to the meaning of sexuality, the influence of attitudes toward the body on views of sexuality, Christian understanding of marriage and family and the meaning of intimacy as well as to some of the challenges raised in today's society. Satisfies Cluster 4 General Education requirement.

REL 250 - Introduction to Christian Ethics (4)
Through considering the scripture, the teaching authority of Catholic and other Christian communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will

be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics. Satisfies Cluster 4 General Education requirement

REL 260 - Religion in America (4)
A survey of the establishment and growth of major Faith Traditions in the United States. Emphasis will be on various Christian communities (including Catholicism), as well as significant non-Christian Traditions. Satisfies Cluster 4 General Education requirement.

REL 263 - Spirituality and Ethics (4)
How one relates to the sacred and the choices one makes are inseparably connected. Spirituality is embodied in action. In this course we will examine the ways in which 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.

REL 265 - Rel of the East (4)
A survey of the religious traditions founded and spread predominantly in the East, with emphasis on the study of Hinduism, Buddhism, Jainism, Sikhism, Shintoism, and the contemporary religions of Asia.

REL 267 - Women and Religion (4)
Where do women fit into the world of religion? This course seeks answers to that question by examining the diversity and commonality of women's roles and experiences in various religious traditions. Consideration will be given to women in sacred scriptures and in the institutional development ofreligious traditions. This course includes a look at how religion helps form 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 - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

REL 230MP - Religious Education: Skills & Competencies (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

REL 240MP - Pastoral Administration (4)
The course will give an overview of an effective Pastoral Administrator in the Church. Students will learn about management, leadership, and the use of resources to advance the Gospel.

REL 250MP - Introduction to Chrstian Ethics (4)
Through considering the scripture, the teaching authority of Catholic and other Christian communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics.

REL 280MP - Ministry Integration Seminar I (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

REL 281MP - Ministry Integration Seminar II (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

REL 300 - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by

participants throughout the course. (Note: Ministry students only)

REL 309 - History of Christianity (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 - History of Christianity II (2)
The continuation of History of Christianity I. A survey of church History from the time of the apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

REL 320 - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of 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 andphilosophical theories of justice, concepts of law and justice such as due process, and the relationship between justice and ethics will be explored. Issues in ethics and justice will be examined such as civil disobedience, bias (such as gender and race) punishment and rehabilitation, and capital punishment.

REL 300MP - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

REL 320MP - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of God's self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

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.

SOC - Sociology

SOC 101 - Introduction to Sociology (4)
Sociology as a discipline and a way of understanding the world and one's self. An examination of society and social behavior. Topics may include culture, socialization, gender roles, dating, family life, and suicide.

SOC 201 - Social Problems (4)
4cr. Selected social problems, issues and debates facing society. Topics include deviant behavior, violence, alcohol and drug abuse, crime, and war.

SOC 207 - Introduction to Social Welfare & Social Work (4)
The social work profession, roles of contemporary social workers, and challenges facing social workers. 4crs.

Crosslisted as: SW207.

SOC 221 - Cultural Diversity (4)
Sociological and anthropological examination of many forms of cultural diversity across time and

place: race, class, gender, age, political affiliation, religion, education, able-bodiness.

SOC 251 - Sociology of the Family (4)
Analysis of different kinds of families (single-parent families, same-sex partnerships, commuter marriages, adoption) and family interactions. Roles, responsibilities, and conflicts faced by women in their families.

SOC 281 - Sociology of Aging (4)
An examination of the social and demographic characteristics of the elderly population; sociological theories and methods for studying the elderly; prejudice and discrimination against the elderly. Topics include caregiving, family and living arrangements, work, leisure, life satisfaction, retirement, death, widowhood, and health in old age.

SOC 298 - Special Topics (2)
An exploration of an area or special topic of current interest in sociology. The topic for any given semester will be determined by the department.

SOC 301 - Social Research Methods (4)
An exploration of the sociological research process and various types of research methodologies. Introduction to social statistics. Completion of an analytical literature review and project related to a topic of current interest in sociology. Required for junior sociology majors. Prerequisites: SOC 101 (Fall)

Prerequisite: SOC101. 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 process 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.

SOC 319 - Community Service and Involvement (2)
Analysis of the social conditions in a nearby community and the opportunity to make a difference in that community. Course requires 60 hours of field experience. Prerequisite: SOC 101, 201, 221, or 251.

Prerequisite: SOC101, SOC201, SOC221, SOC251.

SOC 321 - Urban Sociology (4)
Historical and contemporary trends in urbanization. Study of the social organization of urban life and the impact of the family, religion, political and educational systems. Projects will be related to urban life in actual urban settings. Prerequisite: SOC 101, 201, 221, or 251. 4crs.

Prerequisite: SOC101, SOC201, SOC221, SOC251.

SOC 331 - Race, Class, and Gender (4)
Systems of social stratification as society as hierarchically ranked by race and ethnicity, socioeconomic class, and gender. Causes and consequences of prejudice, discrimination, and inequality. Required for sociology majors. Prerequisite: SOC 101. 4crs.

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 (4)
Quantifying and analyzing sociological data using the newest version of SPSS for data analysis. The logic of univariate, bivariate, and multivariate analysis including data display and interpretation and social statistics. Presentation of analytical literature review and professional poster, possibly at professional conferences. Required for junior sociology majors. Prerequisites: SOC 301. (Spring) 4crs.

Prerequisite: SOC101.

SOC 371 - Sociological Theory (4)
An in-depth look at the major theories and theorists in sociology. From Emile Durkheim, Karl Marx, and Max Weber to Erving Goffman, C. Wright Mills and Patricia Hill Collins. Required for junior sociology majors. Prerequisite: SOC 101. (Fall) 4crs.

Prerequisite: SOC101.

SOC 399 - Special Topics (4)
An exploration of an area or special topic of current interest in sociology. The topic for any given semester will be determined by the department. Prerequisite: SOC 101, 201, 221, or 251. 4crs.

SOC 403 - Seminar Social 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 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 Conversational Spanish I (3)
An elementary course to provide a basis for development of proficiency in understanding, speaking, reading, and writing Spanish. Students gain practice with vocabulary and structures needed for basic communication, complemented by an introduction to culture. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall and spring semesters)

SPAN 103 - Basic Conversational Spanish II (3)
The continuation of SPA 101 with further development of proficiency in understanding, speaking, reading, and writing. Language

laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement. (Fall and spring semesters)

SPAN 107 - Spanish for Health Care Professionals I (3)
An elementary course designed especially for health care professionals to acquire a basis for development of communication skills in Spanish. Emphasis is on conversation using vocabulary and structures needed for health-related situations in hospitals and care-giving environments. The course includes discussion of cultural dimensions that affect efficient health care. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement.

SPAN 201 - Intermediate Spanish I (3)
Further development of proficiency in understanding, speaking, reading, and writing Spanish. Attention is given to the intensification of vocabulary and structure. Authentic cultural content is stressed. Language laboratory is required to supplement class work. Satisfies Cluster 1 General Education requirement.

SPAN 203 - Intermediate Spanish II (3)
The continuation of SPA 201 with greater development of communication skills. Language laboratory is required to supplement class work.

SPAN 215 - Spanish for Native Speakers of Span I (3)
A course designed for native speakers of Spanish to improve or reinforce skills already acquired. Emphasis is on grammar, correctness in written expression, and reading. This course (instead of SPA 201 and 203) fulfills language requirements of native speakers of Spanish who wish to major in Spanish. (Required of all native Spanish speakers.) Satisfies Cluster 1 General Education requirement. Offered upon request.

SPAN 219 - Spanish for Native Speakers of Span II (3)
The continuation of SPA 215. This course (instead of SPA 205) fulfills language requirements of native speakers of Spanish who wish to major in Spanish. Satisfies Cluster 1 General Education requirement. Offered upon request.

SPAN 227 - Culture & Civilization of Spain (3)
A survey of the social, political, and cultural history of Spain. It studies the distinctive features of life in Spain with emphasis on the twentieth century. The course is supplemented by audio and video programs.

SPAN 233 - Culture & Civilization of Span America (3)
A survey of the social, political, and cultural history of Spanish America. It studies the distinctive features of life in Spanish America with emphasis on the twentieth century. The course is supplemented by audio and video programs. (Spring semester every other year)

SPAN 315 - Advanced Conversation & Composition I (3)
A course designed to advance students' communicative skills through conversation and reading and writing activities. It encourages the development of a higher level of proficiency. Frequent oral reports and compositions are required. The language laboratory is used as needed.

SPAN 319 - Advanced Conversation & Composition II (3)
The continuation of SPA 315. The language laboratory is used as needed.

SPAN 321 - Masterpieces of Span Lit:Middle Ages (3)
A panoramic survey of the historic-cultural background of La Edad Media. It includes intensive study, reading, and discussion of medieval literature from El Cid to La Celestina. (Fall semester every other year)

SPAN 323 - Spanish for Preprofessional Preparation (3)
A course designed for students interested in pursuing careers in business, multi-national corporations, health-related services, public education and other areas. Emphasis placed on oral communication and effective writing skills. Students are encouraged to pair this course with SPA 495. Internship in Spanish (1-4).

SPAN 329 - Literature of Spain to 1700 (3)
A study of the literature from La Edad Media to El Siglo de Oro integrating historical and social developments with literary currents. Several significant works are read and studied.

SPAN 333 - Literature of Spain, 1700-Present (3)
A study of the literature of Spain from 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 405 - Seminar:Cervantes & His Literary World (3)
The intensive study of entremeses, novelas ejemplares, and Don Quijote by Cervantes, with particular reference to historical and literary background.

SPAN 411 - Senior Seminar (3)
A culminating experience in research, analysis, and interpretation of selected masterpieces, concluding with a well documented written thesis on a topic developed by the individual student and the instructor.

SPAN 491 - Independent Study (3)
Course offered upon request and with the approval of the program chairperson. Variable Credit, students can register 0-4 credits.

SPAN 495 - Internship (3)
An academic experience utilizing knowledge of foreign culture and language skills in a working atmosphere under professional staff members at a multi-national corporation and other service organizations in the public sector. Includes department supervision, students' weekly reports, and a final report by the on-site supervisor. Prerequisite: program chairperson approval, good academic standing, and SPA 323. Spanish for Pre-professional Preparation (3). Open to Junior and Senior majors and other qualified students. Variable Credit, students can register 0-4 credits.

Prerequisite: SPAN323.

SW - Social Work

THEO - Theology

THEO 105 - Pastoral Counseling for Ministry (4)
This course will give an overview of counseling theory and skills. The Major focus of the course will be on particular pastoral skills that will be useful for ministry in the Church. (Note: Ministry students only).

THEO 110 - Hebrew Scriptures (4)
A study of the literature and religion of the Scriptures shared by the Jewish and Christian communities, both Catholic and Protestant. The history of the People of Israel, the formation of their sacred books, and their influence on subsequent spirituality, as well as recent discoveries, insights and challenges will be included. Satisfies Cluster 4 General Education requirement.

THEO 113 - The New Testament (4)
A study of the biblical literature of the earliest Christian communities to encounter the person of Jesus, the norm and model of Christian life, through study and reflection on the books of the New or Second Testament – on their formation and context, including what they meant in their own historical context and what they mean for us today. Satisfies Cluster 4 General Education requirement.

THEO 120 - Introduction to Catholic Life and Thought (4)
This course offers an introduction to critical thinking regarding the essentials of the Christian

faith and the expression of that faith in beliefs and practices in a diversity of times and cultures. The course explores the sources of Christian faith in scripture and tradition and introduces students to the positive relationship between reason and revelation in an examination of central ideas and questions about God, humankind, faith, and religious action.

THEO 135 - Ecology and Faith (4)
This course is an introduction to the relationship between faith and ecology with particular emphasis on the Christian understanding of creation and human responsibility. Contemporary ecological issues will be considered in light of the Judeo-Christian scriptural tradition, ethics and spirituality. The place ofecology within other faith traditions will also be considered. Satisfies Cluster 4 General Education requirement.

