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SAINT JOSEPH  

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**Disclaimer**

Every effort has been made to assure the accuracy of the information in this publication. Students are advised, however, that such information is subject to change. Therefore, they should consult the appropriate academic department or administrative offices for current information.

The provisions of this publication are subject to change without notice and do not constitute an irrevocable contract between any student or applicant for admission and the University of Saint Joseph. The University is not responsible for any misrepresentation of its requirements or provisions that might arise as a result of errors in the preparation of this publication.

The University of Saint Joseph has reserved the right to add, amend, or repeal any of its regulations and rules in whole or in part, at such times as it may choose. Nor shall this document be construed as an abridgement or limitation of any rights, powers, or privileges of the Board of Trustees.

# ACCREDITATION

The University of Saint Joseph is accredited by the New England Association of Schools and Colleges Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association of Schools and Colleges indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association of Schools and Colleges is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association of Schools and Colleges should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433  
617.271.0022

The University is also accredited by the Office of Financial and Academic Affairs for Higher Education.

The University is a member of the Association of American Colleges, the American Council on Education, Association of Catholic Colleges and Universities, the National Association of Independent Colleges and the American Association of University Women.

The Doctor of Pharmacy program has been granted Candidate accreditation status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312.644.3575; Fax 312.664.4652, website [www.acpe-accredit.org](http://www.acpe-accredit.org). For explanation of Candidate status, please refer to [www.usj.edu](http://www.usj.edu) or the ACPE website at [www.acpe-accredit.org](http://www.acpe-accredit.org).

The Chemistry Program is approved by the American Chemical Society for the professional training of chemists.

Programs for the preparation of elementary, secondary and special education teachers are approved by the Connecticut State Board of Education and the Commission for Higher Education.

The graduate program in School Counseling is accredited by the Connecticut State Board of Education.

The Nursing Program is approved by the Connecticut Board of Examiners for Nursing and is accredited by the Commission on Collegiate Nursing Education. It is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing,

The American Association of the Master of Arts in Marriage and Family Therapy is accredited by the American Association for Marriage and Family Therapy's Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The Didactic Program in Dietetics and the Dietetic Internship Program currently are granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 216 West Jackson Blvd., Chicago, IL 60606-6695, (312) 899-5400. ACEND is recognized by the United States Department of Education (USDE) as the sole accrediting agency for nutrition and dietetics education.

The baccalaureate Social Work program is accredited by the Council on Social Work Education.

The audited financial statement for the University is available by request in Pope Pius XII Library.

## Statement of Non-Discrimination

The University of Saint Joseph prohibits discrimination against any persons on account of their race, color, religious creed, age, sex, sexual orientation, marital or civil union status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability or physical disability in the administration of its educational policies, admissions policies, scholarship and loan programs, and employment practices.

# ABOUT THE UNIVERSITY OF SAINT JOSEPH

- Mission
- Core Values
- History of the Sisters of Mercy
- University History
- History of Campus Buildings

## Mission

The University of Saint Joseph, founded by the Sisters of Mercy in the Roman Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The University is a community that promotes the growth of the whole person in a caring environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

## The Core Values of the University of Saint Joseph

**Catholic Identity:** The University of Saint Joseph is grounded in its heritage as a Catholic institution, expressing the Catholic tradition in an ecumenical and critical manner.

**Commitment to Women:** The University of Saint Joseph encourages, inspires, and challenges each woman to develop every aspect of her personhood — intellectual, spiritual, social, emotional, and physical.

**Compassionate Service:** The University of Saint Joseph promotes, supports, and facilitates caring service as an integral part of all teaching and learning experiences.

**Academic Excellence:** The University of Saint Joseph provides a value-centered education that prepares students as global citizens, lifelong learners, and informed decision-makers.

**Respect/Integrity:** The University of Saint Joseph demonstrates respect and reverence for all people and fidelity in personal witness.

**Hospitality:** The University of Saint Joseph is a welcoming community where its relationships are based on openness, inclusivity, and mutual respect.

**Multiculturalism/Diversity:** The University of Saint Joseph is committed to fostering the growth of an inclusive community that welcomes differences among community members and benefits from them.

## The History of the Sisters of Mercy

The roots of the University of Saint Joseph can be traced to the Sisters of Mercy, a religious order founded in 1831 by Catherine McAuley. The Mission of the Sisters of Mercy was to teach and care for the sick, poor and needy in Ireland. Catherine McAuley's devotion to the Sisters of Mercy mission quickly spread to England and eventually found its way to the United States.

The first Sisters of Mercy arrived in the United States from Ireland in 1843 at the invitation of the bishop of Pittsburgh, Pa. Their energy in ministering to the sick and economically poor attracted many new members. By 1854, sisters had come from Ireland to settle in New York and San Francisco, Ca., and continued to spread throughout the country, establishing schools and hospitals.

In 1932, the Sisters of Mercy of Connecticut set out on a remarkable journey. Their mission: to establish the first liberal arts college for women in the Hartford area, founded on the principles of service and leadership, and determined to develop the potential of women in a complex and evolving world.

Guided by a vision of academic excellence, the University has flourished and is now nationally recognized for its outstanding programs in education, nursing, human services, the humanities and the sciences. Graduates of these programs have proven themselves vitally important to the people and the economy of our community and continue to serve in significant ways throughout their lives.

## University History

In 1925, the Sisters of Mercy of Hartford began preparations to extend their contribution to education in Connecticut to the college and university level. They obtained from the Connecticut State Legislature a charter granting power to confer degrees and, in 1932, began a junior college for women at Mount Saint Joseph Academy, West Hartford. Within two years, it had formulated its four-year liberal arts program, acquired its own campus and received approval of a change of name to Saint Joseph College. Since that date, it has expanded both its facilities and enrollment, until in 2012, a name change was necessary to encompass the advanced programs and degrees offered. By 2014, the University will confer its first doctoral degrees to graduates of the new School of Pharmacy.

## History of Campus Buildings

### McDonough Hall (1936)

From 1932 to 1950, Sister Mary Rosa McDonough was Saint Joseph College's first dean. She planned and oversaw the construction of the original buildings and is considered to be the principal force behind the development of the school. The Administration and Science Building, as McDonough Hall was initially called, continues to contain classrooms and offices. It was renamed in Sr. Rosa's memory in 1969.

### **Mercy Hall (1936)**

The second of the original campus buildings is named in honor of the founding Sisters of Mercy. At one time it contained the chapel and all housing for administrators, faculty and students. Today it contains classrooms, administrative offices such as Admissions, and the Crystal Room, where University events are held.

### **Rosary and McAuley Halls (Student Residences, 1955)**

These first residence halls set the pattern of clustering dormitories on the west side of campus. Rosary Hall is named for the prayer that honors the Blessed Virgin Mary; McAuley honors Catherine McAuley, who founded the Sisters of Mercy.

### **The Pope Pius XII Library (1960)**

Rising enrollment required a separate library building by 1960. The facility was named to honor Pope Pius XII, who as Papal Secretary of State visited in 1936. He was especially interested in Catholic education and met with students in Mercy Hall.

### **Assumption Hall (Student Residence, 1962)**

As more students wanted to live on campus, Assumption Hall was built. The name was taken from another event in the Blessed Virgin Mary's life, when she was taken to heaven.

### **Lourdes Hall (Student Residence, 1962)**

Until recently a residence for the Sisters of Mercy, Lourdes contains student rooms. It is named for the French town where the Virgin Mary appeared.

### **McGovern Hall (Student Union, 1962)**

McGovern houses the dining hall, student lounge, bookstore and student affairs offices. It is named for Patrick McGovern, who emigrated from Ireland at age 14 and spent the next 77 years in Hartford. An astute businessman, he eventually earned \$30 million, which he generously shared. His niece was wife of trustee Maurice O'Connell, and it was through this relationship that the McGoverns were introduced and donated to the school.

### **The Gengras Center (1965)**

As advisor and trustee, E. Clayton Gengras had a long association with the College. His cousin was chairman of the State Health Department's Council on Mental Retardation and chaplain of the Holy Innocents Guild, dedicated to the spiritual welfare of the mentally disabled. This family connection led to Gengras' gift for construction of this laboratory school for exceptional children.

### **Madonna Hall (Student Residence, 1966)**

Another residence hall on the west side of campus, Madonna takes its name from a title given to Mary.

### **The Connor Chapel of Our Lady (1966)**

Although Joseph and Jane Cullen Connor did not have children, they wanted to assist young adults in West Hartford, where they lived for many years. They donated one of the largest gifts the institution ever received - a chapel in the shape of a cross in whose sanctuary the congregation gathers around a central raised altar.

### **The Health/Counseling Center (1989) ("The Little Red House")**

Students come to this building, which they affectionately call "The Little Red House," for health treatment and access to counseling. The center was built in 1985 as the sales office for The McAuley, a retirement community immediately to the east. The building was converted to the health and counseling center in 1989.

### **The President's Residence (1991)**

Built in 1987, the house was purchased in 1991 for the use of the first lay president. Although it is in a neighborhood off Asylum Avenue, it connects to campus and is a short walk to the president's office.

### **School of Pharmacy (2010)**

The School of Pharmacy is housed at 229 Trumbull Street, Hartford, on the third floor of the XL Center. This location is in the heart of downtown Hartford, close to the region's major health facilities. This newly renovated space is equipped with classrooms, research and teaching laboratories, a library, faculty offices, and student services designed specifically for preparing students in the University's first doctoral program.

### **The O'Connell Center (Sports Facility, 1993)**

The University's gym, pool, fitness center, running track and dance studio are housed in this building. Dr. Maurice O'Connell was a trustee and husband of Vitaline McGovern, whose family name is found on the student union. Dr. O'Connell was particularly interested in physical fitness.

### **The School for Young Children at Beach Park (1999)**

Even in its early years, the University was interested in providing high-quality schooling for youngsters. This also allowed hands-on training for students who wanted careers where they would work with young children. Originally housed in the lower level of Mercy Hall, the School for Young Children moved in 1999 to the former Beach Park School near campus. The 1926 building has been renovated and is used under a 50-year lease from the Town of West Hartford.

**The Carol F. Autorino Center for the Arts & Humanities (2000)**

Carol Autorino, class of 1993, served as trustee, committee member, and alumnae consultant to the Arts and Humanities Center project. After her sudden death in 1997, her husband made a major gift to the Arts and Humanities Center, which consists of The Bruyette Athenaeum and Lynch Hall.

**The Bruyette Athenaeum (2000)**

The Arts Center is named for Gene and Kathleen Barry Bruyette '49, whose gift made the center possible. It contains Hoffman Auditorium, the Art Gallery, classrooms and the archives.

**Lynch Hall (2000)**

Helen Lynch '41 was a high school business teacher for many years. Her dedication to education and her alma mater is reflected in the name of Lynch Hall, a gift made in honor of her family. It houses classrooms and faculty offices for the School of Humanities and Social Sciences.

**North and South Residence Halls (2008)**

The newest residence halls were opened in fall 2008. Upperclass students who live there enjoy apartment-style living in a suite of bedrooms, a common area and a kitchen where they can cook.



# ACADEMICS

At the University of Saint Joseph, students explore and expand their potential in a welcoming community that offers personal attention and academically challenging programs to individuals who want to succeed and make a difference in society.

## Academic Programs

The University offers certificates, bachelor's, master's, and doctoral degrees to its three primary academic populations: undergraduate women, adult learners and graduate students. For each group there are majors and minors organized into specific programs.

### Undergraduate Programs for Women (established in 1932)

Initiated as a Catholic college for women, our undergraduate programs now constitute the only Catholic program for women in New England. We offer unique opportunities for women to exercise leadership skills while developing professionally and personally. The liberal arts and professional education complement each other in The Women's College, and both are founded in the tradition of Judeo-Christian values. The mix of liberal and professional components may differ among disciplines, but these constants remain: the vital importance of both components and the aggressive exercise of classroom and laboratory skills in actual professional settings through clinical placements, internships, and other practical experiences.

Each University of Saint Joseph student completes an educational program incorporating liberal arts requirements and the academic requirements of her discipline. Education at the University of Saint Joseph is an active process. Every student is expected to select courses designed to develop as fully as possible her ability to:

- Comprehend ideas accurately; to organize and express them clearly and persuasively
- Define and solve problems by finding and analyzing relationships, by locating relevant resources, and by synthesizing findings
- Understand and appreciate the ideas and events that have decisively shaped the course of history
- Understand the impact of science and technology and the implication of living in a global society
- Appreciate, enjoy, and participate in the arts
- Examine how values are formed, transmitted, and revised; identify personal, social, and spiritual values, and learn how to make responsible decisions
- Strive to understand the ultimate questions of the meaning and purpose of human life; develop relationships that are individually satisfying and mutually responsible

The student may develop an academic program not only from courses offered at the University of Saint Joseph, but also from the full range of offerings at the undergraduate units of the Hartford Consortium for Higher Education.

### Program for Adult Learners (established in 1985)

The Program for Adult Learners is designed for women and men with the maturity, commitment, and preparation to succeed in an intensive undergraduate professional degree program. Evening, weekend, and online courses require less time on campus and more independent learning than traditional college classes.

#### **Bachelor's degrees offered in the this program include:**

Accounting, B.S.; Management, B.S.; Nursing, RN to B.S.; Psychology, B.A.; and Social Work, B.S.

#### **Concentrations include:**

Criminal Justice Concentration, Social Work, B.S.; Criminal Justice and Mental Health Concentration, Psychology, B.S.; Human Resource Management Concentration, Management, B.S.; Latino Community Practice Concentration, Social Work, B.S.; Latino Community Practice Concentration, Nursing, RN to B.S.; and Multicultural Health Concentration, Nursing, RN to B.S. In addition, the Adelante Certificate for Latina/o Professionals is offered to students in any major.

**Alpha Sigma Lambda: This National Honor Society** is devoted to the advancement of scholarship and to the recognition of non-traditional students continuing their higher education. The society was established in 1945-46 to honor superior scholarship and leadership in adult students. Alpha Sigma Lambda is not only the oldest, but also the largest chapter-based honor society for full and part-time adult students. The University of Saint Joseph chapter is Mu Kappa Omega.

### Graduate Programs (established in 1959)

The graduate programs were originally designed to serve the higher education needs of prospective and in-service teachers. Graduate programs have expanded to serve the needs of special educators, scientists, dietitians, counselors, nurses, business, health and safety professionals and more. Graduate Studies are oriented toward developing a depth of knowledge and skills in specific fields and broadening perspectives in related fields. Opportunities for research, practica and independent study contribute significantly to the advancement of knowledge, as well as the integration and effectiveness of the service-oriented professions. By maintaining excellence of faculty, students, and resources, Graduate Studies foster scholarship and intellectual life of inquiry through in-depth research, study and fieldwork. Students are encouraged to re-examine their sense of values in light of the needs of the community at large and also to develop values that will enrich and unify their professional and personal lives.

## Organization of the University

Academic programs are organized within schools to take advantage of interrelated resources. Major programs are arranged within each school.

### School of Education

- Education
- Special Education
- Physical Education and Sports Studies

### School of Graduate and Professional Studies

- Business Administration
- Counseling and Family Therapy
- Human Development and Family Studies
- Institute for Autism and Behavioral Studies
- Interdepartmental Programs
- Social Work and Latino Community Practice

### School of Health and Natural Sciences

- Biology
- Chemistry
- Mathematics
- Nursing
- Nutrition

### School of Humanities and Social Sciences

- English
- Fine and Performing Arts
- History and Society
- International Studies
- Interdepartmental Programs
- Languages
- Philosophy
- Psychology
- Religious Studies

### School of Pharmacy

- Doctor of Pharmacy (Pharm.D.)

## Other Academic Programs

### Continuing Education and Community Outreach

The University of Saint Joseph continues its tradition of offering superior educational programs to the broader community through the Office of Continuing Education and Community Outreach. Continuing education programs and courses are designed for the adult learner, those who seek personal enrichment or professional development and want contemporary topics and flexible schedules. Grades for continuing education courses are pass/fail. Continuing education students have the option of obtaining Continuing Education Units (CEUs) for most of the courses. The Coaching Certificate Program does not offer CEUs.

### Registration for a Continuing Education Program or Course

Responsibility to register for a program or course rests with the learner. Students have five tuition payment options:

- Online using the registration form on the Continuing Studies web page with a credit card (American Express, Discover, MasterCard); if using online registration with a credit card, there is a service fee.
- Online using the registration form on the Continuing Studies web page with an electronic check. There is no service fee for electronic checks.
- Mailed in with a check or money order using the printable registration form on the Continuing Studies web page or the registration form attached to most program brochures.
- In person in the Registrar's Office with the printable registration form or the registration form attached to most program brochures and a check, money order, or cash.
- With a state voucher if tuition is paid for with Workforce Investment Act Funds. The state agency will be invoiced the tuition amount.

A student wishing to register for a Continuing Education program or course must observe the following:

- Register no later than 4:00 on the day before the program or course begins – unless otherwise noted on the registration form or program or course information.
- Register for the SHRM Learning System Program 10 days before the program begins.
- Students who register late may need to bring the confirmation number with them to class since their name may not appear on the roster.
- No registration will be accepted after a program or course begins.
- Students will receive a parking decal after completing a Vehicle Registration Form that will be distributed in the first class. The form will be collected and returned to Campus Safety.

## **Withdrawal from a Continuing Education Program or Course/ Dropping from a Program or Course**

A student wishing to withdraw from a Continuing Education program or course must observe the following:

- Notify the Registrar's Office, via email or phone call, at least 24 hours before the program or course begins
- Notify the Continuing Education director, via email or phone call, at least 24 hours before the program or course begins. Upon notification, the director will email or fax a withdrawal form to the student.
- The student must complete the form and fax or email it to the director.
- Once the completed form is received, it will be forwarded to the Registrar's Office for processing and tuition refunded by the Bursar's Office.
- Students who register online will receive the tuition refund minus the service fee. Students who register with a personal check, electronic check, or cash will receive a full refund.
- Tuition will be refunded 100% (minus the service fee for online registrations) if the student withdraws from a program or course prior to the first class.
- Once a program or course begins, no tuition will be refunded.
- No refunds will be given if a student attends the first class of a program or course.

## **Cancellation of a Continuing Education Program or Course**

A decision to cancel a program or course will be made within the week of the start of the course.

- Students will receive the tuition refund minus the service fee if the course was paid for online
- Students who register with a personal check, electronic check, or cash will receive a full refund

### **Course Materials and Tuition**

- Learning materials for the many Continuing Education programs or courses are included with tuition; no separate purchase is required.
- When a student independently purchases Society for Human Resource Management (SHRM®) course materials, the price of the learning materials will be deducted from the tuition – if the course materials are current (as specified by SHRM®).
- If the SHRM® learning materials are not current (as specified by SHRM®), no refund will be given and the student will be charged the full tuition.

- The cost of the textbook for the Coaching Certification course is not included in the tuition. Students may purchase the textbook in the University Bookstore.
- Students who register for the Praxis 1 workshops will receive copies of the learning materials in the first class. However, a textbook that covers material for Praxis 1 and Praxis 2 exams is not included in the tuition and must be purchased separately.

## **Laboratory Schools**

### **The School for Young Children**

The School for Young Children (founded in 1936) is a preschool that provides a high quality, child-centered curriculum to children, including those with special needs. Children come from surrounding towns and represent an economically diverse population. Scholarships and transportation are available for those who qualify.

Located in a state-of-the-art facility at 238 Steele Road in West Hartford, The School for Young Children serves as a laboratory site for University of Saint Joseph students. They come from a wide variety of academic majors to use the School for supervised student teaching, internships, child observations, and various projects.

### **The Gengras Center**

The Gengras Center (founded in 1965), is an approved, private special education school located on the main campus. It serves as a training facility for students majoring in Special Education, Social Work or Nursing. The Gengras Center provides a day-school program for special needs children and young adults with a variety of moderate to severe disabilities. An integrated academic program, as well as a functional curriculum for students requiring independent living skills instruction, is conducted in conjunction with speech and language therapies, occupational/physical therapy, or counseling. The curriculum also features music, art, computer literacy and structured physical education and adventure education activities. A comprehensive vocational program is offered to prepare students for the transition to adulthood and the world of work. Assistive and augmentative technology is utilized to enhance each student's overall level of functioning.

The Gengras Center provides many departments at the University of Saint Joseph with ample opportunities for their students to interact with children and youth with disabilities through on-site observations, fieldwork, and course-related applications. University of Saint Joseph students who select a practicum or student teaching at The Gengras Center are able to participate in a comprehensive and multi-disciplinary training experience.

# CAMPUS SERVICES AND STUDENT LIFE

The division of Student Affairs is committed to developing the potential of women through a variety of co-curricular and extra-curricular experiences. Believing that intellectual growth and educational development are achieved through community involvement, service, leadership, and experiential learning, the staff in Student Affairs works to provide these opportunities for women. By challenging and supporting each student, individual growth is facilitated, as well as the creation of a cohesive campus community that embraces diversity among its members. Through efforts in the areas of social, cultural, vocational, intellectual, spiritual, physical, and emotional wellness, each student is educated as a total person. Each student is empowered to clarify her values and establish her identity as a responsible adult.

Hours of availability indicated below apply to fall and spring, while classes are in session. The University reserves the right to make changes as needed.

## Campus Services

### Academic Advisement

Information on Academic Advisement is included in the Academic Policies and Procedures section.

### Alumni Association

All graduates automatically become members of the Alumni Association, which is governed by the Alumni Council. The Council membership includes representation from the four-year Women's Program, the Graduate Programs, the Program for Adult Learners, and the current student body, thus supporting the total population of the University.

The Alumni Council works with the Alumni Relations Office to effectively represent and serve the needs of graduates while encouraging their volunteer efforts on behalf of the University.

### Archives

Monday - Friday: 8:00 a.m. - 4:00 p.m.

The Sister Mary Consolata O'Connor Archives, located in The Bruyette Athenaeum, collects and makes available materials that document the history of the University of Saint Joseph. Its collections include catalogs, yearbooks, student publications, photographs, and artifacts. Use or a tour of the Archives is by appointment.

### Art Gallery

Tuesday, Wednesday, Friday, and Saturday:  
11:00 a.m. - 4:00 p.m.

Thursday: 11:00 a.m. - 7:00 p.m.

Sunday: 1:00 p.m. - 4 p.m.

Closed Monday

The Art Gallery, located in The Bruyette Athenaeum, houses a collection of more than 1,300 paintings and works of art. The core of the collection consists of important American paintings and prints of the early 20th century, including works by Thomas Hart Benton, Georgia O'Keeffe, and Milton Avery (the gift of Reverend Andrew J. Kelly in 1937), and European and American prints from the 15th to the early 20th centuries, including work by Albrecht Dürer, Rembrandt, George Bellows, Mary Cassatt, and Childe Hassam (the bequest of Reverend John J. Kelley in 1966). Later 20th century and contemporary prints comprise a collection established to honor Sister Mary Theodore Kelleher, RSM, former president. The Dr. Vincent J. and Gloria Marcello Turco '45 Print Study Room (open by appointment) makes the collection of works on paper accessible for study and research.

The Art Gallery, described as "one of the liveliest campus museums in the state" by The New York Times, presents regular exhibitions drawn from its permanent collections, as well as loan exhibitions of historic art or contemporary work by artists of national and international stature. It offers a variety of student internships and work opportunities, and its collections and exhibitions provide rich resources for teaching.

### Athletics – The O'Connell Athletic Center

Monday - Thursday: 6:30 a.m. - 10:00 p.m.

Friday: 6:30 a.m. - 9:00 p.m.

Saturday: 10:00 a.m. - 8:00 p.m.

Sunday: 12:00 p.m. - 9:00 p.m.

Interested students may take part in intercollegiate team sports or intramurals. The University of Saint Joseph athletic programs have established themselves as regional powers since we joined the National Collegiate Athletic Association in 1993.

The University of Saint Joseph is also a member of the Eastern College Athletic Conference (ECAC), and the Great Northeast Athletic Conference (GNAC). In keeping with the University's educational and athletic mission statement, all varsity teams compete at the Division III level. Students must be in good academic standing as determined by the University and must also maintain full-time undergraduate status for eligibility on a varsity team.

The goal of athletic participation is to develop women academically, competitively, physically, and emotionally, including the development of leadership skills. The University of Saint Joseph offers varsity programs in the following sports: basketball, cross country, lacrosse, soccer, softball, swimming/diving, tennis, and volleyball.



Intramural sports include basketball, soccer, softball, tennis, track and field, and volleyball. For the student who is interested in other health and wellness opportunities, these recreational programs exist: flag football, inner tube water polo, kickboxing, ooze ball, Zumba, swimming, water aerobics, weight lifting, and yoga along with recreational contests like the Holiday Challenge, Cardio Across America, and the Exercise Buddy Contest.

## **Bookstore**

Monday - Friday: 9:00 a.m. - 6:00 p.m.

Saturday: 10:00 a.m. - 1:00 p.m.

The bookstore carries a full line of reference books, supplies, clothing, gifts, greeting cards, snacks, health and beauty aids, and postage stamps, in addition to course-required textbooks. Students may purchase or rent their textbooks, as well as select clothing and gift items, through the Bookstore's website: [www.usj.bkstr.com](http://www.usj.bkstr.com). The Bookstore buys back textbooks at any time, the price to be determined by supply and demand.

## **Campus Ministry**

Office hours are flexible; appointments can be made by calling 860.231.5269

In keeping with the integrity and values of a Catholic institution, the Office of Campus Ministry promotes the spiritual growth of students, faculty, and staff of all faith traditions by providing an atmosphere where all members of the community can celebrate, explore, and act on their faith. The community's celebration of faith is encouraged by the Liturgies and special celebrations sponsored by Campus Ministry. Retreats, prayer groups, Bible studies, guest speakers, and spiritual direction foster the exploration of faith. Campus Ministry invites action as a response to faith by providing opportunities for student leadership and by working with the Office of Community Outreach and Partnerships to provide opportunities for service learning and volunteering.

## **Career Development Center**

Monday - Friday: 8:30 a.m. - 4:30 p.m.

Wednesday evening appointments are available if prearranged.

The Career Development Center provides students and alumni with the needed support to create, develop, achieve and manage professional and personal goals. The Center offers a holistic approach to counseling and coaching to encourage students and alumni to make more informed career decisions, overcome potential barriers, and improve job performance. Experienced career development professionals provide guidance with writing resumes that get interviews, developing effective job search strategies, and successful interviewing techniques that win the job. Additional services include: vocational and occupational interest assessment, career planning and management workshops, on-campus recruitment, career fairs, credit and non-credit internships, personal financial management, graduate school applications, and help with selecting an academic major.

## **The Carol Autorino Center for the Arts and Humanities**

Monday-Friday: 8:30 a.m. - 4:30 p.m.; open for performances and events

Opened in 2001, The Carol Autorino Center hosts a year-round array of music, theater and dance performances, art exhibitions, films, poetry readings, lectures, classes, and seminars. The Bruyette Athenaeum features the 364-seat Hoffman Auditorium (site of The Bruyette Athenaeum Performing Arts Series), the Art Gallery, the Winifred Coleman Lobby, an audio-visual lecture hall, a formal reception room, the Archives, numerous music practice rooms, and classrooms. Lynch Hall features seminar rooms, classrooms, faculty offices, a lounge/study area, and an indoor atrium garden. Linking both buildings is an outdoor sunken garden used for outdoor performances, and a patio that is a popular gathering place for students, faculty, and audiences.

Through extensive programming options the Autorino Center serves both the academic needs of the University and the cultural needs of the greater community. Students have the opportunity to attend and participate in a wide variety of artistic and cultural events. The Center is home to student performance groups, including the Dance Ensemble, Queenes Companye (theater) and Voices of Praise (gospel choir), and serves as a venue for several regional arts organizations. The Autorino Center Student Board of Governors represents and promotes the Center's programs and policies.

Additionally, the Center features the Bruyette Athenaeum Performing Arts Series, the annual 5 X 5 Dance Festival, the Gospel Festival of New England, the summer Capital Classics Shakespeare Festival, and the Arts Integration/Multiple Intelligences (AIMI) Project in collaboration with the National Dance Institute.

## **Center for Academic Excellence**

Monday, Thursday, and Friday: 9:00 a.m. - 5:00 p.m.

Tuesday and Wednesday: 9:00 a.m. - 8:00 p.m. during fall and spring semesters

Writing consultants help students with revising and editing papers and other writing needs. Professional and peer tutors offer one-on-one or small group assistance to help students review course content and prepare for tests. In addition, the Center for Academic Excellence administers the University's writing portfolio program. A completed portfolio is an undergraduate degree requirement.

## **Office of Community and Civic Engagement**

Hours by appointment.

Service learning enables students to extend their learning beyond the classroom by combining academics with social consciousness. The Office of Community and Civic Engagement promotes, supports and facilitates service as an integral part of the teaching and learning experiences of students, faculty, and staff.

The goal of this office is to raise the awareness of the University community to social justice issues through hands-on involvement

in outreach and service projects. At the University of Saint Joseph, the belief in the importance of community service stems from the desire to affirm the value and dignity of all people.

## **Counseling and Wellness Center**

During the academic year, the Counseling and Wellness Center provides confidential counseling, assessments, and referrals free of charge to all students enrolled in the undergraduate Women's Program, the Graduate Programs, Pharm.D. program or the Program for Adult Learners. The Center has a short-term model of counseling with the number of sessions dependent upon the needs and the mutual goals for treatment agreed upon between the counselor and the student. Sessions (except for emergencies) are by appointment, typically last for 45-50 minutes, and occur once a week at a regularly scheduled time. The fees for off-campus referrals are the responsibility of the student.

Students seek counseling for many reasons including, but not limited to: stress, relationship issues, adjustment problems, depression, anxiety, and other psychological disorders. The personal growth, mental health, and safety of our students are important to our entire campus community. Therefore, it is common for other students and members of the faculty and staff to refer students for counseling.

Anonymous online screenings for various psychological problems can be accessed on the Counseling and Wellness page on MyUSJ. The staff also provides training, outreach, and consultation to faculty, staff, and students.

## **The Office of Disability Services**

Monday, 9:00 a.m.- 4:30 p.m.

Tuesday, Thursday 9:00 a.m.-2:00 p.m.

Wednesday, 9:00 a.m. - 12:30 p.m.

The Office of Disability Services recommends reasonable accommodations for students with disabilities. As required by law, eligibility for accommodations must be supported by appropriate educational, medical or psychological documentation. It is the student's responsibility to self-identify and request accommodations and support services each semester. Accommodations are determined on a case-by-case basis using information contained in the official documentation provided by the student. Students must obtain a letter from the Office of Disability Services to be officially supported; accommodations are not retroactive. The Coordinator of Disability Services assists students with disabilities in their growth as self-advocates and in arranging for their individualized accommodations.

## **Health Services**

Monday - Friday: 8:30 a.m. - 4:30 p.m. (Extended hours one evening per week. Please consult MyUSJ for the most current information.)

The University provides health services for students throughout the nine-month academic year. All full-time students, including

pharmacy and graduate students, who have submitted the University of Saint Joseph medical history and physical form are also eligible to receive treatment on campus. The staff is composed of a physician, registered nurse, nurse practitioner, and nutrition consultant. First aid for injuries and care for episodic illnesses is provided. Other than vaccines and some laboratory testing fees, there is no fee for services provided in the office. Students are referred to nearby medical laboratories, specialists, or hospitals as the need arises.

All matriculated students must submit records for MMR (Measles, Mumps and Rubella) and Chickenpox (Varicella) to Health Services according to state law (Connecticut Public Act 89-90). Immunization requirements apply to all matriculated students including students in off-campus degree programs, certificate candidates and locally residing students in some online degree programs.

All students must submit the required quantity and type of vaccines and/or laboratory reports providing immunity. If vaccine records are incomplete or the laboratory results do not show full immunity, then additional vaccines are required.

## **Recommended Immunizations**

Hepatitis B vaccine is not required but is recommended for all students, especially those studying in programs where exposure to blood or body fluids is possible. Students in a health science program of study must complete a waiver form when declining Hepatitis B vaccination. One dose of Tdap (adult tetanus with pertussis) vaccine is recommended for all adults over the age of 19 who did not receive it as an "adolescent booster".

## **Immunization Exemptions**

Other than locally residing students, graduate students in online programs are exempt from this requirement. As noted above, birth-date related exemptions may apply to some students. Students born outside of the United States are not eligible for Varicella exemption. Health sciences (Nursing, Pharmacy and Dietetics) students may not claim birthday or natural disease exemptions for Varicella or MMR. Students who have a medical condition that prevents immunization must submit a letter from their physician or other health care provider to Health Services. Students claiming religious exemption must provide Health Services with a letter of explanation. Students who do not submit immunization based on these exemptions may be excluded from campus activities under circumstances of specific disease outbreaks according to public health guidelines and directives.

## **Other Health Requirements**

All full-time undergraduate students, dietetic interns and pharmacy students are required to submit a physical examination form at enrollment. International students from high risk area and health sciences students must provide a record of a baseline skin test. (PPD/Mantoux test) or a Quantiferon (QFTG) test for tuberculosis. Pharmacy, nursing and dietetic intern program students should also consult department materials as additional requirements will apply. Program for Adult Learners are subject to the immunization requirements but do not need to submit a physical examination form.

## Immunization Chart

| Vaccine requirement      | Applicable to   | Exemption categories  | Records needed   | Comments  |
|--------------------------|---|---|--|---|
| Varicella (chickenpox)   | All matriculated students   | Born in United States before 1980                                   | Fulfilled by 1) health care provider record of illness 2) two vaccinations or 3) positive blood test | First vaccine dose must be after the student's first birthday.  |
| Mumps                    | All matriculated students   | Born before 1957  | Fulfilled by 1) two doses of MMR (or mumps) vaccine or 2) a positive blood test                      | First vaccine dose must be after the student's first birthday.  |
| Rubeola (measles)        | All matriculated students   | Born before 1957  | Fulfilled by 1) two doses of MMR or Rubeola (measles) vaccine or 2) a positive blood test            | First vaccine dose must be after the student's first birthday and in/after 1969; second dose in/after 1980. |
| Rubella (German measles) | All matriculated students   | Born before 1957  | Fulfilled by 1) two doses of MMR or Rubella (German measles) vaccine or 2) a positive blood test     | First vaccine dose must be after the student's first birthday.  |
| Meningitis               | All resident students including international students who reside in campus housing | Medical exemption only- health care provider documentation required | One dose minimum, a booster dose is recommended if dose #1 given before age 16                       | Non-residential students advised to discuss with health care provider.                                      |

*All students must submit the required quantity and type of vaccines and/or laboratory reports providing immunity. If vaccine records are incomplete or the laboratory results do not show full immunity, then additional vaccines are required.*

### Insurance Requirement

All full-time undergraduate (including Program for Adult Learners) residential, pharmacy and dietetic intern students must provide proof of health insurance coverage. A student Health insurance fee is applied to the student accounts of all students in the aforementioned categories. Students who are covered by another plan must fill out the online waiver before the published deadline. This must be done every year to receive a credit for this fee. All international students, including graduate students, are required to purchase the University-affiliated plan unless evidence of comparable coverage with a United States carrier is provided.

### The Network Center

Monday - Thursday: 8:00 a.m. - 10:00 p.m.  
 Friday: 8:00 a.m. - 6:30 p.m.  
 Saturday: 8:00 a.m. - 4:30 p.m.  
 Sunday: 12:00 p.m. - 5:00 p.m.

The Network Center provides access to technology and computing support for students, faculty, and staff. The Network Center provides computer classrooms, a faculty development room, and a main computer lab. There are more than 110 computers, seven laser printers, two scanners, LCD projectors and whiteboards for teaching. All computers have access to a

high-bandwidth Internet connection. All students can access the network and email by obtaining a user ID and password. The Network Center is in the lower level of McDonough Hall, main campus.

### The Pope Pius XII Library

Monday - Thursday: 8:30 a.m. - 12:00 midnight  
 Friday: 8:30 a.m. - 8:00 p.m.  
 Saturday: 10:00 a.m. - 6:00 p.m.  
 Sunday: 12:30 p.m. - 12:00 midnight

The Pope Pius XII Library serves the University of Saint Joseph community. A professional reference staff assists patrons in meeting their information and research needs through a variety of resources, including an online catalog and electronic databases.

Located within a graceful Georgian brick building, the library offers books, journals, and audio-visual materials to patrons. Electronic books and full-text databases are provided both on campus and off by the library. The library supplements its collection with interlibrary loans through WorldCat Resource Sharing, a system of 10,000 libraries in 40 countries.

The School of Pharmacy Library is located at the Hartford campus. It supports the research and information needs of the School of Pharmacy faculty and students in a quiet and

comfortable environment. A professional reference librarian is available for research and instruction.

## **Public Safety**

The department of Public Safety is a private security force trained to respond to emergencies on campus. It operates 24 hours a day, seven days a week, 365 days a year. The Public Safety Office provides services such as ID cards, parking permits, shuttle service to nearby shopping areas, and to courses at Consortium colleges. Contact an officer by calling 860.231.5222 or 5222 from a campus phone.

## **Student Life**

### **Commuter Students**

The University community is dedicated to serving the needs of its commuter students. All university lounges and dining facilities are available for the comfort and convenience of commuters. The first floor of McGovern Hall is a designated lounge for the entire University community. This lounge includes computers, a printer, the Learning Institute for Financial Education (L.I.F.E.), a television, and microwaves. University parking decals are required for student vehicles and may be purchased at the Office of Public Safety. All commuter students are encouraged to take advantage of the opportunities that clubs and organizations offer, as well as the numerous activities sponsored by the University. As members of the Student Government Association, commuter students are encouraged to attend meetings.

### **Convocation and Investiture**

Convocation is a University-wide event scheduled during the first week of the fall semester. During this ceremony new students and returning students are welcomed to the institution and the new academic year in a traditional academic ceremony.

A unique tradition at the University of Saint Joseph is Investiture, which the Oxford English Dictionary defines as the “action or ceremony of clothing in the insignia of an office.” This ceremony, usually held in October, marks the University’s recognition that juniors have achieved advanced academic standing. Students who have completed 54 credit hours by the end of the semester prior to Investiture are clothed for the first time in the cap and gown, the garb of the scholar.

### **Residential Life and Housing**

The University of Saint Joseph strives to create an atmosphere of community within its residence halls. The University provides on-campus living accommodations for full-time undergraduate women. In this atmosphere, students develop life management skills and learn the art of responsible personal choice. Residence halls are staffed with residence coordinators and student resident assistants. Hall staff members guide the students in adjusting to university life, provide them with ongoing support, and help establish and maintain a fully functional residential community.

Returning students reserve rooms during the spring semester each year. A \$250 non-refundable room reservation fee is required for a double or a single. New students are assigned rooms in order of receipt of their \$250 non-refundable deposit to the University. Students are notified during the summer of their residence assignments and roommates. Roommates are assigned on the basis of information provided to the Residential Life Office on the Housing Application.

All new students requesting to live on campus must complete and submit to Health Services all required health forms by August 1 for the fall semester and January 5 for the spring semester. These forms must be on file in Health Services before a student will be permitted to pick up keys and move into a residence hall.

The University provides rooms to resident students when the University is in session, beginning at 2:00 p.m. on the day before classes begin and ending within 24 hours following the student’s last final exam. All residents, must enroll in a meal plan each semester.

The residence halls and the dining hall are not open during the Thanksgiving, Christmas, Spring or Easter vacations. The University reserves the right to determine whether the residence halls or the dining hall will be open during any recess of one day or more.

The University assumes that students who choose to live in a residence hall agree to live within the norms established to insure the rights and responsibilities of each student. It is important, therefore, that students who contract for living space understand that if they choose a lifestyle not consonant with the guidelines for residence hall living, the Director of Residential Life and Housing and the Vice President/Dean of Students have the obligation to require that they live elsewhere.

### **Student Programming and Orientation Programs**

The Student Programming and Orientation Programs support and complement the academic experience of students to develop intellectually, socially, and emotionally through active involvement in leadership positions, group membership, and event planning. Students who become active in student activities benefit from meeting people and questioning ideas, beliefs, and assumptions regarding campus-based issues, as well as developing their interpersonal, communication, and social skills.

Under the advisement of the Office of Student Activities and Orientation Programs, the Student Programming and Events Council (SPEC) is responsible for providing diverse programming of recreational, social, cultural, and educational activities that reflect the varied interests of University of Saint Joseph students and the community at large.