THEO 137 - Youth Ministry: Skills & Competencies (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

THEO 143 - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

THEO 153 - Foundations in Lay Ministry (4)
This course will explore contemporary issues in a theology of ministry and a review of documents and pastoral letters that have forged emerging new models of lay ministry in service to the Church. During the course, students will study appropriate boundaries and counseling resources in the helping professions. They will examine models of leadership in parish ministry, including ministry in multicultural settings. The spirituality and emotional health of the minister will be explored as well.

THEO 195 - Spirit of Charity (4)
This course will explore various expressions of contemporary spirituality present in religious traditions and movements. Attention will be given to the relationship of spirituality to Christian service, justice and the life of prayer including meditation, contemplation and mysticism. Consideration will be given to charity as the goal of the Christian spiritual life through an examination of the importance of both direct service and advocacy in the life and thought of St. Vincent de Paul and St. Elizabeth Seton. Satisfies Cluster 4 General Education requirement.

THEO 100MP - Hispanics and the Church in the US (4)
A review of the historical memory of Hispanic Ministry in the US from its inception in 1945 to the present. The course will include an in depth study of the documents generated as a result of the four Encuentro Nacional Hispano de Pastoral (NHE) and the National Pastoral Plan for Hispanic Ministry and subsequent related documents.

THEO 110MP - Hispanic Spirituality Culture Expressions 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.

THEO 137MP - Youth Ministry: Skills & Competencies (4)
The course will give an overview of an effective Youth Minister in the Church. Among topics to be included are competencies in spirituality, vocational discernment including workshops on family dynamics, and adolescent psychology.

THEO 143MP - Liturgy & Spirituality (4)
This course will explore traditional and contemporary understandings of sacramental rituals and theology, and their contribution to a vibrant and durable spirituality.

THEO 153MP - Foundations in Lay Ministry (4)
This course will explore contemporary issues in a theology of ministry and a review of documents

and pastoral letters that have forged emerging new models of lay ministry in service to the Church. During the course, students will study appropriate boundaries and counseling resources in the helping professions. They will examine models of leadership in parish ministry, including ministry in multicultural settings. The spirituality and emotional health of the minister will be explored as well.

THEO 200 - Bioethics (4)
A faith-based study of the social implications of scientific research and technology, this course will examine medical, research and environmental ethics. Moral issues such as genetic screening, stem cell research, cloning, medically-assisted pregnancy, genetically engineered crops and similar topics will be included. This interdisciplinary course will be team taught by members of the theology, biology and chemistry/biochemistry departments. Satisfies Cluster 4 General Education requirement.

THEO 203 - Catholic Social Teaching and Practice (4)
This course will examine Catholic Social Teaching from the 19th Century until the present with particular attention given to the American Catholic contribution. The scriptural foundations andhistorical development of CST will be considered through a study of its principles with emphasis on the dignity and social nature of the human person. Course work will include an experiential component whereby students will explore a particular ministry of justice.

THEO 205 - Christian Marriage & Family (4)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

Crosslisted as: THEO305.

THEO 221 - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

THEO 230 - Religious Education: Skills and Competencies (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

THEO 235 - Children of Abraham (4)
A study of the faith traditions of Judaism, Christianity and Islam by presenting the core beliefs of each, their scriptures and the historical and social context of these communities of faith. Among possible topics to be explored may be the role of women, the relationship of faith and politics and issues of peace and violence. Satisfies Cluster 4 General Education requirement.

Crosslisted as: THEO335.

THEO 239 - Sexual Ethics (4)
This course will explore the challenge that Biblical perspectives and Christian tradition bring to contemporary sexual attitudes and practices and the questions brought to the tradition fromthe culture. Emphasis will be given to the meaning of sexuality, the influence of attitudes toward the body on views of sexuality, Christian understanding of marriage and family and the meaning of intimacy as well as to some of the challenges raised in today's society. Satisfies Cluster 4 General Education requirement.

THEO 250 - Introduction to Christian Ethics (4)
Through considering the scripture, the teaching authority of Catholic and other Christian

communities and the lived faith experience of believers, this course will examine the principles and foundations of Christian Ethics. Attention will be given to factors that influence the dignity and freedom of the human person, the development of conscience and the process of discernment. Among the issues that may be addressed are racism and immigration, business and economics, violence and pacifism, as well as medical and sexual ethics. Satisfies Cluster 4 General Education requirement

THEO 260 - Religion in America (4)
A survey of the establishment and growth of major Faith Traditions in the United States. Emphasis will be on various Christian communities (including Catholicism), as well as significant non-Christian Traditions. Satisfies Cluster 4 General Education requirement.

Crosslisted as: THEO360.

THEO 263 - Spirituality and Ethics (4)
How one relates to the sacred and the choices one makes are inseparably connected. Spirituality is embodied in action. In this course we will examine the ways in which 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.

THEO 267 - Women and Religion (4)
Where do women fit into the world of religion? This course seeks answers to that question by examining the diversity and commonality of women's roles and experiences in various religious traditions. Consideration will be given to women in sacred scriptures and in the institutional development ofreligious traditions. This course includes a look at how religion helps form women's roles in society and how women shape religious cultures. Contemporary woman-oriented spiritual movements and religious practices will be explored.

THEO 280 - Pastoral Internship (2)
The Pastoral Internship includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. (Note: Ministry students only)

Crosslisted as: THEO281.

THEO 295 - Travel and Study Tours (4)
Study tours to significant places in the Christian tradition, e.g. the Holy Land, Greece, Europe, etc. Participation in a seminar and an integrative paper is required as part of the experience.

THEO 200MP - Leadership Skills & Competencies (4)
In order to become an effective leader in ministry there is a recognizable need to develop certain skills and competencies. The need for culturally specific abilities and an informed understanding of the realities of the Church in the US provide for another challenge to leaders seeking to work with the Hispanic people. This course will address the skills, abilities, sensitivities and challenges that arise in ministry to Hispanics in the Catholic Church in the US especially in a mixed cultural setting.

THEO 205MP - Christian Family and Marriage (3)
The course will give an overview of marriage and family life in Church. The course takes an interdisciplinary approach to understanding current issues in Christian practice and their historical, psychological, sociological, and theological foundations. Attention is given to the practical problems encountered in ministry to families.

THEO 210MP - Challenges in Ministry Today (4)
This course is designed to underscore the need for self care in ministry in order to avoid burnout and develop a balance between personal and ministerial goals. An awareness of what it means to be a Hispanic minister at the present time given the challenges of the modern world and the conflicts that may arise between cultures will be the core component of this course.

THEO 215MP - Pastoral Leadership (4)
Beginning with Vatican II documents, this course will provide a basis in Ecclesiology with an emphasis on the three models of church leadership used in Hispanic Ministry in the US Church: Collaborative Leadership (Pastoral de Conjunto), Missionary Option (Mision Continental)

and Servant Leadership (Liderazgo Servicial). Challenges in the application of these models in Latin America and the US will be reviewed in an effort to discern what components may apply to the present pastoral reality

THEO 220MP - Theological Reflection (4)
This course is designed to address major theological concepts such as Church, Mystery of God, Christology, revelation, grace, faith etc. as well as giving students some experience of differing theological methodologies within the discipline of theology.

THEO 221MP - Fundamental Moral Theology (4)
This course will present the foundations of Christian morality particularly as understood within the Roman Catholic tradition: scripture, magisterium, and the lived faith experience of believers. The course will include a survey of the history of moral theology with attention to the impact of Vatican II and contemporary pluralism on its development. Among the topics examined will be the question of evil, understandings of sin and grace, and the development of conscience. Various approaches and methodologies currently employed within the moral theology will be explored. Satisfies Cluster 4 General Education requirement

THEO 230MP - Religious Education: Skills & Competencies (4)
The course will give an overview of the role of the religious educator in the Church. An overview of theories of teaching and learning for adults, adolescents and children. The course will explore conte3mporary documents on Catechetics and Evangelization which ground the educational ministry of the Church. Skills in designing and evaluating curricula will be developed, with practical applications for program development and delivery in a wide span of parish venues and age groupings.

THEO 240MP - Pastoral Administration (4)
The course will give an overview of an effective Pastoral Administrator in the Church. Students will learn about management, leadership, and the use of resources to advance the Gospel.

THEO 250MP - 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.

THEO 280MP - Independent Pastoral Internship (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

THEO 281MP - Independent Pastoral Internship (2)
The Ministry Integration Seminar includes supervised field education emphasizing pastoral skills and theological reflection coupled with a seminar on pertinent topics for ministry. Unless otherwise specified, the seminar and field education occur simultaneously over two semesters. For HPM students, the course also includes instruction on Hispanic Theology in the United States (Note: Ministry students only)

THEO 300 - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

THEO 309 - History of Christianity I (2)
A survey of Church History from the time of the apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

THEO 313 - History of Christianity II (2)
The continuation of History of Christianity I. A survey of church History from the time of the

apostles to the present, with special attention given to the theological, institutional, and spiritual developments in each age.

Crosslisted as: THEO213.

THEO 320 - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of God's self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

THEO 385 - Ethics & Justice (4)
This interdisciplinary course will address concepts in ethics from both theological and philosophical perspectives that are important to the practice of justice such as human dignity, human rights, the relationship between law and morality, and the distinction between morality and ethics. Theological andphilosophical theories of justice, concepts of law and justice such as due process, and the relationship between justice and ethics will be explored. Issues in ethics and justice will be examined such as civil disobedience, bias (such as gender and race) punishment and rehabilitation, and capital punishment.

Crosslisted as: THEO285.

THEO 300MP - Homiletics Art of Preaching (4)
This course is designed to provide an introduction to the theology and practice of preaching. The main areas of consideration will be the person of the preacher, remote and immediate preparation including Scripture exegesis, and effective presentation of the homily. The art of homily design and delivery will be practiced by participants throughout the course. (Note: Ministry students only)

THEO 320MP - Fundamentals of Christian Faith (4)
This course introduces students to the core teachings of Christianity including God, Trinity, Creation, Humanity, Sin, and Redemption. It explores the meaning of these Christian ideas and their interrelationships and it examines the role of human reason in the quest for a deeper understanding of God's self-revelation. Special attention is given to the human response to the offer of love by a God who wills the salvation of all people.

THEO 400 - Special Topics in Theology (4)
A study of specific issues as determined by student interest and need and the interest of members of the department. (3 credits for Ministry students only)

THEO 425 - Coordinating Seminar (4)
A study of an area of contemporary interest involving a variety of theological disciplines. The course is designed as a combination 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.

THEO 491 - Independent Study (3)
Open to students with special interest and motivation who have completed at least two courses in the department. Registration requires departmental approval.

THEO 600 - Intro to Theology (3)
This course introduces students to the discipline and practices oftheology, broadly understood. It includes a brief overview ofimportant theological vocabulary,ways of viewing the Bible asboth a devotional and scholarly text, and key elements that characterizeethical, theological, and other academic arguments. Thecourse begins with a consideration of how theology is shaped byand shapes the social location in which it is practiced.

THEO 603 - History of Christianity (3)
A survey of major persons and events in the 2000 year of Christianity. Emphasis will be on development of ecclesial structures, creedal statements, and the continuing struggles to befaithful to the proclamation of the gospel.

THEO 605 - Mystery of Christ (3)
Using scripture, selected theological writings, and contemporary authors, students will explore the Mystery of God as seen in Christian theology. Course will include attempts to understandthe mystery of Yahweh in Hebrew Scripture, Jesus the Christ in Christian scripture, and eventual proclamation of the mystery of the Trinity in Christian literature.

THEO 609 - Scriptual Interpretation (3)
The course provides an overview of the history of biblical interpretation including contemporary trends in biblical scholarship. The course may cover such topics as the relationship between scriptural interpretation and theology, the use of scripture in Church documents, and the application of the meaning of scripture in today's world.

THEO 615 - Mystery of the Church (3)
Using contemporary texts in ecclesiology, as well as thedocuments of Vatican II, students will explore the mystery of thechurch in the ideal and the real world of faith. Focus will bemainly on the Roman Catholic Church, but always in conversationwith other Christian churches and ecclesial communities.

THEO 617 - Theological Foundations (3)
This course will present the discipline and practices of theologythrough a study of the foundations of theological thought andformulation; faith and grace, revelation and its transmission,experience, the magisterium, and their proper use in theologicalmethod. In addition, attention will be given to the influence ofhistorical, social and cultural contexts on the development oftheological thought.

THEO 619 - Liturgical Theology (3)
Using insights from anthropology, history of religions, rituals, andcontemporary sacramental theology, students will study theembodied nature of the human person and the ways this is celebratedin the Christian rituals.

THEO 625 - Ministry & Ministries: Theology & Praxis (3)
The course will trace the origins of the concept of ministry in theNew Testament church, the gradual narrowing and clericalizationof the concept in church history, and newer and broader understandingsof the concept flowing from Vatican Council II.Emphasis will be on contemporary development of theology ofministry and pastoral applications of the theology.

THEO 627 - Catholic Moral Theology (3)
This course will present the foundations of Christian moral theology, particularly as understood within the Roman Catholic tradition; scripture, magisterium, and the lived faith experience ofbelievers. Attention will be given to various moral methodologies,the influence of Vatican II and questions concerning grace, sin, and conscience and natural law.

THEO 629 - U.S. Catholic Experience (3)
The course will focus on the history of the Catholic community in the United States from colonial times to the present. Special attention will be given to the growth of parishes, the effects of immigration and ethnic pluralism within the Roman Catholic community, the impact of American culture on the practice of the faith and the ways people have handed on the faith.

THEO 635 - Catholic Theology and World Religions (3)
This course focuses on the ecumencial movement and its development within the Roman Catholic Church and on the interaction of the Catholic Church with the sacred texts and communities of the world's greatest religions. Not all religious traditions may be covered in the courses, and priority will be given to Jewish-Catholic and Muslim-Catholic dialogues. Relevant Vatican documents will be examined.

THEO 637 - Christian Views of the Body (3)
The course develops a positive approach to the body as constitutive of human identity from New Testament times to the present. Our understanding of the body in different historical periods, the distinctiveness of the Christian view and the implications of that understanding for marriage and consecrated celibacy will be explored along with contemporary cultural emphasis on health, lifestyle and ethics.

THEO 641 - Christian Spirituality Through the Ages (3)
This course is a survey of the history of Christian spirituality fromNew Testament times to the present. The course will include astudy of the differing ways that "spirituality"has been understoodin history and of both ordinary or everyday mysticism andextraordinary mysticism.

THEO 642 - (1)
Crosslisted as: THEO142.

THEO 643 - (1)
Crosslisted as: THEO141.

THEO 644 - (1)
Crosslisted as: THEO144.

THEO 645 - The Word of God in the Lectionary (3)
The course will examine the meaning of DABAR, the Hebrew term for "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 646 - (1)
Crosslisted as: THEO146.

THEO 650 - Pauline Writings (3)
This course will focus on the major themes in the epistles of Paul,one of the first and most influential interpreters of the life andteachings of Jesus.

THEO 651 - Theory & Practice of Preaching (3)
One contemporary theologian refers to preaching as an"art anda craft". This course will focus the central place that theWord ofGod has in Christian life, the central place that preaching hasalways had in nourishing and evangelizing the Christiancommunity, and the varied settings, liturgical and other, wherethe word must be broken for the community. Theological principlesconnected with preaching, theories of goodcommunication, use of body, voice, and diction will also beexplored. All students in the course will be given opportunitiesto test out theory in the practice of preaching.

THEO 656 - Age of Plurality (3)
This course focuses on the ecumenical movement and its developmentwithin the Roman Catholic Church and on theinteraction of the Catholic Church with the sacred texts andcommunities of significant non Christian traditions. Priority willbe given to Jewish-Catholic and Muslim-Catholic dialogues.Relevant Vatican documents will be examined.

THEO 659 - Theology & the Arts (3)
Aesthetics, or the contemplation of Beauty, is one of thewonderful gifts of human experience. It is another way ofdiscovering God's Presence. Students will analyze the nature ofaesthetical experience and will have opportunities to explorevarious examples in the visual arts, dance and music, findingthese as other ways to encounter the Divine.

THEO 663 - Spirituality & Ethics (3)
As spirituality moves beyond identification with prayer and asethics shifts in emphasis from avoiding evil to doing good, thetrajectory toward convergence invites serious reflection. Inparticular the developing social aspects of spirituality and ethicsare traced in their historical roots, current status and future possibilities.

THEO 667 - Wisdom of the Mystics (3)
A rich resource in Christian history is its mystical tradition. An exploration of this tradition in terms of the meaning of mysticism, the various "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 asdetermined by the interest of the members of the TheologyDepartment. Particular special topic courses may include a travelprogram as constitutive to the course.

THEO 685 - Independent Study (3)
This course is an independent study of a particular theologicaltopic. The requirements of the study would be determined bymembers of the Theology Department. This course is offeredonly under special circumstances and requires the permission ofthe Theology Program Director.

THEO 697 - Culminating Requirement (0)
Upon completing all coursework, students will submit threeresearch papers from the program and, with the guidance of afaculty advisor, expand and deepen these papers as evidence ofthe ability to research and present theological topics in an indepth,competent and scholarly manner. Once the papers arecompleted, students will recommend 2 of the 2-3 facultymembers who will participate in a one-hour conversation aboutthe work presented and assign a final grade of Pass, or Fail.Please see the Program Description for more detailed informationon all student obligations related to this culminatingexperience.

WCL - World Cultures and Languages

WCL 100 - Introduction to the Study of Languages (4)
Introduction to the Study of Languages is a general interest course intended for students in all fields. It provides an overview of an inarguably fundamental human capacity: language. Languages reflect both our collective humanity and our socio-historical diversity; as such, all languages are worthy of study and respect. Students will consider a variety of language-related topics in the context of the cognitive sciences, social sciences, and humanities. Course readings provide students with exposure to many of the basic concepts and terms used in the study of language. Lectures complement the readings by further elucidating key concepts and exemplifying these notions. Open to all

WCL 107 - Spanish for Health Care Professionals (4)
An elementary course designed especially for health care professionals to acquire a basis for development of communication skills in Spanish. Emphasis is on conversation using vocabulary and structures needed for health-related situations in hospitals and care-giving environments. The course includes discussion of cultural dimensions that affect efficient health care.

WCL 109 - 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 101FRE - Basic Language Culture French (4)
An introductory course aimed at exposing students to the French language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the French

culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 101ITA - Basic Language and Culture Italian (4)
An introductory course aimed at exposing students to the Italian language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the Italian culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 101LAT - Basic Language and Culture Latin (4)
An introductory course aimed at exposing students to the Latin language for the first time. It provides students with vocabulary and structures needed for basic communication. The course includes an introduction to the Latin culture, and it is the perfect preparation for students getting ready for a short-term travel/study abroad experience.

WCL 101SPA - Basic Language 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 the 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 200 - Literature Survey (4)
This survey course encompasses historical backgrounds and samplings of the great literature of Spain and/or Spanish America, the Francophone world, or other areas related to a particular romance language. Readings will be included from the Middle Ages, the Renaissance, and the Enlightenment Periods. The 19th and 20th Centuries with their varieties of Romanticism, Realism, Naturalism and Modernism will also be considered. Taught in the corresponding language.

WCL 203 - 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 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 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 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 stuctures 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 profiency in Spanish either by successfully completing WCL201SPA and WCL202SPA or by demonstrating that proficieny 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 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 activites including engagement in the community and activities that increase awareness on humanitarian issues especially those relating to displaced people, refugess 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 thie 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 to modern women. Satisfies Cluster 5 General Education requirement. 4crs.

WS 200 - Feminisms in Global Perspectives (4)
This course will examine the diversity of women's experience within an economic, political, and social framework. Feminist issues and priorities World-wide will be examined. Geographical areas such as North Africa, Central America, and South-east Asia will be represented. 4crs.

WS 255 - Honors 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 CSE

The College of Saint Elizabeth offers a quality education in the Catholic tradition with a firm foundation in the liberal arts and a clear focus on preparing students for meaningful lives and rewarding careers.

CSE was founded in 1899 by the Sisters of Charity of Saint Elizabeth, and our mission today reflects the values they gave us – a moral grounding in our Catholic heritage; an emphasis on critical inquiry in the pursuit of knowledge; and a commitment to civic responsibility and social justice.

From those origins, CSE has built a legacy of providing students with an educational foundation for lives of ethical leadership in a wide range of careers and walks of life. Today, students of all ages and backgrounds come to CSE from 40 countries around the globe for the College's challenging academics, supportive learning environment, and close-knit community.

CSE is a multifaceted college with programs for 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 coeducational programs leading to a bachelor's degree meet the needs of adult learners seeking to advance their careers.

Graduate Studies

Evening, weekend and online master's and doctoral programs are designed to help students advance in high-demand fields and professions.

Professional Certificate/Certification Programs

CSE offers coeducational programs leading to certification in school counseling, education, sports nutrition and wellness, and certificates in management and ministry.

Online Programs

The College offers fully online graduate degrees in Justice Administration & Public Service and Nutrition. Many other programs offer hybrid and online courses as part of a degree or certificate.

Mission Statement

The mission of the College of Saint Elizabeth, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures.

Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, the College of Saint Elizabeth affirms its solidarity with the poor and its commitment in service to the community.

Read our Vision Statement and learn more about our Core Values.

Accreditation

The College was first incorporated under New Jersey State laws on May 19, 1900, and the first baccalaureate degrees were granted on June 18, 1903. In 1905 the New York State Board of Regents extended to the College of Saint Elizabeth a formal certificate of registration of its degrees, confirming earlier approval of its programs stated in letters of 1899 and 1901.

In 1917, the Association of American Universities placed the College of Saint Elizabeth in its Approved List of Colleges and Universities, ninety-six in all, seventeen for women, whose graduates were eligible for admission to the graduate schools of the 24 leading universities comprising the membership of the Association. The College was included also in the first published list of accredited colleges issued by the Middle States Commission on Higher Education in 1921, and it has continuously maintained such accreditation.

The Middle States Commission on Higher Education is located at:

3624 Market Street
Philadelphia, PA 19104-2680
Telephone: (215) 662-5606. (For special professional accreditation see each department.)

The Office of the President maintains copies of all accreditation and approvals. An appointment with that office may be made to review these documents.

Federal Compliance

The College of Saint Elizabeth does not discriminate on the basis of sex, 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 College policies, including employment.

The College of Saint Elizabeth complies with Title VI – Civil Rights Act of 1964; Title IX, Education Amendments of 1972, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Student inquiries concerning the implementation of these policies should be made to the Vice President for Student Life at (973) 290-4204. Employees should address inquiries to the Vice President for Finance and Administration and Treasurer at (973) 290-4498. The address of federal agencies charges with enforcement of the referenced statutes may be obtained upon request.

The College of Saint Elizabeth, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act makes information available concerning campus security procedures and campus crime statistics and in the following offices: Admission; Business; Vice President for Student Life and Dean of Students; Financial Aid; Registrar.

In accordance with the Student Right-To-Know and Campus Security Act, the College reports the graduation rate of full-time, first-time first-year students who entered in Fall 1996 and subsequent years to all current students by personalized e-mail and to prospective students who request the information. The report is available in the Admission office, Financial Aid office, and in the Registrar's office.

The College has adopted a policy to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974 which protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of that record. The College informs students of their rights under FERPA including the right to prevent disclosure of personally identifiable information.

The College also adheres to the requirements of the Solomon-Pombo Amendment, which allows the United States Military access to college campuses for recruitment. This amendment also allows the military recruiters to student directory information without the student's prior approval. Students may obtain a Request to Prevent Disclosure of Directory Information Form from the Registrar's Office. Failure to request the withholding of directory information indicates approval for disclosure.

Copies of all College policies are available from the offices of the President, the Vice President 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

Acceptable Use of Technology

The College provides technology resources to fulfill its mission as a liberal arts institution, to support our educational and community values, and to support its programs and initiatives. Access to the College's technological resources is a privilege extended to authorized users, and thus carries with it an associated expectation of responsible use.

The College's Acceptable Use Policy provides guidelines for appropriate use of technological resources, and is available by contacting Instructional Technology, the Office of Information Systems (973-290-4477), or the Office of the Vice President for Finance and Administration (973-290-4498).