### **Student Government Association**

As the representative body of the students, the Student Government Association (SGA) works for effective communication among students, faculty, and administration. It channels student opinions, ideas, and concerns to the administration for consideration and action. In addition, students



representing SGA sit on a number of joint faculty, administrative, and student committees. SGA encourages leadership by providing funds annually for students to attend workshops, by encouraging students to take leadership roles in organizations, and by ensuring that each student has a voice on campus.

Student organizations, under the umbrella of the Office of Student Activities and Orientation Programs and the Student Government Association, are created to enrich the academic and co-curricular interests of our students. Students hold all leadership positions and are offered guidance by a staff or faculty advisor. Organizations can be centered around academics, such as Student Nurse Association. Their focus can be on social and global concerns, diversity and cultural issues, and community service, such as the Green Team. Students can enrich their gifts and talents through the Choir, Dance Ensemble, Voices of Praise Gospel Choir, and yearbook staff. The Office of Student Activities and Orientation Programs encourages students to make suggestions and develop new student organizations that meet their needs and interests. Students publish a literary magazine, Interpretations.

The Student Government Association constitution, by-laws, and outline of students' rights and responsibilities are published in the Student Handbook.

## **Student Orientation**

New Student Orientation is a comprehensive program sponsored by Student Activities and Orientation Programs, and the Academic Affairs Office. Orientation is supported by a team of student orientation leaders along with staff, faculty, and administration. The program is an introduction to student life and the academic expectations of the university experience. Orientation provides students with information on the resources and services available to them by combining opportunities for information gathering with programs for social interaction. It is expected that all first-year students will attend. Orientation sessions take place in the summer as well as just prior to the beginning of classes.

Transfer students to the Undergraduate Program for Women are required to attend Transfer Orientation. Transfer students will register for classes during the summer. They will have a more extensive orientation just prior to the beginning of classes in August. The program acquaints students with the resources available at the University of Saint Joseph, connects them with other students, as well as provides them their University ID, parking decal, etc.

## **ACADEMIC CALENDARS**

Please see academic calendar at [www.usj.edu/calendar](http://www.usj.edu/calendar)

# ADMISSIONS

The University of Saint Joseph accepts applicants from interested students of every race, age, and religious affiliation who want the challenge of an excellent academic program while pursuing the interests and goals that will shape their future lives.

A student's application is evaluated based on sufficient ability and potential in the academic record, standardized test scores, an essay and letters of recommendation.

Applicants who have been officially accepted by Admissions are considered degree-seeking, matriculated students. Students seeking to register for courses at the University on a non-matriculated basis should see the non-matriculated students section for further information.

## Undergraduate Admission

### First-Year Admission

Candidates for admission should complete a four-year course of study in a state accredited secondary school. The program should include a minimum of 16 academic units in college preparatory courses distributed among the areas of English, Mathematics, Natural Sciences, Social Sciences, and Foreign Languages.

Special consideration may be given to selected applicants whose preparation varies from the recommended pattern, but whose record gives evidence of genuine intellectual ability and interest.

### Application Procedure

Admission to the University of Saint Joseph is based on a rolling admissions system, which means that an offer of admission can be made shortly after the application is complete. In order for an application to be considered complete, the following items must be submitted:

1. A completed admission application with a non-refundable fee of \$50; the fee is waived if the application is completed online
2. Personal Essay.
3. An official copy of the high school transcript or GED.
4. Official SAT or ACT scores. Applicants should have the results of these tests sent directly to the Office of Admissions. The code number for the University of Saint Joseph is 3754 for SAT reporting and 0588 for ACT reporting. Test scores that are posted on the official high school transcript are also accepted as official.
5. A school counselor's or teacher's letter of recommendation.
6. If the Common Application is used, a University of Saint Joseph supplement is also required.

Admissions reserves the right to request additional information.

### Home-Schooled Students

Students who have been home-schooled must submit:

1. A completed application with a non-refundable fee of \$50; the fee is waived if the application is completed online.
2. Personal Essay.
3. Official Home School Transcript required and copy of the home school curriculum with course descriptions may be requested.
4. Official SAT or ACT scores. Applicants should have the results of these tests sent directly to the Office of Admissions. The code number for the University of Saint Joseph is 3754 for SAT reporting and 0588 for ACT reporting.
5. An academic letter of recommendation.
6. An interview with an admissions counselor. The applicant is encouraged to have all records sent to the Office of Admissions prior to the appointment.
7. If the Common Application is used, a University of Saint Joseph supplement is also required.
8. Admissions reserves the right to request additional information.

### Notification

Notification of admission for first-year students is made on a rolling basis. A candidate's acceptance is contingent upon the successful completion of high school. To accept the offer of admission, an applicant submits the enrollment confirmation form and deposit. This deposit is refundable if requested in writing before May 1.

### Deferring Enrollment for Deposited Students

By submitting a written request enrollment and scholarship may be deferred up to one year. Students may not attend another college during this time. The tuition deposit will be retained and credited to her account upon return within one year.

### International Admission

An International student's application will be reviewed when the following items have been submitted to the Office of Admissions:

1. A completed application and an International supplement.
2. Personal Essay.
3. Evaluation of official secondary school record, and all college, university or other post-secondary work. It must be evaluated by an approved agency. Please visit [www.NACES.org](http://www.NACES.org) for a list of approved agencies.
4. The Test of English as a Foreign Language (TOEFL), Academic IELTS, or equivalent test of English Language Proficiency is required of all international applicants whose native language is not English. SAT or ACT scores may be submitted, but are not required of international applicants. Other exams specific to a country may be required.
5. An official Certification of Finances form translated into U.S. dollars and certified by a bank official.

## Visas

The University of Saint Joseph is permitted by the U.S. Immigration and Naturalization Service to admit non-immigrant students. F-1 visas are granted at the discretion of the Primary Designated School Officer (PDSO). Upon admission to a degree program, the student is issued an I-20 A/B, which is used to pursue a student visa through the American Embassy or Consulate in the student's home country. This must be current at all times. Before an immigration form is issued, the following must be submitted to the University:

1. A copy of a valid passport (and current visa, if applicable).
2. Declaration and Certification of Finances form, with supporting documentation.
3. I-20 Request form.

International students wishing to pursue a degree in an online program are not eligible for an F-1 visa. Since the degree is completed online, the student does not need to travel to campus at attend class; therefore, according to federal regulations, an F-1 visa is not granted to students completing online degree programs.

## Notification

Notification of admission of international students is made on a rolling basis. To accept the offer of admission, the applicant submits the enrollment confirmation form and deposit. This deposit is refundable if requested in writing before May 1. Please note that I-20 forms are issued to students following deposit for full-time study and verification of sufficient funding.

## Transfer and Second Bachelor Degree Admission

The University of Saint Joseph considers qualified students for transfer from accredited colleges and universities.

### Application Procedure

An applicant's file will be reviewed when the following items have been submitted to the Office of Admissions:

1. A completed application with a non-refundable fee of \$50; the fee is waived if the application is completed online.
2. Official transcript(s) from all college(s) and post secondary institutions previously attended, including evidence of degrees earned and/or status at point of separation.
3. Letters of recommendations and a personal statement about academic or personal goals are not required, but strongly recommended.
4. An official high school or GED transcript is required for transfer applicants.
5. Letters of recommendation and a personal essay are not required, but strongly recommended.
6. An interview with an admissions counselor is highly recommended.

Admissions reserves the right to request additional information.

## Admission to a Second Bachelor's Degree Program

Students who have already received a bachelor's degree from an accredited college or university may enroll in selected majors at the University of Saint Joseph to pursue a second bachelor's degree. Students seeking admission must submit a completed application and official transcripts from all colleges previously attended. Upon receipt of these items, they will be forwarded to the appropriate department for review and decision by the faculty. Please contact the Office of Admissions for details pertaining specifically to the second-degree nursing program.

## Notification

Notification of admission for transfer and second degree students is made on a rolling basis except those applying for the nursing program. A candidate's acceptance is contingent upon the successful completion of any academic work currently in progress.

To accept the offer of admission, an applicant submits the enrollment confirmation form and deposit. This deposit is refundable if requested in writing before May 1.

## Deferring Enrollment for Deposited Students

By submitted a written request, enrollment and scholarship may be deferred for one semester. Students may not attend another college during this time. The tuition deposit will be retained and credited to her account upon return within that year.

## Adult Learners Admission

The Program for Adult Learners is designed for women and men with the maturity, commitment, and preparation to succeed in an intensive undergraduate professional degree program. Applicants should have 12 or more credits from a regionally accredited college or university and a minimum cumulative grade point average of 2.5 (preferred) or 2.0 (required). Applicants with fewer than 45 credits must have completed high school at least four years before applying (this time requirement is waived for veterans).

Applicants with fewer than 12 credits may be admitted conditionally and will need to complete six credits of general education course work in the first semester, and six additional credits through coursework of the prior learning assessment process.

### Application Procedure

An applicant's file will be reviewed on a rolling basis when the following items have been submitted to the Office of Admissions:

1. An application with a non-refundable fee of \$50; the fee is waived if the application is completed online
2. Official transcript(s) from all college(s) and post-secondary institutions previously attended, including evidence of degrees earned and/or status at point of separation
3. An official high school or GED transcript (waived for students who have earned an Associate's Degree)
4. A personal essay about your educational or professional goals (recommended, but not required)

Admissions reserves the right to request additional information.

## Guaranteed Admission Program

RN to B.S. in Nursing: Students enrolled in good standing in the Connecticut Community College Nursing Program (CT-CCNP) may apply for dual admission into the RN to B.S. in Nursing program in the University of Saint Joseph Program for Adult Learners. Applications may be submitted during any spring semester of the student's enrollment in the CT-CCNP. In addition to a completed application, an Academic Standing Verification form signed by a CT-CCNP Nursing faculty advisor is required. Students must be licensed as a Registered Nurse in Connecticut prior to beginning the RN to B.S. in Nursing program. For more details, please contact the Office of Admissions.

Other Academic Programs: Students enrolled in good standing at a Connecticut community college may apply for dual admission into the University of Saint Joseph Program for Adult Learners to study Accounting, Management, Psychology or Social Work. Applications may be submitted at any point in the student's community college program. In addition to a completed application, a current community college transcript is required. For more details, please contact the Office of Admissions.

### Notification

Notification of admission for the Program for Adult Learners is made on a rolling basis. A candidate's acceptance is contingent upon the successful completion of any academic work currently in progress. To accept the offer of admission, an applicant submits the enrollment confirmation form and deposit. This deposit is refundable if requested in writing before May 1.

### Deferring Enrollment for Deposited Students

By submitting a written request, enrollment and scholarship may be deferred for one semester. Students may not attend another college during this time. The tuition deposit will be retained and credited to the student's account upon return within that year.

### Readmission

A student who has officially withdrawn from the University, or who was administratively withdrawn, and is seeking readmission must submit a completed application through the Office of Admissions along with official transcripts from any colleges or universities attended after the point of withdrawal from the University. A student who was not in good academic standing will have their application referred to the Records Committee for evaluation, and will be required to provide evidence of improved ability to assume responsibility for college work.

### Notification

Notification of readmission is made on a rolling basis. A candidate's acceptance is contingent upon the successful completion of any academic work currently in progress.

To accept the offer of admission, an applicant submits the enrollment confirmation form and deposit. This deposit is refundable if requested in writing before May 1.

### Deferring Acceptance

If a candidate for The Program for Adult Learners decides to defer admission after submitting a deposit, a written request must be submitted. The acceptance and any applicable scholarship may

be deferred up to one semester. Should candidates attend another college or university during this time, the application and updated transcript will be reevaluated for admission and scholarship. The tuition deposit will be retained and credited to their account upon return for the following semester.

## Transferring Credit into the University of Saint Joseph

The University of Saint Joseph recognizes academic credit that has been awarded to students at other regionally and nationally accredited higher education institutions. Credit for completed courses that are of the general nature of courses offered at the University of Saint Joseph will be applied toward the minimum semester credit-hours required for graduation. Only grades of C- or better are accepted in transfer credit. The University of Saint Joseph does not grant transfer credit for "credit by examination" completed at other colleges. The University of Saint Joseph does not usually accept P grades unless they are proven to be worth C or better. Students wishing to transfer into the nursing program must have no grade below a C in any science courses that they wish to transfer.

A matriculated student who wishes to transfer credits from another accredited institution for non-major courses must obtain signed approval from her academic advisor and the Registrar. Classes that students wish to be transferred toward the major must be approved by the academic advisor and the department chairperson. This policy also governs summer and intersession courses. Transfer credit will not be awarded as a repeat course for a non-passing or low grade received at the University of Saint Joseph.

Students who transfer credit to the University of Saint Joseph will receive a "T" (transfer) grade on their academic record. Only the credits earned per class will reflect in total earned credits; letter grades (A – D) do not transfer. Transfer credit will not be awarded for a class taken outside of the University of Saint Joseph if that same course has been awarded credit at the University.

## Transfer Credit Policy

1. Only official transcripts from other schools may be used to evaluate and/or award credit. New students or previously enrolled students must request that an official transcript from ALL previously attended colleges be mailed to the Office of Admissions
2. Credit will not be awarded to second-degree nursing students with Biology or Chemistry course work that is more than eight years old
3. The University accepts transfer credit from regionally accredited colleges and universities. The following are the accrediting bodies recognized:
  - Western Association of Schools and Colleges (WASC-ACCJC, WASC-ACSCU)
  - Northwest Association of Schools and Colleges (NWCCU)
  - North Central Association of Schools and Colleges (NCA-CASI, NCA-HLC)
  - Southern Association of Schools and Colleges (SACS)
  - Middle States Association of Schools and Colleges (MSA)
  - New England Association of Schools and Colleges (NEASC-CIHE, NEASC-CTCI)



We reserve the right to request additional information about coursework including course descriptions, syllabi, and catalogs.

### Intercollege Course Equivalent

The University of Saint Joseph has entered into Intercollege Agreements with two-year institutions, both private and community colleges. These agreements expand the opportunities for qualified students to transfer into the University knowing which courses will be applicable to their bachelor's degree program.

The University of Saint Joseph has articulation agreements with all Connecticut community colleges as well as other private two-year colleges. The institutions with which course equivalents have been signed are:

- Asnuntuck Community College, Enfield, CT
- Lincoln College of New England, Southington, CT
- Capital Community College, Hartford, CT
- Gateway Community College, New Haven, CT
- Goodwin College, East Hartford, CT
- Housatonic Community College, Bridgeport, CT
- Manchester Community College, Manchester, CT
- Middlesex Community College, Middletown, CT
- Mitchell College, New London, CT
- Naugatuck Valley Community College, Waterbury, CT
- Northwestern Connecticut Community College, Winsted, CT
- Norwalk Community College, Norwalk, CT
- Quinebaug Valley Community College, Danielson, CT
- Three Rivers Community College, Norwich, CT
- Tunxis Community College, Farmington, CT
- Credit for Other than College Course Work

The University of Saint Joseph may award up to 15 credit-hours for educational experiences gained outside of courses in accredited colleges and universities. Currently, the University considers acceptable alternatives to classroom instruction as Advanced Placement scores, proficiency examinations, guided learning experiences and experiential learning through portfolio development as acceptable alternatives to classroom instruction. Credit will be awarded, however, only when these alternatives

### Advanced Placement

Students who enter the University of Saint Joseph with an Advanced Placement score of 4 or above will be granted advanced placement and credit. Select courses are granted transfer credit with a score of 3 or higher.

#### AP Exams for Transfer

| Test name          | USJ Equivalent  | USJ Credit Awarded          | Accepted Scores | Common Foundation Fulfilled | Perspective Fulfilled |
|--------------------|---|-----------------------------|-----------------|-----------------------------|-----------------------|
| Art History        | FIAR 134 /FIAR 135  | 3 / 6 (if both exams taken) | 4, 5            |                             | HE                    |
| Biology (with lab) | BIOL 110 - General Biology or BIOL 117 - Introduction to Evolution and Kingdoms | 3 (4 with lab)              | 4, 5            |                             | SI with lab           |
| Calculus AB        | MATH 170  | 4                           | 4, 5            | QR                          |                       |

are equivalent to existing courses at the University. Students with potential for greater than 15 credits for prior learning, and who have transferred less than 60 credits from other colleges, may petition for additional credits. Students must consult their advisor prior to applying for additional credit. A maximum of 30 credits may be obtained for credit for other than college-level course work.

### Experiential Learning: Portfolio Development

Credit will be awarded for guided learning experiences that can be validated to the satisfaction of an appropriate academic department and the Provost. A fee schedule pertinent to the evaluation of such experiences is available in the Graduate and Professional Studies Office.

Credit may be awarded to students for prior learning that is college-level in nature, identified, documented and evaluated through a successfully completed portfolio, and related to the student's degree program. Such credits will be applicable to electives only. Those applying for portfolio credit must be matriculated students. Students are required to attend a workshop to begin the process.

### Credit for Service in the Armed Forces

The University of Saint Joseph will award one semester hour of transfer credit for completion of basic military training. Other educational experiences earned during military service will be evaluated on a case-by-case basis, and require an official transcript from the respective college or university for consideration.

### Transfer Credits & General Education Requirements

When students transfer into the University of Saint Joseph the credits they transfer prior to official matriculation are what governs general education requirements to be fulfilled. A student transferring in with 24 or more credits is waived from:

- a. First-Year Seminar
- b. One Religious Studies course
- c. Either Philosophy OR the values/ethics perspective

If upon transfer to the University of Saint Joseph a student transfers in 23 credits and later completes additional transfer credits, those credits are not added to the original 23 to grant waiver from the above three mentioned requirements.

| Test name                         | USJ Equivalent                          | USJ Credit Awarded | Accepted Scores | Common Foundation Fulfilled | Perspective Fulfilled |
|-----------------------------------|---|--------------------|-----------------|-----------------------------|-----------------------|
| Calculus BC                       | MATH 170 & MATH 180                     | 8                  | 4, 5            | QR                          |                       |
| Chemistry (with lab)              | CHEM 175 & 176 - satisfies lecture only | 6 (8 with lab)     | 4, 5            |                             | SI with lab           |
| Computer Science A                | COMP 110                                | 3                  | 3, 4, 5         | IT                          |                       |
| Computer Science AB               | COMP 110 & COMP 150                     | 6                  | 3, 4, 5         | IT                          |                       |
| Macroeconomics                    | ECON 101                                | 3                  | 4, 5            |                             | AE                    |
| Microeconomics                    | ECON 102                                | 3                  | 4, 5            |                             | AE                    |
| English Language                  | ENGL XXX                                | 3                  | 4, 5            |                             |                       |
| English Literature                | ENGL XXX                                | 3                  | 4, 5            |                             | HE                    |
| Environmental Science             | CHEM 130*                               | 3                  | 4, 5            |                             |                       |
| European History                  | HIST 105 - World History I              | 3                  | 4, 5            |                             |                       |
| French Language                   | FREN 3XX                                | 3                  | 3, 4, 5         | LG                          | GI                    |
| French Literature                 | FREN 2XX                                | 3                  | 3, 4, 5         | LG                          | GI/HE                 |
| German Language                   | LANG 1XX                                | 3                  | 3, 4, 5         | LG                          |                       |
| Human Geography                   | INTS 101                                | 3                  | 4, 5            |                             | GI                    |
| Comparative Government & Politics | POLS 11                                 | 3                  | 4, 5            |                             | AE                    |
| U.S. Government & Politics        | POLS 125                                | 3                  | 4, 5            |                             | AE                    |
| Latin Literature                  | LANG 2XX                                | 3                  | 3, 4, 5         | LG                          | HE                    |
| Latin Vergil                      | LANG 2XX                                | 3                  | 3, 4, 5         | LG                          | HE                    |
| Music Theory                      | MUSC 1XX                                | 3                  | 4, 5            |                             |                       |
| Physics B                         | PHYS 2XX                                | 3                  | 4, 5            |                             |                       |
| Physics C                         | PHYS 2XX                                | 3                  | 4, 5            |                             |                       |
| Psychology                        | PSYC 100                                | 3                  | 4, 5            |                             |                       |
| Spanish Language                  | SPAN 3XX                                | 3                  | 3, 4, 5         | LG                          | GI                    |
| Spanish Literature                | SPAN 3XX                                | 3                  | 3, 4, 5         |                             | HE                    |
| Statistics                        | MATH 110                                | 3                  | 4, 5            | QR                          |                       |
| Studio Art                        | FIAR 1XX                                | 3                  | 4, 5            |                             |                       |
| U.S. History                      | HIST 120                                | 3                  | 4, 5            |                             | AE                    |
| World History                     | HIST 106 - World History II             | 3                  | 4, 5            |                             | GI                    |

## Proficiency and CLEP Examinations

College credit may also be awarded to matriculated students for successful completion of proficiency examinations. Such examinations may be designed and administered by the faculty of a department for specific courses, or standardized exams such as CLEP (College Level Examination Placement) or Dantes may be used as the basis for awards

### CLEP Exams for Transfer

|                                      | USJ Equivalent                      | USJ Credit Awarded | Accepted Scores | Mission Focus Fulfilled | Common Foundation Fulfilled | Perspective Fulfilled |
|--------------------------------------|-------------------------------------|--------------------|-----------------|-------------------------|-----------------------------|-----------------------|
| <b>Composition &amp; Literature</b>  |                                     |                    | 50              |                         |                             |                       |
| American Literature                  | ENGL XXX                            | 3                  | 50              |                         | N / A                       | AE/HE                 |
| English Literature                   | ENGL XXX                            | 3                  | 50              |                         | N / A                       | HE                    |
|                                      |                                     |                    |                 |                         |                             |                       |
| <b>Foreign Languages</b>             |                                     |                    |                 |                         |                             |                       |
| French Language (Level I & II)       | FREN 100 / FREN 101                 | 6                  | 50              | LG                      | N / A                       | N / A                 |
| German Languages (Level I & II)      | LANG 1XX/ 1XX                       | 6                  | 50              | LG                      | N / A                       | N / A                 |
| Spanish Language                     | SPAN 100 / SPAN 101                 | 6                  | 50              | LG                      | N / A                       | N / A                 |
|                                      |                                     |                    |                 |                         |                             |                       |
| <b>History &amp; Social Sciences</b> |                                     |                    |                 |                         |                             |                       |
| American Government                  | POLS 125                            | 3                  | 50              |                         |                             | AE                    |
| Human Growth & Development           | PSYC 238                            | 3                  | 50              |                         |                             |                       |
| Introductory Psychology              | PSYC 100                            | 3                  | 50              |                         |                             |                       |
| Introductory Sociology               | SOCL 101                            | 3                  | 50              |                         |                             |                       |
| Principles of Macroeconomics         | ECON 101                            | 3                  | 50              |                         |                             | AE                    |
| Principles of Microeconomics         | ECON 102                            | 3                  | 50              |                         |                             | AE                    |
| U.S. History I                       | HIST 120                            | 3                  | 50              |                         |                             | AE                    |
| U.S. History II                      | HIST 121                            | 3                  | 50              |                         |                             | AE                    |
| Western Civilization I               | HIST 105 - World History I          | 3                  | 50              |                         |                             | GI                    |
| Western Civilization II              | HIST 116                            | 3                  | 50              |                         |                             | GI                    |
|                                      |                                     |                    |                 |                         |                             |                       |
| <b>Science &amp; Mathematics</b>     |                                     |                    |                 |                         |                             |                       |
| Biology (no lab credit)              | 1 year Intro Biology - lecture only | 6                  | 50              |                         |                             | N / A                 |
| Calculus                             | MATH 170                            | 4                  | 50              | QR                      |                             |                       |

|                           | <b>USJ Equivalent</b>                                 | <b>USJ Credit Awarded</b> | <b>Accepted Scores</b> | <b>Mission Focus Fulfilled</b> | <b>Common Foundation Fulfilled</b> | <b>Perspective Fulfilled</b> |
|---------------------------|---|---------------------------|------------------------|--------------------------------|------------------------------------|------------------------------|
| Chemistry (no lab credit) | CHEM 175 /<br>CHEM 176 -<br>satisfies lecture<br>only | 6                         | 50                     |                                |                                    | N / A                        |
|                           |   |                           |                        |                                |                                    |                              |
| <b>Business</b>           |   |                           |                        |                                |                                    |                              |
| Financial Accounting      | ACCT 201  | 3                         | 50                     |                                |                                    |                              |
| Intro Business Law        | MGMT 425  | 3                         | 50                     |                                |                                    |                              |
| Principles of Management  | MGMT 210  | 3                         | 50                     |                                |                                    |                              |
| Principles of Marketing   | MGMT 390  | 3                         | 50                     |                                |                                    |                              |

## Non-Matriculated Undergraduate Students

Any student who wishes to take classes without first enrolling in a degree program is considered to be a non-matriculated student. Non-matriculated students may enroll in courses for credit or on an audit basis.

If a student applied for admission to the University of Saint Joseph as a matriculated student and was denied admission by the Committee on Admissions, that student must wait a minimum of 12 months (one year) from the date of denial before enrolling in any courses at the University, including enrollment as a non-matriculated student.

Except for those students involved in the University of Saint Joseph High School Challenge Program, all students must have graduated from high school or have acquired a GED in order to be eligible for enrollment. Although no previous college work is necessary to be a non-matriculated student, certain courses may have prerequisites or be restricted to upper-level degree candidates. Because degree-seeking students of the University have priority for space in all classes, non-matriculated students are admitted to classes on a space-available basis.

A maximum of 15 credits may be taken as a non-matriculated student at the University of Saint Joseph. Eligibility for enrollment at the completion of or prior to 15 credits must be determined in consultation with an academic advisor.

## Graduate Admission

Students are admitted into graduate study at the University of Saint Joseph on a rolling admissions basis. However, several departments and programs have established their own deadlines due to high levels of prospective candidates. For more information on specific program deadlines, contact the Office of Graduate and Professional Studies at 860.231.5261. Admission decisions are made at the program level, which allows for individualized, personalized attention from the department for which candidates are seeking a master's-level degree or certificate.

## Application Process

Applications are available online at [www.usj.edu/graduate](http://www.usj.edu/graduate) or by contacting the Admissions office at 860.231.5261. Paper applications and all supporting documentation (transcripts, letters of recommendation, immunization records, etc.) should be sent directly to the Office of Graduate and Professional Studies. Students are responsible for the submission of all application materials, however requirements vary by department. Specific program requirements are identified on the graduate application. Once an application is received by the Office of Graduate and Professional Studies, a file will be generated for the candidate. When a file is complete, it will be delivered to the program office for consideration. Candidates will be notified as soon as possible concerning any decision regarding their application.

Several procedures are in place for application to the Graduate Schools.

### 1. Non-matriculated Entry

Students who wish to enter a program prior to matriculation may enroll in up to six credits of graduate work. The following items must be submitted to the Office of Graduate and Professional Studies:

- A completed application form
- A nonrefundable \$50 application fee
- Unofficial transcripts from the institution where bachelor's degree was conferred (must meet minimum program GPA requirements for admission)

### 2. Matriculation

Admission to the Graduate School takes place on a rolling basis. To be considered for matriculation into a department in the Graduate School, a student must submit the following items (requirements may vary by department):

- A completed application form
- A non-refundable \$50 application fee
- Sealed transcripts of a bachelor's degree from a regionally accredited institution, sent from the institution to the



Graduate Office at the University of Saint Joseph; sealed transcripts of any graduate work, also sent directly to the Office of Graduate and Professional Studies

- Two original letters of recommendation
- A planned master's program of study developed in consultation with a faculty member
- Immunization records (waived for online degree programs and for individuals born on or before December 31, 1956)

See department listing for additional requirements. Students must be formally accepted to a program of study to receive financial aid. Students are expected to matriculate no later than the completion of two courses (6 credits).

PLEASE NOTE: Admission to the Graduate School does not automatically indicate matriculation. Students are subject to specific requirements defined by the individual graduate programs located in the departmental listing in the catalog. Graduate program directors or department chairs must approve all degree-seeking students.

## Incomplete Applications

The Office of Graduate and Professional Studies will keep incomplete applications on file for one year. If an application has not been completed after one year, it will be considered withdrawn. Incomplete files are destroyed after one year if no enrollment activity has been reported. If a transcript has enrollment activity, the file will be retained in the Office of the Registrar and retained according to archive standards.

## Re-Admission Policy

If a student should return from a withdrawal, the following procedure must be followed:

1. The student has to reapply for admissions by formal request. A letter or email addressed to the Dean, School of Graduate and Professional Studies, must be sent describing the circumstances surrounding the withdrawal and desire to return.
2. A review of past work by Graduate Dean and Graduate Program Director/Department Chair will determine the terms of re-admission.
3. Completed coursework that exceeds seven years ordinarily will not be accepted for degree completion requirements. The semester the student takes the first graduate course begins the time period for determining the seven-year time period. It is at the discretion of the individual graduate program director(s) if courses older than seven years will be accepted for degree completion. Please note: Schools and programs may have more stringent standards that prevail over the Graduate School policy.
4. Once a decision is made on re-admission, the student is notified via letter from the Graduate Office and a copy of the re-admission status is provided to the appropriate graduate program director.

5. Student is provided an application (fee waived) and is notified to provide graduate admissions with an updated planned program of study (POS) obtained from her/his advisor and signed by the graduate program director/school dean.
6. Student must meet the requirements for admission at the time of re-admission. Note: If the student file has been archived, the student is responsible for paying the fee to retrieve documents from archive. If the file cannot be located, original transcripts must be provided to the Graduate Admissions Office. Other admission documentation may be requested or waived at the discretion of the graduate admissions department.

## International Application Process

International graduate students must possess the equivalent of a four-year bachelor's degree from a U.S.-accredited college or university. If the record was not conferred in the United States, it must be translated and evaluated by an approved agency. Please visit [www.NACES.org](http://www.NACES.org) for a list of approved agencies. In addition to the application for graduate study, international applicants must complete an application supplement, which is available as a link from the online application or can be obtained by contacting the Office of Graduate and Professional Studies at 860.231.5261.

International graduate students must demonstrate that sufficient financial support is available to study at the University. Once the student has been accepted to the graduate program, the Admissions Office will issue the student an I-20 for the purpose of obtaining an F-1 visa. For more information on international admissions, contact the Admissions Office at 860.231.5216.

English Language Proficiency Policy for Graduate students

International students or non-native speakers of English who wish to pursue a graduate degree, must submit evidence of proficiency in the English language. Results from the Test of English as a Foreign Language (TOEFL), require a minimum overall score of 550 for the paper-based test, 213 for the computer-based test, or 80 for the Internet-based test. Results from the International English Language Testing System (IELTS) Academic Model require a minimum overall score of 6.5.

Schools and programs may have higher standards that prevail over the Graduate School policy.

## Undergraduates Earning Graduate Credit at the University of Saint Joseph

Seniors of high academic standing (as defined by their major departments) may earn up to six graduate credits, subject to the following conditions:

- The student must submit an application form approved by the student's advisor, instructor of the course, department chair, and dean of the school
- The undergraduate student will be responsible for the same assignments as graduate students with a comparable quality of work expected

- Credit earned in graduate courses is applied to the completion of a student's undergraduate degree. Following graduation and matriculation into a graduate program, up to six graduate credits can be applied toward a graduate degree
- Departments may restrict graduate courses available within this option. They may also impose whatever additional restrictions they deem appropriate for their discipline. Departments will be asked to describe particular restrictions and file them with the Graduate Office, the Provost, and the Registrar

### Veterans and Reservists

Veterans and students eligible for VA educational benefits must complete an application for admission. In addition, they must contact Jaclyn Piscitelli, VA School Certifying Official in the Registrar's Office at 860.231.5205 or [jpiscitelli@usj.edu](mailto:jpiscitelli@usj.edu) to apply for educational benefits.

## TUITION AND FEE SCHEDULE 2012-2013

### Undergraduate

#### Tuition

| <b>Undergraduate Tuition – Fall/Spring</b>                     | <b>Per Year</b> | <b>Per Semester</b> |                   |
|--|-----------------|---------------------|-------------------|
| Full -time undergraduate                                       | \$ 30,408       | \$ 15, 204          | (12-18 cr.)       |
| Full -time Jr./Sr. Nursing                                     | \$ 31,836       | \$ 15,918           | (12-18 cr.)       |
| 3/4-Time undergraduate   | \$ 22,800       | \$ 11,400           | (9-11.5 cr.)      |
| 3/4 –Jr./Sr. Nursing   | \$ 23,866       | \$ 11,933           | (9-11.5 cr.)      |
| Part-time per credit charge                                    | \$ 688          |                     | (less than 9 cr.) |
| Prime Time/Adult Learner per credit charge                     | \$ 475          |                     |                   |
|  |                 |                     |                   |
| <b>Undergraduate Tuition – Summer</b>                          |                 |                     |                   |
| Per credit charge  | \$ 688          |                     |                   |
|  |                 |                     |                   |
| <b>Program for Adult Learners Tuition – Fall/Spring/Summer</b> |                 |                     |                   |
| Per credit charge  | \$ 475          |                     |                   |
|  |                 |                     |                   |
| <b>Comprehensive Student Fee - Undergraduate</b>               |                 |                     |                   |
| Full-time undergraduate  | \$ 1,418        | \$ 709              |                   |
| 3/4-time undergraduate   | \$ 1,078        | \$ 539              |                   |
| Part-time per credit charge                                    |                 | \$ 45               |                   |
|  |                 |                     |                   |
|  |                 |                     |                   |

## Room & Board

| <b>Room :</b>                    | <b>Per Year</b> | <b>Per Semester</b> |
|----------------------------------|-----------------|---------------------|
| Single room                      | \$ 7,744        | \$ 3,872            |
| Double room                      | \$ 5,538        | \$ 2,769            |
| Double room: North & South Halls | \$ 7,252        | \$ 3,626            |
| Triple Room                      | \$ 5,022        | \$ 2,511            |
| Quint Room                       | \$ 4,708        | \$ 2,354            |
| <b>Meal plans:</b>               |                 |                     |
| 19-meal plan + \$50*             | \$ 7,324        | \$ 3,662            |
| 15-meal plan + \$100*            | \$ 6,000        | \$ 3,000            |
| 10-meal plan + \$150*            | \$ 4,582        | \$ 2,291            |
| * Jay's Nest Dollars             |                 |                     |
| <b>Amenities fee:</b>            |                 |                     |
| Single room                      | \$ 750          | \$ 375              |
| Double room                      | \$ 736          | \$ 368              |
| Triple room                      | \$ 736          | \$ 368              |
|                                  |                 |                     |
| Health insurance**               | \$ 1,117        |                     |

Fees shown are for the 2012-2013 academic year.

Payment is due August 3 for the fall semester and December 21 for spring semester. Payment for summer term classes is due June 15.

NOTE: Payment is due at the time of registration if you register after semester due dates of August 3 for fall semester and December 21 for spring semester.

## Special Fees for Undergraduates

|   |          |
|---|----------|
| 1. Advance deposit on tuition (Admission Fees)  |          |
| Women's Program and Second Degree students  | \$ 250   |
| Program for Adult Learners students   | \$ 150   |
| For incoming full-time first-year and transfer students, payable as indicated by notice of acceptance and applicable to first semester's tuition; this is non-refundable. |          |
| 2. Advance deposit on room (non-refundable; will be applied to room fee). Residential Life Fee.   | \$ 250   |
| 3. Application for admission fee (Admission Fee)  | \$ 50    |
| Payable by entering students at the time of application; non-refundable.  |          |
| Fee is waived if application is completed online.   |          |
| 4. Credit for other than course work  |          |
| Fee will be a percentage of the regular tuition per credit. This policy does not apply to CLEP, APE, and other recognized exams of this nature.                           |          |
|   | Variable |
| 5. Prior Learning Assessment fee  | \$ 250   |
| 6. Applied Music fees   |          |
| Additional fee for private instruction per one credit   | \$ 200   |
| Per two credits   | \$ 400   |
| 7. Laboratory fees  |          |
| Fees required to offset expenses of expendable items used in laboratories.  |          |
|   | Variable |
| Fees indicated in the course descriptions. Non-refundable.  |          |
| 8. Study abroad per semester fee  |          |
| Processing fee for students studying at an approved program   | \$ 500   |
| One- to four-week study abroad tours as part of an USJ course   | \$ 100   |
| Five weeks or more as part of a USJ course or one sponsored by an outside institution   | \$ 200   |
| 9. Uniform expenses: Nursing majors are required to purchase uniforms and some miscellaneous equipment  | Variable |
| Auditing Courses(See section in Registration, Auditing Courses)   |          |

## Graduate Tuition

| <b>Fall, Spring, Summer</b>  |                   |
|--|-------------------|
|  |                   |
| <b>Tuition</b>   | <b>Per Credit</b> |
| Online Programs  | \$ 630            |
| On-campus Education Programs   | \$ 600            |
| Off-campus Education Programs  | \$ 495            |
| Other On-campus Programs   | \$ 670            |
|  |                   |
| <b>Comprehensive Student Fee</b>   |                   |
| Online and On-Campus   | \$ 40             |
|  |                   |
| Payment is due August 3 for the Fall semester and December 21 for Spring semester.   |                   |
| Payment for Summer Term Classes is due at registration.  |                   |
| Payment is due at registration if you register after semester due dates of August 3 for fall semester and December 21 for spring semester. |                   |

## Professional Programs Tuition

| <b>Tuition</b>                   | <b>Full Time per year</b> |
|----------------------------------|---------------------------|
| School of Pharmacy               | \$ 40,820                 |
| Student Fee                      | \$ 1,250                  |
|                                  |                           |
| <b>Comprehensive Student Fee</b> |                           |
| Health Insurance                 | \$ 1,117                  |

## Tuition Payment Options for Undergraduates & Graduates

**Option 1: Payment in full:** Bills paid in full by the due date will not be assessed additional charges. The payment due date for the fall semester is August 3, and spring semester is December 21. Contact the Cashier Office at 860.231.5266 or email [aminko@usj.edu](mailto:aminko@usj.edu) with questions about your bill. Online payment by credit card (Master Card, Discover or American Express) or electronic check can be made by logging into **MyUSJ**. **Click on student, then Go to Cashnet and click to make a payment.** There is a processing charge for all credit card payments.

**If you register after the due dates of August 3, and December 21, payment is due at registration. Payment for Summer Semester is due in full at registration. If you register by mail, please include your payment.**

Payment must accompany the registration form for all CEU and non-credit classes.

**Option 2: USJ Online Monthly Payment Plan** enables you to budget all or part of your semester charges up to a 5-month period without interest charges. Tuition and fees directly billed and due to the University of Saint Joseph may be budgeted through this plan. Anticipated expenses for books, supplies and off-campus housing cannot be included in this payment plan. To enroll in this plan, please log onto **MyUSJ**, click on student, scroll down to Student Account Information, go to Cashnet, click on Installment Payment Plans. Follow the prompts to enroll. There is a \$35 enrollment fee each semester. Payments must be made online using your credit card or withdrawal from checking or savings.

**Option 3: Employer Billing:** If your employer offers an education benefit, the University of Saint Joseph will send a bill directly to your employer for payment, provided we receive written authorization to bill your employer. The authorization form must indicate payment will be made upon receipt of the bill and that proof of payment and/or satisfactory grades are not required for payment. If payment is not to be made until classes end, the student will need to pay as per published University due dates. Authorization forms must be sent to the Cashier's Office for processing each semester you are requesting employer billing. **Students must be enrolled in all classes including Module Classes within the first two weeks of the semester if requesting employer billing.** Fax 1.860.231.8396 or email [aminko@usj.edu](mailto:aminko@usj.edu).

**Option 4: Employer Reimbursement:** Students who receive reimbursement for classes after successfully completing the class may use the monthly payment plan offered through the USJ Monthly Payment Plan, as outlined in option #2. Payment is due on established University due dates. The University does not wait until the end of the semester for payment.

**Option 5: Waivers.** Students receiving any type of tuition waiver/discount must present the completed/authorized waiver form at registration each semester to the Office of the Bursar. All charges not covered by the waiver must be paid by the due dates listed above. Multiple waivers/discounts are not honored. Waivers must be used prior to the last class date of each semester.

**Financial Aid/Student Loans:** To learn more about financial aid and student/parent loan options, please contact Student Financial Services at 860.231.5223 or email [FinancialAid@usj.edu](mailto:FinancialAid@usj.edu)

Late payment fees of \$100 per month will be assessed on all unpaid accounts beginning 30 days after the semester due dates.

|  | Office        | Telephone    | Email  |
|--|---------------|--------------|--|
|  | Cashier       | 860.231.5266 | <a href="mailto:aminko@usj.edu">aminko@usj.edu</a>             |
|  | Financial Aid | 860.231.5223 | <a href="mailto:FinancialAid@usj.edu">FinancialAid@usj.edu</a> |
|  |               |              |  |

# Refund Policy on Tuition & Fees

## Undergraduate and Graduate

The University of Saint Joseph refunds tuition and fees based on its institutional policy. Adjustments made outside the institutional policy may be made by the provost following recommendations by the appropriate dean when extenuating circumstances exist, such as illness.

### Standard Refund Policy

|  | <b>Non-refundable fees:</b> | <b>Refundable fees:</b> |
|--|-----------------------------|-------------------------|
|  | Admission deposit           | Tuition                 |
|  | Residence fee               | Board fees              |
|  | Comprehensive student fee   | Amenities fees          |
|  | Laboratory fees             | Applied Music fees      |
|  | Room deposit fee            |                         |

Refunds cannot be mailed until funds are received and checks have cleared. No refunds of tuition and fees are given after the established drop/add date for standard courses as published in the academic calendar.

**Cash/check payment:** A refund will be automatically generated and sent to the student's mailing address, unless other arrangements have been made with the Accounts Payable department. Please allow two to three weeks for a refund check to be issued.

**Credit card payments:** When an adjustment must be made to a bill paid by credit card, the University is required to credit the credit card account used to make the payment. Regulations prohibit the University from making a refund in cash or check when payment was made with a credit card.

**Financial aid refunds:** The University cannot disburse financial aid to the student's account until enrollment is verified and funds are received by the University. Any excess financial aid will be refunded after the add/drop period in accordance with federal regulations. No refunds are given after the drop/add date for standard courses as published in the academic calendar.

**NOTE:** No tuition refunds are given after the established drop/add deadline date for standard courses as published in the Academic Calendar.

### Non-Standard Refund Policy

Winter and summer term refund policy: Students who drop a winter or summer term course before the start of the first class and prior to the start of the second class will receive a 100% refund of tuition and fees. After the second class there is no refund. Please refer to online calendars for drop dates during the summer session. Refunds are not granted after the add/drop period.

Modular class refund policy: Students who drop a modular course before the start of the second class will receive a 100% refund of tuition and fees. After the second class there is no refund.

Online class refund policy: Students enrolled in online courses must drop the course within 96 hours of the first class date to receive a refund. After that, there is no refund. No refunds are given after the established drop/add date for non-standard courses as published in the academic calendar.

### **PARTIAL REFUND POLICY for ON-LINE GRADUATE PROGRAMS BIOLOGY, BIOCHEMISTRY, NUTRITION and EMERGING DISEASES:**

The following Partial Refund Policy for OnLine Graduate Programs is effective beginning January 1, 2012.

If a matriculated student in a Graduate OnLine Program drops a course a refund may be issued depending on when they complete the paperwork to drop the course:

- **Prior to the beginning of the course:** A student who drops a course in an online graduate program before the course begins will receive 100% of the tuition refund.
- **After the start of the course:** the student may get a portion of the tuition refunded (less a processing fee of \$100) based on the following schedule:
 

|                        |           |
|------------------------|-----------|
| • First Week           | 100%      |
| • Second Week          | 90%       |
| • Third & Fourth Weeks | 80%       |
| • Fifth Week           | 70%       |
| • Sixth & Seventh Week | 60%       |
| • Eighth & Ninth Weeks | 50%       |
| • After Ninth Week     | No Refund |



### Non Standard Refund Policy:

- Summer Term Refund Policy: Students who drop a Summer Term course before the start of the first class and prior to the start of the second class will receive a 100% refund of tuition and fees. After the 2nd class there is no refund.
- Modular class refund policy: Students who drop a Modular course before the start of the second class will receive a 100% refund of tuition and fees. After the 2nd class there is no refund.
- On Line Class Refund Policy: Student enrolled in online courses must drop the course within 96 hours of the first class date in order to receive a refund. After that time, there is no refund.

**NOTE:** No Refunds are given after the established drop/add date for non-standard or off-campus cohort courses as published in the Academic Calendar.

### Refund Procedure

Students who complete an approved drop form will be dropped from classes by the Office of the Registrar. Tuition and fee adjustments will be credited in accordance with the published drop/add period when the update is run. Students who withdraw from classes after the add/drop period for standard and non-standard courses receive no adjustment to charges.

Resident students who are granted an exception to their Housing Contract, authorized by the dean of students and/or director of housing, may have adjustments made to their room, board, and amenities fees.

### Financial Restrictions

A student whose account is in arrears may be excluded from enrolling in future classes, lectures, laboratories, and graduation until such payment or satisfactory arrangement is made. Grades, transcripts, and honorable dismissals are also withheld.

## STUDENT FINANCIAL AID

### Undergraduate Student Financial Aid

The goal of the Financial Aid Program at the University of Saint Joseph is to place higher education within the reach of as many qualified students as possible. The University believes that the primary responsibility for financing an education rests with students and their families.

Recognizing that not all families have the ability to meet educational costs in full, the University draws from a variety of federal, state, and institutional programs, which include merit scholarships, grants, loans, and on-campus employment opportunities.

### How is Financial Aid Need Determined?

The University of Saint Joseph calculates a family's ability to pay for university using the federal formula of need analysis called Federal Methodology. This formula considers factors such as parent and student income and assets, size of family, age of parents, and number of family members in college/university. This information is gathered from data the family provides on the Free Application for Federal Student Aid (FAFSA). By using this formula, a figure called the Expected Family Contribution (EFC) is determined.

To calculate a student's financial aid need, the EFC is subtracted from the total Cost of Attendance (COA). The COA includes both direct and indirect costs. Direct costs include tuition, fees, room, and board, while indirect costs include books, supplies, travel, and personal expenses. The University of Saint Joseph awards financial aid that will help the family meet the financial aid need. The financial aid package may include grants, scholarships, student loans, and on-campus employment.

This example is based on the 2012-2013 tuition and fee rates:

|                           |           |
|---------------------------|-----------|
| Tuition and fees          | \$ 31,826 |
| Room & board              | \$ 12,274 |
| Books, supplies, personal | \$ 2,000  |
| Travel/transportation     | \$ 500    |
| Total cost of attendance  | \$ 46,600 |
| Family contribution       | \$ 12,000 |
| Financial aid need        | \$ 34,600 |

Financial aid applicants will be considered for all types of financial aid (excluding outside sources of financial aid) for which they are eligible upon review. Undergraduates who have already earned a bachelor's degree are not eligible for institutional or state funds, but may apply for the Federal Direct Loan.

Since financial aid is awarded to students on an annual basis, students must reapply each year. Undergraduate students who wish to be considered for federal and non-federal financial aid must complete the Free Application for Federal Student Aid (FAFSA) each year.

### Scholarships Review

Here is a list of endowed scholarships available to undergraduate students through generous gifts from alumni and friends of the University of Saint Joseph. Upperclass students who apply for financial assistance are automatically considered for these awards upon review of their financial aid applications:

- Allen R. and Emily D. Munger Memorial Scholarship
- Anthony Forcucci Endowed Scholarship
- Antonia P. Uccello Endowed Scholarship



Barbara Ann McVeigh Scholarship  
C. Roche Endowed Scholarship  
Carol Canora Scholarship  
Carol Gourlie Endowed Scholarship  
Catherine B. O’Sullivan Scholarship  
Catherine Grimes Endowed Scholarship  
Ceceila Jennings Endowed Scholarship  
Clayton and Murial Smart Scholarship  
Constance M. Pawlow Scholarship  
Dilena-Cunningham Endowed Scholarship  
Dorothy E. Barrett Endowed Scholarship  
Dr. James A. Hanaghan Scholarship  
Dr. M.J. DeVito Endowed Scholarship  
Elizabeth Markham ‘51 Endowed Scholarship  
Elizabeth S. Pascucci ‘71 Endowed Scholarship  
Frances and James Bent Scholarship  
Frank T. Lynch Family Scholarship  
General Endowed Scholarship  
Haloburdo/Knowlden Scholarship  
Harold and Ethel Hart Endowed Scholarship  
Harvey and Virginia Smith Scholarship  
Helen and Harry Gray Endowed Scholarship  
Helen Ryan Endowed Scholarship  
Joan B. Kearney ‘58  
Joanne and Jerry Coursey Jr. Scholarship  
John Ganter Endowed Scholarship  
Josephine Fallon Endowed Scholarship  
Kathleen Bednarz Endowed Scholarship  
Koedding Family Foundation Scholarship  
L. and E. Agnew Endowed Scholarship  
Leona Bordwell Endowed Scholarship  
Lillian J. and George Parsons Scholarship  
Lisa McCarthy Memorial Scholarship  
M.E. Callaghan Endowed Scholarship  
Margaret C. Flanagan Scholarship  
Margaret Derby Memorial Scholarship  
Margaret McKelligott LaMoy Scholarship  
Margherita C. Valente Scholarship  
Maria Obregon Endowed Scholarship  
Marie Graycer Endowed Scholarship  
Marion and Fred Guardo Scholarship  
Mary and Joseph Cunningham Sr. Scholarship  
Mary Baldwin Hart Endowed Scholarship  
Mary E. Brosnan ‘44 Endowed Scholarship  
Mary McGurk Collins Endowed Scholarship  
Mary P. O’Flaherty Endowed Scholarship  
Mary V. Munger ‘39 Memorial Scholarship  
Maura Joseph Rose, RSM, ‘50 Scholarship

McCormack Family Endowed Scholarship  
Meredith Westine Endowed Scholarship  
Norma Konefal Endowed Scholarship  
O’Connor/Furshay Endowed Scholarship  
Pennington Special Education Scholarship  
Reverend James E. Dargan Scholarship  
Reverend John F. Quinn Endowed Scholarship  
Reverend T. P. Mulcahy Endowed Scholarship  
Richard and Arline Mooney Scholarship  
Rita Konoski Endowed Scholarship  
Rita Troy and Thomas Weidman Nursing Scholarship  
Robert J. Clark Endowed Scholarship  
Sadie T. Dully Memorial Scholarship  
Sandra Karp Endowed Scholarship  
Sister Ethelreda Sullivan Scholarship  
Sister Mary Rose McDonough Scholarship  
Sullivan Family Endowed Scholarship  
Sullivan Family Nursing Scholarship  
Teresa and Alfred Verrengia Scholarship  
Tucker Fund Endowed Scholarship  
Veronica Batulevitz Endowed Scholarship  
Virginia Collins Bennett ‘52 Scholarship  
Vitamaur 1 Endowed Scholarship  
Wilson Janisen Memorial Graduate Student Financial Aid

## **Graduate Student Financial Aid**

All graduate students accepted to a graduate degree program, approved graduate certificate program or enrolled in a Teacher Certification Program and who are enrolled in at least 6 credits per term are eligible to apply for financial assistance from the University. Most graduate students apply for the Federal Direct Loan to help meet the cost of tuition. The maximum annual amount a student may borrow through this program is \$20,500. The University also provides payment plan options that can be coordinated with a student’s employer-paid tuition benefit.

For specific information on the Federal Direct Loan Program, use this quick link to the U.S. Department of Education’s financial aid website: [www.studentloans.gov](http://www.studentloans.gov)

## **Veterans Benefits: The Yellow Ribbon Program**

### **Undergraduate and Graduate**

Veterans and students eligible for VA educational benefits must complete an application for admission. In addition, they must contact the VA coordinator in the Office of the Registrar at 860.231.5225, to apply for educational benefits.

The University of Saint Joseph, in collaboration with the U.S. Department of Veterans Affairs, participates in the Yellow Ribbon program, a GI Education Enhancement program. The University and the VA will cover the cost of tuition expenses for student veterans.

For complete details about the Yellow Ribbon Program, see the VA website: [www.gibill.va.gov/gi\\_bill\\_info/ch33/yellow\\_ribbon.htm](http://www.gibill.va.gov/gi_bill_info/ch33/yellow_ribbon.htm).

Veterans who are interested in learning more about educational opportunities available at the University of Saint Joseph through the Yellow Ribbon Program can contact the VA School Certifying Official at 860.231.5205 or [jpiscitelli@usj.edu](mailto:jpiscitelli@usj.edu).

## Financial Aid Application Process – Apply Online

The Free Application for Federal Student Aid (FAFSA) is required by the University of Saint Joseph. Online applications are more accurate and are processed more promptly. Click on the quick link to the U.S. Department of Education Web page used by students to complete the FAFSA: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For help completing the entire online process, make an appointment with a Student Financial Services staff member. The following information should be readily available to complete the FAFSA:

- The University of Saint Joseph School Code – 001409
- Copies of the most recent Federal Tax Return and W-2 statements
- Information on the values of cash, savings, and checking accounts, and investments
- Student's Social Security number
- Student's driver's license number
- Student's Alien Registration number if not a U.S. citizen
- Records of untaxed income

## Eligibility

To be considered for financial aid, all students must meet the following minimum requirements:

1. Have applied to the University of Saint Joseph and have been formally accepted for admission as a matriculated student in The Women's Program or The Program for Adult Learners
2. Plan to pursue at least six credit hours per semester. Undergraduates enrolled in three credit hours per semester may be eligible for a Federal Pell Grant, but no other forms of financial aid
3. Maintain satisfactory academic progress (SAP) according to the guidelines outlined below

## Satisfactory Academic Progress (SAP)

To maintain Satisfactory Academic Progress and be eligible for federal, state and institutional financial aid at the University of Saint Joseph, students must meet and maintain the following criteria.

The minimum grade point averages (GPA) required for students to maintain Satisfactory Academic Progress for purposes of financial aid consideration is 2.00 at the end of each semester.

To remain eligible for financial aid, students must successfully complete the credits required for their degree or certificate within 150% of the standard length of their academic program. For example, full-time students must earn a minimum of 10 credit hours per semester.

Full- and part-time students must successfully complete a minimum of 67% of all credits attempted (that is, courses in which the student remains enrolled in past the add/drop deadline).

Academic progress is evaluated at the end of fall and spring semesters. The first time that all the SAP criteria are not met students will be notified that for the following semester they will be placed on Financial Aid probation. This will allow students one semester to meet the required standards. If students fall below the SAP standards again in any subsequent semesters they will lose financial aid for the following semester.

The full Financial Aid Satisfactory Academic Progress (SAP) policy can be found at: [ww2.usj.edu/PDF/finaid/satisfactory-academic-progress.pdf](http://ww2.usj.edu/PDF/finaid/satisfactory-academic-progress.pdf).

## Priority Deadlines

Financial aid applications are read according to the date they become complete. A financial aid application is considered to be complete upon receipt of all required forms, documents, and signatures. April 15 is the priority deadline for upperclass students; February 15 is the priority deadline for new students applying for the fall semester. New students applying for the spring semester should apply by November 15.

Full-time students: Applications received by the priority deadlines will be given full consideration for all types of financial assistance for which the student is eligible including University of Saint Joseph merit and need-based grants. Applications received after the priority deadlines will be given consideration for these grants on a funds-available basis. Late applications will be awarded the Federal Pell Grant and Federal Direct Loan programs if eligible.

Part-time students: Part-time students matriculated in The Undergraduate Programs for Women or The Program for Adult Learners may be eligible for Federal Pell Grants and Federal Direct Loans. To ensure timely processing and disbursement of loan proceeds, students are encouraged to submit their financial aid application material by the priority deadline for the semester in which the student wishes to receive financial aid.

## **Policy for Disbursement of Financial Aid Funds**

Eligibility and the disbursement of financial aid funds are based on enrollment status. Student enrollment status is verified each semester by the Office of the Registrar at the conclusion of the add/drop period. Funds are adjusted and disbursed accordingly.

## **Return of Title IV Funds**

The University of Saint Joseph is required to determine the earned and unearned Federal Student Aid a student has earned as of the date the student ceased attendance, based on the amount of time the student spent in attendance. The calculation of these funds earned by the student has no relationship to the student's incurred institutional charges.

The University policy for students who borrow through the Federal Direct Loan program permits a refund of tuition and fees and a cancellation of loan proceeds up to the 60% point of enrollment in each term, determined on a pro rata schedule. After the 60% point students have earned 100% of the Title IV funds they were scheduled to receive.

Refunds are processed within 45 days of the student's withdrawal date or within 45 days of when the University determines the student to have withdrawn if the student does not notify the University of withdrawal.

## **Additional Information**

Detailed, up-to-date information on the financial aid programs and policies mentioned in this section can be obtained by calling Student Financial Services toll free at 1.866.442.8752, or 860.231.5223, or by email at [financialaid@usj.edu](mailto:financialaid@usj.edu).

# REGISTRATION

## Undergraduate and Graduate

Students are responsible for registering for the necessary courses in the proper sequence to meet the requirements of one's academic program. Students prepare a course sequence in consultation with an advisor. Students register on the dates announced in the academic calendar. Exceptions can be made only with the permission of the registrar.

No student is permitted to register until physical examination forms and applicable Measles/Mumps/Rubella/Varicella immunization are on file in the Health Services Office, and financial debts to the University have been cleared. Exceptions to this policy are by approval of the Health Services Office and the Bursar's Office, respectively.

## Online Registration

Returning students may register online using their University of Saint Joseph email address and assigned PIN (personal identification number). Access to MyUSJ is through the University of Saint Joseph home page. In addition to registering for classes, students may access a variety of administrative information through this portal. More information is at [www.usj.edu](http://www.usj.edu).

## Distance Learning

Students registering for Distance Learning courses must register no later than three days prior to the start of the course. Students registering for Distance Learning courses must use their USJ email address to participate in the course(s). Email addresses are issued at registration or when paying a deposit to the University. Before the start of each course, students will receive a detailed email from their professors regarding course material.

Prior to starting the Distance Learning Course, students are encouraged to:

1. Access their University of Saint Joseph email account on the Web at [mail.usj.edu](mailto:mail.usj.edu)
2. Contact the Connecticut Distance Learning Consortium (CTDLC) with any problems or support issues at [support@ctdlc.org](mailto:support@ctdlc.org) or 860.832.3887

\*When dropping an online course students will have until 96 hours after the course has started to drop the course without financial penalty. To drop a class, the student must fill out a drop form from the Office of the Registrar. Please contact the office at 860.231.5225. Students with questions about their online course may contact the Distance Learning site at [support@ctdlc.org](mailto:support@ctdlc.org) or the Office of the Registrar at [registrar@usj.edu](mailto:registrar@usj.edu) or 860.231.5225.

## Consortium Arrangements: Hartford Consortium for Higher Education Undergraduate and Graduate

The University of Saint Joseph is part of a consortium arrangement with other colleges in the Greater Hartford area. Under this agreement, University of Saint Joseph students

may, with the permission of their advisor and the registrar, enroll in courses at Trinity College, the University of Hartford, Rensselaer at Hartford, the Hartford Seminary and Saint Thomas Seminary. Courses in selected disciplines may be taken at Capital Community College, Central Connecticut State University and the University of Connecticut at Hartford. Courses taken by University of Saint Joseph students at these institutions are handled as follows:

- In fall or spring semesters: Undergraduate students must be registered as full-time (combination of University of Saint Joseph and consortium college courses must total at least 12 credit hours) and complete cross-registration paperwork. Tuition costs are met through consortium arrangements between colleges. Grades for completed course work are submitted to the University of Saint Joseph by consortium colleges and are reflected on the University of Saint Joseph record. Credit hours are applied as University of Saint Joseph residential credit.
- In summer: There is no full-time eligibility requirement in the summer. Students register on-site at participating consortium colleges and pay tuition directly to that college. Upon completion of course work, students must request an official transcript be sent to the University of Saint Joseph registrar. Grades are reflected on the University of Saint Joseph record and hours are applied as University of Saint Joseph residential credit.
- Graduate students may enroll in up to 3 courses per academic year (fall, spring and one summer term) at another Consortium member school.

## Eligibility

Check with the home and host institution Registrar's Office to confirm course eligibility. Full-time students enrolled at all other Consortium member institutions may enroll in selected courses at host institutions. Check course selections online or at the Registrar's Office of your home college/university.

## Dropping/Adding Courses Undergraduate and Graduate

All students wishing to add or drop a course must submit an add/drop form to the Office of the Registrar. Students must sign and date all forms.

Students may add and drop courses during the designated dates set forth by the Office of the Registrar and with the approval of their advisor. When students officially drop a course, the dropped course will be voided from their record.

All students who withdraw by the established dates set by the Office of the Registrar will receive a grade of W.

All students wishing to drop a Distance Learning course have until 96 hours after the course has started to drop the course without penalty.

Please see the schedule in the Office of the Registrar for add/drop dates for The Program for Adult Learners.



## **Directed Study**

### **Undergraduate and Graduate**

If a student registers for a course which is cancelled due to a lack of enrollment, a directed study may be initiated at the discretion of the instructor, department chair, and dean of the school.

## **Pass/Fail Option**

### **Undergraduate**

Sophomore, junior, and senior students may enroll for one elective course each semester on a Pass/Fail basis. This option is provided to encourage students to enroll for courses outside of their areas of concentration and/or liberal arts requirements. Students must declare their intention to enroll on a Pass/Fail basis within the first two weeks of the semester. A grade of P, which is equivalent to a C- or better, shall receive graduation credits but no GPA credits or grade points. If course work is evaluated at less than C-, a D or F will be issued.

A grade of F shall receive GPA credits but no graduation credits or grade points. Courses that meet requirements for a major or a minor or the General Education curriculum may not be taken on a Pass/Fail basis.

## **Auditing Courses**

### **Undergraduate and Graduate**

Any student may audit one undergraduate course per semester on a space-available basis. Students who take in excess of 18 credits in any given semester may pay one half (1/2) the regular per credit tuition for an audited course. Fees must be paid for Applied Music classes.

Auditing carries no credit and no grade. Even though a course is entered on the student's transcript it does not affect a student's part-time or full-time status. An audited course may be changed to a credited course (and vice versa) through the add/drop period by completing an add/drop form at the Office of the Registrar.

Alumnae/i of the University of Saint Joseph and residents at the McAuley retirement community may audit one undergraduate course per semester with tuition waived and upon payment of a comprehensive student fee and any other course-related fees.

## **Course Attendance**

### **Undergraduate and Graduate**

Students assume responsibility for attending all lecture and laboratory meetings and for maintaining standards of academic performance established by the instructor. It is the prerogative of each faculty member to establish policy for student absence from lecture and laboratory sessions and from tests. Students must report prolonged absences of one week or more to the Provost.

## **Academic Workload - Full-Time, Part-Time Status, Less Than Part-Time**

### **Undergraduate**

A student who registers for 12 or more credits automatically becomes a full-time student. Students who are enrolled in 9 to

11.5 credits are considered 3/4 time; student who are enrolled in less than 9 credits are considered part-time and students enrolled in fewer than 6 credits are considered less than part-time.

Full-time undergraduate students are expected to enroll for a minimum of 12 and a maximum of 18 credit hours of work each semester. The typical course load for a full-time student is 15 credit hours. A resident student must maintain full-time student status. Full-time students who wish to enroll for more than 18 credits in a given semester must have the written approval of their advisor, the department chair, and the dean of the school.

### **Graduate**

A full-time graduate student is enrolled for 9 or more credit hours of work each semester. Students enrolled in 6-8.5 credit hours are considered part-time. Students enrolled in less than 6 credit hours will be considered less than part-time.

## **Final Examinations**

### **Undergraduate**

Final examinations are scheduled at the end of the semester. Students are expected to take their final examinations as scheduled. However, a student having more than two examinations on the same day or having more than one examination scheduled in the same time period should petition the registrar for permission to reschedule one exam.

A student who is unable to attend a final examination because of unforeseen circumstances must notify the Office of the Provost prior to the scheduled examination. The student must provide documentation for the absence prior to rescheduling the make up exam. Students absent from the scheduled final examination without approval for rescheduling will receive an F for the examination.

## **Repeated Courses**

### **Undergraduate and Graduate**

Students who successfully repeat a course previously failed, receive additional GPA credits, graduation credits, and grade points. Students successfully repeating a course previously passed receive GPA credits and grade points but do not receive additional graduation credits. The GPA will be calculated for repeated courses using the most recent grade obtained for completion of that course. A student's transcript will show grades for both courses. The second course entry will show a notation that the course was repeated. It should be noted that financial aid is not available for classes taken more than twice.

## **Transfer Credit**

### **Undergraduate**

Pre-approval is required to take courses at another institution, in order to ensure that coursework completed will be transferable. You may request pre-approval for courses to be completed in the U.S. on the Request to Receive Course Work from Another College form. If you have already completed course work at another institution and did not obtain pre-approval, you may still request transfer credit for work completed. However, there is no guarantee that transfer credit will be awarded. If you have requested and obtained pre-approval, you only need to have your

official final transcript from the institution you attended sent to the Office of the Registrar in order to complete the transfer credit process.

University of Saint Joseph  
Office of the Registrar  
1678 Asylum Ave  
West Hartford, CT 06117

You do not need to submit the transfer credit request form a second time. Approval forms are available in the Office of the Registrar.

Only official transcripts from other schools may be used to evaluate and/or award credit.

You will be contacted if any additional information is required during the transfer credit evaluation process. Depending on the date of receipt, this process may not be completed prior to the course enrollment deadlines of your returning semester. Therefore, you should not rely on this credit in determining your course schedule or credit load for your semester of return. Approved transfer credit will appear on both your unofficial and official University of Saint Joseph transcripts. The institution attended and credits awarded will be noted on the transcript.

### **Graduate**

Ordinarily, a maximum of six credits may be transferred from another accredited graduate school into a University of Saint Joseph graduate program. Exceptions to this maximum are noted under specific program descriptions. To be eligible for transfer credit, a course to be transferred must have been completed within the last seven years and carry a grade of B or higher.

Transfer of credits is not granted automatically. Application forms for transfer of credit are available online at [www.usj.edu/gradforms](http://www.usj.edu/gradforms). An official transcript of the credits and a completed Transfer of Credit form must be received in the Office of the Registrar. A student may also be asked to have a course description sent with the transcript, if necessary. No transfer credit will be considered until the student has matriculated. Approval is granted by the department chairperson after consultation with student's advisor.

### **Credit for Service in the Armed Forces Undergraduate**

The University of Saint Joseph will award one semester hour of transfer credit for completion of basic military training. Other educational experiences earned during military service will be evaluated on a case-by-case basis, and require an official transcript from the respective college or university for consideration.

### **International Transfer Credit Undergraduate and Graduate**

Students who wish to transfer credits from a non-U.S. institution must have their transcript evaluated by a professional evaluation service. Below are two services that may be used:

### **World Education Services (WES)**

Bowling Green Station  
P.O. Box 508  
New York, NY 10274-5087  
Phone: 212.966.6311  
Fax: 212.739.6100

### **Educational Credential Evaluators (ECE)**

P.O. Box 514070  
Milwaukee, WI 53203-3470  
U.S.A.  
Phone: 414.289.3400  
Fax: 414.289.3411  
Toll-free: 800.937.3895 [www.ece.org](http://www.ece.org)  
<http://wes.org/> E-mail: [eval@ece.org](mailto:eval@ece.org)

The University of Saint Joseph will accept evaluations from all NACES members. Please visit [www.NACES.org](http://www.NACES.org) for a complete list.

### **Classification of Students Undergraduate**

A student is considered a degree-seeking student at the University of Saint Joseph once officially accepted by the Admissions Committee. Depending on the number of credits earned, the student is classified as first-year, sophomore, junior, or senior:

- Senior — 84 earned credits
- Junior — 54 earned credits
- Sophomore — 24 earned credits
- First year — less than 24 earned credits

### **Change of Address Undergraduate and Graduate**

Students are responsible for notifying the Office of the Registrar in writing of a change to their legal residence. Post office boxes are not considered legal addresses.

### **Change of Name Undergraduate and Graduate**

Students are responsible for providing the Office of the Registrar with official documentation of a legal name change. Official name changes requested after a semester has begun will not be processed until the last day of final exams.

### **Transcript of Academic Work Undergraduate and Graduate**

Students may obtain their unofficial transcript online at [www.usj.edu/student\\_life/resources\\_and\\_services/registrar\\_office/transcripts.html](http://www.usj.edu/student_life/resources_and_services/registrar_office/transcripts.html). Students must request official transcripts in writing. A \$4 fee is charged for each official transcript. All indebtedness to the University must be adjusted before an official transcript of credits will be released. Official transcripts bearing the University seal may be: 1) sent by the University directly to the intended recipient, or 2) picked up by the student. Transcript requests will be processed and mailed within 5 days upon receipt of a written request.

No changes will be made to the official transcripts of graduated students unless there is sufficient proof of an error on the transcript. Documentation to support the claim of an error must be submitted in writing to the Office of the Registrar within six months of the date of graduation from the University.

## Continuing Education

### Registration for a Continuing Education Program or Course

Responsibility to register for a program or course rests with the learner. Students have five tuition payment options:

- Online using the registration form on the Continuing Studies webpage with a credit card (American Express, Discover, MasterCard); if using online registration with a credit card, there is a service fee.
- Online using the registration form on the Continuing Studies webpage with an electronic check. There is no service fee for electronic checks.
- Mailed in with a check or money order using the printable registration form on the Continuing Studies webpage or the registration form attached to most program brochures.
- In person in the Registrar's Office with the printable registration form or the registration form attached to most program brochures and a check, money order, or cash.
- With a state voucher if tuition is paid for with Workforce Investment Act Funds. The state agency will be invoiced the tuition amount.

A student wishing to register for a Continuing Education program or course must observe the following:

- Register no later than 4:00 on the day before the program or course begins – unless otherwise noted on the registration form or program or course information.
- Register for the SHRM Learning System Program 10 days before the program begins.
- Students who register late may need to bring the confirmation number with them to class since their name may not appear on the roster.
- No registration will be accepted after a program or course begins.
- Students will receive a parking decal after completing a Vehicle Registration Form that will be distributed in the first class. The form will be collected and returned to Campus Safety.

### Withdrawal from a Continuing Education Program or Course/ Dropping from a Program or Course

A student wishing to withdraw from a Continuing Education program or course must observe the following:

- Notify the Registrar's Office, via email or phone call, at least 24 hours before the program or course begins

- Notify the Continuing Education director, via email or phone call, at least 24 hours before the program or course begins. Upon notification, the director will email or fax a withdrawal form to the student.
- The student must complete the form and fax or email it to the director.
- Once the completed form is received, it will be forwarded to the Registrar's Office for processing and tuition refunded by the Bursar's Office.
- Students who register online will receive the tuition refund minus the service fee. Students who register with a personal check, electronic check, or cash will receive a full refund.
- Tuition will be refunded 100% (minus the service fee for online registrations) if the student withdraws from a program or course prior to the first class.
- Once a program or course begins, no tuition will be refunded.
- No refunds will be given if a student attends the first class of a program or course.

### Cancellation of a Continuing Education Program or Course

A decision to cancel a program or course will be made within the week of the start of the course.

- Students will receive the tuition refund minus the service fee if the course was paid for online
- Students who register with a personal check, electronic check, or cash will receive a full refund

### Course Materials and Tuition

- Learning materials for the many Continuing Education programs or courses are included with tuition; no separate purchase is required.
- When a student independently purchases Society for Human Resource Management (SHRM®) course materials, the price of the learning materials will be deducted from the tuition – if the course materials are current (as specified by SHRM®).
- If the SHRM® learning materials are not current (as specified by SHRM®), no refund will be given and the student will be charged the full tuition.
- The cost of the textbook for the Coaching Certification course is not included in the tuition. Students may purchase the textbook in the University Bookstore.
- Students who register for the Praxis 1 workshops will receive copies of the learning materials in the first class. However, a textbook that covers material for Praxis 1 and Praxis 2 exams is not included in the tuition and must be purchased separately.

# DEGREE REQUIREMENTS

## Bachelor's Degree

In order to complete a baccalaureate degree at the University of Saint Joseph, a student must have met the following requirements:

1. Completion of a minimum of 120 semester hours of course work contingent upon requirement of major (the equivalent of four years of full-time study); these hours can include a combination of courses at the University of Saint Joseph or within the Consortium.
2. A minimum GPA of 2.00 (a C average in all work completed); some majors or programs may require a higher GPA.
3. The residency requirement of earning 45 credits from the University of Saint Joseph. The last 24 credits counted toward a degree must be taken at the University of Saint Joseph. Internships or study undertaken at Consortium institutions are considered part of the residency requirement.
4. Completion of a comprehensive examination.
5. General Education requirements. ( see below)
6. Writing Portfolio requirements. ( see below)

## Second Bachelor's Degree

Students from regionally accredited institutions who would like to complete a second bachelor's degree must meet the following conditions:

- Departmental requirements for a major.
- A minimum of 30 credits beyond the first bachelor's degree.
- A comprehensive examination.
- A minimum of a 2.0 GPA at all times. Some majors or programs may require a higher GPA at all times.
- Fulfill University of Saint Joseph general education requirements.
- Complete the writing portfolio.

Second degree students are not eligible for academic honors at graduation.

## General Education

### Undergraduate

General Education at the University of Saint Joseph is an integrated program designed to provide the skills, fundamental competencies, religious, spiritual, and philosophical foundations and essential perspectives necessary in the complex and global communities of the 21st century. To achieve these goals the General Education program is designed to extend throughout a student's entire course of study and may incorporate major,

minor, and professional courses as well as courses from the traditional Liberal Arts and Sciences.

General Education at the University of Saint Joseph includes four integrated areas: Integral Skills, Common Foundations, Mission Focus, and Perspectives.

### A. Integral Skills

Integral Skills are the fundamental skills that students need to succeed in college and include: Oral and Written Communication, Critical Thinking, Research/Scholarship, and Collaboration. Over the course of their college careers, students develop these skills and improve on them. Every course in the General Education program (including those in the major, minor, professional, Liberal Arts and Sciences areas) emphasizes these integral skills and reflects these common components and outcomes.

#### 1. Oral & Written Communication

Students will:

- Gather, organize, and convey information, both orally and in writing.
- Create convincing arguments and analysis, both orally and in writing.
- Evaluate and respond to others' ideas and arguments, both orally and in writing.

#### 2. Critical Thinking

Students will:

- Identify, summarize (and appropriately reformulate) the problem/question/work assignment.
- Identify and consider the influence of context and assumptions.
- Develop and communicate own perspective, hypothesis or position.
- Present, assess, and analyze appropriate supporting data/evidence.
- Integrate using other (disciplinary) perspectives and positions.
- Identify and assess conclusions, implications and consequences.

#### 3. Research/Scholarship

Students will:

- Identify and use discipline-specific research.
- Locate and use a variety of scholarly resources in an academic discipline.
- Evaluate and prioritize information sources and select those best suited to the investigation under study.
- Demonstrate academic integrity in citing references.



#### 4. Collaboration

Students will:

- Demonstrate collaboration by completion of group projects.
- Analyze group dynamics and identify the strengths and weaknesses of group process.
- Identify differences between collaboration and competition.

Such courses require students to use at least three of the four integral skills. Exception: Kinesthetics students will meet their Integral Skills requirements by fulfilling the general education requirements. This requirement will not add additional credit hours.

#### **B. Common Foundations**

Common Foundations requirements insure that all students have common competencies for use throughout their career at the University of Saint Joseph. These foundations are expected in advanced courses. Common Foundations requirements can be met by courses in the academic major, minor, professional program or Liberal Arts and Sciences. Students may also waive Common Foundation requirements. These courses can also be used to meet requirements in Liberal Arts and Sciences, and Perspectives:

##### 1. Quantitative Reasoning

Students will:

- Interpret mathematical models such as formulas, graphs, and tables in a variety of contexts.
- Represent mathematical information symbolically, visually, numerically, and verbally.
- Use arithmetic, algebraic, geometric, and statistical methods to solve practical problems.
- Estimate and check answers to determine if they are reasonable and identify alternatives and make an optimal choice.
- Recognize the limitations of mathematical models.

Students will meet this requirement by successfully completing a course designated as QR. Students can waive this requirement by earning a score of 600 or higher on the Math section of the SAT.

For transfer students: Successful completion of one Quantitative Reasoning course or a course including quantitative reasoning components from another accredited college or university.

##### 2. Writing/Reading

Students will:

- State, support, and defend a thesis in writing, using the conventions of formal and structure appropriate to the situation or academic discipline.
- Read intelligently and make effective use of what is said.
- Find and evaluate appropriate reference materials, integrate their own ideas with those of others, following the principles of academic integrity.

- Write and revise effectively, and use the tools of revision to assist others.

Students will meet these requirements by successfully completing two courses designated as WR. Students can waive this requirement by earning a score of 600 or higher on the Verbal section of the SAT.

For transfer students: Successful completion of two courses including intensive writing-reading components from another accredited college or university.

##### 3. Information Technology

Students will:

- Use word processing, spreadsheets and presentation software.
- Use the Internet and create a basic Web page.
- Understand the historical and social dimensions of computing.

Students will meet this requirement by successfully completing a course designated as IT. Students can waive these requirements by completing an information technology test administered by the Information Technology department.

For transfer students: Successful completion of an approved technology course from another accredited college or university.

##### 4. Other Languages

Students will:

- Understand the interconnected nature of language and culture.
- Compare their own language and culture and those of the other language.
- Demonstrate basic oral and written command of a language other than English: greetings and farewells, time and schedules, likes and dislikes, numbers, nationalities, professions and other personal information, family relationships, daily activities and routines.

Students will meet this requirement by successfully completing a course designated LG in any language other than English, including American Sign Language. Students can waive these requirements by submitting test scores from the ACTFL OPI and WPT test; passing an oral/written test administered by the Foreign Language department; or advanced placement score of three on a Foreign Language exam; or by demonstrating at least one year of successful study at the high school level or above where a language other than English is the primary language of instruction.

For transfer students: Successful completion of an approved other language course from another accredited college or university.

##### 5. Kinesthetics

Students will:

- Demonstrate awareness of their individual abilities in body movement.

- Use such knowledge to improve personal well-being.
- Demonstrate practical skills and knowledge for lifelong participation in sports and physical activities.

Students will meet these requirements by successfully completing a course designated as KN. Students can waive this requirement by submitting evidence of ongoing, extended participation in physical activity, sport, or dance programs while enrolled at the University; or completion of basic training in the Armed Services.

For transfer students: Successful completion of an approved Kinesthetics course from another accredited college or university.

### C. Mission Focus

Mission focused requirements are unique to the University of Saint Joseph, and introduce students to the specialized focus of the University of Saint Joseph: its religious commitment to helping students understand their own faiths and those of others, and the importance of serving others, both professionally and in civic life.

#### 1. First-Year Seminar

Students will acquire a general broad understanding of the University of Saint Joseph experience, which may include the ability to:

- Understand the University of Saint Joseph mission and values, including the emphasis on academic integrity and sense of community.
- Demonstrate an awareness of the diverse learning strategies that promote critical thinking, effective written and oral expression, development or research, and collaboration skills.
- Demonstrate personal and academic growth through active involvement in academic and co-curricular activities.

Students will meet this requirement by successfully completing a course designated as FYS. Transfer students: For students transferring with 24 credits or more, the requirement is waived. Transfer students at any level may transfer a similar course of at least three credits.

#### 2. Religious Studies

Students will acquire a general broad understanding of Religious Studies that may include the ability to:

- Read and interpret the Bible and sacred texts of other religions.
- Read critically and interpret faith-related documents and religious symbols.
- Compare and contrast at least two living faith traditions through at least two elements such as morality, beliefs, rituals and practices of prayer and worship.
- Demonstrate awareness of the challenge and opportunity of religious diversity in today's world.
- Understand religious traditions of social justice, service to others, and global responsibility.

- Understand women's spiritual development, faith journeys, leadership, and contributions to religious thought and practice.

Students will satisfy this requirement by successfully completing two courses designated RE. Transfer students: For transfer students with 24 credits or more, one course designated as RE. For Religious Studies majors: six credits of Religious Studies courses will count toward this requirement. Additional credits may be counted if they exceed the Religious Studies major requirements.

#### 3. Philosophy

Students will acquire a general broad understanding of Philosophy that may include the ability to:

- Apply disciplinary terms and concepts.
- Describe, explain and analyze disciplinary questions.
- Describe, explain and analyze divergent disciplinary answers.
- Articulate and support own philosophical position.

Students will meet these requirements by successfully completing a course designated as PH. Transfer students: For transfer students with 24 credits or more, either a PH course or a VE course (described below under Values and Ethics) is required.

### D. Perspectives

Perspectives requirements present a range of academic inquiry and call on students to use skills developed in earlier courses to understand the world, the place of women, science, the arts, and politics in history and in current times. These courses aim to empower students as citizens to understand and influence their lives and the lives of others.