This policy also can be found on the College's website at https://www.steu.edu/it/policy/.

By accessing the College's technology resources, users agree to abide by the Acceptable Use Policy.

Academic Integrity Policy

Academic integrity is a demonstration of respect for the scholarship and the intellectual and creative efforts of others. Membership in the academic community of the College of Saint Elizabeth implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. We recognize that every individual has the right to the fruits of her/his own labor and is entitled to the appropriate acknowledgement of that labor. Consequently, academic integrity is a vital part of the relationship among the College's faculty, administrators, staff and students.

Each member of the academic community must recognize her/his individual responsibility to uphold academic integrity. The College will not accept academic dishonesty, which includes but is not limited to plagiarism, cheating in any form, theft of educational materials, the falsification of data, and illegal production of computer and audio/video software. Penalties will be imposed for violations of academic integrity.

Violations of Academic Integrity and Sanctions

Violations of Academic Integrity as applied to students include, but are not limited to the following:

- Plagiarizing, which is the use of the work of another person or group without giving the author(s) credit. Plagiarism includes: using all or part of another student's paper, journal, lab report, computer program or file; buying a paper, or trading goods or services for a paper; and using ideas, phrases, sentences, paragraphs, or pages from an article, essay, book, newspaper, magazine, or any other reference source without properly citing that source, either deliberately or through neglect.
- Cheating on tests which includes copying answers from another student or using impermissible information on an examination.
- Forging the name of a student or member of the faculty, administration, or staff on exams, projects, or college documents.
- Sabotaging the work of another student by deliberately destroying, harming or altering material or projects.
- Falsifying data which includes describing experiments that did not take place, presenting results that were deliberately altered, and/or citing data or references that do not exist.
- Removing books, journals, periodicals, and other library resources without authorization is a form of stealing, and it is illegal.
- Violating copyright laws and/or using the work of others via computer or other technological means without express permission and/or clear attribution demonstrates disrespect for the creative work and personal expression of others. Although electronic and/or magnetic information is easily produced, invasion of privacy, unauthorized access, trade secret violations, and copyright violations are illegal (1987 EDUCOM and AADAPSO and copyright laws). Most computer and audio/video software

are protected by copyright laws. It is incumbent upon the user to be familiar with the license agreement between the editor or publisher and the purchaser.

The following practices are illegal and/or violations of College policy:

- Making, receiving or using unauthorized copies of computer or audio/video software
- Removing institutional copies of computer or audio/video software from the library, laboratories, or offices without permission from Instructional Technology
- Copying all or part of another's computer program, assignment, file, database or audio/video material
- Using a computer to obtain illegal access to another computer
- Altering educational versions of software in a manner that violates an existing license or agreement

First-time violations of academic integrity may be dealt with on a one-to one basis by the instructor of the course in which the offense occurred. In such instances the instructor will report the episode and its resolution to the Retention Coordinator.

Subsequent violations of academic integrity will be addressed in accordance with the following guidelines:

Level One Violations

In cases where a faculty member has reason to believe that a violation of academic integrity might have resulted from a student's ignorance or inexperience, the faculty member may use her/his discretion in adopting an appropriate course of action.

Examples of Level One Violations:

- Improper footnoting and/or use of sources
- Quoting a long passage directly without citation
- Paraphrasing without proper attribution

Recommended Sanction(s):

- Redoing the assignment
- Receiving no credit for the assignment

Level Two Violations

In cases where a faculty member believes that a student's violation of academic integrity was deliberate, an institution-wide consistency of penalty must be maintained.

Examples of Level Two Violations:

- Cheating on a test, mid-term, or final examination
- Using impermissible material during an examination
- Submitting another's work as one's own on an assignment, paper, test, lab report, or project of any kind
- Repeated occurrences of a Level One Violation

Recommended Sanction(s):

- Failing the assignment or examination

Level Three Violations

In cases involving repeated occurrences of a Level II violation, very serious misconduct, and/or illegal conduct, an institution-wide consistency of penalty must also be maintained.

Examples of Level Three Violations:

- Theft of an examination or another student's project
- Forgery of any kind
- Having a substitute take an examination
- Sabotaging another's work
- Repeated occurrences of a Level Two Violation

Recommended Sanction(s):

- A failing grade in the course
- Suspension or dismissal, as determined by the Vice President for Academic Affairs

Academic Standing and Classification

Academic Standards and Continuous Enrollment for Graduate Students

Students accepted to a graduate degree program are expected to work with continuity and to register in that program until all requirements are completed. Students are reminded that an interruption of studies will affect their ability to make satisfactory academic progress toward the completion of their degree requirements.

Students who have taken all of their courses but have not finished their culminating experiences, theses, or dissertations will be required to pay a course fee equal to one credit of tuition each semester to maintain a continuous enrollment status through the completion of all coursework.

Students who fail to remain continuously enrolled will be withdrawn from their program of study after two semesters. Withdrawn students will be required to reapply to their program of study and will be bound by all policies and stipulations related to readmission (see Requirements for Good Academic Standing.)

Full-Time, Part-Time and Acceleration

Undergraduate:

Twelve credits constitutes full-time status.

Students registering for more than 16 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 16 credits per semester in order to complete the degree in eight semesters.

Graduate:

A student who is taking nine or more credits in a semester is considered full-time. A student taking six to eight credits is half-time. A student enrolled in fewer than six credits is part-time.

Leave of Absence from the College

Undergraduate:

A student with a serious and acceptable reason may apply for a leave of absence through the Retention Coordinator.

A student receiving financial aid or College scholarships who intends to take a leave of absence must check with the Financial Aid Office. An approved leave of absence may affect the student's financial aid and/or scholarship funding.

If registered for courses, a student requesting a leave of absence must also follow the course withdrawal procedures. Application for a leave of absence from the College does not guarantee approval for course withdrawal from the current semester.

Graduate:

Students accepted to a degree Program are expected to work with continuity and to register in that Program until all requirements are completed. Program Directors will consider student-initiated petitions for a leave of absence from studies for up to two semesters. Requests for a leave must be documented. Students are reminded that an interruption of studies may affect their ability to make satisfactory academic progress toward the completion of their degree requirements. Students who request a leave for more than one full year will be required to reapply to their Program and will be bound by all policies and stipulations related to readmission (see Requirements for Good Academic Standing).

Matriculation

- A matriculated student is one who has been accepted by the College and is working toward a degree.
- A non-matriculated student is one who is taking courses, but is not working towards a degree.

Probation/Dismissal

Undergraduate:

The records of students matriculated in the traditional undergraduate program and in the Continuing Studies program are reviewed by the Committee on Admissions and Student Academic Standing (CASAS) for academic performance at the end of the fall and spring semesters.

Students in the traditional undergraduate program will be placed on academic probation under the following circumstances:

- if the grade point average for the semester is below 1.8 in the first year or 2.0 in any semester thereafter;
- if a first-time, first-year student receives NC in two or more courses;
- the cumulative grade point average is below 2.0;
- if the student has failed to complete academic skills requirements and the writing requirements by the completion of his/her 63rd earned credit.

Students in the Continuing Studies program will be placed on academic probation under the following circumstances:

- if the grade point average for the semester is below 2.0 for two consecutive semesters that the student is enrolled;
- if the cumulative grade point average is below 2.0; or
- if the student has failed to complete academic skills requirements and the writing requirements prior to the fourth semester at the College. Students will not be allowed to take college credited courses until the academic skills requirements are completed.

Undergraduate students will be issued a warning if a student:

- receives a grade of 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.

Students in the Continuing Studies program will be issued a warning if a student:

- a grade of C-, D or F in any major course that requires a C for graduation;
- earns a semester grade point average below 2.0; or

Ordinarily, students are placed on probation for one semester. If marked improvement is not made during the semester on probation, a student may be placed on probation for a second semester. Usually, if the student has not met satisfactory academic standards after two semesters of probation, she/he will be dismissed from the College.

The College reserves the right to terminate a student at the end of any semester for poor academic performance without granting a probationary period.

Students who have been dismissed from the College for academic reasons may appeal the decision to CASAS if they feel that their performance was affected by extenuating circumstances. This appeal should be made in writing and submitted to CASAS.

If a student has been dismissed from the College for academic reasons, he/she 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.

Graduate:

Students who fail to maintain a 3.00 cumulative grade point average in their course work are automatically subject to probation for two semesters and suspension from the degree program if a 3.00 cumulative grade point average is not achieved in the third semester.

A student on probation should meet with the program director to discuss the conditions of probation. Failure to meet the conditions and standards of probation will result in suspension. While on academic probation, the student's credit load may be restricted.

A student will receive an academic warning when 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

Graduate Students:

Satisfactory academic progress includes the achievement of the required cumulative grade point average and the accumulation of sufficient credits within a stipulated time frame. A student must be in good academic standing with a 3.00 cumulative grade point average in order to apply for admission to degree candidacy.

Time Limitation for Graduate Degrees

Ordinarily, students are expected to enroll continuously until the program is completed. A student who does not earn any graduate credit toward the degree during two consecutive semesters will be required to reapply for admission to the graduate program; no fee is required for readmission. Students in good academic standing are readmitted under the catalog in effect at the time of re-entry.

The length of time given to a student to complete a degree is calculated from the date the student becomes matriculated in the graduate program.

A full-time student must successfully complete a degree within three calendar years; a half-time student pursuing a degree must successfully complete a degree in six calendar years. Less than half-time will be evaluated using similar criteria.

A full-time student in the 60-credit mental health specialty in counseling psychology must successfully complete a degree in five years; a half-time student in this program must complete a degree in seven-and-a-half years. Less than half-time students will be evaluated using similar criteria. However, a written petition for extension with full documentation of extraordinary cause, such as the granting of a leave of absence for medical or other good reason, must be made to the director of the program in which the student is enrolled.

Time spent in the armed forces is excluded from the time period. However, a student should apply for a leave of absence while in the armed forces.

A student will not be allowed to continue pursuing a degree beyond the stipulated time frame unless the student has received approval to do so. To petition for an extension of time, a student must submit a formal written request to the director of her/his graduate program, accompanied by a degree completion plan. A student approved for an extension will be placed on probation each semester until the degree has been completed. Approval for a time extension does not guarantee approval for additional financial aid.

Undergraduate Class Standing

- First-year (Freshman): 0-30 credits
- Sophomore: 31-63 credits
- Junior: 64-95 credits
- Senior: 96+ credits

Advising

Undergraduate

- All students are assigned an academic advisor when they enroll at the College.
- The advisor's role is to discuss the requirements of a given program and to recommend the selection of courses that best fit a student's needs based on degree requirements.
- Double majors will be assigned two academic advisors, one from each major program. Even though only the advisor in the primary major will be able to approve students' registration in Self-Service, students are responsible for meeting with both advisors in preparation for registration each semester.

- First-year students in the traditional undergraduate college are assigned an advisor who has been specifically trained to work with new students in assisting them to make a successful transition into college.
- Students are required to meet with their advisor(s) prior to registration or if they need to adjust their schedule, but are encouraged to meet with them as often as needed.
- It is the student's responsibility to be aware of the degree requirements and to follow the catalog in effect when she/he entered the College.

Graduate

- Each graduate student must seek academic advisement and receive scheduling approval from their graduate advisor before registering for courses. Students are expected to arrange advising appointments well in advance of registration deadlines. Students should develop a plan of study for two semesters or more and review it when they meet with their advisors. Two-year tentative course schedules are available from the program.

Courses, Credits, and Registration

Academic Renewal for Undergraduates

Students who have been away from the College for three or more years and who wish to begin with a new GPA may apply for Academic Renewal. Academic Renewal excludes from the GPA all grades from the first semester of enrollment to the final semester of enrollment prior to readmission. Generally, students cannot renew more than 72 credits.

To begin the process of renewal, students must first enroll in a minimum of six credits at the College and earn a minimum GPA of 2.0. Application for Renewal must be made by the third semester of enrollment.

If renewal is granted, all courses and grades will remain on the transcript with a statement granting Academic Renewal. The credits on the transcript will be counted toward the degree, but the grades will not be used in calculating the student's GPA.