Perspective requirements may be met by courses in the major, minor, or professional program, and by courses in Liberal Arts and Sciences. While some courses may carry more than one perspective notation, the course may count for only one perspective requirement. Students will meet these requirements by successfully completing six courses, one for each perspective: WS, VE, GI, HE, SI, AE.

#### 1. Women, Culture and Society (WS)

Students will acquire a general broad understanding of Women Studies, including the ability to:

- Describe and analyze the conditions and contributions of women.
- Analyze the construction of gender roles and their impact on women.
- Recognize and evaluate the power relations among diverse groups of people, especially women and men.
- Explain and apply feminist perspectives/theory in an area of study.

#### 2. Values/Ethics (VE)

Students will acquire a general broad understanding of ethics and values, including the ability to:

- Describe, explain and analyze a single moral perspective.

- Describe, explain and analyze multiple moral perspectives.
- Apply a moral perspective to a complex real life issue.
- Articulate and support own (personal) moral position.
- Explain how the knowledge of American history and culture makes for an informed world citizenry.

For such courses students will show the ability to meet at least two-thirds of the stated objectives.

To complete their General Education requirements students must take 35 credits in Liberal Arts and Science courses approved for Integral Skills. These credits do not include the Liberal Arts courses used for the Mission Focus requirement but may include any Perspectives course that is also a Liberal Arts or Sciences. To satisfy this requirement:

- a. No more than three courses from a single discipline.
- b. Coordinating seminars, independent studies, internships, practica, and field studies may not be used.

### 3. Global Issues and International Perspectives (GI)

Students will acquire a general broad understanding of global issues and international perspectives, including the ability to:

- Understand current leading issues in global economic, historical, political, and sociocultural, and environmental studies.
- Understand the complexity of global issues and debates, and the interdependence of issues and people, both currently and historically.
- Demonstrate awareness of multiple perspectives on global issues.
- Demonstrate mastery of inquiry – an issues-based study of global interdependence.

### 4. Human Expression: Literary and Artistic (HE)

Students will acquire a general broad understanding of literary and artistic expression, including the ability to:

- Understand the vocabulary, concepts, materials, techniques, and methods of the arts or literary study.
- Describe and evaluate texts or artistic productions using primary and secondary sources.
- Analyze, synthesize, and evaluate artistic expression, recognizing their cultural and historical contexts.
- Articulate their own informed perspectives about literature and the arts.

### 5. Scientific Inquiry (SI)

Students will acquire a general broad understanding of scientific literacy that includes a lab component and the ability to:

- Understand the relationships among science, scientific methods, technology, ethics, and social issues.
- Apply the scientific method of reasoning to evaluate everyday phenomena.
- Identify valid scientific thought.
- Analyze scientific principles and their application.

### 6. American Experience: Polity, History, Economy, and Society (AE)

Students will acquire a general broad understanding of the American Experience, including the ability to:

- Articulate awareness of and responsibility for social justice.
- Articulate significant events, people, ideas, and productions relevant to the study of American experience.
- Explain how the arts and literature shape American identity.
- Explain how politics and the economy influence American society.

## Writing Portfolio

### Undergraduate

The achievement of competent writing skills is an integral component of students' undergraduate education at the University. Students receive a superior education that focuses on the importance of writing as a means to express ideas clearly and effectively. Critical thinking skills and the ability to integrate research with theory are emphasized in the instructional process. The University holds that the acquisition of strong written communications skills helps to insure one's success in graduate school and in professional settings. To assess competency in writing, the University uses a portfolio system.

Students submit papers annually. The papers are ones written for courses at the University. Students receive a preliminary evaluation at the end of sophomore year and a final evaluation at the conclusion of junior year. Portfolios are evaluated holistically on a five-point scale. A score of three or better on the Writing Portfolio is required for graduation. Once students complete their portfolios, a notation to this effect appears on their transcripts. The University's Writing Portfolio booklet delineates the process and the evaluation system.

Full-time students with at least 90 credits who have not submitted portfolio papers will be notified that their registration for classes will be put on hold per the following: the student will be able to enroll for the upcoming academic semester (fall or spring), but not for the subsequent semester until work is submitted. Thereby, students will have six months to submit work.

Writing portfolios are read between September and May. Students who have not submitted their papers for the writing portfolio requirement by the submission date established will normally not be eligible for May or August degree conferral. Students who have not passed the writing portfolio prior to the May Commencement may not participate in the May Commencement ceremonies or graduate in May.

# Comprehensive Evaluation

## Graduate

All master's degree students must satisfactorily pass a comprehensive evaluation after having completed the planned program. The purpose of the graduate comprehensive evaluation is to review the candidate's ability to integrate the content and application of the field of study as a culminating experience. It is not designed to assess the totality of a student's knowledge. The comprehensive examinations require the student to demonstrate an ability to synthesize and apply the content of the area of study. Each department will determine the method of evaluation.

The following are possible methods of evaluation:

1. Comprehensive Examination—written only, oral only, or both written and oral
2. One Comprehensive Examination question and a Research Project/Thesis
3. Research Project/Thesis only
4. An Integrating Seminar of an additional three credits with a project and/or major paper or integrating essay
5. Paper and presentation of final research project NUTR 595 - Independent Study/Research or NUTR 596 - Independent Study/Research

Please contact the appropriate program director for information regarding content and format. It is the responsibility of all graduate degree candidates to file an application for the comprehensive examination at the appropriate time in their program. Applications are available on the Student, Graduate & School of Education tabs of MyUSJ.

Comprehensive exams are administered twice a year for on-campus programs. Application deadlines vary by department and students will be notified via USJ email and postings on MyUSJ as to the deadlines. Information regarding late applications and fees are listed on the comprehensive exam application.

On-line students will work with the graduate office and their department to have their comprehensive examination remotely proctored in a secure environment. Online nutrition students will present their final project at the end of the fall and spring semesters either by video Skype or in person.

A graduate student who has failed a comprehensive exam twice can submit an appeal to the student's department for consideration.

## Thesis

### Graduate

Students in master's degree programs may undertake a thesis, with the approval of the Program Director. Normally, a thesis is a year-long research project. During the first semester, the student develops a detailed research proposal and conducts an extensive review of the literature. Data is then collected during the end of the first semester or the beginning of the second semester and the data is analyzed. The results and conclusions are written and

defended during the second semester. Thesis format varies by department.

Thesis committees normally consist of three faculty members, the thesis director and two readers, one of whom is typically from outside the student's major department.

Three copies of the final thesis, approved and signed by the thesis director and at least one of the two readers, must be submitted to the Graduate Office no later than April 15 of the year in which the student plans to graduate. The student is also responsible for making arrangements with and providing payment where applicable to the Graduate Office for binding the thesis.

Until the thesis is completed and successfully defended, the thesis is not graded and credit for the thesis is not awarded.

For additional information and a copy of Thesis Guidelines, students should consult the chairperson of the department in which they are matriculated.

## GPA to Graduate

In addition to any department requirements, all undergraduate students must have a cumulative grade point average (GPA) of 2.00 (2.80 for Nursing) or better to graduate. Graduate students must have a cumulative GPA of 2.67 to graduate.

## Application for a Degree

### Undergraduate and Graduate Degrees

An undergraduate student must complete a degree application, degree audit, writing portfolio, and pay the graduation fee in order for the University to assess eligibility for graduation. Applications, audits and fees should be submitted together to the Degree Auditor in the Office of the Registrar by the deadline indicated in the Registrar's section of MyUSJ. Writing portfolio information will be submitted by the Center for Academic Excellence. Degree applications and audits can be found on MyUSJ.

### Certificates

A student must complete the requirements for a certificate program of study with a minimum Grade Point Average of 2.67 and file an application for certificate completion through the Office of the Registrar by the deadline dates posted on MyUSJ.

## Time to Degree

### Undergraduate and Graduate

Requirements for the degree should be completed within six years from the date of matriculation. The appropriate department chair may grant an extension for completion of the degree.



# Graduation with Honors

## Undergraduate

Degrees with honors are awarded on the basis of cumulative GPA alone with no other evaluative process. Academic honors are awarded as follows:

Summa cum laude: 3.90 and above

Magna cum laude: 3.80 and above

Cum laude: 3.70 and above

# Commencement

## Undergraduate and Graduate

Degrees are granted three times within the academic year: December, May, and August. One Commencement ceremony occurs in May, allowing all recipients to participate.

## Undergraduate

- A student who expects to complete degree requirements (no more than six credits) by the end of the summer session in August may petition to participate in the May Commencement ceremony.
- Undergraduate students who petition must: have a GPA of 2.0; have completed their writing portfolio; and have no more than six credits remaining to complete during the summer session, which must be completed at the University of Saint Joseph.
- Writing portfolios are read between September and May. Students who have not submitted their papers for the writing portfolio requirement by the submission date established by the Center for Academic Excellence, will normally not be eligible for May or August degree conferral. Students who have not passed the writing portfolio prior to the May Commencement may not participate in the May Commencement ceremonies or graduate in May.

## Graduate

- A student who expects to complete degree requirements (no more than three credits) by the end of the summer session in August may petition to participate in the May Commencement ceremony.
- Students must have completed their comprehensive exam or master's thesis prior to the Commencement ceremony to be eligible for participation.

The deadline for the petition to be submitted to the dean of the School in your major is the deadline date set for the graduation application. The petition should include evidence that the student will complete degree requirements by the end of the summer session. The student's name will be listed in the Commencement program alphabetically with an asterisk indicating degree requirements will be completed in August. The student's name will be called in normal rotation at the Commencement ceremony



# ACADEMIC POLICIES AND PROCEDURES

## Advisement

### Undergraduate

Academic Advisement is considered an integral part of the University program. Each degree-seeking student is assigned an advisor, who supports and guides the student in developing short- and long-term academic, career, and personal goals. With the academic advisor's assistance, students are encouraged to recognize how their interests and abilities relate to academic majors; to clarify individual values; and to plan educational programs that enable them to explore options for continued intellectual and professional development. Advisors are available to help students not only with academic issues, but also with other issues that accompany the transition to university life and the stress of pursuing a degree.

The Academic Advisement Center serves all undergraduates. First-year students are assigned to a professional advisor in the Advisement Center until the middle of sophomore year. During this time, the student and advisor work together to help clarify interests, focus options, and select a major. Once the student has decided on a major, has earned approximately 45 credits, and has met any departmental admission requirements, the student will be advised by a faculty member of that department.

At the University of Saint Joseph, the academic advisor plays an important role in providing students with information about the academic programs. However, it is the student who is ultimately responsible for her/his academic program.

## Majors and Minors

### Undergraduate

Students must complete a Declaration of Major form to make formal application to a department for acceptance into a major upon completing 45-54 credit hours of study. Transfer students accepted with junior standing complete their application for major study during their first semester at the University of Saint Joseph.

Each department will notify the student of acceptance or rejection into the major. Formal verification of acceptance is filed with the registrar. The requirements for each of these major fields of study are detailed in the Academic Programs section of this catalog.

The student is responsible for obtaining and completing the Declaration of Intended Major/Major forms from the Office of the Registrar.

## Change of Major

### Undergraduate

Students who wish to change majors should consult with their advisor prior to applying for acceptance into another department.

Changing a major sometimes requires a student to complete additional credits in order to meet the requirements of the second department.

Students who wish to change their intended major, prior to completing 45-54 credits, should consult their academic advisor prior to changing their major. The student is responsible for obtaining and completing the Change of Intended Major/Majors form from the Office of the Registrar.

## Double Major

### Undergraduate

Students who have the potential and interest may be accepted for study in two different major fields. Those who wish to pursue two majors should initiate plans prior to the end of their junior year. Exceptions to this deadline may be made only upon the approval of the appropriate chairpersons and the provost. Students pursuing a double major are required to maintain a cumulative grade point average of 2.67 in both majors, and must fulfill all departmental requirements for both majors. Students receive one degree (either B.A. or B.S. as appropriate) upon completion of two majors. The student's transcript and the Commencement program will list both majors.

## Minor

### Undergraduate

Students who have already selected their major field of study may elect to develop a minor field of study in order to broaden their area of expertise. Generally a minor consists of no less than 18 credits and no more than 21 credits with reasonable distribution above 100-level courses. No more than six transferred credits may be applied toward the minor. Courses taken on a Pass/Fail basis may not be applied. Completion of a minor requires that the student attain a GPA of 2.00 in courses constituting a minor.

These courses must be distinct from courses constituting the student's major. Students should make formal application to a department for acceptance into a minor at the time they register for their final semester.

In many disciplines specific departmental requirements or restrictions for a minor have been established.

## Certificates

### Undergraduate and Graduate

Besides major degree programs, the University offers certificates in many areas. Certificate programs are designed to provide a career curriculum that is highly focused and limited in scope. Its purpose is to provide the skills necessary for immediate

employment in a specific employment category. Some certificate programs align with baccalaureate degree programs, providing students with a clear path for continuing their studies and earning a university degree. The requirements for a certificate are specified within each program.

### **Certificates Offered**

#### **Undergraduate**

Adelante

Gerontology

Juvenile Justice/Human Rights

Latino Community Practice

Leadership Studies

Legal Studies

#### **Graduate**

Applied Behavior Analysis

Autism Spectrum Disorders

Dietetic Internship

Emerging Diseases

Gerontology

Healthcare Systems Management

Homeland Security Management

Latino Community Practice

Post Master's, Psychiatric Mental Health Nurse Practitioner

### **Pre-Professional Interests - Dental, Medical, Pharmacy, Law, Veterinary**

Those interested in these careers will benefit from the advisory capacity of these studies. Students major in a degree program and use these study guidelines to assist in their curriculum choices. See information under Supplemental Programs.

Faculty members have sole responsibility for awarding grades.

Final grades are available online. All current students are able to access grades at MyUSJ. These grades become a part of the student's record and are entered onto the transcript of work at the University of Saint Joseph. In accordance with federal legislation, grade reports are given to parents or guardians only if the student provides the registrar with a signed written release.

### **Undergraduate**

Each undergraduate student receives a mid-semester grade, which is not recorded on the student's permanent record. It is given as an indication of the student's achievement to date. A student should confer with her advisor concerning mid-semester grades.

### **Graduate**

A grade of C or below is subject to review by the department in which the student is matriculated. A grade of C or below in two courses necessitates a reconsideration of candidacy. Receiving a grade of D or F in a required course necessitates repeating that course and a reconsideration of candidacy. Graduate students

receiving a grade less than a C- for any course must retake the course. In individual circumstances, some departments may require a student to repeat a course in which that student has received a grade of C- or better. A student successfully repeating a course previously failed receives additional GPA credits, graduation credits, and grade points. A student successfully repeating a course previously taken with an inadequate grade receives additional GPA credits and grade points but does not receive additional graduation credits.

## **Academic Credit**

### **Undergraduate and Graduate**

The unit of measure for student progress through the academic program is the semester credit hour. One semester credit hour is generally equated with one hour of class each week within one semester.

No student is allowed credit for a course in which the student has not been formally registered by the registrar, nor for a course in which the student is registered as an auditor, even though the student has taken all the quizzes and examinations and completed all the required work.

## **Grade Forgiveness Policy**

### **Undergraduate**

Students who are readmitted to the University of Saint Joseph after an absence of five years or more and who maintain a grade point average of 2.5 for 24 credits, can petition the Committee on Admissions and Records to have grades of F excluded from their cumulative grade point average. Courses in which an F was given will remain on the student's transcript, but grades of F will not be counted in the cumulative grade point average.

### **Graduate**

When a failed course or course in which a grade of D is earned, whether required or an elective, is repeated successfully, only the most recent of the two grades will be counted in the computation of the grade point average (GPA). The original grade, however, will be kept on the transcript as part of the student's cumulative academic record. The policy is limited to the first D or F successfully repeated during graduate study. The limitation to forgiveness of a single D or F grade may be waived by student petition to the program director with the final approval of petition being made by the Dean of Graduate and Professional Studies. If an F was the result of violation of the Academic Integrity policy, there is no grade forgiveness, even when the course is successfully repeated.

Students who repeat an equivalent elective course at another institution because they have received a grade of D or F can do so in accordance with the graduate transfer policy and with an approved petition. The original grade of D or F will appear on the transcript but will be removed from the calculation of the cumulative GPA. A grade of T for the transfer credit will appear on the transcript and will be used in computing hours but not grade points for graduation.

# Grades and Grading

## Undergraduate and Graduate

Grades are indicated by a letter, with each letter having a specific value referred to as grade points. The grades and their respective grade points are as follows:

| Grade |  | Grade Points | Numeric Grade Equivalencies |  |
|-------|--|--------------|-----------------------------|--|
| A     | Superior                                       | 4.00         | 100-93                      |  |
| A-    |  | 3.67         | 92-90                       |  |
| B+    |  | 3.33         | 89-87                       |  |
| B     | Above Average                                  | 3.00         | 86-83                       |  |
| B-    |  | 2.67         | 82-80                       |  |
| C+    |  | 2.33         | 79-77                       |  |
| C     | Average  | 2.00         | 76-73                       |  |
| C-    |  | 1.67         | 72-70                       |  |
| D+    |  | 1.33         | 69-67                       |  |
| D     |  | 1.00         | 66-63                       |  |
| D-    | Lowest Passing Grade                           | 0.67         | 62-60                       |  |
| F     | Failure  | 0.00         | Less than 60                |  |
| W     | Withdrawal - before midpoint of course         |              |                             |  |
| I     | Incomplete                                     |              |                             |  |
| P     | Passing (C- or above)                          |              |                             |  |
| NR    | No Report from Instructor/Never attended class |              |                             |  |
| AU    | Audit  |              |                             |  |
| XF    | Academic Dishonesty                            |              |                             |  |

Schools or programs may have higher standards that prevail over Graduate School Policy.

## Grade Changes

### Undergraduate and Graduate

Once a final grade is reported to the registrar, it can be changed only by the instructor with approval of the department chair and the dean of the school. Only grade changes necessitated by earlier computational errors will be approved. Such changes must be made within six weeks after the last class of the given semester.

## Grade Point Average (GPA)

### Undergraduate and Graduate

The grade point average (GPA) is obtained by dividing the total number of grade points earned by the total number of credits attempted, less any Pass or Pass/Fail credits.

# Incompletes

## Undergraduates

Incomplete grades are generally given only for serious illness or emergency. The student must submit a request for an incomplete grade form, signed by the instructor, the student, and the dean of the school. The form must be submitted to the registrar prior to the week of final exams in order for an “I” grade to be assigned. Coursework must be completed within six weeks after the last day of class. If course work is not completed within this time, a grade of F will automatically be assigned. Under special circumstances, students may petition the dean of the school to extend the time limit in which course work may be completed.

## Graduate

Incompletes (I grades) will only be assigned to a graduate student whose work is otherwise satisfactory but due to illness or unusual and extenuating circumstances is prevented from completing the work during the semester in which the student is registered. The student has the primary responsibility for requesting an incomplete grade from the course instructor prior to the final examination or culminating activity of the course. The student must provide documentation of any illness with the request for the incomplete. If the instructor agrees to the request, it is the student’s responsibility to arrange with the course instructor to complete the coursework within six weeks. Under special circumstances, students may petition the Office of Graduate and Professional Studies to extend the time limit in which coursework may be completed. Forms to request an incomplete grade are available in the Office of the Registrar.

A student who does not arrange with the course instructor to complete the coursework, or does not satisfactorily complete the coursework as arranged, will receive a grade of F for the course.

# Dean’s List

## Undergraduate

To honor academic achievement, the Dean’s List is published at the end of each semester. Undergraduates who are full-time students are eligible for this honor if they meet the following requirements:

- Are a full-time, matriculated undergraduate
- Are enrolled in 12 or more letter-grade credits of course work during a semester exclusive of transfer credits and P grades
- Have a GPA of 3.50 or greater for that semester
- Earn no grade lower than a B in any course for that semester
- Have no Incompletes or W grades for that semester

Members of the undergraduate classes who are part-time students are eligible to achieve Dean’s List recognition provided they meet the following criteria:

- Are matriculated
- Are enrolled in six or more credits per semester exclusive of transfer credits and P grades
- Achieve a GPA of 3.50 or greater for two consecutive semesters
- Earn no grade lower than a B for those semesters
- Have no Incompletes or W grades for those semesters

Notation of Dean’s List will be recorded on the student transcript.

# Satisfactory Academic Progress

## Undergraduate

### Grade Point Average

A cumulative GPA of at least 2.00 is required for graduation from the University of Saint Joseph. A student is expected to have achieved this GPA by the time 60 credits of course work have been completed.

Academic progress for part-time matriculated students will be reviewed after they have attempted the completion of 12 credits.

Second bachelor’s degree candidates must maintain a minimum 2.00 GPA at all times in their academic work at the University of Saint Joseph. Some majors or programs require a higher GPA at all times. In addition to department requirements, second degree students must have a grade point average of 2.67 or better to graduate.

| Credits  | Grade | Grade Points | Example                   |
|----------|-------|--------------|---------------------------|
| 3        | A     | 12.00        | $36 \div 12 = 3.00$ (GPA) |
| 3        | P     | 0.00         |                           |
| 3        | C-    | 5.01         |                           |
| 3        | B+    | 9.99         |                           |
| <u>3</u> | B     | <u>9.00</u>  |                           |
| 15       |       | 36.00        |                           |

All Consortium course work completed as a University of Saint Joseph matriculated student will be computed as University of Saint Joseph resident credit (inclusive of summer courses).

### **Undergraduate Academic Probation/Dismissal Policy**

Any student who does not meet the minimal GPA requirement of a cumulative 2.0 GPA and/or has a semester GPA below 2.0 will be subject to review by the Academic Records Committee.

#### **Academic Review**

At the end of each semester, the Academic Records Committee will meet to review the records of students who do not have a cumulative or semester GPA of 2.0. Based on review, the Committee may recommend any one of the following: academic warning, academic probation, academic dismissal with appeal, or academic dismissal without appeal.

#### **Academic Warning**

Students who remain in good academic standing (cumulative GPA of 2.0 or higher) but whose semester GPA falls below a 2.0, will receive an academic warning which will be recorded in their academic advising file.

Students in their first semester who attempt fewer than twelve credits and who earn a cumulative GPA of at least 1.0 but below 2.0 will receive an academic warning.

#### **Academic Probation**

Students in their first semester who attempt at least 12 credits, and all students in subsequent semesters, will be placed on academic probation if their cumulative GPA falls below the standard for good academic standing (2.0 GPA). Students in their first semester who attempt fewer than 12 credits and earn a GPA below 1.0 will also be placed on academic probation.

The academic probation will be recorded on the student's academic transcript. Students who are placed on academic probation must adhere to the Academic Probation Agreement which will accompany the probation notification. Failure to adhere to the agreement can result in academic dismissal.

Records of students on probation will be reviewed by the Academic Records Committee upon completing their probationary semester.

Possible outcomes upon completing a probationary period:

- If a student has a cumulative GPA of 2.0 or above, he/she will be removed from probation.
- If a student has a cumulative GPA below 2.0 but his/her semester GPA shows significant improvement (minimum of 2.5), the student will receive consideration for one additional semester of probation (continued probation).
- If, after a probationary semester, a student has a cumulative GPA below 2.0 and semester GPA below 2.5, the student will be subject to academic dismissal.
- If a student has been granted a second probationary semester and after the 2nd probationary period his/her cumulative GPA is below a 2.0, the student will be subject to academic dismissal.

#### **Academic Dismissal**

All students subject to academic dismissal will be reviewed individually by the Academic Records Committee.

Any one of the following reasons is grounds for dismissal with appeal:

1. A student who has been placed on academic probation but fails to meet the probation requirements, including abiding by the Academic Probation Agreement
2. First semester, full time students who achieve a 1.0 or less GPA
3. Part-time students after the first two semesters who achieve a 1.0 or less GPA

The following reason is grounds for dismissal without appeal:

1. The student was previously granted an appeal and did not meet the requirements of the Academic Dismissal/Reinstatement Agreement.

#### **Academic Appeals**

A student who has been dismissed for the first time may appeal to the Academic Records Committee for reinstatement. Appeals must be made in person and before the beginning of the semester in which the student is attempting to enroll. If an appeal is heard and granted, the student must abide by conditions set forth in the Academic Dismissal/Reinstatement Agreement which must be signed by the student and a designee of the Academic Records Committee.

In accordance with due process, a student wishing to appeal any action of the Academic Records Committee should submit an application to the Provost for a hearing before the committee. A student who has been dismissed without appeal or whose appeal is denied may not take courses at the University of Saint Joseph for two academic semesters following dismissal, but may re-apply for admission thereafter.

## **Graduate**

### **Academic Probation**

Students are expected to pass enough credit hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A graduate student must have a minimum cumulative GPA of 2.67 (B-) in graduate coursework at the University to be in academic good standing at the graduate level. If at any time a graduate student's cumulative grade point average is below 2.67 or the student earns a D or F in a course the Dean of the School of enrollment and the Program Director/Department Chair will be notified and the student will be placed on academic probation. The Program Director/Department Chair notifies the student of her/his Academic Probation status. (At the end of every semester, the Graduate Office reviews all graduate transcripts and provides copies of the record of students of concern to appropriate Deans and Department Chairs). Until the student has raised the GPA, the student remains on probation. Schools and programs may have higher standards that prevail over the Graduate School policy.

During the probationary semester(s), the student must receive a semester grade point average of 2.67 or higher. When the student's cumulative grade point average reaches or exceeds 2.67



the probationary status will be removed. Students will be granted two semesters or six credit hours to achieve a cumulative GPA of 2.67. If this not be obtained, the student will be academically dismissed.

Graduate students on academic probation who participate in any of the University's tuition waiver programs become ineligible for such programs. All waivers are rescinded when students are placed on academic probation.

## Academic Dismissal

A student whose cumulative GPA fails to meet the minimum required cumulative GPA at any time may be dismissed, lose matriculation status, and must re-apply for admission.

A graduate student must have a minimum cumulative GPA of 2.67 (B-) in graduate coursework at the University to be in good academic standing at the graduate level. If at any time a graduate student's cumulative grade point average is below 2.67 or the student earns a D or F in a course, the Dean of the School of enrollment and the Program Director will be notified and the student's file will be reviewed. The student will receive a letter with the conditions required for continuing. A graduate student will be removed from probation when the student's cumulative grade point average in graduate coursework reaches or exceeds 2.67. No changes in status or financial assistance will be made until the end of the semester and will not be effective until the following semester. The student will be dismissed unless the cumulative grade point average exceeds 2.67 after six additional completed credits. Until the student has raised the GPA the student remains on probation.

Schools and programs may have higher standards that prevail over the Graduate School policy.

- During the probationary semester(s), the student must receive a semester grade point average of 2.67 or higher. Students will be granted two semesters or six credit hours to achieve a cumulative GPA of 2.67. Should this not be obtained, the student will be academically dismissed.
- Good academic standing does not automatically ensure continuation in a graduate program. A student may be dismissed for factors other than grades upon the recommendation of a committee of department faculty, the chair of the department/director of graduate program, or the dean of the Graduate School. The University reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial (inclusive of academic integrity issues) to the best interests of the University. The Graduate Dean together with the Graduate School Committee will handle such cases.
- A student who has been dismissed for any of the reasons specified above may apply for admission to another program. The application process for seeking admission to a different program shall be the same as for new graduate students.

Dismissed students may petition for reinstatement into the program from which they have been dismissed by filing a written letter of appeal to the Graduate School Committee within 30 days from the time the dismissal notification is received. Students must

demonstrate to the Committee that exceptional circumstances were involved and provide evidence indicating that they can raise the grade point average within one term. If the committee fails to approve the petition, the student is required to withdraw from classes for a minimum of three terms. Dismissed students are allowed to make only one petition for reinstatement to the program from which they have been dismissed. If the student is dismissed a second time after reinstatement, no additional petition for reinstatement will be considered. The program director, the department chairperson, the dean of the school, and the dean of the Graduate School must approve the petition for reinstatement.

## Credit Hour Definition

At the University of Saint Joseph a credit hour is defined as the amount of class time including out of class work to meet the learning outcomes set forth. Generally, for each academic credit assigned to a course, students spend one (1) hour per week in class and students are required to spend two (2) hours on out of class assignments per each hour of instruction spent in the classroom for a 15 week semester. For graduate courses, on line courses and/or accelerated courses, students are required to spend the equal amount of total time per credit hour as spent in on campus courses, however the mix of time spent in direct instruction and time spent on assignments and other work may vary. Laboratories, internships, and practicums vary by program in terms of the number of hours required, but in general it is 2-3 hours per week per credit.

No student is allowed credit for a course in which one has not been formally registered by the Registrar, nor a course in which one is registered as an auditor even though the student has taken all the quizzes and examinations and completed all the required work.

## Discontinuing Academics

The policies below are applicable to all matriculated undergraduate and graduate students.

### Official Withdrawal

If a student does not plan to return to the University of Saint Joseph, he or she must file a properly completed and signed University Withdrawal Form with the Registrar's Office prior to the drop deadline for the next major semester (fall or spring). In the case of School of Pharmacy students, summer is also considered a major semester. If the University Withdrawal Form is filed by that time, any courses for which the student is registered in the semester of the withdrawal will be dropped from the student record and a statement of "Official Withdrawal" will be entered. A student must reapply to the Undergraduate or Graduate Admissions Office to return to the University. The student will be readmitted to the University under the Catalog of the semester in which he or she returns.

Failure to complete a University Withdrawal Form will result in tuition liabilities being incurred for registered courses for that semester.

### **Administrative Withdrawal (“Stop Out”)**

If a student leaves the University without having completed an Official Withdrawal Form the student will be considered a “stop out” and will be administratively withdrawn. Administrative Withdrawal status will be determined at the add deadline for course registration of the next major semester (fall or spring) for which the student does not register. If that condition is determined, the Registrar’s Office will process an Administrative Withdrawal for the student for that semester and the student’s record will be noted. If a student has been determined to have been administratively withdrawn because of his or her “stop out” status, the student will be required to reapply for admission for a semester subsequent to the semester for which he or she was administratively withdrawn. If the student is readmitted it will be under the Catalog provisions for the semester of the readmission.

### **Leave of Absence**

A student may request a one semester Leave of Absence for an upcoming major semester (fall or spring) for documented extenuating circumstances. The granting of a LOA should not be considered a routine process since documented extenuating circumstances will be required as a condition for approval of the Leave of Absence. An approved Leave of Absence insures that during the LOA that any student loans continue to be deferred and the student will retain their current academic good-standing status with the University. If a Leave of Absence from is properly approved by the Provost, the Registrar’s Office will process the LOA form and record the fact on the student’s academic record (transcript). The Leave of Absence will start on the first day of the semester for which the Leave of Absence is granted and will continue until the last day of that semester. The student does not need to reapply to return to the University and can register for classes up to the add deadline for the semester which starts at the end of their Leave of Absence. Extensions for a Leave of Absence cannot be granted.

If the student does NOT register by the add deadline of the semester for which they are to return, their status will revert to “stop out” and they will be administratively withdrawn (see above).

A Leave of Absence will only be granted for one major semester (fall or spring) since loan obligations will start after the end of the LOA or if the student does not return when specified by the Leave of Absence.

**NOTE:** Loan repayment obligations are applicable. Students who are no longer registered at the University of Saint Joseph should contact the Financial Aid Office at (860) 231-5319 to discuss and understand the conditions of their enrollment status and loan repayment obligations.

## **Real World Experience**

### **Independent Study**

#### **Undergraduate**

A student who wishes to study in an area that is not available among the course offerings of a department may undertake

independent study. Two levels of independent study, exploratory and advanced, are provided. To be accepted for an exploratory independent study, a student must have achieved at least a 2.50 GPA during the previous semester. A student applying for an advanced independent study should have a cumulative GPA of 3.00 and must have the approval of the appropriate department chairperson and the dean of the school prior to registration. Approved applications for exploratory or advanced independent study must be submitted to the registrar at the time of registration. Courses listed in the catalog may not be taken as independent studies.

#### **Graduate**

A student who wishes to study in an area that is not available among the course offerings of a department may undertake independent study. Students are encouraged to build independent study or research projects into their programs as a way of testing their understanding of the mastery and techniques of scholarship and a demonstration of ability to gather, analyze, and present data within their field of specialization.

Applications for Independent Study/Research and Advanced Independent Study/Research are available from department chairpersons or in the Office of Graduate and Professional Studies. Completed application forms and registration are accepted through the add/drop period of each semester. Courses listed in the catalog may not be taken as Independent Studies.

## **Internships**

#### **Undergraduate and Graduate**

Internships provide students with a semester of work experience in their field of study and assist them in making informed decisions on career direction. An intern is usually a junior or senior with a minimum GPA of 2.5, who is recommended for an internship by her/his advisor for the benefit of the student, the work setting, and the University. Academic credit will be determined by the faculty sponsor and approved by the department chairperson. The director of Career Services works with the faculty sponsor (as determined by the academic department) to assist students in arranging internship opportunities.

|  |   |
|--|---|
| 40 hours minimum                       | One credit (for certification programs) |
| 120 hours (8 hours/week for 15 weeks)  | Three credits                           |
| 240 hours (16 hours/week for 15 weeks) | Six credits                             |

Credit hours:

Counseling and Family Therapy, Education/Special Education, Social Work, Sociology, and Nursing have their own internship arrangements; therefore they do not participate in this process.

# Graduate Assistantship

## Graduate

Graduate Assistantships are available through the Office of Graduate Admissions and Academic Services. The Graduate Assistantship Program offers matriculated graduate students the opportunity to gain valuable academic and workplace experience in the University of Saint Joseph community in exchange for tuition assistance. Eligible students must submit the Student Application with an attached resume to the Office of Graduate Admissions and Academic Services in McDonough Hall. Student applications can be found on MyUSJ.

## When to Apply?

The Student Application for each academic year is posted the first week of April and must be submitted by early May. Applications will be accepted after that time; however, those applicants will only be considered if a position opens during the academic year.

# Study Abroad

## Undergraduate

The University of Saint Joseph encourages students from all academic disciplines to study abroad for an academic year, a semester, or short-term period (summer, winter, or spring breaks) in preparation for living in an interdependent world. Students have the opportunity to choose from an extensive list of approved study abroad programs sponsored by colleges, universities, and agencies in this country as well as in host countries throughout the world.

The University also has exchange agreements with institutions in the Netherlands and in Great Britain. The University also offers a short-term education, counseling, and community health program in Guyana. In addition, the University participates in special international education networks in other countries and offers a variety of faculty-led short-term study tours.

In order to ensure proper selection of programs and courses and to facilitate planning of credits, students must obtain authorization from their academic advisor, the chair of the academic department, the dean of the school, the director of international studies, and the director of the Student Financial Services Center at least one semester prior to their anticipated departure.

Students accepted for study abroad are expected to:

- Have a minimum GPA of 2.75
- Be in the second semester of the sophomore year, junior year, or first semester of the senior year
- Meet the requirements prescribed by the Office of International Studies & Programs
- Submit a formal evaluation of the overseas educational experience to the Office of International Studies & Programs immediately after returning

Students studying abroad on approved programs are charged a processing fee per semester of international study. Please contact

the bursar for current rates. Processing fees are also charged on a sliding scale for short-term programs. Application forms, list of approved programs, and the Study Abroad Handbook are available from the Office of International Studies & Programs, Lynch Hall.

## Grading Policy for Embedded Study Abroad Trips

- Students will be awarded a grade of NG at the end of the semester, prior to their trip abroad. Embedded trips may occur during mid-semester break or at the end of the spring or the fall semester. The actual letter grade will be given two weeks after the conclusion of the trip so that students can complete their assignments after the trip.
- If graduating seniors register for the spring trip taking place after the Commencement ceremony, they may be able to walk (assuming they meet the requirements for walking) during Commencement with the understanding that they will complete their assignments within the two-week period. The instructors of the embedded trip will be given a 48-hour turnaround time to post the grades at which time the grade of NG will change to the actual letter grade.
- The Office of International Studies & Programs will work closely with the Registrar's Office to ensure that these arrangements are made in a timely manner so that the automatic F does not appear on the student's transcript.

# Code of Academic Integrity

## Undergraduate

The complete procedures can be found in the student handbook and on the USJ website.

## Article I Preamble

Absolute integrity is expected of every student in all academic undertakings. An atmosphere of academic integrity is inherent in the philosophy of the University of Saint Joseph and shall be upheld by all members of this community.

## Article II Definition

Academic integrity is the responsibility a student assumes for honestly representing all academic work. This responsibility implies that the student will in no way either misrepresent her/his work or unfairly advance her/his academic status and will neither encourage nor assist another student in so doing. Violations of academic integrity include plagiarism, cheating, fabrication, and facilitating academic dishonesty. Definitions of these terms are cited below as a guide and are to be applied within reason by the University of Saint Joseph faculty. Students are responsible for determining each professor's expectations for particular assignments (e.g., Do ideas need to be cited in a written examination? What constitutes cooperation or cheating on a take-home assignment?).

**Plagiarism:** "The presentation of someone else's ideas or words as your own," as in the following examples: <sup>1</sup>

- "Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own"
- "Summarizing or paraphrasing someone else's ideas without acknowledging your debt"
- "Handing in as your own work a paper you have bought, had a friend write, or copied from another student."<sup>2</sup>

**Cheating:** "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise"<sup>3</sup>

**Fabrication:** "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise"<sup>4</sup>

**Facilitating academic dishonesty:** "Intentionally or knowingly helping or attempting to help another to violate any provision of this code"<sup>5</sup>

Academic work includes quizzes, tests, midterm examinations, final examinations, theses, comprehensive examinations, research projects, take-home assignments, laboratory work, and all other forms of oral or written academic endeavor.

<sup>1</sup> Fowler, H. R. and Aaron, J. E., *The Little, Brown Handbook*. (New York: Longman, 2001) 686.

<sup>2</sup> Fowler and Aaron, 686.

<sup>3</sup> Kibler, W.L., Nuss, E.M., Paterson, B.G, and Pavela, G. *Academic Integrity and Student Development*. (Asheville, NC: College Administration Publications, 1988) 69-70.

<sup>4</sup> Kibler et al., 69-70.

<sup>5</sup> Kibler et al., 69-70

## Article III Committee on Academic Integrity

### A. Role

The Committee on Academic Integrity shall:

1. Promote expectations for academic integrity.
2. Ensure fairness and consistency in the procedures and outcomes.
3. Review all uncontested cases and, if necessary, take further disciplinary action.
4. Review and settle all contested cases in which academic sanctions are applied.
5. Record all cases of academic dishonesty within the university. This file shall be maintained in the office of the Provost.

### B. Composition

The committee shall consist of:

- Three students (seniors or juniors) selected by the Student Government Association as members of the standing committee.

- Two faculty members, with tenure, appointed by the Executive Committee of the Faculty Committee of the Whole as members of the standing committee.
- One additional faculty member appointed to the committee for a particular case by the Dean of the School in which the infraction is alleged (hereafter to be referred to as the Dean). If possible, this faculty member should be the Department Chairperson of the faculty member alleging a violation of academic integrity.
- The Dean, who votes only in the case of a tie.
- The instructor is allowed but is not required to be present.

## Article IV Academic Integrity Procedure

### A. When Academic Dishonesty is Suspected:

1. The faculty member informs the student of the allegations while taking into account the need to respect each student's privacy and the goal of maintaining an environment that supports teaching and learning. The faculty member shall inform the student of the opportunity to respond within three days.
2. After presenting a student with the allegation that she or he violated the University's Code of Academic Integrity, the faculty member waits for three days to allow both parties to consider the allegations and responses.
3. After three days the faculty member and the student discuss the consequences and the student will sign the University's academic integrity form. The faculty member has one working day in which to turn the form into the Dean's Office
4. The faculty member may also opt to pursue a disciplinary action (academic sanction) in conjunction with the University Committee on Academic Integrity. Normally, it is preferable to settle issues privately, which means relying on the awarding of grades and course-related activities to support the learning process, rather than requesting additional disciplinary sanctions.
5. Throughout the academic integrity process, grading authority remains the responsibility of the instructor.

### B. If the Student Accepts Responsibility for the Violation and the Proposed Academic Sanction:

1. If the sanction involves course work or a course grade and the student accepts the sanction, the faculty member has the student sign the University's academic integrity form. This form is forwarded, through the Dean, to the Committee on Academic Integrity. If this committee believes that no further sanction is required, this form is forwarded to the Provost to be filed, and the matter is closed.
2. In either of the following conditions the committee will be convened to define additional sanctions in response to the student's behavior: A) On the third offense; or B) At the faculty member's request.



### **C. If the Student Does Not Admit Responsibility for an Academic Integrity Violation:**

1. The Instructor forwards the case to the Committee on Academic Integrity, via the Dean, who convenes the Committee.
2. The Committee issues a written statement of the specific charges against the student. The student is allowed 10 days to write a response/defense to these charges and has the right to examine, prior to a hearing, any written evidence or exhibits the Committee will consider. The student will be informed of the hearing date, time, and location, and should be given 20 days (including the initial 10 days in which to write a response) to prepare a defense. More than one charge against a student may be considered at a hearing.
3. A hearing may be conducted in the absence of a student who fails to appear after the Committee has made a reasonable effort to provide adequate advance notice of the hearing time, date, and location.
4. The hearing is not open.
5. The student may bring an advisor of her or his choice from within the University community, who is not representing the student as an attorney, to the hearing. A reasonable effort should be made to accommodate the schedule of an advisor who will assist the accused student. The Committee has broad discretion in granting continuances.
6. Any Committee member who has been involved in investigating or prosecuting the case should not serve on the Committee while it is reviewing the particular case and a replacement must be appointed (by the Student Government Association, the Executive Committee of the Faculty Committee of the Whole, or the administration) for this investigation.
7. The student's guilt shall be established by clear and convincing evidence. Circumstantial evidence may be used, as may "hearsay" evidence.
8. The student may confront and cross-examine witnesses.
9. The hearings shall be recorded by use of tape recorder and/or qualified court reporter may be allowed to attend the hearing to record the proceedings. The original record of the hearing shall be retained in a confidential file in the Office of the Provost for a period of seven years after the event. Only the Provost shall have access to these records. The proceedings of the appeals hearing as well as all written documents arising out of it are to be held in the strictest confidence. Expenses of any court reporter shall be paid by the party requesting the reporter and a copy of the transcript shall be made available to the other party.
10. A decision is made by majority vote of the Committee.
11. A student who is found guilty shall be given a written statement of reasons for the determination. A hearing panel may consider a pattern of lying and fabrication by the student at a hearing and may impose a more severe penalty as a result.
12. After the formal hearing or review, the Committee may determine what disciplinary sanctions should be imposed.

The student will be informed of these within 15 days of the hearing by registered mail.

13. In cases where the most severe penalties are imposed the student may appeal to the Provost within 15 days of receiving of the formal letter informing her/him of the sanctions.

## **Article V Sanctions**

### **A. Decision of the Committee on Academic Integrity**

1. The Committee on Academic Integrity may determine to dismiss a case or may decide on an appropriate sanction.
2. Each potential breach of Academic Integrity should be considered individually and decisions concerning sanctions shall be made on a case-by-case basis. This means that there is not specific sanction associated automatically with a particular violation.
3. The decision of the Committee is final. It cannot be appealed to the Student Appeals Board.

### **B. Examples of Sanctions**

Academic sanctions range from a warning to failure of the course to expulsion. Sanctions include, but are not limited to:

- Written warning
- A grade of zero for the assignment
- Failure of the course
- An "XF" grade for the course (An XF grade is an indication that the student has failed a course because of a violation of academic integrity. When the grade is assigned, the transcript shall indicate the meaning of this notation. The XF grade is awarded only with the concurrence of the instructor and the University Committee on Academic Integrity. The awarding of an XF grade should be a rare occurrence and reserved for the most serious breaches of academic integrity.)
- Probation, suspension, or expulsion from the University

Student appeals not within the purview of this policy will follow the student appeals policy as outlined in section "Students Appeals Board."

## **Graduate**

Absolute integrity is expected of every student in all academic undertakings. An atmosphere of academic integrity is inherent in the philosophy of the University of Saint Joseph and shall be upheld by all members of this community.

Academic integrity is the responsibility a student assumes for honestly representing all academic work. This responsibility implies the student will in no way misrepresent her or his work or unfairly advance her or his academic status and will neither encourage nor assist another student in so doing. Violations of academic integrity include plagiarism, cheating, fabrication, and facilitating academic dishonesty. Definitions of these terms are cited below as a guide and are to be applied within



reason by the University of Saint Joseph faculty. Students are responsible for determining each professor's expectations for particular assignments (e.g., Do ideas need to be cited in a written examination? What constitutes cooperation or cheating on a take-home assignment?).

Plagiarism: "The presentation of someone else's ideas or words as your own,"<sup>11</sup> as in the following examples:

- "Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own,
- "Summarizing or paraphrasing someone else's ideas without acknowledging your debt,
- "Handing in as your own work a paper you have bought, had a friend write, or copied from another student."<sup>12</sup>

Cheating: "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise"<sup>13</sup>

Fabrication: "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise"<sup>14</sup>

Facilitating Academic Dishonesty: "Intentionally or knowingly helping or attempting to help another to violate any provision of this code"<sup>15</sup>

<sup>11</sup> Fowler, H. R. and Aaron, J. E., *The Little, Brown Handbook*. (New York: Longman, 2001) page 686.

<sup>12</sup> Fowler and Aaron, page 686.

<sup>13</sup> Kibler, W.L., Nuss, E.M., Paterson, B.G, and Pavela, G. *Academic Integrity and Student Development* (Asheville, NC: College Administration Publications, Inc., 1988) pages 69-70.

<sup>14</sup> Kibler, Nuss, Paterson, and Pavela, pages 69-70.

<sup>15</sup> Kibler, Nuss, Paterson, and Pavela, pages 69-70.

While cheating in various forms and failure to acknowledge the proper sources of ideas can be an integrity problem using any communication medium or in any learning environment, the most common problem in today's college learning environment is the practice of constructing papers or written discussion postings by electronically copying text from a variety of sources, and submitting it as one's own writing. Whether the sources are cited or not, this is not acceptable academic behavior.

1. Included within the Academic Integrity Policy is all academic work including quizzes, tests, mid-term examinations, final examinations, theses, comprehensive examinations, research projects, take-home assignments, laboratory work, papers, essays, threaded-discussions, and all other forms of oral or written academic endeavor.
2. An individual with questions concerning the Code of Academic Integrity should consult the Dean of Graduate and Professional Studies/ Director of Graduate Admissions and Academic Services. It is the responsibility of each (non-student) member of the graduate community to refer any perceived threat to this Graduate Academic Integrity Policy to the Dean of Graduate and Professional Studies.
3. An Academic Integrity Committee is convened on an ad hoc basis to deal with all challenged cases of academic dishonesty within the Graduate School. In addition to any

duplicate records kept by Graduate Program Directors, all files and records regarding academic integrity shall be maintained in the Office of the Graduate School.

4. The committee shall consist of three graduate students, three tenured graduate faculty members, preferably from different departments, appointed by the chair of the Graduate School Committee; one additional faculty member may be appointed to the committee for a particular case by the Dean of Graduate and Professional Studies. If possible, this additional faculty member should be the Department Chairperson of the faculty member alleging a violation of academic integrity. The Dean of Graduate and Professional Studies votes only in the case of a tie. The instructor/professor and/or student involved are allowed to attend the meeting(s) of the committee, but neither is required to be present.

## When Academic Dishonesty is Suspected in a Graduate Course:

1. Students noticing a breach of integrity policy should inform the instructor in the class.
2. An instructor being informed of a breach of integrity policy, or noticing such herself/himself, assembles evidence of improper behavior. (e.g., The faculty member downloads a color coded "Originality Report" from www.turnitin.com.)
3. The instructor then fills out the Academic Integrity Form, including recommended remediation/penalty.
4. The instructor sends the form (retaining a copy) and copies of evidence to the student. This can be done electronically or hard copy, whichever is most expedient. If sent electronically, the faculty member should use email receipt acknowledgment methods. A copy of the evidence of receipt is kept by faculty member. However, even if there is no response from the student, the process moves forward after 5 working days. The instructor should keep documentation of attempts made to contact the student (e.g. copies of emails, copies of letters, etc.).
5. The student should respond to the faculty member by signing the Academic Integrity Form either agreeing or disagreeing with the finding and the remediation/penalty. Whether or not any supplemental verbal communication has occurred, everything must be forwarded in writing. Note: When the student responds to the faculty member, she/he may add any additional explanation or justification - but ultimately the student must either agree or reject the faculty member's findings and recommendations/sanctions.
6. The signed form, evidence, and student additions are forwarded to the Director of Graduate Admissions and Academic Services by the instructor/professor. These documents are printed and placed in the student's folder in the Graduate Office. Color-coded Turnitin Originality Reports that could be misunderstood without the color-coding should be printed in color.
7. If the student has agreed with the current allegations, recommendations, or sanctions, these remediations/penalties are carried out.

8. If the student has not responded to the faculty member within 5 working days, the unsigned forms, evidence, communications, receipts of notification, and any additional documentation are forwarded to the Director of Graduate Admissions and Academic Services. These documents are printed and placed in the student's folder in the Graduate Office.
9. When the form is filed in the student's folder, the entire file should be inspected and the Director of Graduate Admissions and Academic Services and the Dean of Graduate and Professional Studies should confer.
  - 9a. If the student disagrees with the allegation and/or recommendations/sanctions, the Director of Graduate Admissions and Academic Services calls for an Integrity Committee (composition noted above) to be formed to hear the case. The Director of Graduate Student forwards a copy of the form to the Director of the Graduate program in which the student is enrolled.
  - 9b. If there are any earlier Integrity Policy violations in evidence in the folder the documentation of all integrity violations are then reviewed by the Graduate Admissions and Academic Services Director or Dean of Graduate and Professional Studies. Even if the student has agreed with the current violation/sanctions, if more than one infraction has indeed occurred, an Integrity Committee (composition of committee noted above) hearing of the case is then called by the Dean of Graduate and Professional Studies.
  - 9c. The findings and recommendations of the Academic Integrity Committee are then executed. Assuring the implementation of these recommendations is the responsibility of the Dean of Graduate and Professional Studies/Director of Graduate Academic and Academic Services. A copy of the findings and recommendations of the Academic Integrity Committee is forwarded to the Graduate Program Director of the program in which the student is enrolled for information purposes.

as their representative. A reasonable effort should be made to accommodate the schedule of an advisor who will assist the accused student. The Committee has broad discretion in granting continuances.

5. Any individual (e.g. faculty member) who has been involved in investigating the case should not serve on the Committee while it is reviewing the particular case.
6. The student's guilt shall be established by clear and convincing evidence. Circumstantial evidence may be used, as may "hearsay" evidence.
7. The student may speak and discuss findings with committee members.
8. The hearings shall be recorded by use of tape or digital recorder. The original record of the hearing shall be retained in a confidential file in the Graduate Office for a period of seven years after the event. Following the hearing, only the Director of Graduate Admissions and Academic Services or Dean of Graduate and Professional Studies shall have access to these records. The proceedings of the hearing as well as all written documents arising out of it are to be held in the strictest confidence.
9. A decision is made by majority vote of the Committee.
10. A student who is found guilty shall be given a written statement of reasons for the determination. The committee may consider a pattern of lying and fabrication by the student at the review and may impose a more severe penalty as a result.
11. After the formal review, the Committee shall determine what disciplinary sanctions should be imposed. The student will be informed of these within 10 days after the hearing by registered mail, as well as by email.
12. The student has the right to appeal hearing results to the Provost within 10 days of receiving the formal notification informing her/him of the sanctions. Note: If either the student or the faculty member feels that justice has not been served by the committee, either individual may appeal to the Provost for a review of the case. The Provost's decision is final.

## Procedures for an Academic Integrity Committee Hearing

1. The student will be informed of the hearing date, time, and location. The student has the right to examine, prior to a hearing, any written evidence or exhibits the Committee will consider, although these typically would have already been shared with the student (see above).
2. A hearing may be conducted in the absence of a student who fails to appear after the Committee has made a reasonable effort to provide adequate advance notice of the hearing time, date, and location.
3. The hearing is not open, but may take place in person or through electronic medium (e.g., conference calls, web cam, etc.)
4. The student may bring to the hearing an advisor of her or his choice from within the University community. The advisor is there to provide advice to the student, not to act

### Decision of the Committee on Academic Integrity

1. The Committee on Academic Integrity may determine to dismiss a case or may decide on an appropriate sanction.
2. Each potential breach of Academic Integrity should be considered individually and decisions concerning sanctions shall be made on a case-by-case basis as per the sequence outlined above. This means that there is not a specific sanction(s) associated automatically with a particular violation.

### Examples of Sanctions

Academic sanctions range from a warning to failure of the course to expulsion. Sanction include, but are not limited to:

- Written warning
- A grade of zero for the assignment

- Failure of the course
- An “XF” grade for the course (An XF grade is an indication that the student has failed a course because of a violation of academic integrity. When the grade is assigned, the transcript shall indicate the meaning of this notation. The XF grade is awarded only with the concurrence of the instructor and the Committee. The awarding of an XF grade should be a rare occurrence and reserved for the most serious breaches of academic integrity.)
- Probation, suspension, or expulsion from the University

The report of the Academic Integrity Committee and/or the notification to the student of the findings shall be forwarded to:

- Graduate Office, to be placed in the students Academic Integrity File.
- Dean of Graduate and Professional Studies
- Provost

## Student Grievance Procedure

A student with a grievance should confer first with the instructor and her/his advisor. If the grievance needs further discussion, the student brings it to the department chair. Should further consideration of the issue be required, it is brought to the dean of the school, who then calls together an ad hoc committee consisting of another graduate student, instructor, advisor, department chair, dean of the school, and provost.

## Grievance and Appeal Procedure

If you are taking any University of Saint Joseph courses and you have a complaint about your experience with the University of Saint Joseph, you have two options:

1. You can follow the University of Saint Joseph’s process for student appeals and grievances, which is located in the Student Handbook. You may also contact the New England Association of Schools and Colleges which is the University of Saint Joseph’s regional accrediting agency.
2. If you reside outside of Connecticut while attending the University of Saint Joseph, in many cases you can file a complaint in the state where you are residing. As required by federal regulations, we direct you to a list of resources, [www.shceo.org/stateauth/Links%20to%20Complaint%20Process.pdf](http://www.shceo.org/stateauth/Links%20to%20Complaint%20Process.pdf), compiled and updated by the State Higher Education Executive Officers.

## FERPA (Family Educational Rights and Privacy Act)

### Undergraduate and Graduate

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy under FERPA. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provide to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student’s prior consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202-4605

yearbooks, etc. Also note that if you have requested that the Registrar's Office not disclose your directory information but you would like to have your name appear in the University commencement program, you must provide signed written consent prior to that time.

### **Directory Information**

Institutions may disclose information on a student without violating FERPA if it has designated that information as "directory information." The University of Saint Joseph defines directory information as:

- Name
- Address
- Telephone Number
- Major field of study
- Dates of Attendance
- Current enrollment status (full/part time)
- Class standing
- Receipt or non-receipt of a degree
- Academic Awards received (Dean's List, honor roll)

Prior written consent from the student is required before releasing non-directory information (other than the above). The University of Saint Joseph may not release directory information to educational officials unless written notification to release directory information is on file in the Registrar's Office.

### **FERPA Directory Information Opt-Out**

If you do not want the University to disclose directory information from your education records without your prior written consent, you must complete a form and return it to the Registrar's Office. Your information will not be released from the time we receive your form until the request is rescinded. If directory information is released prior to receiving your opt-out request, the University may not be able to stop the use of your information. Therefore, it is recommended that you file the opt-out form at registration.

Please complete the FERPA Directory Information Opt-Out form (available in the Registrar's Office) if you do not wish to have your directory information disclosed to third parties. Upon receipt, your request will remain in effect until such time as you tell the Registrar's Office that you no longer wish to keep your information private. Prior to filing your request, please consider all the consequences of opting out. For example, if you tell the Registrar's Office not to disclose your directory information to third parties, they will not share your information with anyone (except persons who have a right to see your information under the law), including persons or agencies offering jobs and educational benefits such as scholarships and discounts; media sources; companies that manufacture class rings and publish



# SCHOOLS, DEPARTMENTS AND PROGRAMS

## School of Education

### Dean:

Kathleen A. Butler, Ph.D.

### Associate Deans:

Regina Chatel, Ph.D.

Susan Johns, Ed.D.

### Contact:

Lisa Sandstrom, Executive Administrative Assistant to the Dean, 860-231-5331, lsandstrom@usj.edu

### Accredited by:

Connecticut State Department of Education

### Membership in:

American Association of Colleges of Teacher Education (AACTE)

National Association for the Education of Young Children (NAEYC)

Association for Early Childhood Education International (ACEI)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

National Council for Social Studies (NCSS)

American Council on the Teaching of Foreign Languages (ACTFL)

Council for Exceptional Children (CEC)

### Departments:

Education

Special Education

Physical Education and Sports Studies

### Undergraduate Majors:

Special Education (SPEC), B.S. with Teacher Licensure

### Undergraduate Minors:

Special Education Minor

Sports Studies Minor

### Other Undergraduate Programs:

Education - Undergraduate Teacher Licensure

Bachelor-to-Master of Arts Degree Programs

### Graduate Degree Programs:

Early Childhood Education/Special Education, M.A.

Education, M.A.

Special Education, M.A.

### Other Graduate Programs:

Graduate Teacher Licensure in Early Childhood/Special Education

Graduate Teacher Licensure in Education

Graduate Teacher Licensure in Special Education

Graduate Certificate in Autism Spectrum Disorders (ASD)

## Education

### VISION AND MISSION

Dedicated to the art and science of preparing educators for the success of all learners in a changing global society.

Guided by a strong belief in meeting the needs of individual students, the faculty of the School of Education seeks to develop educators who are committed to all children. Graduates understand the crucial role that the integration of theory and practice plays in facilitating the teaching-learning process with populations of diverse learners across a variety of settings. Through rigorous academic work combined with varied extensive field experiences, graduates support and model a constructivist, collaborative, and technologically appropriate approach to teaching and learning.

### UNDERGRADUATE PROGRAMS:

Teacher Licensure Programs

Bachelor-to-Master of Arts Degree Programs

### GRADUATE PROGRAMS:

#### Master of Arts in Early Childhood/Special Education

Nursery to Grade 3

Autism Spectrum Disorder (ASD)/Nursery to Grade 3

#### Master of Arts in Education

Curriculum and Instruction

Educational Technology

Literacy Internship

Multiple Intelligences – Theory to Practice

REACH-to-Teach (3.0 GPA requirement)

Reading/Language: Elementary

Reading/Language: Secondary

Research-Based Learning Interventions

### GRADUATE TEACHER LICENSURE PROGRAMS

#### Early Childhood/Special Education

Nursery-Grade 3

#### Education

Elementary (K-6)

Secondary (7-12) in English, French, Italian, Latin,

Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science

Family & Consumer Science, Pre-K-12

School Counselor

### CROSS-ENDORSEMENT OPPORTUNITIES

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships



## Special Education

### VISION AND MISSION

Dedicated to the art and science of preparing educators for the success of all learners in a changing global society.

Guided by a strong belief in meeting the needs of individual students, the faculty of the School of Education seeks to develop educators who are committed to all children. Graduates understand the crucial role that the integration of theory and practice plays in facilitating the teaching-learning process with populations of diverse learners across a variety of settings. Through rigorous academic work combined with varied extensive field experiences, graduates support and model a constructivist, collaborative, and technologically appropriate approach to teaching and learning.

### UNDERGRADUATE MAJOR:

Special Education (SPEC), B.S. with Teacher Licensure

### UNDERGRADUATE MINOR:

Special Education Minor

### UNDERGRADUATE PROGRAMS:

Teacher Licensure Programs

Bachelor-to-Master of Arts Degree Programs

### GRADUATE PROGRAMS:

#### Master of Arts in Special Education

Special Education

Special Education with Teacher Licensure

Special Education with Cross Endorsement

Special Education with concentration in Autism Spectrum

Disorder (ASD)

### GRADUATE CERTIFICATE

Graduate Certificate in Autism Spectrum Disorders (ASD)

### GRADUATE TEACHER LICENSURE PROGRAMS

Special Education

K-12

### CROSS-ENDORSEMENT OPPORTUNITIES

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

## Physical Education and Sports Studies

Physical Education Courses focus on achieving lifelong interest in physical activity for the students. Courses are designed to promote healthy lifestyles that incorporate fitness and wellness. A Physical Education course is required in order to graduate.

### UNDERGRADUATE MINORS:

Sports Studies Minor

## School of Graduate and Professional Studies

### Dean:

Dan Nussbaum, Ph.D.

### Contact:

Margit Bobman, M.A., Executive Administrative Assistant,  
860-231-5761, mbobman@usj.edu

### Accredited by:

American Association of Marriage and Family Therapy  
Connecticut State Department of Education  
Council on Social Work Education

### Membership in:

Accreditation Council for Business Schools and Programs  
Council on Social Work Education  
International Association of Schools of Social Work  
Society for Research in Child Development  
Society for Research in Adolescence

### Mission Statement:

The School of Graduate and Professional Studies:

- provides a rigorous, relevant, and values-based undergraduate and graduate education to a diverse student population;
- prepares knowledgeable and skilled professionals who engage in culturally-responsive practice to deliver effective service;
- cultivates a student-centered environment built on a foundation of integrity and accountability;
- develops graduates who embrace life-long learning, service, and the promotion of social justice; and
- prepares graduates to become leaders in their communities and accomplished professionals in their chosen field of work.

### Departments:

Business Administration

Counseling and Family Therapy

Human Development and Family Studies

Institute of Autism and Behavioral Studies

Social Work and Latino Community Practice

### UNDERGRADUATE MAJORS:

Accounting, B.S.

Child Study, B.A.

Family Studies, B.S.

Management, B.S.

Social Work, B.S.

### UNDERGRADUATE MINORS:

Accounting Minor

Child Study Minor

Family Studies Minor

Gerontology Minor/Certificate

Latino Community Practice Minor  
Management Minor

#### **OTHER UNDERGRADUATE PROGRAMS:**

Adelante Certificate  
Juvenile Justice/Human Rights Certificate (12-13 Credits)  
Legal Studies Certificate (12 Credits)

#### **GRADUATE PROGRAMS:**

Autism and Applied Behavior Analysis, M.S.  
Clinical Mental Health Counseling, M.A.  
Human Development/Gerontology, M.A.  
Marriage and Family Therapy, M.A.  
Management, M.S.  
School Counseling, M.A.

#### **OTHER GRADUATE PROGRAMS:**

Applied Behavior Analysis Graduate Certificate  
Gerontology Online Graduate Certificate  
Healthcare Systems Management Graduate Certificate  
Homeland Security Management Graduate Certificate  
Latino Community Practice Graduate Certificate

### **Business Administration**

The Department of Business Administration offers two undergraduate majors: Accounting and Management, and a Masters Program in Management. Each undergraduate major provides students with a foundation in various business functions in addition to focused study, preparing students for a variety of managerial positions. Integration of technology in the curriculum strengthens the students' readiness for job opportunities. Majors in good academic standing are eligible to take up to two graduate business courses in their senior year which can count towards their Master of Science in Management degree at the University of Saint Joseph. Students wishing to continue their education will find that the master of science in Management program offers them an outstanding, innovative curriculum in both accelerated and traditional formats.

#### **UNDERGRADUATE MAJORS:**

Accounting, B.S.  
Management, B.S.

#### **UNDERGRADUATE MINORS:**

Accounting Minor  
Management Minor

#### **GRADUATE PROGRAMS:**

Management, M.S.

#### **OTHER GRADUATE PROGRAMS:**

Healthcare Systems Management Graduate Certificate  
Homeland Security Management Graduate Certificate

### **Counseling and Family Therapy**

The Department of Counseling and Family Therapy offers three Masters in Arts Programs: Clinical Mental Health Counseling;

Marriage and Family Therapy; and School Counseling. These programs are committed to training counselors who will provide leadership in serving the needs of both the local and global community. The department also offers a Masters of Science in Autism and Applied Behavior Analysis and a Graduate Certificate in Applied Behavior Analysis.

#### **GRADUATE PROGRAMS:**

Autism and Applied Behavior Analysis, M.S.  
Applied Behavior Analysis Graduate Certificate  
Clinical Mental Health Counseling, M.A.  
Marriage and Family Therapy, M.A.  
School Counseling, M.A.  
Accelerated Bachelor of Arts in Psychology or Human Development and Family Studies to Master of Arts in Counseling

Outstanding undergraduate students in Psychology or Human Development and Family Studies may enroll in two introductory level three-credit graduate counseling classes during their senior year. The six graduate credits count towards undergraduate graduation requirements.

Upon graduation and successful completion (B or better) of the graduate courses and the recommendation by the appropriate graduate faculty who taught them, the student may apply for matriculation into the Master of Arts in Counseling without submitting the two letters of recommendation or completing the admissions essay.

Admission requirements for Accelerated Degree:

- Second semester junior Psychology or Human Development and Family Studies major
- 3.2 GPA
- Departmental recommendation
- Invitation by the undergraduate department to participate

### **Human Development and Family Studies**

The Human Development and Family Studies Department bases its professional curriculum on a firm liberal arts foundation. Our goal is to educate students as human service professionals dedicated to the wellbeing and development of people across the life span and across diverse contexts. This mission promotes the growth of the whole person and fosters strong ethical values, intellectual curiosity and personal integrity, as well as a sense of responsibility and service to society.

#### **UNDERGRADUATE MAJORS:**

Child Study, B.A.  
Family Studies, B.S.

#### **UNDERGRADUATE MINORS:**

Child Study Minor  
Family Studies Minor  
Gerontology Minor/Certificate  
Youth Services Minor

## **GRADUATE PROGRAMS:**

Human Development/Gerontology, M.A.

## **OTHER GRADUATE PROGRAMS:**

Gerontology Online Graduate Certificate

## **Social Work and Latino Community Practice**

The Department of Social Work and Latino Community Practice offers the Social Work major with optional concentrations in criminal justice or Latino Community Practice. Latino Community practice is also offered as a minor or a certificate. Other certificates include Adelante, Legal Studies, and Juvenile Justice Human Rights. Each of these programs serves to develop community leaders who are committed to achieving social justice.

## **UNDERGRADUATE MAJORS:**

Social Work, B.S.

Optional concentrations in Criminal Justice and Latino Community Practice

## **UNDERGRADUATE MINORS:**

Latino Community Practice Minor

## **OTHER UNDERGRADUATE PROGRAMS:**

Adelante Certificate

Latino Community Practice Certificate

Legal Studies Certificate (12 Credits)

Juvenile Justice/Human Rights Certificate (12-13 Credits)

## **Institute of Autism and Behavioral Studies**

### **Mission**

The Institute for Autism and Behavioral Studies' mission is to advance the knowledge of evidence-based practice related to Autism Spectrum Disorders and support improved outcomes for individuals with an Autism Spectrum Disorder. Taking a lifespan, developmental perspective, the overarching goal of the Institute is to improve educators', professionals' and parents' understanding of Autism and the means to assess and implement interventions and supports. Through degree offerings, continuing education, professional development, community collaboration and research, the Institute will serve as regional leader in developing professionals with the ability to provide state-of-the-art intervention for individuals with an Autism Spectrum Disorder or related disability. The interdisciplinary focus exists between the Psychology, Education, Counseling, Human Development and Family Services, Nursing, Nutrition and Pharmacy.

### **Institute Goals**

- Goal 1: Develop graduate and undergraduate programs of study that meet the needs of educators, professionals, and parents to meet the needs of individuals with Autism Spectrum Disorders across the lifespan and lead to certification as a Board Certified Behavior Analyst®.
- Goal 2: Expand community service offerings for parent, professional and educators to support individuals with Autism Spectrum Disorders through instruction, continuing education and intervention services.

- Goal 3: Conduct applied and policy research to assess interventions and services available to individuals with Autism Spectrum Disorders across the lifespan.
- Goal 4: Develop and conduct pre-service and in-service trainings for professionals who work with individuals with Autism Spectrum Disorders and related disabilities.

## **GRADUATE PROGRAMS:**

The Graduate Programs in Autism and Applied Behavior Analysis at the University of Saint Joseph draw on the specialized expertise in the Institute for Autism and Behavioral Studies and the School of Education to offer seven programs: five options specifically designed to prepare Behavior Analysts for important careers across a wide variety of settings and populations. Coursework in these programs is pre-approved by the national Behavior Analyst Certification Board™ (BACB) as meeting the standards in preparation for certification in Behavior Analysis.

### **IABS Programs:**

- Master of Science in Autism and Applied Behavior Analysis (MS A/ABA)
- Graduate Certificate in Applied Behavior Analysis (GC/ABA)
- The Certification Preparation Track (CPT/ABA)
- The Assistant Certification Preparation Track (ACPT/ABA)
- Supervised Experience Track (SE/ABA)

### **School of Education Programs**

- Graduate Certificate in Autism Spectrum Disorders (ASD)
- Master of Arts in Special Education with a Concentration in Autism Spectrum Disorders

### **Continuing Education Programs:**

Summer Institute

Lecture Series

## **Institute for Latino Community Practice**

The mission of the Institute for Latino Community Practice at USJ:

To prepare undergraduate and graduate students for culturally and linguistically competent leadership in their professions and to create a community of learners dedicated to advancement of knowledge and best practices to serve the Latino community. (Developed by the Advisory Board)

The Institute will carry out this mission in a three-pronged approach:

1. Providing academic programs which meet the needs of bilingual and bilingual Latino professionals and prepare all students to service Latino communities. These include academic programs at the undergraduate and graduate level as well as continuing education and professional development opportunities. This will build upon the Adelante certificate and the LCP graduate certificate.

- Engaging in and promoting Scholarship highlighting the lived experiences of Latinos in the U.S. This includes engaging in research and creating spaces in which Latino-focused research is shared.
- Building community- within, outside, and across the college community.

We promote these tenets through college courses, major events, conferences, seminars, lectures, workshops, performances, programs, and other activities. This builds upon signature events such as the Caritas Conference, Noche Latina, the reception for students in Latino Community Practice, and the Adelante Circle of support.

By developing skills, expanding knowledge, promoting scholarship, and strengthening community, the Institute is true to the mission and honors the values of the Sisters of Mercy and the University of Saint Joseph.

## Interdepartmental Programs

These certificates can be taken by students in any major.

Adelante Certificate

Legal Studies Certificate (12 Credits)

Juvenile Justice/Human Rights Certificate (12-13 Credits)

## School of Health and Natural Sciences

### Dean:

Sandra G. Affenito, PhD, RD, CD-N

### Contact:

Suzanne Webster, Executive Administrative Assistant, 860-231-5741, [swebster@usj.edu](mailto:swebster@usj.edu)

### Accredited by:

Commission on Collegiate Nursing Education (CCNE)  
Approved by the Connecticut Board of Examiners for Nursing

The American Chemistry Society

Commission on Dietetics Registration

### Membership in:

National League for Nursing (NLN)

Connecticut League for Nursing (CLN)

American Association of Colleges of Nursing (AACN)

American Dietetic Association (ADA)

### Mission Statement:

The School of Health and Natural Science (HNS) is dedicated to providing a rigorous, high quality education focused on preparing the student for careers in biology, chemistry, mathematics, nursing and nutrition in order to support the future health of our environment and its populations. Committed to the growth of the whole person, our diverse offerings allow students to pursue advanced degrees in many health science areas such as dental,

dietetics, medical, nursing, pharmacy, physical therapy and veterinary programs.

### DEPARTMENTS:

Biology

Chemistry

Mathematics

Nursing

Nutrition

### UNDERGRADUATE MAJORS:

Biochemistry, B.S.

Biology, B.S.

Chemistry, B.S.

Dietetics and Nutrition, B.S.

Dietetics and Nutrition - Didactic Program, B.S.

Mathematics, B.S.

Mathematics with a Concentration in Computer Science, B.S.

Nursing, B.S.

### UNDERGRADUATE MINORS:

Biology Minor

Chemistry Minor

Computer Science Minor

Food Service Management Minor

Information Technology Minor

Mathematics Minor

Nutrition Minor

Sports Nutrition Minor

### GRADUATE PROGRAMS:

Biochemistry, M.S.

Biology, M.S.

Chemistry, M.S.

Nursing, M.S.

Nursing, DNP

Nutrition, M.S.

### OTHER GRADUATE PROGRAMS:

Emerging Infectious Diseases Graduate Certificate

## Biology

### UNDERGRADUATE MAJORS:

Biology, B.S.

### UNDERGRADUATE MINORS:

Biology Minor

### GRADUATE PROGRAMS:

Biology, M.S.

### OTHER GRADUATE PROGRAMS:

Emerging Infectious Diseases Graduate Certificate



## Chemistry

### UNDERGRADUATE MAJORS:

Biochemistry, B.S.  
Chemistry, B.S.

### UNDERGRADUATE MINORS:

Chemistry Minor

### GRADUATE PROGRAMS:

Biochemistry, M.S.  
Chemistry, M.S.

## Mathematics

The Mathematics curriculum provides a thorough knowledge of the fundamental mathematical concepts and enables the student to develop the art of mathematical discovery as well as competence in the use of mathematical procedures. A student graduating with a Mathematics major from the University of Saint Joseph is a logical thinker who is well educated in all major areas of Mathematics (calculus, linear and abstract algebra, probability, statistics, and analysis) and has strong problem solving, communication, and technology skills.

Majors often pursue teacher certification at the secondary or elementary level; some select a minor in fields such as Economics, Accounting, Management, Information Technology, or Biology. In addition to the traditional Mathematics major, a concentration in Computer Science is available. Graduates pursue diverse career opportunities in fields like education, research and development, insurance, finance, actuarial science, programming, and software engineering.

### UNDERGRADUATE MAJORS:

Mathematics, B.S.  
Mathematics with a Concentration in Computer Science, B.S.

### UNDERGRADUATE MINORS:

Computer Science Minor  
Information Technology Minor  
Mathematics Minor

## Nursing

The department of Nursing bases its professional education on a firm liberal arts foundation. The goal is to educate students in the art and science of nursing. This mission promotes the growth of the whole person in a caring environment and fosters strong ethical values, intellectual curiosity, personal integrity, and a sense of responsibility to the health and well-being of society.

### UNDERGRADUATE MAJORS:

Nursing, B.S.

### GRADUATE PROGRAMS:

Nursing, M.S.  
Nursing, DNP

## Nutrition

### UNDERGRADUATE MAJORS:

Dietetics and Nutrition - Didactic Program, B.S.  
Dietetics and Nutrition, B.S.

### UNDERGRADUATE MINORS:

Food Service Management Minor  
Nutrition Minor  
Sports Nutrition Minor

### GRADUATE PROGRAMS:

Nutrition, M.S.

## School of Humanities and Social Sciences

### Dean:

Wayne Steely, Ph.D.

### Contact:

Ann Egan, Executive Administrative Assistant, 860-231-5797, [aegan@usj.edu](mailto:aegan@usj.edu)

### Mission Statement:

We view ourselves as the intellectual and spiritual lifeblood of the University. Our goal is to help our students, majors and non-majors alike, to live productive, inquisitive, and fulfilling lives as flexible, analytical, and deep thinkers, who can adapt themselves to changing times, while maintaining firm ethical roots. In our programs, we prepare our students for rewarding and significant careers, while helping them to appreciate that our humanity is not defined by just our careers. We encourage our students to find lifelong satisfaction in enduring human values through the understanding of aesthetics, individual inquiry and expression, spirituality, personal relationships, social constructs and systems, service to others and local and global citizenship. We are committed to teaching excellence that mines the wisdom of the ages and invites the innovations and discoveries of the future. In our classrooms and beyond, students will find faculty who:

- Reflect the University's values of academic excellence and personal integrity.
- Are learned, creative, innovative, and who understand the learning process.
- Place a high priority on student success.
- Value free and thoughtful exploration of even difficult or unpopular ideas and opinions.
- Are active in professional development and research, and who in turn empower students with the intellectual tools to undertake meaningful scholarship.
- Are readily available for consultation and advisement.
- Embody the University's mission of providing "a rigorous liberal arts and professional education for a diverse student



population while maintaining a strong commitment to developing the potential of women.”

## **DEPARTMENTS:**

English  
Fine and Performing Arts  
International Studies  
Languages  
Philosophy  
Psychology  
Religious Studies

## **UNDERGRADUATE PROGRAMS:**

Art History, B.A.  
English, B.A.  
History, B.A.  
International Studies, B.A.  
Philosophy, B.A.  
Psychology, B.A.  
Religious Studies, B.A.  
Spanish, B.A.  
Women’s Studies, B.A.

## **UNDERGRADUATE MINORS:**

Art History Minor  
Catholicism and Culture(s) Minor  
Dance Minor  
Disability Studies Minor  
Drama Minor  
Economics Minor  
English, Self-Designed Minor  
Ethics Minor  
French Minor - Language and French Studies  
International Studies Minor  
Justice and Peace Minor  
Literature Minor  
Music Minor  
Performing Arts Minor  
Philosophy Minor  
Political Science Minor  
Psychology Minor  
Religious Studies Minor  
Sociology Minor  
Women’s Studies Minor  
Writing Minor

## **PRE-PROFESSIONAL PLAN OF STUDY:**

Pre-Law Studies (Plan of Study)

## **English**

### **UNDERGRADUATE PROGRAMS:**

English, B.A.  
Undergraduate Minors:

Drama Minor  
English, Self-Designed Minor  
Literature Minor  
Writing Minor

## **Fine and Performing Arts**

The department of Fine Arts offers courses in the Fine and Performing Arts including Art History, Dance, Drama, Music, and Studio Arts. Performances occur in the Hoffman Auditorium in The Carol Autorino Center, which also features the University of Saint Joseph Art Gallery containing the University’s fine art collections. The Gallery presents regular exhibitions and offers a variety of internships and work opportunities for undergraduates.

### **UNDERGRADUATE PROGRAMS:**

Art History, B.A.  
Undergraduate Minors:  
Art History Minor  
Dance Minor  
Music Minor  
Performing Arts Minor

## **History and Society**

## **International Studies**

### **UNDERGRADUATE PROGRAMS:**

International Studies, B.A.

### **UNDERGRADUATE MINORS:**

International Studies Minor

## **Languages**

The multiple forms of linguistic expression, both oral and written, should be numbered among the defining characteristics of individuals, of societies, and of humankind in general, and thus are an integral aspect of any humanistic pursuit and worthy of serious cultivation in a liberal arts setting. The study of language engages students in reflection on other cultures and widens their world perspective in ways other fields cannot. It helps them to analyze their own culture with the goal of being a better citizen both globally and locally. Language study is especially important in the context of professional and career pursuits in today’s multicultural society and global economy, and students are encouraged to combine study of languages with other majors and minors in order to acquire skills necessary for achievement of career goals. For those students who are interested in an intensive language/culture program with Spanish-speaking people, the University sponsors a program in Spain or Latin America. Information on the program is provided in the detail of the course SPAN 331 Study Culture Workshop in Spain or Latin America.

Non-majors who wish to experience travel or study abroad in the Spanish-speaking world are encouraged to speak with the Spanish faculty for exploration of options, and to consult with the Office of International Studies and Programs.

## **UNDERGRADUATE PROGRAMS:**

Spanish, B.A.

## **UNDERGRADUATE MINORS:**

French Minor - Language and French Studies  
Spanish Minor

## **Philosophy**

### **UNDERGRADUATE MAJOR:**

Philosophy, B.A.

### **UNDERGRADUATE MINOR:**

Environmental Ethics Minor  
Ethics Minor  
Philosophy Minor

## **Psychology**

### **UNDERGRADUATE PROGRAMS:**

Psychology, B.A.

### **UNDERGRADUATE MINORS:**

Psychology Minor  
Graduate Certificate:  
Applied Behavior Analysis Graduate Certificate

## **Religious Studies**

Courses in the Religious Studies and Theology curriculum encourage students to reflect critically upon the meaning of life, of religious faith and of Christian living. As a Roman Catholic liberal arts institution, the University of Saint Joseph takes seriously the religious dimension of human life and considers the study of theology and religion an essential element of a truly liberal education. For this reason, every undergraduate student is required to take at least six credits (two courses) in Religious Studies and Theology to qualify for the bachelor's degree.

While the majority of the courses in the program are approached from the perspective of the Roman Catholic tradition, several courses bearing upon other religious traditions are also offered.

### **UNDERGRADUATE PROGRAMS:**

Religious Studies, B.A.

### **UNDERGRADUATE MINORS:**

Catholicism and Culture(s) Minor  
Ethics Minor  
Justice and Peace Minor  
Religious Studies Minor

## **Interdepartmental Programs**

### **UNDERGRADUATE PROGRAMS:**

Women's Studies, B.A.