Academic Renewal can be granted only once and cannot be reversed

Add/Drop

Students may add/drop courses up until the last day of the add/drop period for any given session. Consult the academic calendar for specific dates.

Students should complete the add/drop form, have their Academic Advisor sign it, and submit it to the Registrar's Office for processing.

Courses dropped during the add/drop period will not appear on the student's transcript.

Approval for Study at another College/University

Once matriculated into a program, students are expected to complete all coursework at the College. If a course must be taken at another regionally accredited college or online through another institution, students must obtain the approval of their academic advisor(s) in advance.

Students must fill out and submit an Approval for Study at Another College/University form.

Students must provide their advisor(s) with a catalog description, course number, and number of credits for the course they intend to take. The advisor(s) will determine and record the equivalent CSE course and sign the form. Students then submit the completed form to the Registrar's Office. Submitting this form assures students that the course will be accepted at CSE when transcripts are presented showing a grade of C or better.

When the course is completed, students are responsible for having an official transcript sent to the Registrar's Office from the institution where the course was taken. If a transcript is not received, it will be assumed the course was not completed with a transferable grade. Courses in which the grade earned is below a "C" or a 2.0 (on a 4.0 scale) will not be accepted in transfer.

The name and credits for courses taken at other institutions either in person or online will be recorded on the student's transcript. The grade is

not listed and will not be counted in the student's grade point average.

Articulation Agreements

The College of Saint Elizabeth has articulation agreements with many two and four-year colleges and with several graduate programs at other institutions. The College of Saint Elizabeth has worked with these institutions to provide the best possible interface of courses for students transferring. Certain courses taken at these institutions may be used in place of specific major requirements at the College.

The College also participates with N.J. Transfer to assist students in New Jersey community colleges to make decisions about transferring to other institutions.

Audit

Undergraduate:

- Students may register to audit a course during the regular registration period on a space-available basis.
- Changes in status from audit-to-credit or credit-to-audit must be made no later than the last day to add/drop.
- Students who audit a class are not required to take tests or complete course assignments.
- The extent to which an auditor may take part in a course's activities or receive extra help is determined by the instructor.
- The charge to audit a course is one third of the regular tuition. All other fees are applicable.
- The student's transcript will show a grade of "AU". The grade is not calculated in the grade point average nor is it counted towards degree requirements or progress.

Graduate:

- Students who hold a bachelor's degree may register to audit a course during the regular registration period on a space available basis.
- Changes in status from audit to credit or credit to audit must be made no later than the last day to add/drop.
- Students who audit a class are not required to take tests or complete course assignments.
- The extent to which an auditor may take part in a course's activities or receive extra help is determined by the instructor.
- The fee for auditing courses is one third of the cost of tuition.
- The student's transcript will show a grade of "AU". The grade is not calculated in the grade point average nor is it counted towards degree requirements or progress.

Cancellation of Courses

The College of Saint Elizabeth reserves the right to cancel, reschedule, or change the meeting times, faculty, or room assignments of any course.

Students must follow the usual add/drop procedure to add another course or section to replace a canceled course or section.

Class Attendance

- Since faculty members are responsible for maintaining academic standards in their classes, individual instructors determine attendance policies which are appropriate for their specific courses.
- Faculty members will distribute a written attendance policy in effect for that course.
- Students are responsible to know and understand the attendance policies for the courses they are registered in.
- Non-attendance or oral notification in a course – or in the case of online courses, failure to log on and to participate – does not constitute an official withdrawal from the course. Students should follow the policies for dropping or withdrawing from a course.
- Students who are not registered for a course are not permitted to sit in that course. Please check Self Service (www.steu.edu/selfservice) to verify enrollment in classes.

Course Levels and Numbering System

- Courses numbered below 100 indicate pre-baccalaureate level courses (institutional

credits). These do not count towards the degree.

- Courses numbered 100 indicate introductory undergraduate level courses.
- Courses numbered 200 indicate intermediate undergraduate level courses.
- Courses numbered 300 and 400 indicate more advanced undergraduate level courses.
- Courses numbered 500-700 are graduate level courses. Credits earned to fulfill the baccalaureate degree may not be applied toward the master's degree, except as part of an approved combined degree program at the College of Saint Elizabeth or as otherwise stipulated in the Undergraduate Catalog.
- Courses numbered 500 indicate graduate level courses that undergraduate students can take.
- Courses numbered 600 and 700 indicate graduate level courses. Undergraduate students who have been accepted into an approved Combined Degree Program at CSE may take graduate classes in accordance with their program. Other undergraduate students may take graduate classes after obtaining approval from the Committee on Admissions and Student Academic Standing (CASAS)

Credit-by-Examination

The College of Saint Elizabeth recognizes four standardized testing programs:

- 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 College.

Students interested in receiving transfer credit for successful participation in standardized testing programs should submit official, original credentials for evaluation to the Dean of the appropriate School.

Credit Hour Policy

The College of Saint Elizabeth follows the U.S. Department of Education definition of a credit hour as a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

"50 minutes* of classroom or direct faculty instruction each week for 15 weeks in one semester (or the equivalent attained by scheduling more minutes of instruction per week for fewer weeks in the semester) complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) OR at least an equivalent amount of work for courses with alternative formats including online, hybrid, internships, laboratories, studios, short-term study abroad courses, practicums, clinicals and tutorials.

In summary, ONE credit hour is awarded on the basis of one of three sets of criteria.

- 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 College's definition and with commonly accepted standards of higher education.

The College course syllabus template, used for all courses that are offered, requires faculty to delineate how each course meets the credit hour standards.

*This rule refers to a 50-minute "Carnegie hour" so the requirement is for 12.5 clock hours (750 minutes) of direct instruction or a total of 37.5 clock hours (2,250 minutes) of total student work for one semester credit. This policy conforms to the NJ Commission on Higher Education, U.S. Department of Education and Middle States Commission on Higher Education credit hour policies.

Cross Registration with Drew and Fairleigh Dickinson University (Madison Campus)

- This option is available to full-time matriculated students who are in good academic standing.
- Cross registration is available only during the fall and spring semesters (not summers or intersessions).
- Cross registration is for undergraduate courses only.
- Information regarding course information can be found on the websites of both institutions (www.drew.edu or www.fdu.edu).
- Students must complete a cross registration form (for Drew; for FDU), signed by their academic advisor, and then submit that form to the College of Saint Elizabeth Registrar's Office for processing.
- Courses completed via cross registration at Drew or Fairleigh Dickinson will appear on the College of Saint Elizabeth transcript and are not considered transfer courses.

Enrollment in Accelerated 7-Week Sessions (Session A and Session B)

- Most courses in 7-week sessions meet once a week and/or online and are specifically designed for students in the Continuing Studies Program. 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 courses 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 the College of Saint Elizabeth. These students are granted junior class standing.
- This policy also applies to nursing students who have earned an Associate in Applied Science degree from County College of Morris, Middlesex County College, and Raritan Valley Community College.

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 College credit that recognizes learning and growth that occur outside of the classroom. It allows students to identify and demonstrate previously acquired knowledge and skills.
- Portfolios are compilations of data from the student's personal history (experiential learning, formal training and testing) with documentation that displays theoretical knowledge. Matriculated students in good academic standing may submit portfolios prior to reaching senior class standing.
- One portfolio is submitted for each course. Appropriate faculty members at the College review the contents of the portfolio and decide to award credit or not. Students may be awarded up to 24 credits via portfolio assessment. These are counted as transfer credits without grades.
- A fee is charged for a portfolio evaluation

Readmission for Graduate Students

Former matriculated or certificate students who wish to return after having withdrawn from the College in good standing, must reapply to the their program of study. The catalog which is current at the time of readmission will be in effect, and the director of the student's graduate program will evaluate previously earned academic credits for their relevancy and applicability to the current curriculum.

Repeating a Course

Undergraduate:

- A grade of C- or lower in a required course (academic skills, major courses and CSE110 and CSE120) means the course must be repeated.
- Other courses with a C- may be repeated.
- A course retaken to improve a grade will result in only the higher grade being calculated in the grade point average. Brackets [ ] on the academic transcript will signify that the course has been repeated.
- The lower grade will remain on the academic transcript but will not be included in the grade point average or in the earned credit total.
- Students are charged for repeated courses at the current tuition rate.

Graduate:

- A student cannot repeat non-failed courses (i.e., courses with grades of C or better).
- Students are charged for repeated courses at the current tuition rate.

Scheduling of Graduate Courses

Graduate classes are usually scheduled during the week in the late afternoons and in the evenings. Some Saturday courses may be scheduled. Graduate courses offered during the summer semesters may be scheduled during daytime or evening.

If a course reaches maximum enrollment, preference will be given to matriculated students, then to non-matriculated students, and finally to auditors.

Transferring Credits

Undergraduate:

- Students requesting the award of transfer credits must submit an official transcript from the previous institution.

- Acceptance of course credits earned elsewhere is at the sole discretion of the College of Saint Elizabeth.
- Transfer courses need a minimum grade of "C" or a 2.0 on a 4.0 scale for acceptance by the College of Saint Elizabeth, unless the course falls under the "full faith and credit" policy.
- A maximum of 90 credits will be accepted in transfer; however, the final 30 credits of the degree requirement must be completed at the College of Saint Elizabeth. In addition, at least half of the requirements for the major must be completed at the College of Saint Elizabeth.
- Transfer credits will appear on the College of Saint Elizabeth transcript; however, transfer grades will not be reflected nor will they be used in the calculation of the student's College of Saint Elizabeth grade point average.
- Credits accepted in transfer become part of the student's permanent College of Saint Elizabeth record; as such they cannot be replaced by new transfer courses.

Graduate:

- Students requesting the award of transfer credits must submit an official transcript from the previous institution.
- Acceptance of course credits earned elsewhere is at the sole discretion of the College of Saint Elizabeth.

Undergraduate Enrollment in Graduate Courses

- Undergraduate students aside from those who are in an approved Combined Degree Program may petition CASAS (Committee on Admission and Student Academic Standing) to enroll in graduate level courses (600 level).
- Students must have at least a 3.0 cumulative GPA.
- Students must have 64 or more earned credits.
- Undergraduate students may take a maximum of 6 credits of graduate level work (600 level courses).
- Courses should count as elective credit for the undergraduate degree.
- Undergraduate students will be placed on a waiting list until graduate students register.
- Upon graduating with a CSE Bachelor's degree, students who apply and are accepted into a CSE graduate program can transfer the previously earned graduate credits to a CSE graduate program with Graduate Program Director's approval.
- Students must complete and submit a CASAS Approval Form.

Unofficial Withdrawal

Unofficial withdrawal from the College occurs when a matriculated student does not return or stops attending classes during the semester at some point before the last day to withdraw. The last date of class attendance will be determined by the faculty member's attendance records. If the student can be reached, she/he is advised to complete the appropriate paperwork.

Students who stop attending after the withdrawal date will remain registered in their classes and receive grades of F. After the semester ends, these students will be considered withdrawn by the College.

Withdrawal from the College does not guarantee approval for course withdrawal from the current semester. In the case of withdrawals, tuition refunds will be prorated according to the schedule printed in the refund policies sections of the catalog.

The College reserves the right to require withdrawal at any time of students whose conduct or influence is deemed undesirable by the College community.

Non-payment of tuition and/or non-attendance in a course do not constitute acceptable withdrawal from the College.

Withdrawal from the College

A matriculated or certificate student who wishes to withdraw from the College must notify the director of her/his graduate program in writing. If enrolled in classes, the student should follow the course withdrawal procedure, mindful of the published

deadline for course withdrawal.

Absence from class, instructor notification, or non-payment of tuition and/or fees do not constitute appropriate notification of withdrawal from a course and/or the College.

A matriculated student who has not earned any credits toward the degree in a one-year period is, however, considered to have voluntarily withdrawn from the program.

Students who cannot continue their studies are advised to officially notify the College of their intent not to continue. However, should the student withdraw unofficially, academic penalties may be imposed.

In cases of unofficial withdrawal, the withdrawal date is the last recorded date of attendance as determined and documented by the College. That date must be determined no later than 30 days after either (a) the date of termination or (b) the end of the semester or summer term. Furthermore, that date will be finalized as the earlier date of these options.

Withdrawing from a Course

Undergraduate:

- Students may withdraw from a course after the add/drop period is over. Please consult the academic calendar for specific dates.
- Students should complete the 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 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".

Deadline to Apply for Graduation is September 30

The due date for filing the Graduation Application is September 30. Applications should be submitted directly to the Registrar's Office.

Late submissions will not be accepted and can hinder progress towards graduation.

Degrees and Graduation

Candidacy for Degree Status

Undergraduate:

Students are recommended to the Board of Trustees as degree candidates. All students who anticipate receiving degrees must apply for candidacy status. Diplomas are issued three times a year, in August, December and May.

The due date for filing the Graduation Application is September 30. Applications should be submitted directly to the Registrar's Office.

Late submissions will not be accepted and can hinder progress towards graduation.

The Undergraduate Application for Graduation is reviewed by the Registrar's Office. After an audit of the student's academic record is completed, the student will be advised of outstanding credits needed for degree completion.

Graduate:

The deadline for applying for graduation is September 30 of each year. Students for whom a December, May, or August graduation date is possible will be notified by CSE email and will be required to complete and submit an Application for Graduation to the Registrar's Office.

Final approvals will be secured through review of the student's record by the director of the student's graduate program. The student will be billed the graduation fee, along with appropriate tuition and fees for the last semester.

Combined Degree Programs

- B.S. Business Administration/M.S. Management
- B.S./B.A. with a minor in Business Administration/M.S. Management
- B.S. Foods and Nutrition/M.S. Nutrition
- B.A. Justice Studies/M.A. Justice Administration and Public Service
- B.A. Psychology/M.A. Counseling Psychology
- B.A. Education/M.A. Education
- B.A. Religious Studies/M.A. Theology

Combined degree programs at CSE allow highly motivated, eligible undergraduate CSE students to begin earning a master's degree while completing their undergraduate degree. Eligible students can take graduate level courses (see specific program description for number of graduate courses that can be taken as an undergraduate) which will be double-counted. The graduate courses can be applied as free electives toward completion of the undergraduate program. When the undergraduate program is completed, those credits will be transferred onto the graduate record.

Students in the combined degree program will be classified as undergraduate students until completion of the bachelor's degree.

Eligible students will:

- Have earned Junior status (63 or more credits)
- Have the required cumulative GPA for the program to which they are applying
- Complete and submit a Combined Degree Application to the appropriate graduate program director
- Be provisionally accepted into the graduate program after they are approved by the program director
- Be matriculated into the graduate program after graduating with a CSE bachelor's degree and being accepted by the program director. Students must have a cumulative GPA of 3.0 when they complete the bachelor's program to continue with graduate studies.

Degree Requirements

Undergraduate:

- Demonstrate competency in the basic academic skills of writing, reading, and mathematics
- Fulfill the requirements of their major(s)
- Pass the Capstone Experience Requirement in their major(s)
- Complete the College's General Education curriculum
- Successfully complete 120 credits* of academic work applied to the degree
- Attain a minimum 2.0 cumulative grade point average

** The requirement of 120 credits for graduation applies to students who entered CSE in Fall 2012 or later. Those who entered before Fall 2012 need to complete a minimum of 128 credits.*

Graduate:

- The College of Saint Elizabeth confers graduate degrees upon students who successfully complete all course work with a grade point average of 3.00, fulfill the credit requirements of the specific program, and, where required, successfully complete and present a culminating/capstone project.

  Culminating/capstone projects may include, but are not necessarily limited to, the development of a professional portfolio, the completion of a thesis or action research project, a professional work sample, and/or an internship experience.

- Additional information and specific guidelines are available from the director of the graduate program.

Graduation

Undergraduate:

The College Commencement is held once a year, in May. Undergraduate students who have completed their degree requirements are invited to participate in this ceremony. Students must complete an Application for Undergraduate Degree by the due dates.

Students who have completed a degree the preceding August or December can participate in the May ceremony. All records for students completing degrees in August and December will carry the actual date of the degree completion. Students who have uncompleted academic requirements cannot participate in the graduation ceremony. Students with outstanding financial obligations can participate in the graduation ceremony but will not receive a diploma.

Graduate:

Degrees are conferred in May at a formal commencement ceremony which is conducted only once each year for those who have completed all degree requirements the previous summer or fall, or who complete requirements at the conclusion of that spring semester. However, the College provides the opportunity for students who have completed degree requirements and who do not wish to participate in the May Commencement to receive their diplomas at the conclusion of each academic term: fall, spring, or summer.

Students who complete degree requirements in the fall will have their diplomas dated January of the following year. Students who complete degree requirements at the end of spring will have their diplomas dated that May. Students who complete degree requirements in the summer will have their diplomas dated September of that year.

Grades are available through Self-Service, but a hard copy can be requested from the Registrar's Office at (973) 290-4441.

Second Baccalaureate Degree

The College of Saint Elizabeth confers a second baccalaureate degree on the following persons:

- Students with baccalaureate degrees from other regionally accredited institutions who wish to enter the College of Saint Elizabeth to receive a second baccalaureate degree
- College of Saint Elizabeth graduates who desire to return to the College of Saint Elizabeth for an additional baccalaureate degree.

To earn a second baccalaureate degree, a student must fulfill the following requirements:

- Students must be accepted by the College of Saint Elizabeth in accordance with the current admission policies and procedures. Applicants will be considered transfer students.
- Students must complete a minimum of 32 credits at the College of Saint Elizabeth beyond the first degree, with a minimum of 24 credits in the new major.
- Students must complete Element III of the CSE Essentials Program. Students must maintain at least a 2.0 grade point average for the additional work, unless the major requires a higher average

Undergraduate Degrees Conferred

The College of Saint Elizabeth confers three undergraduate degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing.

Financial Aid

Financial Aid Eligibility

Failure to maintain satisfactory academic progress could adversely affect financial aid eligibility. Please contact the Financial Aid Department for current details or refer to their web page

Financial Aid Eligibility

Failure to maintain satisfactory academic progress could adversely affect financial aid eligibility. Please contact the Financial Aid Department for current details or visit https://www.steu.edu/financialaid.

Grading

Academic Non-Grade Appeal Process for Students

Undergraduate and Graduate students have the right to appeal for cause any decision affecting their progress toward their degrees.

- Students dissatisfied with academic programmatic decisions have 30 calendar days following the disclosure of those decisions within which to file a complaint. Undergraduate students need to file their complaints with the relevant Program Chair. Graduate students need to file their complaints with their Graduate Program Director.
- If the matter remains unresolved after meeting with the Program Chair/Graduate Program Director, students should then proceed to the next level of Program Chair for graduate student complaints or on to the appropriate Dean if the matter remains unresolved.
- If there is still no resolution after a meeting with the Dean, the student may file an appeal utilizing the Academic Non-Grade Appeal Form with the Vice President of Academic Affairs (VPAA) within 7 calendar days of that meeting.
- The VPAA will review all documents deemed necessary and schedule a meeting with all parties in a timely fashion, typically within 30 calendar days of the receipt of the written appeal. The student may attend the meeting and present her/his case directly if she/he chooses to do so. No legal counsel for any party will attend the meeting.
- The VPAA will then communicate his/her decision, along with its rationale, in writing to the student in a timely manner, typically within 30 calendar days of the meeting. If the student's appeal is denied, there will be no further avenue of appeal available to the student. All documentation of the appeal process will be kept in file in the office of the VPAA.
- In any case where a decision or action by the VPAA is the subject of the appeal, the Vice President for Student Life will substitute for the VPAA in the appeal process described above.

Academic Review Board: Grievances and Grade Appeals

The Academic Review Board (ARB) provides undergraduate and graduate students with a means of resolving serious academic disputes that cannot be settled directly with the faculty involved, or by the Program Chairperson, or the appropriate academic Dean. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of the professor's grading policy or unusual circumstances.

The ARB has established the following arbitration process to settle disputes fairly and to the satisfaction of all parties involved.

To prepare for a grade appeal, students are encouraged to review the Student Request for Grade Appeal form and the Student Grade Appeal Flowchart for guiding the appeal process.

1. Before a grade appeal is referred to the ARB, students must first inform the professor about the disputed grade, and submit a Student Request for Grade Appeal form to the professor, with a copy of this form to the Student Support Specialist in your School within 14 calendar days of the grade being posted by the Registrar.
2. The student must then set up a meeting with the professor within the first week of the beginning of the next semester.
3. If the meeting with the professor does not resolve the dispute, the professor will initiate the Grade Appeal Tracking Report and forward it to the next level within 24 hours. If the appeal remains unresolved, the designated representative of the college at each subsequent level will forward the report to the next level.

   Graduate students in Theology, Psychology and Education, will arrange a meeting with the Director of the Graduate Program and provide her/him with the relevant documents and the Student Request for Grade Appeal form. If there is no resolution, the Director of the Graduate Program will notify the Program Chair within 24 hours.

4. Students in academic programs other than Theology, Psychology and Education will arrange a meeting with the Program Chair and provide her/him with the relevant documents.
5. The Program Chair will arrange and meet with the parties involved within three (3) calendar days of receiving notification of the grade appeal. If there is no resolution, the Program Chair will notify the School within 24 hours, providing her/him with the relevant documents.
6. The Academic Dean will arrange a meeting and meet with the parties within seven (7) calendar days of receiving the relevant documents to attempt to reach a satisfactory resolution.
7. If the matter remains unresolved after the Academic Dean's intervention, the Academic Dean will inform the Chairperson of the Academic Life Committee within seven (7) calendar days and provide her/him with the relevant documents.
8. The Chairperson of the Academic Life Committee will notify both parties (faculty and student) in writing that the grievance has been received.
9.

The Academic Life Committee Chairperson will initiate the mechanism for the selection of the Academic Life Committee members who will serve on the ARB. This five-member board will consist of three faculty members and two student representatives, who will be selected by the two parties involved in the grievance, with each party selecting one faculty member and one student member. The third faculty member will be a member of the Academic Life Committee designated by the Academic Life Committee Chairperson and will serve as the Chairperson of ARB. If either party fails to select members for the ARB, the Chairperson of the ARB will select the members.

During the summer, faculty and students will be on call to serve on the ARB. Preference will be given to Academic Life Committee members, but if necessary, non-Academic Life Committee members will be asked to serve during the summer. This list will be drafted during the spring semester by the Chairperson of the Academic Life Committee.

10. The Chairperson of the Academic Life Committee will consult with those involved to determine the hearing date(s). Members of the ARB will meet prior to the hearing to establish procedures for the review and to select a chairperson and determine a timetable for the completion of the Board's work.
11. The ARB will then convene a hearing with both parties. Board members must keep the proceedings and all other matters related to the hearing in the strictest confidence. Counsel for the parties or the College will not attend the hearing.
12. The ARB will listen to the statements of the parties involved in the grievance, ask questions, review appropriate materials, deliberate, and recommend in writing a resolution to the grievance. This recommendation must be determined within 30 calendar days of when the Academic Life Committee Chairperson was informed of the grievance.
13. The Chairperson of the ARB will sign the proposed resolution and forward to the Vice President of Academic Affairs within seven (7) calendar days. She/he will accept or reject the recommendation and notify the parties of the decision in writing. Only the Vice President for Academic Affairs may change grades. A record of the hearing will be maintained in strict confidentiality in the Office of the Vice President for Academic Affairs

Final Assessment of Learning

Undergraduate:

- A final exam or other assessment of learning is included at the end of each semester in each course for which credit is given.
- The final exam schedule for 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 student may leave the College before the close of the semester.
- Students may not miss a final exam without prior approval from the Dean of the 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:

If circumstances prevent a student from taking the final examination in a course or from participating in another form of final assessment, it is the student's responsibility to contact the instructor prior to the scheduled assessment. If a final exam is not given, it is expected that the class will meet during the exam week.

Grade Changes

Once a final course grade has been submitted to the Registrar, a faculty member can change it only in the event of a clerical, calculation, evaluative, or administrative error with respect to work completed during the academic term in which the student was enrolled in the course. Grade changes should occur no later than four weeks after the start of the following semester. The Change of Grade Form is available on the Registrar's Google Site, and it requires the signatures of the Instructor, the Program Chair, and the appropriate Dean.