### **UNDERGRADUATE MINORS:**

American Studies Minor

Disability Studies Minor

Women's Studies Minor

## **School of Pharmacy**

### **Dean:**

Joseph R. Ofosu, Pharm.D., R.Ph.

### **Contact:**

Prospective Students – Meridith Cayer, 860.231.5459,  
mcayer@usj.edu

Current Students – Kayla McNickle, 860.231.5765,  
kmcnickle@usj.edu

### **Accredited by:**

The University of Saint Joseph Doctor of Pharmacy program has been granted Candidate accreditation status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575; FAX 312/664-4652, web site [www.acpe-accredit.org](http://www.acpe-accredit.org). For explanation of Candidate status, please refer to [www.usj.edu](http://www.usj.edu) or the ACPE website at [www.acpe-accredit.org](http://www.acpe-accredit.org).

### **Membership in:**

American Association of Colleges of Pharmacy

### **Mission Statement:**

The mission of the University of Saint Joseph School of Pharmacy is to provide exemplary pharmacy education to a diverse and qualified student population possessing high leadership potential. The school fosters creation of new knowledge and strong ethical values in the development of competent, compassionate pharmacists dedicated to superior patient care and service to their communities.

### **Degree:**

Doctor of Pharmacy (Pharm.D.)

## **Interdisciplinary Programs**

Undergraduate Programs:

Honors Program

Program for Adult Learners

# ALL PROGRAMS

## Accounting Minor

(24 credits)

The Accounting Minor consists of eight required courses that will give the non accounting major a good understanding of what accounting is, how it works, and how to use accounting information to make decisions. Students, no matter what their major is, will benefit from this minor in both their professional and personal lives.

The minor in Accounting will consist of eight required courses.

- ACCT 201 - Principles of Accounting I 3 Credits
- ACCT 202 - Principles of Accounting II 3 Credits
- ACCT 205 - Managerial Accounting 3 Credits
- ACCT 301 - Cost Accounting 3 Credits
- ACCT 303 - Fundamentals of Federal Income Tax I 3 Credits
- ACCT 311 - Intermediate Accounting I 3 Credits
- ACCT 312 - Intermediate Accounting II 3 Credits
- ACCT 415 - Auditing I 3 Credits

## Accounting, B.S.

### Career Opportunities and Graduate School Preparation

Accounting majors have achieved professional certification (CPA, CMA, etc.) and many have gone on to earn graduate degrees. The baccalaureate Accounting program, when combined with the University's Master of Science degree in Management, meets the state of Connecticut's 150-hour educational requirement to become a CPA. As an undergraduate student in good academic standing (B average or better), you are permitted to take two graduate Business courses in your senior year of study which can count towards your Master of Science in Management degree at the University of Saint Joseph. Upon completion of the bachelor's degree, you may enroll in the graduate program and are exempt from any graduate admission exams.

Graduates of the University of Saint Joseph Accounting program have been employed by many leading companies, including PricewaterhouseCoopers, Ernst & Young, Deloitte & Touche, IBM, Blum Shapiro, United Technologies, Aetna, Pfizer, The Travelers, The Hartford, and KPMG.

### Accounting Program Outcomes

The student will:

- Understand accounting principles at a level that provides preparation for an advanced accounting degree
- Put into practice those principles and skills acquired; these

skills are often demonstrated in an internship as well as in class exercises

- Understand the various responsibilities of modern accounting personnel
- Understand the ethical and legal aspects of business, accounting and auditing

The Accounting program at the University of Saint Joseph meets the educational requirements of the Connecticut State Board of Accountancy.

### Degree Requirements (69 credits)

Admission and continuation requirements: Students must apply for acceptance into the department at the end of the sophomore year. Courses in the major must be completed with a grade of C- or better. All students must pass the senior comprehensive exam.

Accounting Curriculum (39 credits)

- ACCT 201 - Principles of Accounting I 3 Credits
- ACCT 202 - Principles of Accounting II 3 Credits
- ACCT 205 - Managerial Accounting 3 Credits
- ACCT 301 - Cost Accounting 3 Credits
- ACCT 303 - Fundamentals of Federal Income Tax I 3 Credits
- ACCT 311 - Intermediate Accounting I 3 Credits
- ACCT 312 - Intermediate Accounting II 3 Credits
- ACCT 403 - Fundamentals of Federal Income Tax II 3 Credits
- ACCT 409 - Advanced Accounting I 3 Credits
- ACCT 410 - Advanced Accounting II 3 Credits
- ACCT 415 - Auditing I 3 Credits
- ACCT 416 - Auditing II 3 Credits
- ACCT 485 - Internship 3-6 Credits - May take this two times for 6 credits OR
- ACCT 499 - Coordinating Seminar 3 Credits

Management Curriculum (30 credits)

- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 230 - Human Behavior in Organizations 3 Credits
- MGMT 245 - Microcomputer Applications in Business 3 Credits Or
- MGMT 345 - Database Concepts and Design 3 Credits
- MGMT 250 - International Business 3 Credits
- MGMT 305 - Financial Management 3 Credits
- MGMT 325 - Quantitative Methods for Managerial Decisions 3 Credits

- MGMT 420 - Business Law I 3 Credits
- MGMT 425 - Business Law II 3 Credits
- MGMT 450 - Business Strategy 3 Credits

#### **Other supporting coursework (12 credits)**

- ECON 101 - Principles of Macroeconomics 3 Credits
- ECON 102 - Principles of Microeconomics 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- MATH 110 - Elementary Statistics 3 Credits Or
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits

#### **Internships**

Accounting majors generally participate in supervised internships (3-6 credits) as juniors or seniors. The experience may be in a for-profit, not-for-profit, or public sector organization.

## **Adelante Certificate**

(12 credits)

Adelante promotes the educational and professional advancement of Latina/o adult learners who are completing their bachelor's degrees in any major.

Requirements:

Choose one course in each area

#### **Leadership Development (3 credits)**

Choose one from the following:

- PSYC 209 - Career Development and Prior Learning 3 Credits
- Other elective as approved

#### **Cultural Studies (3 credits)**

Choose one from the following:

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCW 206 - Latinas and Their Worlds 3 Credits
- Other elective as approved

#### **English Communication (3 credits)**

Choose one from the following:

- ENGL 107 - Effective Communication 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- LCPR 200 - Latino Community Writing Circle 3 Credits
- Other elective as approved

#### **Spanish Communication (3 credits)**

Choose one from the following:

- SPAN 102 - Living Spanish I 3 Credits

- SPAN 103 - Living Spanish II 3 Credits
- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other elective as approved

#### **Additional Opportunities**

- Circle of Support student group
- Community and leadership development opportunities

Note:

Offered in the Program for Adult Learners.

## **Applied Behavior Analysis Graduate Certificate**

The Applied Behavior Analysis graduate certificate is a specialized credential for professionals in mental health, education, and human services. The course sequence consists of 5 courses that have been approved by the BACB™ to meet the coursework requirements needed to sit for the BCBA™ examination.

#### **Curriculum Requirements (15 credits- each course is worth 3 credits)**

- IABS 501 - Foundations of Behavior Analysis 3 Credits
- IABS 502 - Behavior Analysis and Program Evaluation 3 Credits
- IABS 503 - Behavior and Educational Interventions 3 Credits
- IABS 504 - Ethical and Professional Issues 3 Credits
- IABS 505 - Advanced Topics in Behavior Analysis 3 Credits

Note:

In addition to the certificate we offer a 1-3 credit supervision option for students who do not have a BCBA supervisor on site where they work.

Admissions Requirements

1. Admission application and nonrefundable admission fee
2. Sealed official transcript of bachelor's degree and master's degree if earned from a regionally accredited institution
3. Minimum GPA of 3.0
4. Immunization Records

## **Art History Minor**

(18 credits)

#### **Required courses Credits (6)**

- FIAR 134 - History of Art I 3 Credits
- FIAR 135 - History of Art II 3 Credits

#### **Additional electives (12)**

## Art History, B.A.

The Art History major encourages students to study, investigate, and interpret visual images within an historical context from the pre-historic era to the present. Concentrated course areas enable students to explore specific historical periods within a social, economic, political, and religious context as well as provide a strong background in the theory of aesthetics. Students formulate their own critical analysis of works of art. Art History majors have entered graduate programs in the areas of art history, art conservation and restoration; they have also engaged in museum work, travel, and art-related businesses.

### Program Outcomes

The student will:

- Demonstrate skill in preparation, research, and presentation of information required in public presentations and collaborative projects
- Demonstrate a critical awareness of the record of human achievement in the visual arts
- Write commentary that demonstrates familiarity and fluency with sequential periods in the history of art, including command of issues in cultural diversity, symbolism
- Demonstrate familiarity with methods and materials used in the production of works of art
- Understand basic elements of design from both a historical and contemporary perspective
- Articulate informed perspectives of aesthetic issues
- Identify and analyze works of art from the standpoint of design and historical context

### Degree Requirements (33 credits)

#### Required courses (9 credits)

- FIAR 134 - History of Art I 3 Credits
- FIAR 135 - History of Art II 3 Credits
- FIAR 499 - Coordinating Seminar 3 Credits

Studio Art (3 credits)

#### Electives (21 credits)

Students are encouraged to enroll for at least nine credits through Consortium colleges and to participate in a museum internship (FIAR 485) as part of their major. See concentrations below.

Concentrations

#### American Art

- FIAR 240 - History of American Art 3 Credits
- FIAR 241 - History American Antiques:1607-1875 3 Credits
- FIAR 244 - American Architecture: 17th to 19th Centuries 3 Credits
- FIAR 249 - American Impressionism: Painters, Sites and Collections 3 Credits

- FIAR 259 - Legacy of African-American Art 3 Credits
- FIAR 260 - City Limits: The Architectural History of Hartford 3 Credits

#### Ancient Art

- FIAR 134 - History of Art I 3 Credits
- FIAR 341 - History of Greek Art 3 Credits
- FIAR 351 - Art of Egypt: Ancient to Coptic 3 Credits

#### Modern Art

- FIAR 245 - Survey of Modern Art 3 Credits
- FIAR 246 - Trends in American Art: 1950-2000 and Beyond 3 Credits
- FIAR 349 - French and American Impressionism 3 Credits

#### Museum Studies

- FIAR 134 - History of Art I 3 Credits
- FIAR 135 - History of Art II 3 Credits
- FIAR 485 - Art Museum Internship 3-6 Credits

#### Renaissance Art

- FIAR 135 - History of Art II 3 Credits
- FIAR 336 - Renaissance Art History 3 Credits

Note:

Art History majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Autism and Applied Behavior Analysis, M.S.

The Master of Science in Autism and Applied Behavior Analysis (MS A/ABA) combines expertise in Applied Behavior Analysis with a specialization in Autism to develop professionals skilled in the application of Applied Behavior Analysis principles and practices to the education and treatment of individuals with Autism Spectrum Disorders (ASD) across the lifespan. Our multi-disciplinary curriculum prepares well-rounded professionals to enter challenging positions through coursework in Behavior Analysis nationally approved as meeting the requirements for eligibility to take the Board Certified Behavior Analyst TM (BCBA) Examination by the BACB.

### Requirements:

Coursework includes current evidence-based practices in Autism and important research and consultative skills, as follows:

- IABS 501 - Foundations of Behavior Analysis 3 Credits
- IABS 502 - Behavior Analysis and Program Evaluation 3 Credits
- IABS 503 - Behavior and Educational Interventions 3 Credits



- IABS 504 - Ethical and Professional Issues 3 Credits
- IABS 505 - Advanced Topics in Behavior Analysis 3 Credits
- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 563 - Autism: Assessment 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits
- SPEC 562 - Autism: Communication and Technology 3 Credits

**OR**

- SPEC 565 - Autism: Social Interventions 3 Credits OR
- SPEC 566 - Autism: Sensory and Motor Issues 3 Credits
- HDFS 508 - Research Methods in Human Development 3 Credits
- HDFS 525 - Evidence-Based Practices in Autism Spectrum Disorders 3 Credits
- HDFS 580 - Human Growth and Development 3 Credits
- LCPR 595 - Practice with Diverse Populations 3 Credits
- IABS 598 - Thesis Research I 3 credits
- IABS 599 - Thesis Research II 3 credits

**Admission Requirements:**

- On-line graduate school application
- Non-refundable application fee
- Official transcripts from all accredited college or university institution(s) attended with minimum 3.0 GPA
- Two letters of recommendation from current professional references
- One-page letter of intent clearly identifying strengths which make you a good fit for this program and the learning outcomes you expect to achieve
- Immunization records

Notes:

- Qualified applicants are admitted on an ongoing space-available basis for Fall and Spring entry.
- A limited number of competitive Graduate Assistantships and placements are available.

**Contact Information:**

www.usj.edu/aba  
 Deirdre Fitzgerald, Ph.D., BCBA-D  
 Graduate Program Director in Autism and Applied Behavior Analysis  
 Institute for Autism and Behavioral Studies  
 860.231.2013  
 aba@usj.edu  
 www.usj.edu/admissions

The Office of Graduate and Professional Studies  
 860.231.5488  
 graduate@usj.edu

## Additional ABA Program Options

- **CERTIFICATION PREPARATION TRACK (CPT/ABA)** for those seeking an individualized path to complete the academic requirements to meet the eligibility to sit for the BCBA examination in combination with one or more courses from another approved university program.
- **ASSISTANT CERTIFICATION PREPARATION TRACK (ACPT/ABA)** for those with an earned undergraduate degree in an approved subject area seeking coursework to meet the eligibility to sit for the BCaBA (Assistant level) examination.
- **SUPERVISED EXPERIENCE TRACK (SE/ABA)** is an option for those seeking supervision and mentorship in the development of applied skills in Behavior Analysis consistent with the standards of the BACB in conjunction with coursework at the University of Saint Joseph or another program for part or all of the required hours.

## Biochemistry, B.S.

The Biochemistry major is administered by the Chemistry department, and students majoring in Biochemistry will have an advisor from Chemistry. Biochemistry is an integrated program. The program of study combines coursework in the fields of biology and chemistry. Nationally, this is an increasingly popular major, and a bachelor's degree in Biochemistry can serve as a foundation for direct employment in industry as a biochemist, or as preparation for graduate study in many areas including biochemistry, chemistry, biology, medicine, pharmacy, forensic science, and pharmacology.

### Program Outcomes

The student will:

- Explain the function of living organisms at the molecular level and the relevance of chemical and biological principles, and their interplay.
- Demonstrate laboratory skills that allow research questions in biochemistry to be pursued.
- Realize opportunities for undergraduate research working with faculty mentors in their areas of expertise.
- Be able to critique logical arguments in Biochemistry and apply quantitative reasoning to biochemical questions.

### Degree Requirements

Continuation requirements: A grade of C or better is required for all Chemistry courses, required Biology courses and required supporting courses. The GPA for all Chemistry courses, required Biology courses and required supporting courses must be 2.50

or greater. These requirements pertain to all students including transfer students.

In order for a student, including transfer students, to be accepted to the major, and therefore be advised by a Chemistry faculty member, they must have completed the following courses:

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

### Additional Information

Students who are enrolled in Calculus II, Organic Chemistry II, Physics II and/or Molecular Biology may be admitted to the department, pending a grade of C or better in these courses and meeting the departmental GPA requirements. Ordinarily, in order for a student to complete the Biochemistry major in four years, they must complete the nine courses listed above before the beginning of their junior year.

The Biochemistry major is administered by the Chemistry department and requires course work in both the Chemistry and Biology departments.

### Required courses (51 credits)

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits
- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 425 - Biochemistry I 3 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 490 - Advanced Laboratory 2 Credits
- CHEM 496 - Thesis 3 Credits
- CHEM 499 - Coordinating Seminar 1 Credits

### Required supporting coursework (16 credits)

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

### Biochemistry Major Suggested Plan of Study

#### First Year

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits

#### Sophomore Year

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

#### Junior Year

- BIOL 350 - Cell Biology 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits

#### Senior Year

- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 425 - Biochemistry I 3 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 490 - Advanced Laboratory 2 Credits
- CHEM 496 - Thesis 3 Credits
- CHEM 499 - Coordinating Seminar 1 Credits

Note:

The CHEM 290/CHEM 300 sequence and CHEM 320 will alternate between junior and senior year depending on the year of matriculation. CHEM 320 is a prerequisite for CHEM 430.

## Biochemistry, M.S.

The master of science in Biochemistry is an integrated program combining coursework in the fields of Biology and Chemistry in an online format. Therefore, graduates will have employment opportunities in Biology and Chemistry, as well as jobs requiring an integrated program. Graduates will also be prepared to enter professional training in medicine, veterinary, pharmacy, and

allied health schools. The program is ideally suited to members of the armed services whose positions deny them the ability to attend classes at a regional college or university on a schedule that meets their terms and locations of service.

## Program Outcomes

The student will:

1. Recognize the interconnections between Biology and Chemistry.
2. Relate medical diagnoses and treatment at the molecular level.
3. Interpret the relationship between the physical properties, of the reactants and products, and the reactivity of biological reactions.
4. Analyze biological systems using advance chemical concepts.
5. Examine equilibrium reactions and their biological use in metabolism.
6. Formulate the major intersections between the fields of Genetics and Biochemistry.
7. Evaluate the research literature in Biochemistry.
8. Assess the contributions various sub-disciplines of Biology have made to the field of Biochemistry.

## Matriculation Requirements

1. Graduate application and nonrefundable application fee.
2. A baccalaureate degree from a regionally accredited institution in Biochemistry or a closely related discipline.
3. A science GPA of 2.8 or higher, or completion of six credits in the Biochemistry graduate program with grades of B- or better.
4. The prerequisites for admissions include two semesters of introductory Chemistry, Organic Chemistry, and Physics (all with labs) and two semesters of Calculus.
5. Two letters of recommendation.
6. A sealed official undergraduate transcript.
7. A completed planned program of study following an interview, in person or by phone, with the program director.

## Degree Requirements (30 credits)

### Required courses (12 credits)

- BIOL 525 - Genetics 3 Credits
- CHEM 500 - Chemical Thermodynamics 3 Credits
- CHEM 525 - Biochemistry I 3 Credits
- CHEM 530 - Biochemistry II 3 Credits

### Electives. Thesis option (12 credits); non-thesis option (18 credits) from:

- BIOL 510 - Cell Biology 3 Credits
- BIOL 515 - Pharmacology 3 Credits
- BIOL 516 - Toxicology 3 Credits

- BIOL 518 - Endocrinology 3 Credits
- BIOL 522 - Immunology 3 Credits
- CHEM 510 - Intermediate Organic Chemistry 3 Credits
- CHEM 550 - Heterocyclic Chemistry 3 Credits
- CHEM 551 - Medicinal Chemistry 3 Credits
- CHEM 560 - Advanced Organic Chemistry Mechanisms 3 Credits
- CHEM 561 - Advanced Organic Chemistry Synthesis 3 Credits
- CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science 3 Credits
- CHEM 585 - Introduction to the Biochemistry of Cancer 3 Credits
- CHEM 593 - Advanced Chemistry Seminar 3 Credits
- CHEM 597 - Independent Study 3 Credits

### Thesis Requirements (6 credits)

- CHEM 598 - Research Planning Seminar 3 Credits
- CHEM 599 - Master's Thesis 3 Credits

### Additional courses (up to 6 credits)

May be taken from other disciplines or two more courses from the electives listed above.

### Comprehensive Examination

All students must pass a comprehensive examination after having completed 24 credits in Biochemistry. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive.

## Biology Minor

(18 credits)

A minor in the field requires 18 Biology credits completed with a grade of C or better in each course. All regular courses with a laboratory are available to be used for a minor. CHEM 240 - Biochemistry of the Human Body may also be counted toward the biology minor.

## Biology, B.S.

Biology is no longer one discipline. Nor is it divided between plants and animals as it was a century ago. The main divisions are now between the approaches taken to study life as well as the scope of the endeavor: everything from the interactions of photons and pigments in the organelles of microbes, to unraveling how genes play out in immune system function, to the international loss of species diversity, to the impending massive changes climate will unleash upon the biota of the planet. This major can be personally designed to meet your needs depending on your interests.

Graduates of the program have gone on to positions in the Northeast Audubon Center, UConn Medical Center, the Connecticut Children's Medical Center, Miles Inc., Clean Harbors Inc., and Yale University. Graduate study is required for positions in most health fields, business, research, and environmental studies. Many prestigious graduate programs, including University of Colorado, Wesleyan University, Dartmouth, Yale, Brandeis, Northeastern, and the University of Connecticut have admitted University of Saint Joseph science graduates.

## Program Outcomes

The student will:

- Demonstrate a command of key biological terms and concepts
- Demonstrate an ability to identify and solve fundamental biological problems
- Be able to critique logical arguments in Biology
- Be able to apply quantitative reasoning to biological questions

Continuation requirements: Students must earn a grade of C or better in each Biology course and maintain a GPA of 2.0 or better in all required science courses for the major.

Degree Requirements (30 credits in BIOL courses) Due to the variability of course credits, a student may need more than 30 credits in order to satisfy all the requirements.

### Required Biology courses (30 credits)

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 232 - Scientific Writing 2 Credits
- BIOL 237 - Integrative Biological Systems 4 Credits
- BIOL 250 - Introduction to Biological Research 1 Credits
- BIOL 485 - Internship 2 Credits Or
- BIOL 495 - Advanced Independent Study 2 Credits Or
- BIOL 497 - Advanced Independent Research 2 Credits
- BIOL 4XX Biology capstone course 4 Credits (see current offerings below in Notes)
- BIOL 499 - Integration Seminar 1 Credits

Biology Electives 300 level or higher 8 credits

### Required Supporting coursework (30-32 credits)

Two semesters of General Chemistry

Two semesters of Advanced Chemistry (such as organic, biochemistry)

Two semesters of Physical Science (such as physics, earth science, hydrology)

Two semesters of Math (such as precalculus, calculus, statistics, modeling)

The exact courses are to be determined by the intended career interest of the student.

### Comprehensive Assessment

The Comprehensive Assessment is administered during the BIOL 499 - Integration Seminar.

### Biology Portfolio

Three papers are submitted electronically from coursework in Biology from BIOL 232 - Scientific Writing, Biology capstone and Senior Project.

Notes:

- Biology capstone courses are BIOL 410 - Fundamental Concepts of Immunology and BIOL 418 - Microbial Ecology/Environmental Microbiology
- BIOL 485 - Internship, BIOL 495 - Advanced Independent Study, and BIOL 497 - Advanced Independent Research require an overall 3.0 GPA or permission of the student's advisor. BIOL 495 - Advanced Independent Study can be satisfied by an in-depth literature review of an approved topic and production of a senior project.
- During senior year, students with a 3.0 GPA may be able to take graduate level courses
- Biology majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements
- Any courses not passed with a C can be repeated only once

## AN EXAMPLE OF A BIOLOGY MAJOR PLAN OF STUDY

### Freshman Year

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 232 - Scientific Writing 2 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits

### Sophomore Year

- BIOL 237 - Integrative Biological Systems 4 Credits
- MATH 1XX - Math elective 4 credits
- MATH 1XX - Math elective 4 credits
- PHYS 1XX - Physical Science elective 4 credits
- PHYS 1XX - Physical Science elective 4 credits

### Junior Year

- BIOL 250 - Introduction to Biological Research 1 Credits
- BIOL 3XX/4XX - Biology elective (300 level or higher) 4 credits
- BIOL 3XX/4XX - Biology elective (300 level or higher) 4 credits



- CHEM 2XX - Advanced Chemistry 4 credits
- CHEM 2XX - Advanced Chemistry 4 credits

### Senior Year

- BIOL 410 - Fundamental Concepts of Immunology 4 Credits  
Or
- BIOL 418 - Microbial Ecology/Environmental Microbiology 4 Credits
- BIOL 485 - Internship 2 Credits Or
- BIOL 495 - Advanced Independent Study 2 Credits Or
- BIOL 497 - Advanced Independent Research 2 Credits
- BIOL 499 - Integration Seminar 1 Credits

### Specialized Career Requirements

Students that would like to follow a specific career path should consider these additional courses.

### Medical Fields

- BIOL 301 - Microbiology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits

### Pharmacy/Nursing/Nutrition

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 301 - Microbiology 4 Credits

### Physical Therapy

- BIOL 325 - Genetics 4 Credits
- BIOL 535 - Neuroscience 3 Credits

### Environmental Field

- BIOL 301 - Microbiology 4 Credits
- BIOL 305 - Ecology 4 Credits

## Biology, M.S.

A master's degree in Biology enables graduate students to increase the depth and scope of their knowledge in a wide variety of biological disciplines as well as to prepare for advancement in their chosen careers.

Students complete their 30 credits of coursework in an online format and may transfer up to 6 credits of biology related credits.

### Program Outcomes

The successful student will:

- Demonstrate a command of key concepts and an ability to identify and solve fundamental biological problems

- Demonstrate critical-thinking and problem-based learning skills, where the anticipated outcome will be the ability to develop new ideas, to explore new areas of science or other academic endeavors, to design, implement, and evaluate scientific investigations, and to assess, interpret, and understand data
- Communicate scientific ideas, and to be able to understand and explain principles of Biology both conceptually and quantitatively.

### Matriculation Requirements

1. Graduate admission application and nonrefundable application fee
2. A baccalaureate degree in Biology or related field (ex: cell biology, ecology, marine biology, genetics, zoology, plant biology, evolutionary biology, microbiology) from a regionally accredited institution. If the degree is not in Biology, transcripts must reflect a B or better for a minimum of 4 biology lab courses
3. Sealed official transcripts of all undergraduate work from all colleges attended (Minimum GPA of 3.0)
4. Two letters recommending the candidate for graduate work at the University of Saint Joseph from individuals that can comment cogently upon the ability of the candidate to perform in graduate studies.
5. A letter of intent stating the reason for wanting the degree or certificate, the courses of interest, possible transfer courses to be brought into the program, and what they will be bringing to the program;
6. Planned program of study
7. An essay of 600 words with appropriate citations on a science topic of applicant's choice is necessary, if GPA is borderline.
8. Note: we no longer require the GREs for matriculation. Matriculated students have priority to register for courses during the registration period. Note: Financial aid is only available to students who are formally accepted and matriculated.

### Degree Requirements

Thesis option (30 credits) (Selected students only)

1. Required courses 6 Credits
  - BIOL 503 - Biometry 3 Credits OR graduate level Statistics
  - BIOL 599 - Thesis 3 Credits
2. Biology electives 24 Credits
3. A GPA of 2.67
4. A passing grade on 7 of the 8 parts of the comprehensive exam
5. A pass on the oral exam following the formal presentation of thesis research findings to the college community

Non-Thesis option

1. Biology electives (24-30 credits)
  2. Related courses (0-6 credits)
- Students may select six graduate credits of related course work from another department or other accredited graduate program. These courses must be pre-approved by the department chair or Biology graduate program director.



3. A GPA of 2.67
4. A passing grade on 7 of 8 parts of the comprehensive exam

### Comprehensive Examination

All students must pass a comprehensive examination after having completed a minimum of 24 credits in our Biology department (does not include transfer credits). Students must have a cumulative GPA of 2.67 or better to take the comprehensive examination. Students in the thesis option will present and defend their thesis as a culminating activity in addition to a written comprehensive exam. All students must submit an application for the comprehensive examination.

### Courses

Transfer credits (0–6 credits)

### Biology electives (24–30 credits)

- BIOL 501 - Ecology 3 Credits
- BIOL 502 - Ornithology 3 Credits
- BIOL 503 - Biometry 3 Credits
- BIOL 504 - Emerging Infectious Diseases 3 Credits
- BIOL 505 - Epidemiology 3 Credits
- BIOL 508 - Advanced Physiology 3 Credits
- BIOL 509 - Advanced Pathophysiology 3 Credits
- BIOL 510 - Cell Biology 3 Credits
- BIOL 513 - Virology 3 Credits
- BIOL 514 - Evolution 3 Credits
- BIOL 515 - Pharmacology 3 Credits
- BIOL 516 - Toxicology 3 Credits
- BIOL 517 - Animal Behavior 3 Credits
- BIOL 518 - Endocrinology 3 Credits
- BIOL 519 - Cancer Biology 3 Credits
- BIOL 522 - Immunology 3 Credits
- BIOL 525 - Genetics 3 Credits
- BIOL 528 - Mammalogy 3 Credits
- BIOL 531 - Proteomics 3 Credits
- BIOL 533 - Bacteriology 3 Credits
- BIOL 535 - Neuroscience 3 Credits
- BIOL 540 - Public Health 3 Credits
- BIOL 560 - Parasitology 3 Credits
- BIOL 590 - Special Topics 1-3 Credits
- BIOL 593 - Biology Seminar 1-3 Credits
- BIOL 596 - Independent Study/Research 1-3 Credits
- BIOL 598 - Thesis Research 1-3 Credits
- BIOL 599 - Thesis 1-3 Credits

## Catholicism and Culture(s) Minor

(18 credits)

The Catholicism and Culture(s) minor at the University of Saint Joseph fosters an understanding of Catholicism in its cultural, intellectual, spiritual, and moral manifestations both past and present. It incorporates an interdisciplinary approach to analyze the role of Catholicism in national histories, in the arts, in philosophical, political, and social systems, as well as in individual spiritual development.

### Required courses (18 credits)

#### Required courses (9 credits) from:

- RELS 102 - Christian Spirituality 3 Credits
- RELS 201 - The Church: A Contemporary Study 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 266 - Christianity/Global Perspectives 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits

#### Three related disciplinary courses (9 credits) from:

- PHIL 241 - Greek and Medieval Philosophers 3 Credits
- PHIL 250 - Philosophy of Love and Sex 3 Credits
- PHIL 342 - Modern Philosophers 3 Credits
- PHIL 360 - Philosophies of Beauty and Art 3 Credits
- RELS 202 - Christian Sacraments 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 260 - Jesus Christ in Contemporary Thought 3 Credits
- RELS 266 - Christianity/Global Perspectives 3 Credits

## Chemistry Minor

(18 credits)

18 credits in Chemistry with one course numbered 290 or higher. A grade of C or better is required in each course.

## Chemistry, B.S.

Chemistry is a foundational science. A bachelor's degree can be used for many purposes, including direct employment in industry as a chemist, or as preparation for graduate study in many areas including chemistry, biology, medicine, forensics, environmental science, or art history/preservation. The Chemistry program is approved by the American Chemical Society for the professional training of chemists.

### Program Outcomes

The student will demonstrate:

- Depth and scope in general, organic, analytical, physical chemistry and biochemistry.

- Depth and scope in laboratory skills.
- Ability to do chemical research, including literature review, in-lab research, and presentation of findings at a scientific meeting.

### Degree Requirements

Continuation requirements: A grade of C or better is required for all Chemistry courses and required supporting courses. The GPA for all chemistry courses and required supporting courses must be 2.50 or greater. These requirements pertain to all students including transfer students.

In order for a student, including transfer students, to be accepted to the major, and therefore be advised by a Chemistry faculty member, they must have completed the following courses:

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

### Additional Information

Students who are enrolled in Calculus II, Organic Chemistry II and/or Physics II may be admitted to the department, pending a grade of C or better in all of the above courses and meeting the departmental GPA requirements. Ordinarily, in order for a student to complete the Chemistry major in four years, they must complete the eight courses listed above before the beginning of their junior year.

Those students who wish to use a bachelor's degree in Chemistry as a foundation for direct employment or for future study in areas including biology, chemistry, medicine, forensics, environmental science, and art history/preservation can major in Chemistry with the following courses:

### Required Chemistry courses (37 credits)

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits
- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 330 - Physical Chemistry II: Quantum Theory 3 Credits
- CHEM 420 - Inorganic Chemistry 3 Credits Or
- CHEM 425 - Biochemistry I 3 Credits

- CHEM 496 - Thesis 3 Credits (90 research hours)
- CHEM 499 - Coordinating Seminar 1 Credits

### Required supporting coursework (16 credits)

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

### Chemistry Major Suggested Plan of Study

#### First Year

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits

#### Sophomore Year

- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

#### Junior Year

- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits

#### Senior Year

- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 330 - Physical Chemistry II: Quantum Theory 3 Credits
- CHEM 420 - Inorganic Chemistry 3 Credits Or
- CHEM 425 - Biochemistry I 3 Credits
- CHEM 496 - Thesis 3 Credits (90 research hours)
- CHEM 499 - Coordinating Seminar 1 Credits

Note:

Note that the CHEM 290/CHEM 300 and CHEM 320/CHEM 330 sequences will alternate between junior and senior year depending on the year of matriculation.

### Required Chemistry courses (50 credits)

Those students seeking direct employment in industry upon completion of the bachelor's degree or those planning to attend graduate school in Chemistry may be certified by the American Chemical Society by majoring in Chemistry with the following courses:

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits

- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits
- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 330 - Physical Chemistry II: Quantum Theory 3 Credits
- CHEM 420 - Inorganic Chemistry 3 Credits
- CHEM 425 - Biochemistry I 3 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 460 - Advanced Organic Mechanisms 3 Credits
- CHEM 496 - Thesis 3 Credits (180 research hours)
- CHEM 499 - Coordinating Seminar 1 Credits

#### Two of the following:

- CHEM 390 - Physical Chemistry Laboratory 2 Credits
- CHEM 490 - Advanced Laboratory 2 Credits - Biochemistry
- CHEM 490 - Advanced Laboratory 2 Credits - Inorganic

#### Required supporting coursework (16 credits)

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Note:

Chemistry majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Chemistry, M.S.

A master of science degree in Chemistry enables graduate students to increase the depth and scope of their knowledge by working and studying alongside practicing chemists from both academia and industry. This degree is largely self-designed with the assistance of a faculty member, allowing students to tailor their studies to meet their specific educational goals. Potential candidates from both educational and industrial settings are encouraged to apply. Graduates advance to exciting careers in research and education or pursue doctoral degrees in Chemistry. Specifically designed for working professionals, classes meet one evening per week or online. The majority of students are already working professionals in industry and area schools.

### Program Outcomes

The student will:

1. Recognize the interconnections between different areas of Chemistry.

2. Relate advanced areas of Chemistry to each other.
3. Recognize periodic trends and utilize them to predict and explain structure and reactivity.
4. Interpret the relationship between the physical properties of reactants and products to their reactivity.
5. Analyze chemical reactions in organic, inorganic, and Biochemistry.
6. Apply advanced chemical principles to one or more of the following: forensic chemistry, medicinal chemistry, planetary chemistry, environmental chemistry, or cancer biochemistry.
7. Formulate chemical mechanisms for organic reactions.
8. Evaluate the research literature in Chemistry and Biochemistry.
9. Utilize advanced chemical concepts to solve novel problems.

### Matriculation Requirements

1. Graduate application and nonrefundable application fee.
2. Sealed official undergraduate transcripts from all institutions the student has attended.
3. A baccalaureate degree from a regionally accredited institution, in Chemistry or in a closely related discipline.
4. Science GPA of 2.8 or higher, or completion of six credits in the Chemistry graduate program with grades of B- or better.
5. The prerequisites for all graduate courses: undergraduate courses or experience in Analytical, Inorganic, Organic, and Physical Chemistry.
6. Two letters of recommendation.
7. A completed planned program of study following an interview with the program director.

### Degree Requirements (30 credits)

#### Required courses (9 credits)

- CHEM 520 - Inorganic Chemistry 3 Credits
- CHEM 525 - Biochemistry I 3 Credits
- CHEM 560 - Advanced Organic Chemistry Mechanisms 3 Credits Or
- CHEM 561 - Advanced Organic Chemistry Synthesis 3 Credits

#### Electives: Thesis option (15 credits); Non-Thesis option (21 credits)

- CHEM 500 - Chemical Thermodynamics 3 Credits
- CHEM 510 - Intermediate Organic Chemistry 3 Credits
- CHEM 530 - Biochemistry II 3 Credits
- CHEM 550 - Heterocyclic Chemistry 3 Credits
- CHEM 551 - Medicinal Chemistry 3 Credits
- CHEM 552 - Organometallic Chemistry 3 Credits
- CHEM 554 - Planetary Chemistry 3 Credits
- CHEM 557 - Inquiry and Experimentation in Teaching Science 3 Credits
- CHEM 570 - Instrumental Organic Analysis 3 Credits
- CHEM 580 - Chemical Instrumentation 3 Credits

- CHEM 585 - Introduction to the Biochemistry of Cancer 3 Credits
- CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science 3 Credits
- CHEM 587 - Environmental Geochemistry 3 Credits
- CHEM 589 - Inorganic Polymer Chemistry 3 Credits
- CHEM 591 - Advanced Chemistry Seminar 3 Credits
- CHEM 593 - Advanced Chemistry Seminar 3 Credits
- CHEM 597 - Independent Study 3 Credits

#### Thesis requirements (6 credits)

- CHEM 598 - Research Planning Seminar 3 Credits
- CHEM 599 - Master's Thesis 3 Credits

#### Additional courses (up to 6 credits)

May be taken from other disciplines or two more courses from the electives listed above.

#### Comprehensive Examination

All students in the non-thesis program must pass a written comprehensive examination after having completed 24 credits in the graduate program, including all required courses. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive.

## Child Study Minor

(18 credits)

The Child Study interdisciplinary minor is designed to enhance students' understanding of their own developmental history and their sensitivity to the diversity of developmental contexts and pathways. It focuses on understanding children (birth through adolescence) and their families from a variety of perspectives. This program enhances students' preparation to work with children and families in a range of social service or educational settings.

#### Required courses:

- PSYC 220 - Child Development 3 Credits
- HDFS 250 - Ways of Studying the Developing Child 3 Credits
- HDFS 350 - Children's Expressive Behavior 3 Credits
- HDFS 360 - Family Relations 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits Or
- SOCL 227 - Inequality in America 3 Credits

Note:

Family Studies majors with a minor in Child Study will take Child Study approved related courses to complete the Child Study minor in collaboration with their major advisor.

## Child Study, B.A.

The Child Study interdisciplinary major combines a variety of academic and field experiences that are designed to enhance students' understanding of their own developmental history and their sensitivity to the diversity of developmental contexts and pathways. It focuses on understanding children (birth through adolescence) and their families from a variety of perspectives. This program prepares students to work with children and families in a range of social service or educational settings. Child Study is an approved major for students interested in teaching at the early childhood or elementary levels. In order to be eligible for a Connecticut teaching license, students must also complete a teacher certification program as described in the Teacher Licensure Program section of the University of Saint Joseph catalog.

#### Program Outcomes

The student will:

- Understand children in the context of their family, society, and culture
- Appreciate multiple and interacting influences on development
- Be aware of diverse pathways to developmental competence, and
- Apply research, theory, and objective observation to work with children

The following objectives are integrated throughout the Child Study interdisciplinary major:

Individuals, Families, Societies, and Cultures: To know and understand the dynamic interrelationship of children, families, society, and culture, including:

- Families within societies and cultures
- Socialization of children to the family, society, and culture
- Culture – values, beliefs, goals, and practices; gender, ethnicity, and race; exceptionalities

Theory: To understand the development and implications of theoretical perspectives, including:

- Theories as socio-cultural and historic constructs
- Knowledge and applications of major theories of child development

Research: To be intelligent consumers and generators of research, including:

- Knowledge and understanding of research methods
- Criteria for evaluating research
- Participation in action research related to children

Skills: To develop and demonstrate communicative and experiential skills, including:

- Interpersonal and collaborative skills
- Oral and written communication



- Observation and data collection
- Library research
- Critical thinking and analysis

### Laboratory Schools

The Child Study major benefits from two laboratory schools that offer opportunities for on-site observations, field work, and independent study.

Admission and continuation requirements: Students must have a minimum cumulative GPA of 2.7 at the time of application to the major and are expected to maintain a minimum GPA of 2.7 throughout their academic program.

### Degree Requirements (39 credits)

#### Child Study courses (27 credits)

- HDFS 250 - Ways of Studying the Developing Child 3 Credits
- HDFS 350 - Children's Expressive Behavior 3 Credits
- HDFS 360 - Family Relations 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 430 - Field Study 3 Credits (may be taken for up to 6 credits; may be waived if student teaching is completed before HDFS 485)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- HDFS 485 - Internship 3-6 Credits
- HDFS 499 - Coordination Seminar: Children Contemporary Society 3 Credits

#### Supporting coursework (6 credits)

- PSYC 220 - Child Development 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits Or
- SOCL 227 - Inequality in America 3 Credits

Additional courses from approved related course list to complete 39 credits.

Students must ask their academic advisor for the most recent list of approved related courses. Courses must be selected from only one discipline other than Child Study, Psychology, and Sociology.

### Comprehensive examination.

During the second semester of their senior year students will be assessed on the content and skills of the major. The examination has oral and written components.

Note:

Child Study majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Accelerated Bachelor of Arts in Child Study to a Master of Arts in Early Childhood Special Education with Birth to Kindergarten Licensure

An integrated program leading to a master of arts degree in Early Childhood Special Education with birth to kindergarten licensure will allow qualified Child Study majors to be accepted into the master's program during their senior year.

### Admission requirements:

- overall GPA of 3.20 or higher by the second semester of the junior year
- a passing score or official waiver for the Praxis I exam
- recommendation by the faculty of the Child Study program, based on the student's readiness for building and maintaining high-quality professional relationships with families and young children

Students who have been accepted into the integrated program may take one or two graduate courses from the M.A. program during their senior year. These six graduate credits count towards undergraduate graduation requirements. Upon graduation, the student may apply for matriculation into the Master of Arts in Early Childhood Special Education without paying application fees. Accepted students may transfer the six credits taken during their senior year into the master's program, resulting in significant financial and time savings.

## Accelerated Bachelor of Arts in Child Study to Master of Arts in Counseling/Marriage and Family Therapy

Outstanding Child Study students may enroll in two introductory level three-credit graduate Counseling or Marriage and Family Therapy classes during their senior year. These six graduate credits count towards undergraduate graduation requirements.

Upon graduation, the student may apply for matriculation into the Master of Arts in Counseling or Marriage and Family Therapy program without completing the application essay requirement. Accepted students may transfer the six credits taken during their senior year into the master's program, resulting in significant financial and time savings.

### Admission requirements:

- second semester junior Child Study major OR minor student
- 3.2 GPA
- Invitation by the HDFS department faculty to participate

## Child Study Major Suggested Plan of Study

### First Year

- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits



## **Sophomore Year**

- HDFS 250 - Ways of Studying the Developing Child 3 Credits
- PSYC 220 - Child Development 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits Or
- SOCL 227 - Inequality in America 3 Credits
- Approved Related Course - 3 Credits

## **Junior Year**

- HDFS 350 - Children's Expressive Behavior 3 Credits (fall)
- HDFS 360 - Family Relations 3 Credits (fall)
- Approved Related Course - 3 Credits

## **Senior Year**

- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 430 - Field Study 3 Credits (May be taken for up to 6 credits; waived if Student Teaching) (Fall)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits (spring)
- HDFS 485 - Internship 3-6 Credits (May be taken for up to 6 credits; spring)
- HDFS 499 - Coordination Seminar: Children Contemporary Society 3 Credits (spring)

# **Clinical Mental Health Counseling, M.A.**

(Also see School Counseling, and Marriage and Family Therapy)

The Clinical Mental Health Counseling Program is committed to educating counselors who will provide leadership in serving the mental health needs of individuals across the lifespan. This program offers an education that is holistic, reflecting an integration of mind, body, and spirit. The purpose of a clinical mental health counselor's intervention is seen as facilitating individual growth towards fulfilling one's human potential. This program focuses on helping counselors design interventions that attend to the wide span of personal problems that emerge from handling the stresses and strains of modern life. Counselors are prepared to work in community mental health centers, private practice, social service agencies, health services organizations, businesses, and educational or pastoral settings.

## **Learning Outcomes for the Clinical Mental Health Program**

The student will develop:

- **Clinical Skills:** This domain focuses on the skills necessary for engaging in the helping process. Students will demonstrate culturally appropriate skills and techniques necessary for successful pre-session, in-session, and post-session counseling behaviors

- **Conceptualization of Client Need(s):** This domain focuses on the skills needed to formulate a clear understanding of the client's struggle within the framework of intrapersonal as well as a broader social context and the ability to construct an intervention plan that reflects a theoretical orientation and that is respectful of the individual and/or the larger group
- **Counseling Process:** This domain focuses on the ability to recognize any aspect of counselor-client interaction, total or in part, that can be understood to directly or indirectly affect the counselor, the client, the direction of sessions, and movement toward the resulting outcome of counseling
- **Professional Role Skills:** This domain focuses on an awareness of the aspects of the candidate's character that serves to enhance work as a clinical mental health counselor, as well as those aspects that serve as obstacles to working in a clinical mental health setting

## **Matriculation**

A student seeking to matriculate into the Clinical Mental Health Counseling Program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
  2. All official college transcripts mailed directly to the Office of Graduate and Professional Studies. These must be from accredited institutions and must evidence at least a baccalaureate degree. Transcripts are required prior to registration.
  3. Two letters of professional reference mailed directly to the Office of Graduate and Professional Studies recommending the candidate for graduate work in the Clinical Mental Health Counseling Program at the University of Saint Joseph. Recommendation forms are available in the Office of Graduate and Professional Studies.
  4. All immunization records as required by the Office of Graduate and Professional Studies
- In addition, Clinical Mental Health Counseling applicants are required to:
5. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies.)
  6. Sign up for a group interview/information session once the application and an official transcript are submitted and received.

Note: During the interview, a planned Program of Study (POS) will be prepared based on the number of credits the student wishes to carry each semester. This POS will then be sent via email to you with instructions for registration and final matriculation.

## **Degree Requirements (60 credits)**

### **Foundations**

- COUN 515 - Ethics and Standards of Practice 3 Credits
- COUN 540 - Professional Orientation to and Foundations of Clinical Mental Health Counseling 3 Credits

### **Counseling Prevention and Intervention**

- COUN 529 - Crisis and Trauma Theory and Counseling 3 Credits

- COUN 531 - Group Process and Dynamics 3 Credits
- COUN 533 - Theoretical and Practical Sources 3 Credits
- COUN 541 - Skills and Techniques in Counseling 3 Credits
- COUN 543 - Theories of Counseling & Psychology 3 Credits
- COUN 547 - Addictions Counseling 3 Credits
- COUN 552 - Developmental Theories and Applications 3 Credits
- COUN 564 - Psychopharmacology 3 Credits

#### **Diversity and Advocacy**

- COUN 514 - Multicultural Counseling 3 Credits
- COUN 577 - Consultation, Leadership, and Advocacy 3 Credits

#### **Assessment**

- COUN 550 - Appraisal and its Applications in Counseling 3 Credits

#### **Research and Evaluation**

- COUN 597 - Applied Research Methods Counselors 1-3 Credits

#### **Diagnosis**

- COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning 3 Credits

#### **Practicum/Internship**

- COUN 568 - Practicum (CMHC) 3 Credits
- COUN 570 - Internship I (CMHC) 3 Credits
- COUN 571 - Internship II (CMHC) 3 Credits

#### **Clinical Hours**

All students must complete a 100-hour practicum and a 600-hour internship. A student who has not completed the required 700 clinical hours by the end of Internship II may continue group supervision by enrolling in an additional internship course.

#### **Comprehensive Examination**

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. With the completion of a minimum of 39 credits in the core course curriculum (including Practicum), the student may sit for this examination.

## **Computer Science Minor**

(18 credits)

#### **Required courses**

- COMP 110 - Computer Programming I 3 Credits
- COMP 150 - Computer Programming II 3 Credits
- COMP 220 - Data Structures 3 Credits

- COMP 280 - Object-Oriented Design and Programming 3 Credits
- COMP 330 - Algorithm Analysis 3 Credits
- MATH 165 - Discrete Mathematics I 3 Credits

## **Dance Minor**

(18 credits)

Both on- and off-campus opportunities for performance are available through the University of Saint Joseph Dance Group. Students preparing for graduate work in Dance Therapy should consider a major concentration in Psychology and a minor in Dance.

This minor in Dance requires 18 credits including nine credits in upper-level courses.

The Dance minor offers a Dance curriculum that provides the student with a solid foundation of dance technique, cultural and historical perspectives, creative expression, production, and performance opportunities.

## **Dietetic Internship Graduate Certificate Program**

The Dietetic Internship (DI) Graduate Certificate is a specialized credential for dietetic professionals who have completed the undergraduate course work to receive a Didactic Program in Dietetics (DPD) Verification Statement and have applied and been accepted into the University of Saint Joseph DI. The program accepts ten to sixteen qualified DPD graduates per year and is a two semester program.

The course sequence consists of 2 courses that have been approved by the Academy of Nutrition & Dietetics (AND) Accreditation Council for Education in Nutrition and Dietetics (ACEND) and includes 1200 hours of supervised practicum required to sit for the AND registration examination to become a registered dietitian (RD).

#### **Application Procedure**

Applications are available online at [ww2.usj.edu/PDF/Nutrition/di-application-instructions.pdf](http://ww2.usj.edu/PDF/Nutrition/di-application-instructions.pdf). Applications should be postmarked by February 15 for fall admission. The University of Saint Joseph Dietetic Internship Program participates in the Dietetic Internship Centralized Application System (DICAS) and uses the Computer Matching System (D & D Digital) as mandated by the Academy of Nutrition & Dietetics. A supplemental USJ-DI application must be completed with a \$50 application fee to University of Saint Joseph-DI postmarked no later than February 15.

#### **Cost**

The cost of the program is based on nine graduate credits per semester for full-time students. The student must also be prepared to purchase a variety of text and reference books, a lab coat, health insurance, criminal background check and Hepatitis

B inoculation. Students are responsible for transportation to facilities, parking, and meals.

### Application Requirements

- Bachelors Degree in Nutrition and Dietetics
- DPD Verification Statement from undergraduate DPD Director
- A minimum GPA of 2.8 in major courses; 3.0 GPA in DPD courses
- Dietetic Internship Centralized Application System (DICAS) \$40 fee, includes application, official transcripts, personal letter, three reference letters, and resume. Due by February 15
- D&D Computer Matching \$50 fee

### Requirements (18 credits)

Dietetic interns receive nine credits toward an online Masters of Nutrition Program at the University of Saint Joseph. Courses may be taken in conjunction with the internship if interns choose a full graduate program in lieu of a graduate certificate program with permission from the DI director. Scholarships are available through the Academy of Nutrition and Dietetics.

- NUTR 550 - Dietetic Internship
- NUTR 551 - Dietetic Internship

### Sample Calendar And Rotation Schedule

#### End of August

Orientation at USJ

#### September - December

Seminars every other week

Rotations include those at extended care facilities, hospitals and Diabetes Centers

#### Mid December

Holiday Break

#### Mid January - March

Seminars every other week

Orientation at USJ

Rotations include those at dialysis units, school nutrition and Food Service

#### Mid March

Spring Break

#### March-mid - May

Community Placements

#### End of May

Jean Inman AND Exam Review Course

The University of Saint Joseph DI Graduate Certificate Internship program is currently granted continuing accreditation status by the Accreditation Council for Education in Nutrition and

Dietetics (ACEND) of the Academy of Nutrition and Dietetics since 1998.

## Dietetics and Nutrition - Didactic Program, B.S.

The didactic program is a four-year baccalaureate degree leading to the completion of the academic requirements of the Academy of Nutrition and Dietetics (AND). The courses are designed to meet the knowledge competencies for entry-level dietitians.

Completion of this degree qualifies a student to apply for a dietetic internship. After completing both the didactic program and over 900 hours experience provided by the internship, the student is then eligible to sit for the registration examination to become a registered dietitian. The didactic program is also open to students with a baccalaureate degree in a major other than Nutrition. These students may take six credits as a non-degree student, but then must apply for admission as a second degree candidate in Dietetics and Nutrition.

As of July 2009 the University of Saint Joseph Didactic Program was granted initial accreditation by the Commission on Accreditation For Dietetics Education (CADE) of the American Dietetic Association, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606 (312.899.0040 x 5400). The Commission on Accreditation for Dietetics Education is (AND) accrediting agency for education programs preparing students for careers as registered dietitians or dietetic technicians, registered. CADE, as of January 2012, CADE's name will be Accreditation Council for Education in Nutrition and Dietetics (ACEND) exists to serve the public by establishing and enforcing eligibility requirements and accreditation standards that ensure the quality and continued improvement of nutrition and dietetics education programs. Programs meeting those standards are accredited by CADE.

### Admission and Continuation Requirements

Students in the didactic program must earn a minimum of a "C" in all Nutrition major courses and in the following natural science courses or their equivalents: general Biology, Microbiology, Inorganic and Organic Chemistry (CHEM 170), Biochemistry, Anatomy and Physiology (both semesters). A course may be repeated only once to raise the grade.

#### Application Procedure

- Students must meet the University of Saint Joseph admission requirements as described in the catalog
- Students who already possess a bachelor's degree in Nutrition may enroll in classes to update their education to meet requirements of the Academy. They must meet with a department faculty member, submit official transcripts, and maintain a department file as a non-matriculated student.

### Mission Statement of USJ Didactic Program

The mission of the USJ didactic program is to provide excellence in education in Nutrition and Dietetics in the context of a liberal arts education and that meets the requirements of the AND and ACEND.

## **Goals and Outcome Measures of the USJ Didactic Program:**

1. University of Saint Joseph didactic students will successfully complete the didactic requirements.

### **Outcomes Measures:**

- Over a five-year-period 75% of entering seniors will complete the program within five years.
  - 100% of didactic program students or graduates will earn at least a C in all major courses and the required sciences.
2. University of Saint Joseph didactic graduates will be successful in furthering their professional education or obtaining employment.

### **Outcomes Measures:**

- Of the students who receive didactic verification, 75% over a five-year-period will apply to an internship.
  - Over a 5-year period, of those who apply 2/3rds or 66% will be accepted.
  - Of those who are accepted into a didactic internship, over a five-year-period, 90% will successfully complete the internship.
  - Of students who complete a didactic internship and take the exam, 80% will pass over a five-year-period.
  - 75% of graduates will obtain employment in nutrition, a nutrition-related field or a position of responsibility within two years of graduation.
3. University of Saint Joseph didactic graduates will demonstrate life-long learning and involvement in the dietetics profession.

### **Outcomes Measures:**

- 75% will participate in at least two of the following activities:
- Join AND or another professional organization and/or a dietetic practice group
- Attend professional meetings including webinars
- Read professional journals and become preceptors to didactic students
- Present posters or talks to the public or professional groups
- Undertake post-graduate work including continuing education credits and/or certificates

4. University of Saint Joseph didactic graduates will be competent professionals.

### **Outcomes Measures:**

- Students will be evaluated in NUTR 499 Coordinating, in their didactic internship and in their entry-level positions by preceptors, directors, and employers. Eighty percent of the students need to receive an average of three or better on the following characteristics:
- Work methods, adaptability, decision making, interpersonal skills, communication, leadership characteristics, and work habits.

## **Student learning outcomes and corresponding measures:**

1. Graduates will demonstrate the ability to write and speak effectively.

- A. 100% of students must achieve a three or better on their portfolio submission to the CAE.
- B. All students will earn at least a C in NUTR 310 Nutrition Education and Counseling.
- C. All students must earn at least a C in NUTR 499 Coordinating, which includes a final paper and an oral presentation.

2. Graduates will have successfully acquired knowledge of biology and chemistry.

- A. Graduates must earn a minimum of C in all required science courses.
- B. Students must earn a minimum of C in NUTR 418 Advanced Nutrition which incorporates nutrition related biochemistry and NUTR 316 Medical Nutrition Therapy I, which relies on nutrition-related physiology and biochemistry.

3. Graduates will have a broad understanding of food and nutrition for healthy populations.

- A. Graduates will earn at least a C in NUTR 130, NUTR 220, NUTR 315, NUTR 325, NUTR 330, NUTR 418.

4. Graduates will demonstrate a broad understanding of food and nutrition for individuals in need of medical nutrition therapy.

- A. Students will earn at least a C in NUTR 316, NUTR 416 Medical Nutrition Therapy I and II.
- B. Students will earn at least a C in the pediatric case study within NUTR 416.

5. Graduates will demonstrate an understanding of management in a food and nutrition-related setting.

- A. Graduates will successfully complete the creation of a food service company in NUTR 411.

Graduates will earn at least a C in both NUTR 311 and NUTR 411 Food and Nutrition Management courses.

## **Didactic Program Suggested Plan of Study**

Designed for the full-time student; part-time students follow the same sequence taking fewer courses each semester.

### **First Year**

- BIOL 110 - General Biology 4 Credits Or
- CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits
- MATH 110 - Elementary Statistics 3 Credits
- NUTR 101 - Survey Careers Nutrition Dietetics 1 Credits
- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits



### **Sophomore Year**

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits \*
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- CHEM 240 - Biochemistry of the Human Body 4 Credits
- NUTR 315 - Community Nutrition I 2 Credits
- NUTR 325 - Nutrition Through the Life Cycle 2 Credits
- NUTR 330 - Food Science 4 Credits

### **Junior Year**

- NUTR 305 - Health Coaching 3 Credits
- NUTR 310 - Nutrition Counseling and Communication 3 Credits
- NUTR 311 - Food and Nutrition Management I 3 Credits
- NUTR 316 - Medical Nutrition Therapy I 4 Credits

### **Senior Year**

- NUTR 410 - Health Care Issues 1 Credits
- NUTR 411 - Food and Nutrition Management II 3 Credits
- NUTR 416 - Medical Nutrition Therapy II 3 Credits
- NUTR 418 - Advanced Nutrition 3 Credits
- NUTR 499 - Coordinating Seminar 3 Credits

### **Additional Didactic Program Outcomes**

The student will:

- Meet the foundation knowledge and skills requirements for didactic certification
- Be eligible to apply for a Dietetic Internship

## **Dietetics and Nutrition, B.S.**

### **Degree Requirements (32 credits)**

#### **Required courses (21-26 credits)**

- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 305 - Health Coaching 3 Credits
- NUTR 310 - Nutrition Counseling and Communication 3 Credits
- NUTR 315 - Community Nutrition I 2 Credits
- NUTR 325 - Nutrition Through the Life Cycle 2 Credits
- NUTR 410 - Health Care Issues 1 Credits
- NUTR 499 - Coordinating Seminar 3 Credits

Nutrition electives (9 credits)

### **Required Supporting coursework (18-23 credits)**

- BIOL 110 - General Biology 4 Credits

- BIOL 223 - Human Biology 3 Credits
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits
- CHEM 240 - Biochemistry of the Human Body 4 Credits
- MATH 110 - Elementary Statistics 3 Credits

### **Program Outcomes - Dietetics and Nutrition**

The student will:

- Become an effective food and nutrition professional in a variety of settings
- Use critical thinking skills to locate, analyze and evaluate health, food, and nutrition information
- Interpret and present food, nutrition, and health related research in a variety of professional and public forums
- Establish collegial relationships through effective communication, collaboration, and problem-solving skills
- Develop life-long learning behaviors in order to remain current in their area of professional expertise

## **Disability Studies Minor**

Disability occurs worldwide and has both national and global consequences. Its study suggests questions about social institutions, civil rights and social justice, bioethics and healthcare, public policy and economics, families and culture, genetic, environmental and nutritional relationships, legal and welfare parameters, educational and rehabilitative supports, and artistic depictions in media, literature and film.

The Disability Studies minor at the University of Saint Joseph is an interdisciplinary program focusing on disability in American life. It consists of a minimum of 18 credits from among offerings in at least three disciplines. Courses for the minor in Disability Studies are in addition to courses required for student's major. Currently courses available at USJ are:

### **Requirements (18 credits) from:**

- BIOL 270 - Human Heredity and Birth Defects 3 Credits
- ENGL 200 - Special Topics in Literature 3 Credits \*
- ENGL 310 - Special Topics in Literature 3 Credits \*
- ENGL 410 - Special Topics in Literature 3 Credits \*
- HDFS 360 - Family Relations 3 Credits
- INTD 100 - First-Year Seminar 3 Credits (Disabilities related topic) \*
- PHIL 340 - Contemporary Ethical Problems 3 Credits
- PSYC 237 - Exceptional Children 3 Credits



- Cross listed with SPEC 237 - Exceptional Children 3 Credits \*\*
- PSYC 235 - Social Psychology 3 Credits
- PSYC 245 - Contemporary Issues in Psychology 3 Credits
- PSYC 247 - Introduction to Autism Spectrum Disorder 3 Credits
- PSYC 260 - Children with Serious Illnesses 3 Credits
- PSYC 299 - Behavior Analysis 3 Credits
- PSYC 311 - Art Therapy: An Introduction 3 Credits
- PSYC 430 - Field Study- Children and Adolescents 3-6 Credits
- SPEC 217 - Students with Mild Disabilities 3 Credits \*\*
- SPEC 218 - Children with Moderate to Severe Disabilities 3 Credits
- SPEC 295 - Exploratory Independent Study 3 Credits
- SPEC 347 - Special Topics 3 Credits
- SPEC 403 - Field Experiences in Special Education 3-6 Credits
- SPEC 404 - Field Experiences in Special Education 3-6 Credits
- SPEC 405 - Issues and Trends in Special Education 3 Credits
- SPEC 495 - Advanced Independent Study 1-3 Credits
- American Sign Language (Courses may be taken through the Hartford Consortium or other accredited institutions) Maximum 6 credits.
- Official sealed Master's (MSN) transcript from a regionally accredited institution with a minimum cumulative GPA of 3.2.
- GRE scores of 1000+ (An MSN with a GPA greater than 3.5 does not require the GRE)
- Three letters of recommendation
- Personal essay: Describe your clinical interests and why you want to pursue your Doctorate in Nursing Practice.
- Immunization records
- Nursing supplemental health form
- Copy of valid nursing license (State of Connecticut nursing license required by program completion)
- Certified background check
- Portfolio of previous clinical experience; evidenced through transcripts or a letter signed by the previous school's Program Director
- Non-native English speakers require a paper TOEFL score of 550 or better (please see Graduate Student Handbook for additional test types and related scoring)

### **A COMPREHENSIVE CURRICULUM**

Utilizing the America Association of Colleges of Nursing AACN Essentials for Doctoral Education the DNP program at the University of Saint Joseph prepares the graduate in:

- Scientific Underpinnings of Practice
- Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- Information Systems and Technology for Patient Care
- Healthcare Policy for Advocacy in Health Care
- Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Clinical Prevention and Population Health to Improve our Nations Health and Advanced Nursing Practice

Advanced Practice Nursing (APRN) programs in Family Psychiatric Mental Health (FPMHP) and Family Health (FNP) are offered with clinical internships in community and hospital settings in our Master Degree Programs. Students who pursue the Nurse Practitioner coursework along with the DNP and the required clinical hours are eligible to sit for the National Accreditation Exams as either a Family Nurse Practitioner or a Family Psychiatric Mental Health Nurse Practitioner.

### **REQUIRED COURSES**

- NURS 700 - Nursing Science in Practice 3 Credits
- NURS 701 - Healthcare Quality and Informatics 3 Credits
- NURS 702 - Management and Transformational Leadership 3 Credits
- NURS 703 - Quantitative Methods and Biostatistics 3 Credits

#### **NOTE:**

\* When appropriate (also available in other disciplines)

\*\* One or the other of these courses

## **Doctorate of Nursing Practice**

The University of Saint Joseph's highly regarded Nursing program offers a rigorous academic curriculum combined with clinical, real-world experience. Our Doctorate of Nursing Practice (DNP) program will prepare you for professional advancement and leadership roles in managing the clinical care of patients, improving health care systems and clinical education. The University of Saint Joseph's Nursing programs are well respected in the local and global health care communities.

The DNP program will prepare graduates for leadership roles in the clinical practice setting and the community. Utilizing an evidence-based practice approach graduates will be able to evaluate how organizational, financial and policy decisions affect the cost, quality and accessibility of health care.

### **ADMISSIONS REQUIREMENTS**

- Submit an application, available at [www.usj.edu/grad-application](http://www.usj.edu/grad-application); Include:
- \$50 non-refundable application fee

- NURS 704 - Systems Thinking & Fiscal Analysis in Health Care 3 Credits
- NURS 723 - Ethics, Health Care Disparities and Social Justice 3 Credits
- NURS 724 - Health Policy and Political Action in Nursing and Health Care 3 Credits
- NURS 725 - Research Translation 3 Credits
- NURS 726 - Specialty Seminar Residency 3 Credits
- NURS 780 - Capstone Experience and Clinical Practicum I 5 Credits
- NURS 781 - Capstone Experience and Clinical Practicum II 8 Credits

### **ADVANCED PRACTICAL REGISTERED NURSE (APRN) CORE COURSES:**

- NURS 507 - Advanced Physical Assessment 3 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits

### **SPECIALTY COURSES - FAMILY NURSE PRACTITIONER**

- NURS 508 - Nursing Practice in Family Health III 4 Credits
- NURS 509 - Nursing Practice Family Health IV 4 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits
- NURS 591 - Women's Health 3 Credits

### **SPECIALTY COURSES - PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER**

- NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I 4 Credits
- NURS 503 - Nursing Practice II: Group Theory and Practice 4 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 530 - Neuropsychopharmacology 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits

## **Drama Minor**

(18 credits)

The study of Drama develops communication and creative skills, enhancing the student's employment opportunities as a teacher, artist, lawyer, business leader, or counselor.

### **Required courses (6 credits)**

- DRAM 115 - Production Practicum 1.5 Credits (one and one-half hours per semester)

- DRAM 174 - Introduction to Theatre 3 Credits
- Also Listed As ENGL 174 - Introduction to Theatre 3 Credits

### **Two (6 credits) from:**

- DRAM 110 - Acting Fundamentals I 3 Credits Or
- DRAM 111 - Acting Fundamentals II 3 Credits
- DRAM 301 - From the Page to the Stage 3 Credits
- Also Listed As ENGL 301 - From the Page to the Stage 3 Credits Or
- DRAM 305 - Directing for the Stage 3 Credits

### **Two (6 credits) from:**

- DRAM 217 - Modern Drama 3 Credits
- Also Listed As ENGL 217 - Modern Drama 3 Credits
- DRAM 253 - History of Theatre I 3 Credits
- Also Listed As ENGL 253 - History of Theatre I 3 Credits
- DRAM 254 - History of Theatre II 3 Credits
- Also Listed As ENGL 254 - History of Theatre II 3 Credits

## **Early Childhood Education/ Special Education, M.A.**

Master of Arts Degree in Early Childhood Education/Special Education (ECSE)

- Early Childhood Education/Special Education Nursery – Grade 3
- Early Childhood Education/Special Education Nursery – Grade 3 with a concentration in Autism Spectrum Disorders

### **Program Outcomes for the Master of Arts in Early Childhood/Special Education**

Students will:

- Be critical thinkers and effective problem solvers who are concerned with the social, emotional, and intellectual issues of young children in the contemporary educational setting.
- Apply advanced pedagogy in child development, curriculum, instruction, and assessment to engage young students in reaching their potential as individuals and as learners.
- Develop the capacity to influence and advance positive change for young children and the profession of early childhood education in a complex global society.
- Encourage development of collaborative relationships among all adults and agencies responsible for the appropriate emotional, social and cognitive development of young children.

## Acceptance Requirements for the Master of Arts Degree

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 2.67 for teacher licensure
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher or to work with children and families accompanied by the School of Graduate and Professional Studies cover form available on the University of Saint Joseph website. Note: recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at the University of Saint Joseph.
6. Immunization record using the University of Saint Joseph Health Service form available on the University website
7. A planned program of study developed by the candidate and the faculty advisor, approved by the Dean of the School of Education

## Continuation Requirements for the Master of Arts Degree

Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements for the acceptance into a Graduate Teacher Licensure Program.

## Exit Requirements for the Master of Arts Degree

Eligible candidates for the Master of Arts degree take a comprehensive exam in February or July. The application for the Comprehensive Exam is available from the School of Education and the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the indicated due date.

## Program Coursework

Master of Arts Degree in Education: Early Childhood Education/Special Education (ECSE)

The ECSE master's degree planned program is created in consultation with program faculty and offers two areas of concentration:

1. Nursery-Grade 3
2. Nursery-Grade 3 with a concentration in Autism Spectrum Disorders

## Degree Requirements (30 credits)

Nursery-Grade 3

### A. Core courses (21 credits)

- ECSE 510 - Growth and Development in Early Childhood 3 Credits

- ECSE 520 - Language Development and Emergent Literacy 3 Credits
- ECSE 530 - Families and Development 3 Credits
- ECSE 555 - Programs for Young Children 3 Credits (Foundations)
- ECSE 560 - Learning in a Social Context 3 Credits
- ECSE 587 - Pre-K to Kindergarten Curriculum 3 Credits
- EDUC 515 - Educational Research 3 Credits

### B. Concentration requirements

Nursery to Grade 3 (9 credits)

- ECSE 540 - Assessment: Pre-K to Grade 3 3 Credits
- ECSE 576 - Primary Curriculum (Grades 1-3) 3 Credits
- ECSE 580 - Practicum: PreK-K 3 Credits

### C. Comprehensive examination after the completion of all coursework

Early Childhood Special Education Autism Spectrum Disorders  
Nursery – Grade 3

### A. Core requirements (24 credits)

- ECSE 555 - Programs for Young Children 3 Credits (Foundations)
- ECSE 587 - Pre- K to Kindergarten Curriculum 3 Credits
- EDUC 515 - Educational Research 3 Credits
- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 561 - Autism: Managing Behavior 3 Credits
- SPEC 562 - Autism: Communication and Technology 3 Credits
- SPEC 563 - Autism: Assessment 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits

### B. Concentration requirements (6 credits)

Nursery-Grade 3 (6 credits)

- ECSE 576 - Primary Curriculum (Grades 1-3) 3 Credits
- ECSE 580 - Practicum: PreK-K 3 Credits

### C. Comprehensive examination after the completion of all coursework

#### Link To:

Graduate Teacher Licensure in Early Childhood Education

Other Opportunities in Education

Cross-Endorsement Opportunities

International Honor Society - Kappa Delta Pi

Laboratory Schools

Internships

# Economics Minor

(18 credits)

The Economics curriculum is marked by attention to a global perspective; an ecologically contextual focus; a conscious awareness, of the role of women in the economy; sensitivity to methodological pluralism; and attentiveness to the twin aspects of rigor and relevance. Students studying Economics are prepared to enter fields such as law, business, global affairs, environmental studies, finance, banking, and international financial and governance institutions. Recent alumni have launched into successful careers in major global corporations with headquarters in the greater Hartford area.

## Required Courses:

- ECON 101 - Principles of Macroeconomics 3 Credits
- ECON 102 - Principles of Microeconomics 3 Credits
- two Economics courses at the 200 level and two courses at the 300 level.

# Education - Undergraduate Teacher Licensure

In conjunction with the various majors offered at the University, candidates may obtain teacher licensure in these areas:

- Elementary Education (K-6)
- Secondary Education (7-12) in English, French, Italian, Latin, Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science

Upon completion of entrance requirements, the prescribed programs and exit requirements, candidates will be recommended to the State Department of Education for licensure.

## Program Outcomes for Teacher Licensure

The candidate will:

- Understand the physical, emotional, psychosocial, and cognitive aspects of development
- Understand and apply learning theories as they relate to a holistic curriculum
- Evaluate learning and behavior of students
- Identify classroom organization and management techniques to enhance learning
- Understand historical, social, cultural, and political forces influencing public education and the role of a teacher in the resulting issues
- Accrue and use in-depth knowledge of professional literature
- Become a lifelong independent learner and reflective practitioner
- Demonstrate responsibility, initiative, and sensitivity in working with all children in education-related settings

- Teach all children effectively in a constructivist and collaborative manner using best practice

The Connecticut State Department of Education requires that students be accepted into a teacher licensure program after having completed no more than two professional education courses. Prospective candidates work closely with University Advisement to follow procedures for acceptance to the state Department of Education, including the successful completion of the Praxis I requirement by the fall of the sophomore year.

## Teacher Licensure Program Process

### 1. Acceptance to a Teacher Licensure program

- Sophomore standing
- Sealed official transcript(s) of all undergraduate work
- A minimum cumulative GPA of 2.67
- Evidence of successful completion of the Praxis I test. Candidates are eligible for a waiver of the Praxis I test with a combined score of 1,000 or more on the SAT, if neither the math nor the verbal subtest scores below 400 points from any test administration on or prior to March 31, 1995; or a combined score of 1,100 or more, with no less than 450 on either the math or verbal subtest from test administrations on or after April 1, 1995
- Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of the School of Education at the University of Saint Joseph. A well-written essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places and experiences with children or adolescents that have affected this decision
- A successful interview with an Education faculty team
- A planned program of course requirements completed with an assigned Education faculty advisor and signed by the licensure officer

### 2. Continuation in a Teacher Licensure program

Throughout the teacher licensure sequence, the School of Education reserves the right to recommend withdrawal of any candidate demonstrating insufficient progress toward professional experiences and interpersonal relationships. Evidence of satisfactory progress may be manifested in the following acquisition of knowledge, skills, and dispositions as described in the School's Conceptual Framework and Statement of Candidate Dispositions:

- Critical thinking skills (e.g., the ability to analyze information)
- Capacity to form interpersonal relationships with colleagues and individuals which are characterized by sensitivity, mutual respect, constructive collaboration, and advocacy
- Responsibility as demonstrated in the timely completion of assignments, commitment to quality performance, and professional growth
- Commitment to the mission and philosophy of the department



- Achievement of grades of C+ or better
- Continued minimum cumulative GPA of 2.67
- Achievement of a grade of B or better in Tuesday Experience

### 3. Application to Student Teach

To ensure success during student teaching, no other courses may be taken during the semester of this experience. Attendance is required at all student teaching seminars. Candidates who apply for student teaching will be evaluated by department faculty, who will consider:

- Academic proficiency as indicated by coursework
- Communication facility as reflected in oral and written expression and listening
- Social sensitivity and skills as demonstrated by interactions with peers, children, and professionals
- All Alert Forms in a candidate's file must be resolved prior to student teaching

An application to student teach may be obtained from the Office of Student Teaching and Clinical Experiences and must be submitted by February 1 for fall placements and September 15 for spring placements. The application form must be accompanied by:

1. All applications and required forms may be found on the School of Education, Student Teaching website and must include:

- A copy of the candidate's official letter of acceptance into the Teacher Licensure program
- A copy of the candidate's Teacher Licensure Planned Program
- An unofficial transcript with most recent semester's grades, showing completion of all required teacher licensure and general education coursework with a C+ or better, a 2.67 minimum GPA, and a B or better in Tuesday Experience
- A typed Student Information Form showing completed courses with grades, previous work, teaching, and child-related experiences
- A typed autobiographical essay related to the School of Education Conceptual Framework and no longer than two pages
- A typed Field Experience form
- A copy of Praxis II registration confirmation showing that the required licensure exams will be taken before student teaching begins. The Foundations of Reading test may be taken after the student teaching experience. Secondary licensure candidates must pass Praxis II/ACTFL before student teaching.
- Proof of fingerprinting at a regional educational service center (CREC, EASTCONN, ACES, etc.)

2. Candidates must successfully complete the University of Saint Joseph Writing Portfolio prior to student teaching.

3. Candidates must resolve all alert forms prior to student teaching.

4. Candidates may not take any other courses while student teaching.

5. Candidates must attend all student teaching seminars.

6. Candidates must attend an exit interview.

7. Candidates must provide the Licensure Office copies of Praxis II/ACTFL and Foundations of Reading Score Reports.

### 4. Exit from Teacher Licensure program

A "Licensure Program Completer" is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

To be recommended to the Connecticut State Department of Education for licensure, applicants must:

- Complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for coursework and student teaching
- Fulfill general education requirements and content with no grade lower than a C+
- Complete a successful student teaching experience with a grade of B or better
- Submit successful Praxis II assessment results (or for World Language candidates a rating of "intermediate high" on ACTFL assessments) for each endorsement area and the Foundations of Reading test for Elementary candidates.
- Show evidence of appropriate educator dispositions
- Submit application for a teaching license to the teacher licensure officer

### Requirements for Teacher Licensure

#### Elementary license valid for Grades K-6 (48 credits)

A. Supporting coursework

General education requirements (39 credits) including a survey course in American History (3) and COMP 100 - Introduction to Computers, EDUC 210 - Incorporating Technology into 21st Century Skills and Learning, or waiver.

B. An appropriate subject area major/interdisciplinary major

C. Required courses

#### Sophomore year

- EDUC 205 - Foundations of Education 3 Credits (spring)
- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- ENGL 340 - Literature for Children 3 Credits (can be taken junior year)



- PSYC 237 - Exceptional Children 3 Credits
- EDUC 265 - The Elements of Teaching 3 Credits (fall)
- NUTR 245 - Health Promotion Strategies 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits

**OR**

- PSYC 220 - Child Development 3 Credits

NOTE: plus one additional course in reading

**Junior year**

- EDUC 322 - Developmental Reading in the Elementary School 3 Credits (fall)
- EDUC 341 - Effective Teaching of Mathematics 3 Credits (fall)
- EDUC 343 - Process of Teaching Science and Social Studies 3 Credits (spring)
- EDUC 370 - The Language Arts 3 Credits (spring)

Note:

Tuesday Field Experience (all day Tuesday, spring semester in public schools; aligned with EDUC 343 - Process of Teaching Science and Social Studies and EDUC 370 - The Language Arts)

**Senior year**

- EDUC 420 - Student Teaching & Student Teaching Seminar: Elementary 12 Credits

(usually in the fall but may be taken in the spring) No additional course work may be taken while student teaching.

**Additional Requirements**

Candidates must take Praxis II exams before student teaching and pass Foundations of Reading and all Praxis II exams before submitting a license application.

**Secondary license valid for Grades 7-12 (57-60 credits)**

A. Supporting coursework

General education requirements (39 credits) including a survey course in U.S. History (3) and COMP 100 - Introduction to Computers, EDUC 210 - Incorporating Technology into 21st Century Skills and Learning, or waiver.

B. An appropriate subject area major/interdisciplinary major

C. Required courses:

**Sophomore year**

- EDUC 205 - Foundations of Education 3 Credits (spring)
- EDUC 241 - Adolescent Development 3 Credits (fall)
- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- EDUC 265 - The Elements of Teaching 3 Credits (fall)
- NUTR 245 - Health Promotion Strategies 3 Credits
- PSYC 237 - Exceptional Children 3 Credits

**Junior year**

- EDUC 320 - Reading & Writing Development in Secondary Schools 3 Credits (fall)
- EDUC 350 - Teaching and Learning in the Content Areas 3 Credits (fall)
- EDUC 351 - Methods of Secondary School Teaching 3 Credits (spring)
- SPEC 383 - Positive Behavior Interventions and Supports 3 Credits (spring)

**Additional requirement for English Licensure candidates:**

- ENGL 390 - Literature for Adolescents and Young Adults 3 Credits

**Senior year**

- EDUC 440 - Student Teaching & Student Teaching Seminar: Secondary 12 Credits (usually in fall, but may be taken in the spring)

**Additional Requirements**

Candidates must pass Praxis II exams in their content areas/ACTFL before student teaching. Candidates must provide the Licensure Office copies of all Score Reports.

Link to:

Special Education (SPEC), B.S. with Teacher Licensure

Other Opportunities in Education

Bachelor-to-Master of Arts Degree Programs

Education, M.A.

Master of Arts in Education

Master of Arts in Education

REACH to Teach: Accelerated Master of Arts in Education with Secondary Teacher Licensure Program

Master of Arts in Education with Concentrations in:

1. Curriculum and Instruction
2. Educational Technology
3. Literacy Internship
4. Multiple Intelligences—Theory to Practice
5. Reading and Language – Elementary
6. Reading and Language – Secondary
7. Research-based Learning Interventions

**Program Outcomes for the Master of Arts in Education**

The student will:

- Be a critical thinker and effective problem solver who is concerned with the social, emotional, and intellectual issues of all children and adolescents in contemporary educational settings
- Apply advanced pedagogy in curriculum, instruction, and assessment to engage all students in reaching their potential as people and as learners.

- Develop the capacity to influence and advance positive change for students, professionals, and the profession in a complex global society.

### Acceptance Requirements for the Master of Arts Degree

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 3.0 for REACH to Teach
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability to work with children and families. The cover form for these letters is available on the University website. Note: Recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at the University of Saint Joseph
6. Immunization record using the University of Saint Joseph Health Services form available on the USJ website
7. A planned program of study developed by the candidate and the faculty advisor, approved by the Dean of the School of Education.

There are additional requirements for acceptance into a Graduate Teacher Licensure Program.

### Continuation Requirements for the Master of Arts Degree

Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

### Exit Requirements for the Master of Arts Degree

Eligible candidates for the Master of Arts degree take a comprehensive exam in February or July. The application for the comprehensive exam is available from the School of Education and the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the indicated due date.