Except when a grade of "I" or "DE" is awarded in accordance with the policies governing those grades, student grades may not be changed for work submitted after the conclusion of the academic term in which it was assigned.

A final grade may be changed to "I" only with the signatures of the Program Chairperson and the appropriate Dean.

Students may appeal their grades only on the basis of work completed and submitted during the academic term in which it was assigned.

Student inquiries regarding grades must be made as soon as possible after the grade is received. Grade appeals must be made within 30 days of the end of the semester. For more information on grade appeals, see Academic Review Board procedures.

Grading Policies
Undergraduate:

- Academic standing and eligibility for graduation are dependent upon both quality and quantity of work. The grade point average is a numerical index of the ratio of the number of quality points earned to the number of credits received.
- A minimum grade of "C" is required for all courses in the major, for academic skills courses, for successful completion of, SEU110, SEU120, and for courses listed as a prerequisites for other courses.
- A minimum grade of "D" is acceptable for courses meeting other general education requirements and any related requirements for a major.
- no replacement policy.

Graduate:

- Academic standing and eligibility for graduation are dependent upon both quality and quantity of work. The grade point average is a numerical index of the ratio of the number of quality points earned to the number of credits received.
- A graduate student is expected to achieve grades of A or B to remain in satisfactory academic standing.
- Three C+/C grades or one grade of "F" in course work will be grounds for dismissal.
- The student is responsible for reporting to the Registrar's Office any error on their academic record within 30 days after the grades have been posted via Self-Service. The University will not be liable for unreported errors on student records.

- no replacement policy.

Grading Scale Undergraduate:

GRADE QUALITY POINTS

A 4.00

A- 3.67

B+ 3.33

B 3.00

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D 1.00

F 0.00

FI - Failure due to Incomplete 0.00

I - Incomplete 0.00

P – Pass * 0.00

DE – Deferred * 0.00

W - Withdrawn 0.00

AU - Audit 0.00

PE – Permanent Excuse * 0.00

TE – Temporary Excuse * 0.00

NC – No Credit?* 0.00

- * Pass, grade of 3.0 or higher — used only in the Dietetic Internship Program and for the Portfolio.
- * Deferred — The "DE" (Deferred) grade is used only for courses requiring a project that might extend into a second consecutive term. The "DE" is a temporary grade that implies satisfactory performance. It may appear no more than two consecutive academic terms on the student's transcript. The "DE" grade will be removed when the instructor submits final grade. A final grade is awarded only after the student has completed all course requirements. A "DE" grade on a student's academic record will automatically prevent the student from graduating.
- * Permanent excuse due to illness or injury (Fitness Courses only)
- * Temporary excuse due to illness or injury (Fitness Courses only)
- * NC: No Credit – Given in lieu of a grade of F during the first semester only to first-time, non-transfer students matriculated in the traditional undergraduate college.

Graduate:

- * Pass, grade of 3.0 or higher. Used only in the Dietetic Internship Program and for the Portfolio.
- ** Deferred — The "DE" (Deferred) grade is used only for courses requiring a project that might extend into a second consecutive term (e.g., 691 Practicum, 695 Professional Portfolio, 699 Culminating Project). The "DE" is a temporary grade that implies satisfactory performance.
- It may appear no more than two consecutive academic terms on the student's transcript. The "DE" grade will be removed when the instructor submits final grade. A final grade is awarded only after the student has completed all course requirements. A "DE" grade on a student's academic record will automatically prevent the student from graduating.

Incomplete Grades Undergraduate:

The grade of "I" may be granted only if a student petitions the instructor(s) for that grade prior to the end of the academic term in which she/he is enrolled in the affected course. A grade of "Incomplete" may be given if the student's already-completed work is of passing grade quality but remaining coursework is unfinished because of illness or other serious cause, and only if the faculty member and the student agree. An "Incomplete" in any course becomes a failure and is recorded as a grade of "FI" (Failure Resulting from an Incomplete) if course requirements are not completed within four weeks following the end of a semester (fall, spring, or summer) or two weeks following the end of an accelerated session or winter intersession. For first-time freshmen in the Women's College, an incomplete grade

becomes an NC during their first semester at CSE if the work for the course is not completed in the appropriate time frame.

Requests for extensions must be submitted to the appropriate Program Chair prior to the end of the incomplete period. Requests for an Incomplete Extension form can be obtained on the Registrar's Google site. Incomplete Extension Forms showing the signatures of the Student, the Instructor, and the Program Chair are submitted to the Registrar's Office.

Graduate:

The grade of "I" may be granted only if a student petitions the instructor for that grade prior to the end of the academic term in which she/he is enrolled in the affected course. A grade of "Incomplete" may be given if the student's already completed work is of passing grade quality but remaining coursework is unfinished because of illness or other serious cause, and only if the faculty member and the student agree. An "Incomplete" in any course becomes a failure and is recorded as a grade of "FI" (Failure Resulting from an Incomplete) if course requirements are not completed within four weeks following the end of a semester (fall, spring, or summer) or two weeks following the end of an accelerated session or winter intersession.

Requests for extensions must be submitted to the instructor of the course and the Director of the Graduate Program prior to the end of the incomplete period. Requests for an Incomplete Extension form can be obtained in the Registrar's Office. The student is responsible for making satisfactory arrangements with the instructor for the completion of the course requirements. The student earning an incomplete grade is expected to complete the course requirements as soon as possible.

Under no circumstances will any student carrying more than one Incomplete grade be permitted to begin additional course work

Mid-Term Advisory Grades for Undergraduates

First-time, full-time students matriculated in the traditional undergraduate college and students on probation are given advisory grades at the mid-point of the fall semester as a way to monitor their performance in their courses. These are not considered official grades and do not become a part of student transcripts.

Pass/Fail for Undergraduates

Full-time students with senior or junior standing may take one course each semester on a pass/fail basis. Sophomores may take one course a year as pass/fail.

Matriculated part-time students with sophomore standing (31-63 credits) may take one course as pass/fail throughout the duration of their sophomore standing. Part-time students with junior standing (64-95 credits) may take two courses as pass/fail throughout the duration of their junior standing, with no more than one pass/fail course per semester. Part-time students with senior standing (96 or more credits) may take two courses as pass/fail throughout the duration of their senior standing, with no more than one pass/fail course per semester.

To register for a course on a pass/fail basis, students must have no grade below "C" in the preceding year (the last two major semesters excluding summer sessions). Courses used to fulfill general education requirements, courses being taken to fulfill minor requirements, and courses required for the major may not be taken on a pass/fail basis.

Students may register for one course on a pass/fail grade basis in the Registrar's Office on the dates specified in the College calendar. Once a student has designated a course pass/fail, she/he cannot change that decision. The instructor will not be notified of a student's choosing the pass/fail option. The instructor will assign a letter grade, which will then be translated to a pass/fail grade by the Registrar's Office.

Honors

Academic Honors Program for Undergraduates

The Honors Program is designed for a highly select group of students whose high school record, rank in class and SAT scores indicate superior scholastic aptitude or who in their college work demonstrate

unusual proficiency and scholarly interests through a superior grade point average.

Students accepted in the Honors Program are encouraged to devise their own curricula in consultation with the academic deans and other advisors. In addition to fulfilling the requirements for their major, First Year Seminar, English Composition, fitness/Wellness, and Foreign Language, students must fulfill the following:

- Cumulative Average of 3.5 or Higher
- Four Honors Designated courses
- Two Honors Seminars
- Independent Research Project

Please contact the Director of the Honors Program for more information.

Dean's List for Undergraduates

Full-Time Matriculated Students

- The Dean's List for full-time matriculated students is issued at the close of the fall and spring semesters.
- Students must successfully complete a minimum of 12 credits excluding Pass/Fail courses and courses taken as Audit.
- Minimum semester grade point average for eligibility is 3.5.
- Students with grades of I (Incomplete), NC (No Credit), or F (Failure) are not eligible.

Part-Time Matriculated Students

- The Dean's List for part-time matriculated students is issued at the end of the summer sessions.
- Part-time students must accumulate 15 credits (excluding pass/fail courses and courses taken as Audit) during the academic year beginning with the fall semester and ending with the summer sessions.
- Eligible students must maintain a minimum 3.5 grade point average.
- The credit and grade point calculation will include any additional eligible credits taken during the semester in which the 15th credit is earned.
- Students with grades of I (Incomplete) and/or F (Failure) are not eligible.

Graduation Honors for Undergraduates

- Graduation honors are based on the cumulative grade point average at the completion of all degree requirements.
- Degrees awarded with Honor – cumulative GPA 3.5 – 3.69
- Degrees awarded with High Honor – cumulative GPA 3.7 – 3.84
- Degrees awarded with Highest Honor – cumulative GPA 3.85 – 4.0

Program Honors for Undergraduates

- Awarded to graduating students who have attained a minimum of a 3.7 grade point average in all major courses and who have passed the capstone experience with honor.
- This honor is calculated by the Registrar's Office after all degree work is completed and capstone experience results are submitted

Special Achievement Awards

- The Sister Anna Concilio O'Neill Award is bestowed annually for distinguished achievement in mathematics.
- The Sister Hildegarde Marie Mahoney Award is bestowed annually for general excellence.
- The Sister Elizabeth Ann Maloney Award is bestowed annually for distinguished achievement in Campus Ministry.
- The Sister Anna Catherine Lawlor Award is bestowed annually for distinguished achievement in biology.
- The Sister Therese Aquinas Roche Award is bestowed annually for distinguished achievement in philosophy.
- The Florence J. Morris Memorial Award is bestowed annually for distinguished achievement in accounting by a Continuing Studies student.
- The Continuing Studies Scholastic Achievement Award is bestowed on a Continuing Studies student who has earned the highest cumulative

grade point average, completed a minimum of 56 credits at the College of Saint Elizabeth, and attained a minimum grade point average of 3.50.

- The Sister Jacqueline Burns Award is bestowed annually on a student whose leadership has enriched and advanced the multicultural and international life of the community at the College.
- The Sister Marian José Smith Award is bestowed annually for excellence in chemistry.
- The John J. Riordan Award is bestowed annually on an undergraduate and/or graduate student who has the potential to make an impact in his/her field or discipline.
- The Sister Anne Gertrude Coleman Award is bestowed annually for excellence in English Studies.
- The Sister Anita Richard Heilenday Woman of Promise Award is bestowed annually on a traditional undergraduate student who exemplifies the mission and values of the College and the Foods and Nutrition Program.

Internships

Internships

An internship is a short-term, professional-level work experience with an employer in a student's field of interest. It emphasizes learning rather than earning on the job. An internship should enhance a student's interpersonal, communication, technical, and field-specific skills, and allow a student to gain a greater understanding of the future career she/he is pursuing while helping to prepare her/him for entry-level employment. Ordinarily, in order to earn one internship credit a student is expected to participate in 30 hours of activity approved and monitored by her/his program(s).

Students may apply no more than six internship credits toward the degree. Many programs require an internship, but all students are encouraged to complete at least one internship as part of the degree. All of the procedures of the College and the Program must be observed as students prepare for internships. Students should consult the Academic Internship Handbook (available on the Academic Internship Google Site) for a complete discussion of procedures and deadlines as well as copies of all necessary forms.

As students prepare to register for their internship experience, they must seek the assistance of the Internship Coordinator for the Area which houses the program in which they will be earning credit. The Internship Coordinator will guide and support students as they prepare for their internship experiences

Majors and Minors for Undergraduate Students

Acceptance into the Major

Some majors have accreditation standards that require that students meet acceptance criteria. Students will be advised of this during the admission process. Otherwise, students select their major(s) by informing their academic advisors who then notify the Registrar.

Transfer students in the traditional undergraduate college, including those pursuing a second degree, apply to the program of their intended major during their first semester at the College; formal action by the program is taken at the completion of that semester.

All other undergraduate students must apply for acceptance into the program of their intended major. Ordinarily, application to and formal acceptance by the major program occur in the second semester of the sophomore year, or for Continuing Studies students at approximately 48 credits.

Major/minor forms are available in the Registrar's Office. Students should declare and/or change their major prior to registration for an upcoming semester.

Double Major

All elementary education majors must complete a double major. These students complete a major in elementary education and a second major chosen

from an area of the liberal arts and sciences.

Other students in good academic standing may also pursue a double major. Students must work with an advisor in each major to develop a plan of study.

The dual degree plan must be approved by the appropriate Dean(s) and retained by both advisors. The plan must identify the primary major. After the approval, students are expected to complete the major requirements of both programs and to continue to work with an advisor in each major.

All drop/add forms, withdrawal forms, and approval for study forms must be signed by an advisor from each major. When students register online for upcoming terms, the primary advisor will have access to approve or deny courses; however, both advisors must be consulted to ensure that the correct curricula are followed.

The College cannot guarantee that students can complete a double major within a four-year time period.

Independent Study

Independent study is defined as a plan of academic study provided by an individual faculty member for a single student. An independent study enables the student to pursue an advanced topic or area of study not addressed in existing courses. The independent study should encourage student initiative and depth of critical thinking and/or creativity. An Independent Study form must be completed by the student, and all required signatures must be secured before the registration can be processed.

Ordinarily, independent study is limited to junior and senior students who are not on academic probation. A maximum of six credits of independent study may be applied toward graduation.

Majors

A major consists of a concentration of courses in a given subject area of at least 28 credits. Students completing a degree must select at least one major, but with approval, they may be able to pursue a double major. All elementary education majors must pursue two majors. Course requirements for each major are listed under each program in the College catalog. Students in some majors are required to select a specific concentration within the major.

Students must follow the major requirements listed in the College catalog in effect when they entered the College, unless programmatic changes preclude doing so. In such cases, changes will require the approval of the program chairperson. Some programs have very specific requirements for acceptance. These are listed under the individual program information.

At least one-half of the major must be completed at the College of Saint Elizabeth. A minimum grade of C is required of all requirements in the major. Related requirements do not require a grade of C.

A student may apply a maximum of two courses to both the major and minor Students must complete a capstone experience for each major.

Students are responsible for understanding all major and degree requirements, and they must regularly consult with their academic advisors to ensure progress toward their degrees.

Minors

A minor consists of a concentration of courses in a given subject area, usually 18 to 24 credits. Students often complete a minor because it complements their major field of study. Others choose a minor simply because of their interest in a particular field of study. Minors are available in most academic programs. Students may complete a maximum of two minors.

To declare a minor, the student must complete and submit the Major/Minor form to the Registrar's Office. This form will serve to notify a program of the student's intent. Interested students should declare a minor as early as possible. However, minors must be declared no later than the end of the drop/add period of the junior year, thus ensuring enough time to complete the requirements for the minor.

Students must adhere to the minor requirements in effect during the catalog year in which they declare a minor unless programmatic changes

preclude the completion of that set of requirements. In such cases, the change(s) made will require the approval of the Chairperson of the minor Program(s).

At least one half of the minor must be completed in residence at the College of Saint Elizabeth. A minimum grade of C is required in all courses applied to the minor. A student may apply a maximum of two courses to both her major and minor in cases where this is possible. Related courses required by the student's major may be counted toward the minor.

Academic advisors in major programs will serve as advisors for the minor as well. However, advisors and/or students should feel free to call upon the minor program(s) for informal advising.

Students should be aware that their choice of a minor may be limited by the requirements of their major area of study, limited space availability in certain courses, and/or complexities in scheduling.

Student Records and Transcripts

Change of Student Name/Address

- Name changes require legal documentation (e.g., copy of marriage certificate, etc.).
- Individuals will be notified via CSE email when the name has been changed in the system.
- Change of Name/Address Form

Educational Records / FERPA

Family Educational Rights and Privacy Act (FERPA, 1974)

In compliance with the Family Educational Rights and Privacy Act (FERPA, 1974) the College of Saint Elizabeth lists the following categories of information, which are considered directory information: student's name, address, telephone, 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.

The College of Saint Elizabeth may release this information to inquirers (e.g., prospective employers, graduate schools, or in news releases). Students who do not wish to release any or all of the above information must submit a request in writing to the Registrar's Office through the FERPA Authorization to Release Information form. This request will be in effect until the student separates from the College.

Records Retention Schedule

- Records Retention Schedule

Request for Transcripts

- Transcript requests must be made in writing to the Registrar's Office.
- There is a $5.00 fee per transcript. There is a $10.00 fee per transcript for 24-hour turn-around service.
- Transcripts cannot be issued to students whose financial obligations to the College of Saint Elizabeth have not been met.
- Transcripts submitted to the College from other institutions are not permitted to be released to a third a party.
- Unofficial transcripts are available via Self-Service.

Solomon Amendment

The Solomon Amendment became effective on October 23, 1998. Under the Solomon Amendment institutions are required to fulfill military requests for student recruiting information. Failure to comply may result in the loss of various forms of federal funding and Federal Student Aid.

Student recruiting information includes, but is not limited to student name, address, telephone number, date of birth, place of birth, class, major, degree(s) received, and educational institutions attended.

Under FERPA, students may request that directory information be withheld. This protection will be honored under the Solomon Amendment. Any student who wishes to have directory information withheld should request a "no release" as described above.

Academic Services

Accessibility Services

Accessibility Services

The College of Saint Elizabeth, in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, provides eligible students with documented disabilities equal educational opportunities and participation. The College is committed to insuring that no qualified person be excluded from participation in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or employment, access to facilities, student programs, activities and services.

While all students are expected to meet the College's academic standards and requirements, the College encourages students with documented disabilities who want accommodations to submit the documentation early in the application process so that documentation may be assessed, interpreted and services arranged in a timely manner. Please contact the Coordinator of 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 American's with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, the following procedures will be followed:

Grievances-Internal (CSE) Complaints

1. The complaint should be submitted in writing and contain the name and address of the person(s) filing it, and briefly describe the alleged violation of the regulations. It should be filed with the Coordinator of 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 and Dean of Students 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 and Dean of Students. In this instance, if a satisfactory resolution is not reached (following the same process listed above), appeals can be directed to the President of the College.
6. The right of a person to a prompt and equitable resolution of the complaint filed shall not be impaired by nor shall the use of this procedure be a prerequisite to the pursuit of other remedies.
7. These rules shall be construed to protect the substantive rights of interested persons, to provide a fair and reasonable hearing of the complaint, to assure that the College complies with the ADA and Section 504 of the Rehabilitation Act.
8. The Coordinator shall maintain files and records relating to the complaint for a period of three (3) years.

Grievances-External (OCR) Complaints

CSE Student Complaint Procedure

Although the student is encouraged to attempt to resolve a grievance within the College process, the student has the right to file any grievance directly to the Office of Civil Rights (OCR) at any time.

The statute of limitations for filing with OCR is 180 days from the time the incident occurred. Forms may be obtained from the Office of Civil Rights.

Office for Civil Rights

U.S. Department of Health & Human Services
Paterson Office

Jacob Javits Federal Building

26 Federal Plaza-Suite 3312

New York, NY 10278

Phone: (212) 264-3313

Fax: (212) 264-3039

TDD: (212) 264-2355

Division of Civil Rights

100 Hamilton Plaza

8th Floor

Paterson, NJ 07505-2109

Phone: (973) 977-4500

Fax: (973) 977-4511

TTY: (973) 977-1955

Conklin Academic Success Center

The Conklin Academic Success Center, an academic resource for students, offers a variety of services to help students achieve academic success. Trained tutors and academic specialists empower students to become life-long, independent learners.

Located on the second floor of Mahoney Library, the Center offers one-on-one and small group tutoring in a wide range of subject areas and supplemental instruction study sessions for targeted courses. Drop-in tutoring is also available on a limited basis for math and writing.

The staff conducts free workshops every semester on such study skills as test-taking and time-management strategies. The state-of-the-art computer lab offers self-paced software programs for practicing basic skills, and for preparing for GRE and MCAT exams. There is also a Study Behavior Inventory available for students who want to assess their study habits.

Get more information on the Center here.

Educational Opportunity Fund Program

The Educational Opportunity Fund (EOF) supports talented and motivated low-income New Jersey residents.

EOF provides supplemental financial assistance for full-time enrolled undergraduate students who demonstrate exceptional financial need. To qualify, recipients must be admitted into the program at the College and complete both the EOF questionnaire and Free Application for Federal Student Aid (FAFSA).

Applicants to the program are evaluated for admission on the basis of financial eligibility, demonstrated commitment to education, and motivation. An interview with the Director of the EOF Program is required.

During the summer prior to the first year, all new EOF students attend a five-week residential Summer Academic Enrichment Program that provides an introduction to college life. Students develop academic skills, take courses for college credit, and participate in cultural, social, and recreational activities. During the fall and spring semesters, a program of support services in tutoring and personal counseling is offered.

For more information, contact the Admission Office or Cliff Woodward, director of the Educational Opportunity Fund Program (973) 290-4345.

Honors Program

The Honors Program is designed for a highly select group of students whose high school record, rank in class and SAT scores indicate superior scholastic aptitude or who in their college work demonstrate unusual proficiency and scholarly interests

through a superior grade point average. Open to matriculated Women's College students, the Program provides a broad-base of knowledge in the liberal arts, while also challenging and enhancing students' special interests and abilities.

Get more information on the Honors Program here.

NJEDge.net

The College of Saint Elizabeth is a participating member of NJEDge.net, the statewide higher education network connecting the institutions of higher education in New Jersey with a broadband data and video network. Inter-institutional data, Internet and Internet2 connectivity at the College are all accessed through NJEDge.net.

There are collaborative opportunities with K-12 institutions, colleges and universities in New Jersey and other states. Programs encouraging and demonstrating the integration of technology into the curriculum enrich the academic environment for undergraduate and graduate students.

Seton Colleges Exchange

The affiliation of Seton Colleges, those institutions that trace their origins to the founding work of Saint Elizabeth Ann Seton, provides an opportunity for 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.

CSE encourages students to explore Study Away opportunities and provides assistance in identifying appropriate programs, applying to them, and preparing for the experience abroad. The College 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. Click here to learn more about Study Away opportunities at CSE.

Cost & Financial Aid

Your potential in life isn't determined by your income level, and at the College of Saint Elizabeth, we believe that access to a quality college education shouldn't be either. "Access" is what our financial aid program is all about, and we're committed to working with students and families to help make a CSE education affordable.

More than 90 percent of full-time CSE undergraduates receive some form of financial assistance. CSE provides not only need-based funding but also merit awards for academic achievement, leadership potential, and community service. Graduate students and part-time undergraduates are also eligible for aid.

A college education is one of the most important investments you'll ever make, but paying for it can be a big challenge for many. Contact us to find out how our financial aid program can help bring a CSE education within your financial reach.

Annual Tuition and Fees

The cost of attending college includes a number of elements. Learn what they are and how we can make your educational opportunity affordable. Read More.

Philosophy and Policies

1. The College of Saint Elizabeth will assist all students in their efforts to meet their financial need in accordance with federal, state, and college regulations. Students' financial need is determined by subtracting the parents' and students' EFC (estimated family contribution as determined on the FAFSA) from the total estimated cost of attendance. Any funds received from other sources such as civic organizations, foundations, or other benefits must be reported to the Financial Aid Office.

   Federal regulations require that these awards be treated as educational resources for determining the applicant's eligibility. If a student receives no-need based financial assistance, then the combination of all merit and outside resources may not exceed the cost of attendance. Students demonstrating financial need are packaged first with federal grants, then with state grants, then with institutional need-based grants, then with loans. Financial aid award letters are sent on a rolling basis as soon as all the required documentation is received by the Financial Aid Office.
2. A student may become ineligible for financial aid if he/she fails to maintain good standing or satisfactory academic progress. (See section on Eligibility.)
3. Financial aid will be re-evaluated if and when inconsistent information is revealed on the FAFSA or the Student Aid Report.
4. If a student is not permitted to return to the College of Saint Elizabeth, either because of grades, disciplinary reasons, or an outstanding balance on his/her account, the student's financial aid award will be withdrawn.
5. All incoming first-year students are required to submit their final high school transcripts prior to the beginning of their first semester of classes. If the final high school transcript is not received in the Office of Admission, the student's financial aid award will be withdrawn.

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