### Program Coursework for Master of Arts Degree Concentrations

The Master of Arts degree in Education features a set of core courses, a concentration area, and electives. All degree options are planned in consultation with program faculty. Core and concentration courses must be taken at the University of Saint Joseph.

### Degree requirements (30 credits)

A. Core requirements for all concentrations (6 credits)

- EDUC 515 - Educational Research 3 Credits

Plus one of the following courses (3 credits):

- EDUC 511 - Educational Issues: Contemporary & Historical Perspectives 3 Credits

OR

- EDUC 587 - Public School Law 3 Credits

B. Concentration courses (9 credits); courses may not be chosen from the candidate's individual Teacher Licensure Program

C. Elective courses (15 credits); teacher licensure candidates may use 15 credits from coursework in teacher licensure program.

D. Comprehensive examination after the completion of all coursework

Course Selections by Concentration Area

Curriculum and Instruction: (9 credits)

- EDUC 556 - Curriculum Development 3 Credits
- SPEC 539 - Curriculum and Instruction: Adaptive Strategies 3 Credits

Plus one of the following electives:

- EDUC 536 - Technology for Learning 3 Credits
- EDUC 570 - Computers in the Classroom 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

Educational Technology (9 credits)

- EDUC 536 - Technology for Learning 3 Credits
- EDUC 570 - Computers in the Classroom 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

### Literacy Internship

The Literacy Internship is for licensed teachers. Selected interns, with a minimum GPA of 3.25, receive 15-30 credits of coursework plus a stipend in exchange for working within a school district as a reading tutor for one to two years. The program places an emphasis on developing candidates' reading intervention skills. This program is directed by the Teacher Licensure Officer.

### Literacy Internship Program requirements.

#### Multiple Intelligences: Theory into Practice (9 credits)

- EDUC 513 - Curricular Applications of Multiple Intelligences 6 Credits
- EDUC 565 - Multiple Intelligence Theory and Arts 3 Credits

#### Reading and Language - Elementary (9 credits)

- EDUC 521 - Action Research in Literacy 3 Credits (capstone)

Plus two of the following electives:

- EDUC 505 - Teaching of Literature for Children 3 Credits
- EDUC 506 - Teaching the Adolescent Literature 3 Credits
- EDUC 518 - The Writing Process 3 Credits
- EDUC 519 - Emergent Literacy 3 Credits

- EDUC 526 - Diagnosis and Remediation in Reading and Language Arts 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

### Reading and Language - Secondary (9 credits)

- EDUC 521 - Action Research in Literacy 3 Credits (capstone)

Plus two of the following electives:

- EDUC 506 - Teaching the Adolescent Literature 3 Credits
- EDUC 518 - The Writing Process 3 Credits
- EDUC 526 - Diagnosis and Remediation in Reading and Language Arts 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

### Research-based Learning Interventions (9 credits)

- SPEC 541 - Collab Consultation School Personnel 3 Credits

Plus two of the following electives:

- SPEC 540 - Reading Interventions for Inclusive Schools 3 Credits
- SPEC 542 - Reading Disabilities: Connecting Assessment and Instruction 3 Credits
- SPEC 534 - Positive Behavior Interventions and Supports 3 Credits
- SPEC 544 - Social Skill Interventions 3 Credits

Link to:

Graduate Teacher Licensure in Education

Other Opportunities in Education

Cross-Endorsement Opportunities

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

## Emerging Infectious Diseases Graduate Certificate

### Requirements (12 credits)

#### Required courses (9 credits) from:

- BIOL 503 - Biometry 3 Credits
- BIOL 505 - Epidemiology 3 Credits
- BIOL 513 - Virology 3 Credits
- BIOL 522 - Immunology 3 Credits
- BIOL 533 - Bacteriology 3 Credits
- BIOL 540 - Public Health 3 Credits
- BIOL 560 - Parasitology 3 Credits

Note:

A Special Topics course may be recommended in place of one of the required courses listed above, depending on the student's goals.

### Required Capstone Course (3 credits):

- BIOL 504 - Emerging Infectious Diseases 3 Credits

## English, B.A.

The English major encourages students to develop critical thinking skills and cultivate creative expression while they grow as readers, thinkers, and writers. Students benefit from a renowned faculty, a challenging and innovative curriculum, and internship and study abroad opportunities. The English major provides a strong foundation and focus, but also grants students the flexibility to explore their particular interests in drama, literature, or writing. Graduates of the program have become news editors, publications directors, educational administrators, teachers, librarians, and entrepreneurs. Many have continued their education in graduate or law schools or joined companies like Metropolitan Entertainment, St. Paul-Travelers, The Hartford, and the American Red Cross. Graduates also teach at schools throughout Connecticut and surrounding states.

### Program Outcomes

The student will:

- Develop critical thinking skills and cultivate creative expression
- Focus on sustained reading, writing, and public speaking
- Communicate ideas and concepts to professionals in various fields
- Situate a text within a historical and cultural context
- Understand the process of literary influence and canon formation
- Analyze ideological aspects of art and expression
- Craft an argument
- Comprehend ideas accurately
- Organize, analyze, and synthesize

### Degree Requirements (39 credits)

#### Required courses (15 credits)

- ENGL 220 - Literary Criticism 3 Credits
- ENGL 215 - American Authors I 3 Credits Or
- ENGL 216 - American Authors II 3 Credits
- ENGL 225 - Major British Authors I 3 Credits Or
- ENGL 226 - Major British Authors II 3 Credits
- ENGL 314 - Shakespeare 3 Credits
- ENGL 499 - Coordinating Seminar 3 Credits

**An upper-level seminar, usually ENGL401 Major Author Seminar OR**

- ENGL 410 - Special Topics in Literature 3 Credits

One Cultural Studies or Multi-Cultural course from:

- ENGL 237 - African-American Women Writers 3 Credits
- ENGL 238 - Native American Literature 3 Credits
- ENGL 239 - Postcolonial Literature 3 Credits
- ENGL 275 - British Cultural Studies 3 Credits
- ENGL 276 - Cultural Studies 3 Credits
- ENGL 346 - Writing Women's Lives: The Construction of the Self 3 Credits

**One Drama course from:**

- DRAM 110 - Acting Fundamentals I 3 Credits
- DRAM 111 - Acting Fundamentals II 3 Credits
- DRAM 174 - Introduction to Theatre 3 Credits
- DRAM 200 - Special Topics in Theatre 3 Credits
- DRAM 217 - Modern Drama 3 Credits
- DRAM 253 - History of Theatre I 3 Credits
- DRAM 254 - History of Theatre II 3 Credits
- DRAM 301 - From the Page to the Stage 3 Credits
- DRAM 305 - Directing for the Stage 3 Credits

**One Writing course from:**

- ENGL 106 - Journalism 3 Credits
- ENGL 203 - Oral Communication 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- ENGL 206 - Advanced Writing 3 Credits
- ENGL 208 - Creative Writing: Fiction 3 Credits
- ENGL 209 - Creative Writing: Poetry 3 Credits
- ENGL 210 - Autobiography 3 Credits
- ENGL 211 - Playwriting 3 Credits
- ENGL 308 - Advanced Fiction Writing 3 Credits
- ENGL 309 - Advanced Poetry Writing 3 Credits

**English electives (12)**

Note:

English majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Students interested in Literature, Drama, or Writing should speak to an appropriate faculty member of the English department.

## English, Self-Designed Minor

(18 credits)

Courses to reflect a student's focused interest. Consultation and approval of a member of the English faculty are necessary when planning a minor.

## Ethics Minor

(18 credits)

See program requirements under department of Philosophy. A student pursuing a minor in Ethics should contact the chair of either the Philosophy or Religious Studies department in the sophomore or junior year to plan a program of study.

Offered jointly by the Philosophy and Religious Studies departments. Contact the chair of either the Philosophy or Religious Studies department in the sophomore or junior year to plan a program of study.

Required courses for the minor are either PHIL 340 or RELS 105 and either an Independent Study (PHIL 495 or RELS 495) OR an Internship (485) in Ethics.

**Required courses (6 credits) from:**

- PHIL 340 - Contemporary Ethical Problems 3 Credits Or
- RELS 105 - Contemporary Christian Morality: Methods and Issues 3 Credits
- PHIL 495 - Advanced Independent Study 3 Credits
- Cross listed with RELS 495 - Advanced Independent Study 3 Credits

Electives (12 credits) selected from courses meeting the Ethics and Values theme or courses related to Ethics offered in the Consortium

**Suggested courses:**

- CLAS 256 - Moral Decision Making in Greek Drama 3 Credits
- MGMT 410 - Ethical Considerations in Business 3 Credits
- PHIL 225 - Philosophy of the Human Person 3 Credits
- PHIL 235 - Philosophy of Race 3 Credits
- PHIL 236 - Ethical Decision Making 3 Credits
- PHIL 340 - Contemporary Ethical Problems 3 Credits
- PHIL 345 - Environmental Ethics 3 Credits
- RELS 105 - Contemporary Christian Morality: Methods and Issues 3 Credits
- RELS 205 - The Ecological Challenge 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits



- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits

## Family Studies Minor

### With a Concentration in Contemporary Family Issues (18 credits)

Family Studies is an academic interdisciplinary field which focuses on understanding and working with families in the context of modern society. The Family Studies minor incorporates the study of human development and family systems among diverse cultural, racial and ethnic groups. This program enhances students' ability to work with children, youth and families in a range of social service, judicial or advocacy settings.

### Distributed as follows or as designated by a Family Studies faculty member:

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- HDFS 360 - Family Relations 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- PSYC 220 - Child Development 3 Credits Or
- PSYC 241 - Adolescent Development 3 Credits Or
- HDGE 110 - Introduction to Gerontology 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits Or
- SOCL 227 - Inequality in America 3 Credits

Note:

Child Study majors with a minor in Family Studies will take Family Studies approved related courses to complete the Family Studies minor in collaboration with their major advisor.

## Family Studies, B.S.

### With a Concentration in Contemporary Family Issues

Family Studies is an academic interdisciplinary major which focuses on understanding and working with families in the context of modern society. The Contemporary Family Issues concentration incorporates the study of human development and family systems with Psychology, Sociology, and related fields. Additional electives may be chosen from approved courses in Biology, Economics, Nutrition and Religious Studies. This program prepares students to work with children, youth and families in a range of social service or educational settings.

### Program Outcomes

The student will:

- understand families in the context of their community, society, and culture

- appreciate diverse pathways to developmental competence
- apply research and theory to work with families
- appreciate multiple and interacting influences on family systems

Specific areas of understanding include:

Individuals, Families, Societies, and Cultures

Students will know and understand the dynamic interrelationship of individuals, families, society, and culture, including:

- families within societies and cultures
- socialization of individuals within family, society, and culture
- issues of diversity – values, beliefs, goals, and practices; gender, ethnicity, race; and exceptionalities

### Theory

Students will understand the development and implications of theoretical perspectives, including:

- theories as socio-cultural and historic constructs
- knowledge and applications of major family theories

### Research

Students will be intelligent consumers and generators of research, including:

- knowledge and understanding of research methods
- criteria for evaluating research
- participation in action research related to families

### Skills: To develop and demonstrate communicative and experiential skills, including

To develop and demonstrate communicative and experiential skills, including:

- interpersonal and collaborative skills
- oral and written communication
- observation and data collection
- library research
- critical thinking and analysis

Admission and continuation requirements: Students must have a minimum cumulative GPA of 2.7 to be accepted into the Family Studies major. Family Studies majors are expected to maintain a minimum GPA of 2.7 or better throughout their academic program.

### Degree Requirements (40 credits)

#### HDFS Core Courses (28 credits)

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- HDFS 356 - Consumer and Family Resource Management 4 Credits
- HDFS 360 - Family Relations 3 Credits



- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 430 - Field Study 3 Credits (May be taken for 6 credits)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- HDFS 485 - Internship 3-6 Credits (May be taken for 6 credits)
- HDFS 499 - Coordination Seminar: Children Contemporary Society 3 Credits

Supporting Coursework (6 credits)

- HDGE 110 - Introduction to Gerontology 3 Credits Or
- PSYC 220 - Child Development 3 Credits Or
- PSYC 241 - Adolescent Development 3 Credits Or
- SOCL 217 - Racial and Ethnic Groups 3 Credits Or
- SOCL 227 - Inequality in America 3 Credits

Additional approved related courses to complete the 39 credits for the major.

Students must ask their academic advisor for the most recent list of approved related courses.

### **Comprehensive examination.**

During the second semester of their senior year, students will be assessed on the content and skills of the major. The examination has an oral and written component.

### **Suggested Plan of Study for Family Studies Major with a Concentration in Contemporary Family Issues**

#### **First Year**

- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits

#### **Sophomore Year**

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- PSYC 220 - Child Development 3 Credits Or
- PSYC 241 - Adolescent Development 3 Credits Or
- HDGE 110 - Introduction to Gerontology 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits Or
- SOCL 227 - Inequality in America 3 Credits
- Approved related course 3 Credits

#### **Junior Year**

- HDFS 356 - Consumer and Family Resource Management 4 Credits
- HDFS 360 - Family Relations 3 Credits (fall)
- HDFS 370 - Resilience and Risk 3 Credits
- Approved related course 3 Credits

#### **Senior Year**

- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 430 - Field Study 3 Credits (may be taken for up to six credits; fall)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits (spring)
- HDFS 485 - Internship 3-6 Credits (may be taken for up to 6 Credits; spring)
- HDFS 499 - Coordination Seminar: Children Contemporary Society 3 Credits (spring)

## **Food Service Management Minor**

(21 Credits)

### **Required Courses**

- ACCT 201 - Principles of Accounting I 3 Credits
- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 230 - Human Behavior in Organizations 3 Credits
- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 311 - Food and Nutrition Management I 3 Credits
- NUTR 411 - Food and Nutrition Management II 3 Credits

## **French Minor**

(18 credits)

The French program at the University of Saint Joseph offers the student a maximum of flexibility and individual attention in developing French skills, knowledge, and interests. Students may pursue French as a minor, a self-designed major, or simply for personal enrichment. French courses meet some General Education and International Studies major requirements. They also follow the American Council for the Teaching of Foreign Languages National Standards [www.actfl.org], with the 5 C's: helping students learn to Communicate, explore francophone Cultures, make Connections with other disciplines and personal careers, make Comparisons between native and French language and cultures, and use their language skills in the Community outside the classroom for personal enjoyment and professional growth.

There are two possible French minors:

- French Language Minor
- French Connections: Interdisciplinary Minor in French Studies

## French Language Minor

18 credits of courses offered in French, including evidence of advanced proficiency, which may be demonstrated through:

- 6 credits of course work in French at the 300 level
- A foreign study or internship experience that involved advanced level foreign language competency
- Proficiency examination

Two suggested course sequences are:

Starting at the FREN 200 level:

- FREN 200 - Intermediate Conversation and Culture I 3 Credits
- FREN 201 - Intermediate Conversation and Culture II 3 Credits
- FREN 260 - Exploring the French-Speaking World 3 Credits
- FREN 262 - Discovering France Through Its Literature 3 Credits
- FREN 302 - Focusing on Accuracy: French Grammar and Composition I 3 Credits
- FREN 304 - Developing Advanced Conversation Skills in Cultural Context 3 Credits

Starting at the FREN 100 level:

- FREN 100 - Beginning French I 3 Credits
- FREN 101 - Beginning French II 3 Credits
- FREN 200 - Intermediate Conversation and Culture I 3 Credits
- FREN 201 - Intermediate Conversation and Culture II 3 Credits Or
- FREN 260 - Exploring the French-Speaking World 3 Credits
- FREN 302 - Focusing on Accuracy: French Grammar and Composition I 3 Credits
- FREN 303 - Focusing on Accuracy: French Grammar and Composition 2 3 Credits

## French Connections Minor

This minor allows students to explore connections between French studies and other disciplines, with a focus on practical connections to their major and/or career.

### Required Courses:

- 9 Credits (minimum) of courses offered in French at the Intermediate or Advanced level (200 Level or above);
- FREN 295 - Exploratory Independent Study 3 Credits - French Connection project related to major or another academic discipline

Remaining 6 Credits

The remaining 6 credits may be fulfilled either by:

- taking additional courses offered in French (French 100 does not count)

- completing French-related courses in English
- completing a French-related internship or study abroad experience

Note

All French minors are strongly urged to pursue a study abroad experience (a summer, semester, or year) in a French-speaking country or region.

## Gerontology Minor/Certificate

(18 credits)

Gerontology is an interdisciplinary field that embraces theoretical and applied constructs from a wide range of disciplines, including the social sciences, health research, and education from a human development perspective. To engage in the practice of gerontology requires an understanding of the population (current and future cohorts), the nature of human aging, socially constructed definitions of aging, public policy, and systems and networks for promoting human development. Many courses deal with specific issues and problems associated with aging, and all courses reflect the philosophy of lifelong developmental growth and emphasize the strengths of human beings at every age. Program graduates have gone into a variety of jobs in the fields of health, education, social services, business, and industry.

### Degree Requirements for a certificate or minor in Gerontology:

The plan of study for the certificate or minor must be approved by the Gerontology advisor.

### Students must take these required courses:

- HDGE 110 - Introduction to Gerontology 3 Credits
- HDGE 111 - Biology of Aging 1 Credits
- HDGE 112 - Nutrition of Aging 1 Credits
- HDGE 113 - Health of Aging 1 Credits
- HDGE 310 - Seminar on Aging 3 Credits

### Students must also choose 9 additional credits in related disciplines including:

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- HDGE 200 - Special Topics in Gerontology 3 Credits
- HDGE 312 - Introduction to Therapeutic Recreation 3 Credits
- HDGE 485 - Internship 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 220 - Human Resource Management 3 Credits
- NUTR 245 - Health Promotion Strategies 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits

- PSYC 242 - Psychology of Adulthood and Aging 3 Credits
- PSYC 311 - Art Therapy: An Introduction 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits
- RELS 307 - Death 3 Credits
- SOCL 225 - Sociology of Aging 3 Credits
- SOCW 300 - Social Welfare Policy 3 Credits
- SOCW 382 - Human Behavior in the Social Environment 3 Credits

- SPEC 562 - Autism: Communication and Technology 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits
- SPEC 565 - Autism: Social Interventions 3 Credits

### Acceptance Requirements for the Graduate Certificate

1. Graduate admission application and nonrefundable admission fee.
2. A conferred bachelor's degree from a regionally accredited institution.
3. A minimum cumulative undergraduate GPA of 2.5.
4. Sealed official transcripts of all undergraduate work and any prior graduate work.
5. Immunization record using the School of Graduate and Professional Studies form available on the University website.

### Exit Requirements for the Graduate Certificate

At the completion of the 5 course sequence, students need to complete and have their advisor sign the Graduate Declaration of Certificate form and complete a Degree Audit Form. Both forms are to be submitted to the Registrar for review before the certificate is awarded.

### Internship in Autism Spectrum Disorders

The School of Education offers an internship program in Autism Spectrum Disorders in collaboration with public schools. This program provides certified teachers the opportunity to pursue graduate-level coursework and training. Interns participate in supporting students with Autism Spectrum Disorders under the supervision of a specialist teacher on a full-day, full school year schedule. Benefits of this two-year internship include:

1. 30 credits of graduate coursework applied to a Master's Degree in Special Education with a concentration in Autism Spectrum Disorders
2. A \$9,000 stipend per school year
3. Supervision by a teacher with expertise in educating students with Autism Spectrum Disorders
4. On-site professional development and mentorship by the University of Saint Joseph faculty
5. Flexible course schedule

Please contact the director of the Autism Institute for details.

## Graduate Teacher Licensure in Early Childhood Education

Accredited by the Connecticut State Department of Education:

- Early Childhood Special Education: Nursery-Grade Three

### Program Outcomes for Early Childhood/Special Education Teacher Licensure

The candidate will:

- Understand young children within a developmental, social and cultural context.

Note:

Selected graduate Human Development/Gerontology courses may be taken with permission of the instructor.

## Gerontology Online Graduate Certificate

(12 credits)

This 12-credit certificate is designed for working professionals interested in increasing their knowledge about adulthood and aging. The certificate program is presented in two 7.5 week online course modules per semester.

Our curriculum promotes understanding of lifelong growth and emphasizes a strengths-based, interdisciplinary approach to knowing and serving elders and their families. Learn about current issues in the field of gerontology and how to effectively navigate elder care systems and networks.

Required courses

- HDGE 500 - Health Related Aspects of Aging 3 Credits
- HDGE 501 - Systems and Networks Supporting Human Development 3 Credits
- HDGE 503 - Social Issues and Aging 3 Credits
- HDGE 581 - Human Development II 3 Credits

## Graduate Certificate in Autism Spectrum Disorders (ASD)

Candidates may choose this certificate program to gain proficiency in applied educational concepts, principles, and practices, to work with students who have autism spectrum disorders and their families. Practicum experience, field studies, and observation at Connecticut public schools and The Gengras Center (a state-approved special education facility and model lab school affiliated with the University of Saint Joseph) are part of the curriculum.

Courses for the certificate are:

- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 561 - Autism: Managing Behavior 3 Credits

- Appreciate the integrated nature of academic and social competence in the early childhood years.
- Work collaboratively with families, social service personnel, health care providers and other professionals to meet the individual and comprehensive needs of all children.
- Design and implement developmentally sound and contextually relevant learning experiences for young children.

### Graduate Teacher Licensure—Initial

The State of Connecticut regulates licensure requirements. Therefore, the University reserves the right to make changes as necessary to meet the Connecticut State Regulations for teacher licensure.

Progression through the Teacher Licensure Program located here.

Teacher Licensure in Integrated Early Childhood Special Education — Nursery-K with Elementary 1-3

This license endorses teachers for positions in nursery to Grade 3 programs.

### Required courses (42 credits)

- ECSE 510 - Growth and Development in Early Childhood 3 Credits
- ECSE 520 - Language Development and Emergent Literacy 3 Credits
- ECSE 530 - Families and Development 3 Credits
- ECSE 540 - Assessment: Pre-K to Grade 3 3 Credits
- ECSE 555 - Programs for Young Children 3 Credits
- ECSE 560 - Learning in a Social Context 3 Credits
- ECSE 576 - Primary Curriculum (Grades 1-3) 3 Credits
- ECSE 580 - Practicum: PreK-K 3 Credits
- ECSE 587 - Pre- K to Kindergarten Curriculum 3 Credits
- EDUC 507 - Developmental Reading in the Elementary School 3 Credits
- EDUC 523 - Student Teaching and Student Teaching Seminar: Primary Grades 1, 2 or 3 9 Credits
- SPEC 516 - Exceptional and At-Risk Children in Today's Schools 3 Credits

Link to:

Early Childhood Education/Special Education, M.A.

Education, M.A.

Special Education, M.A.

Other Opportunities in Education

Cross-Endorsement Opportunities

International Honor Society - Kappa Delta Pi

Laboratory Schools

Internships

## Graduate Teacher Licensure in Education

Graduate Teacher Licensure Programs in Education Accredited by the Connecticut State Department of Education:

- Elementary Education (Grades K-6)
- Secondary Education (Grades 7-12) in English, French, Italian, Latin, Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science
- Special subjects: Family and Consumer Science, Pre-K-12
- School Counseling, M.A.

Candidates for teacher licensure in elementary and secondary education may apply 15 teacher licensure credits to the Master of Arts degree.

### Program Outcomes for Teacher Licensure

The candidate will:

- Understand the physical, emotional, psychosocial, and cognitive aspects of development
- Understand and apply learning theories as they relate to a holistic curriculum
- Evaluate learning and behavior of students
- Identify classroom organization and management techniques to enhance learning
- Understand historical, social, cultural, and political forces influencing public education and the role of a teacher in the resulting issues
- Accrue and use in-depth knowledge of professional literature
- Become a lifelong independent learner and reflective practitioner
- Demonstrate responsibility, initiative and sensitivity in working with all children in education-related settings
- Teach all children effectively in a constructivist and collaborative manner using best practice

### Graduate Teacher Licensure—Initial

The State of Connecticut regulates licensure requirements. Therefore, the University reserves the right to make changes as necessary to meet the Connecticut State Regulations for teacher licensure.

Progression through the Teacher Licensure Program located here.

Teacher Licensure Programs of Study in Education

Teacher Licensure — Elementary Education Grades K-6

Required courses (34 credits)

- EDUC 501 - Educational Psychology 3 Credits

**OR**

- EDUC 502 - Human Growth and Development 3 Credits
- EDUC 507 - Developmental Reading in the Elementary School 3 Credits



- EDUC 509 - The Language Arts in the Elementary School 3 Credits
- EDUC 510 - Children and Mathematics 3 Credits
- EDUC 522 - Student Teaching and Student Teaching Seminar: Elementary Grades K-6 9 Credits
- EDUC 524 - Instruction and Curriculum 3 Credits
- EDUC 555 - Science and Social Studies as Continuous Inquiry 3 Credits
- EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- EDUC 561 - Integrating the Arts 1 Credits
- SPEC 516 - Exceptional and At-Risk Children in Today's Schools 3 Credits

Teacher Licensure — Secondary Education Grades 7-12 and Family and Consumer Sciences, K-12

Required courses (36 credits):

- EDUC 503 - Adolescence 3 Credits
- EDUC 508 - Reading and Writing Development in Secondary Schools 3 Credits
- EDUC 512 - Teaching for Learning in the Content Areas 3 Credits (see below\*)
- EDUC 528 - Instruction and Curriculum for Secondary Teaching 3 Credits
- EDUC 532 - Curriculum in the Secondary School 3 Credits
- EDUC 540 - Student Teaching and Student Teaching Seminar: Secondary Grades 7-12 9 Credits
- EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- SPEC 534 - Positive Behavior Interventions and Supports 3 Credits
- SPEC 539 - Curriculum and Instruction: Adaptive Strategies 3 Credits
- SPEC 582 - Exceptional Adolescents 3 Credits

\*One content area specialty from:

- EDUC 512.01 - Social Studies & History
- EDUC 512.02 - World Language
- EDUC 512.03 - Mathematics
- EDUC 512.04 - Science
- EDUC 512.05 - Family & Consumer Science
- EDUC 512.06 - English

Note:

One additional course requirement for candidates for Licensure in English: EDUC 506 - Teaching the Adolescent Literature

Link to:

Education, M.A.

Early Childhood Education/Special Education, M.A.

Special Education, M.A.

Other Opportunities in Education

Cross-Endorsement Opportunities

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

## Graduate Teacher Licensure in Special Education

Teacher Licensure Program of Study — Special Education Grades K-12

This program is designed for candidates who want a master of arts in Special Education with initial Special Education teacher licensure. Candidates interested in teaching at the elementary level are encouraged to pass the Praxis II examinations in elementary education and Foundations of Reading Test that recognizes them as “highly qualified” in elementary education content according to the “No Child Left Behind” (NCLB) legislation. To become recognized as “highly qualified” in a content area, special education teachers at the middle and secondary levels need to have a bachelor’s degree or a master’s degree (typically 30 credits) in Mathematics, English, or a Science, or pass the Praxis II examination in one of these content areas.

### Program Outcomes for Special Education Teacher Licensure

The candidate will:

- Understand the physical, emotional, psychosocial, and cognitive aspects of development
- Understand and apply learning theories as they relate to a holistic curriculum
- Evaluate learning and behavior of students
- Identify classroom organization and management techniques to enhance learning
- Understand historical, social, cultural, and political forces influencing public education and the role of a teacher in the resulting issues
- Accrue and use in-depth knowledge of professional literature
- Become a lifelong independent learner and reflective practitioner
- Demonstrate responsibility, initiative and sensitivity in working with all children in education-related settings
- Teach all children effectively in a constructivist and collaborative manner using best practice

Progression through the Teacher Licensure Program located here.

Degree requirements (43-45 credits)



### 1. Core courses (33 credits)

- EDUC 507 - Developmental Reading in the Elementary School 3 Credits
- EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- SPEC 517 - Students with Mild Disabilities 3 Credits
- SPEC 518 - Children with Moderate to Severe Disabilities 3 Credits
- SPEC 524 - Instruction and Curriculum 3 Credits
- SPEC 526 - Educational Assessment 3 Credits
- SPEC 534 - Positive Behavior Interventions and Supports 3 Credits Or
- SPEC 535 - Laws and Special Education 3 Credits
- SPEC 540 - Reading Interventions for Inclusive Schools 3 Credits
- SPEC 543 - Instructional Planning and Interventions in Spec Ed: Writing and Study Skills 3 Credits
- SPEC 579 - Children and Mathematics 3 Credits
- SPEC 542 - Reading Disabilities: Connecting Assessment and Instruction 3 Credits

### 2. Student Teaching (10-12 credits)

- SPEC 549 - Student Teaching and Student Teaching Seminar: Special Education fall/spring 12 Credits

#### AND

- SPEC 536 - Summer Practicum: Special Education 4 Credits

### 3. Comprehensive Exam

All students must pass a written comprehensive examination after having completed 100% of their planned program, which includes student teaching.

Links to:

Special Education, M.A.

Early Childhood Education/Special Education, M.A.

Education, M.A.

Other Opportunities in Education

Cross-Endorsement Opportunities

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

## Healthcare Systems Management Graduate Certificate

The graduate certificate in Healthcare Systems Management is oriented towards those individuals who wish to advance or begin their career in healthcare management. The four

courses that make up this graduate certificate program provide participants with the knowledge they need to succeed in their careers, including best practices, diversity issues, technology impact, change and the competitive and regulated healthcare environment.

All credits earned may be applied to the Master of Science in Management degree if students decide to continue on for this degree.

### Requirements (12 credits)

- MGMT 516 - Managing Healthcare Delivery Systems 3 Credits
- MGMT 517 - Legal Aspects in Healthcare Management 3 Credits
- MGMT 518 - Third-Party Payer Systems and Managed Care 3 Credits
- MGMT 519 - Joint Ventures and Alliances in Health Care Management 3 Credits

## History, B.A.

The department of History encourages all students to elect at least one course in History to acquire a historical perspective, which is essential to understanding the world today. To this end, the department offers courses that emphasize the development and interrelationship of cultures, ideas, and institutions.

In addition, the department offers its majors more intensive studies of historical and contemporary events and issues, using primary sources and/or field experience, as well as internships. These introduce the student to the methodologies needed in graduate school and in careers related to History. Among such careers are law, library science, journalism, teaching and government.

### Program Outcomes

The student will:

- Demonstrate in-depth knowledge of the fields of American and World history
- Apply historical methodology to a significant research project
- Demonstrate skills in written and oral communication, critical thinking and presentation
- Demonstrate knowledge of a wide range of career choices and graduate studies

### Program Requirements (33 credits)

Continuation requirements: Majors in History are expected to maintain a B- or better academic average.

### Required courses (12 credits)

- HIST 105 - World History I 3 Credits Or
- HIST 106 - World History II 3 Credits
- HIST 120 - The American Scene to 1865 3 Credits Or

- HIST 121 - The American Scene From 1865 3 Credits
- HIST 201 - Workshop History: Going to Source 3 Credits
- HIST 499 - Coordinating Seminar 3 Credits

### Electives (18 credits)

Electives must include courses at 200-level or above, including at least two courses in non-American History and at least one 300-level course.

Note:

History majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Legal Studies Focus

Legal Studies focus for students interested in learning more about law

### Three courses (9 credits) from:

- POLS 310 - Political Leadership and Social Justice 3 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 330 - Constitutional Law 3 Credits
- SOCW 390 - Children and the Law 3 Credits

## Homeland Security Management Graduate Certificate

The graduate certificate in Homeland Security Management is designed not only for personal currently working in the field, but for those individuals who do not have a background in this area but wish to make it their new career. The four courses that make up this graduate certificate program have been designed to accommodate new information and approaches as they develop.

All credits earned may be applied to the Master of Science in Management degree if students decide to continue on for this degree.

### Requirements (12 credits)

- MGMT 520 - Introduction to Homeland Security 3 Credits
- MGMT 521 - Law Enforcement and Judicial System Issues 3 Credits
- MGMT 522 - Command Management and Operations 3 Credits
- MGMT 523 - Simulation for Homeland Security 3 Credits

## Honors Program

The Honors Program serves a community of students who share an excitement for learning. It provides stimulating classes, close relationships with faculty mentors, and a wide range of extra-curricular activities. Activities include talks by prominent artists

and scholars; luncheon conversations and discussions; and trips to museums, plays, and cultural events.

Students are invited to participate based on strong academic ability and motivation as evidenced by assessment of their previous records, performance on standardized tests, and the recommendations of teachers or counselors. The program is open to both first-year and transfer students.

Participation in the Honors Program not only provides top students with a rewarding academic experience, but also strengthens their applications for graduate and professional schools.

Upon completion of program requirements, graduating seniors receive the designation "In Honors" on their transcripts.

### Program Outcomes

The student will:

- Lead discussion-based learning
- Demonstrate, as relevant to program of study, analysis and synthesis in independent research or application of creative and critical thinking skills to the solution of complex problems
- Apply interdisciplinary perspective on topics
- Demonstrate enrichment through experiential co-curricular and/or extra-curricular activities

### Program Requirements

- Four\* Honors courses in arts and sciences that meet general education requirements
- Honors Independent Study project; and
- Honors Capstone team-taught interdisciplinary course
- An additional requirement of maintaining of a 3.25 cumulative GPA

Students may substitute an Honors Service Learning seminar or Honors Study Abroad program for either the independent study or one of the arts and sciences courses.

\*For students entering the Honors Program after their first semester, the requirement is reduced to three general Honors courses.

### Honors sections of the following courses are frequently offered:

- ENGL 110 - Thematic Approaches to Literature 3 Credits
- PHIL 120 - Discovering Philosophy 3 Credits

### Additional Honors

Additional courses offered to Honors students and others with permission of the instructor include:

- BIOL 210 - Marine Biology 4 Credits
- BIOL 270 - Human Heredity and Birth Defects 3 Credits
- CHEM 130 - Environmental Science 4 Credits
- BIOL 300 - Current Topics in Biology 1 Credits
- ECON 370 - International Political Economy: American Empire 3 Credits

- Cross listed with POLS 370 - International Political Economy 3 Credits
- ENGL 346 - Writing Women's Lives: The Construction of the Self 3 Credits
- Cross listed with PSYC 346 - Writing Women's Lives: Construction of the Self 3 Credits
- FIAR 336 - Renaissance Art History 3 Credits
- FIAR 341 - History of Greek Art 3 Credits
- FIAR 351 - Art of Egypt: Ancient to Coptic 3 Credits
- HIST 217 - Sex Freud and Morality: History of Vienna and the Culture of 1900 Vienna 3 Credits
- INTD 375 - Honors Junior Independent Study 3 Credits
- INTD 377 - Honors Service Learning Seminar 3 Credits
- INTD 401 - Are We Becoming Cyborgs? (Honors Capstone) 3 Credits
- INTS 200 - Special Topics: Woman, Work, and Family in the Two-Thirds World 3 Credits
- PHIL 401 - Are We Becoming Cyborgs? (Honors Capstone) 3 Credits
- POLS 375 - Contemporary Topics in Political Psychology 3 Credits
- Cross listed with PSYC 375 - Contemporary Topics in Political Psychology 3 Credits
- PSYC 190 - Introduction to Psychological Research 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits

Note:

Honors Special Topics are offered on occasion in various disciplines.

INTD 375 - Honors Junior Independent Study

INTD 377 - Honors Service Learning Seminar

## Human Development/Gerontology, M.A.

The Gerontology program provides an interdisciplinary approach to understanding aging as a process of life-long development. The program of study includes courses in the health-related, social-behavioral aspects of aging, and the public policy issues that affect the lives of older adults. The program is designed to provide helping professionals already educated in basic disciplines at the baccalaureate level with the background needed to work in the field of aging and to gain a more in-depth understanding of human development. To accommodate the full-time working professional, classes are scheduled during late afternoon hours, evenings, weekends, and on-line.

## Program Outcomes

The student will:

1. Demonstrate grounding in the lifespan human development model and be able to interpret research and theory in relation to this model
2. Master the demographic and political issues related to the aging population and form educated opinions
3. Demonstrate basic familiarity with the systems and networks supporting older adults (regional and national)
4. Demonstrate enhanced self-knowledge of personal development and understand other individuals, families, and communities in relation to lifespan developmental perspective
5. Provide educational resources and materials on the topic of older adulthood to a wide variety of populations
6. Understand current policy and cultural paradigms that enhance and support development of older adults
7. Demonstrate a firm knowledge base to dispel ageism

## Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. Sealed transcript of a bachelor's degree from a regionally accredited institution
3. Two letters recommending the student for graduate work at the University of Saint Joseph
4. Planned program of study (with the Director)
5. An immunization record using the University of Saint Joseph Health Services form available on the USJ Web site

## Degree requirements (30 credits)

### Core Human Development courses (15 credits)

- HDFS 508 - Research Methods in Human Development 3 Credits
- HDFS 518 - Human Services Administration 3 Credits
- HDFS 555 - Families and Development 3 Credits
- HDFS 580 - Human Growth and Development 3 Credits
- HDFS 585 - Integrating Seminar 3 Credits

### Required Gerontology courses (6 credits)

- HDGE 501 - Systems and Networks Supporting Human Development 3 Credits
- HDGE 581 - Human Development II 3 Credits

### Gerontology specialization (9 credits) from:

- HDGE 500 - Health Related Aspects of Aging 3 Credits
- HDGE 502 - Psychology of Older Adults 3 Credits
- HDGE 503 - Social Issues and Aging 3 Credits
- HDGE 504 - Law and the Elderly 3 Credits
- HDGE 510 - Practicum 3 Credits
- HDGE 522 - Gerontological Studies 3 Credits
- HDGE 540 - Health and Community 3 Credits
- HDGE 560 - Older Adult as Learner 3 Credits
- HDGE 562 - Sexuality and Aging 3 Credits

- HDGE 590 - Special Topics 3 Credits
- HDGE 593 - Gerontology Seminar 3 Credits
- HDGE 595 - Independent Study/Research 4 Credits
- HDGE 598 - Continued Project Advisement 1 Credits

### **Comprehensive examination.**

All students must pass a comprehensive examination after completing 21 credits in the program.

## **Information Technology Minor**

(18 credits)

Emphasizes use of computers in a business setting and provides students with a practical knowledge of computer applications essential in an era of rapidly changing technology. The applied skills provided by the minor enhance students' career opportunities in business, management, insurance, banking, education, allied health, Web design and administration, and other technology-intensive fields.

### **Required courses (15 credits)**

- INFT 100 - Introduction to Computers 3 Credits
- INFT 105 - Web Page Development 3 Credits
- INFT 215 - Information Technology Practicum 3 Credits
- INFT 245 - Microcomputer Applications Business 3 Credits
- INFT 401 - Systems Thinking 3 Credits

One course (3 credits) from:

- INFT 110 - Computer Programming I 3 Credits
- INFT 205 - Business and Professional Communication 3 Credits
- INFT 255 - Multimedia Communications in the Information Age 3 Credits
- INFT 345 - Database Design and Development 3 Credits

Note:

Management majors who have not taken MGMT 345 must take two of the electives for the minor.

## **International Studies Minor**

(18 credits)

### **Required courses (9 credits)**

- INTS 100 - Global Issues and Perspectives for the 21st Century 3 Credits
- INTS 249 - International Politics 3 Credits
- INTS 260 - Understanding the Global Economy 3 Credits

### **Electives (9 credits)**

From the lists for the two International Studies concentrations. At 102

least two courses must be at or above the 300 level. One of the required courses may be waived at the discretion of the director of International Studies if the student participates in a study-abroad experience. Students are strongly encouraged to take courses in the Foreign Languages department and to consider a study-abroad experience.

## **International Studies, B.A.**

The International Studies major is a multidisciplinary course of study designed:

- To provide an inquiry- and issues-based outlook on global interdependence
- To prepare leaders for proactive roles in global issues and concerns
- To develop a foundation for further studies and/or career development through the acquisition of applied and critical skills, including language skills

The curriculum is based on the comprehension of the nature of contemporary global issues, the ability to unravel the theorization, and debates implicit in the study of the most recent globalization phenomenon. This foundation is strengthened by the study of a foreign language, an experience abroad, and a rigorous concentration of study in polity, economy, and society or in languages and cultures.

An option exists for a self-designed concentration approved by the director of International Studies.

### **Program Outcomes**

The student will:

- Understand, interpret, and analyze complex global issues
- Compare and contrast the methodologies that have served as underpinnings in the recent construction of theories of globalization
- Comprehend multiple perspectives
- Secure a foundation for post-baccalaureate studies in a variety of fields such as law, development studies, international political economy, business, and human rights

### **Degree Requirements (39 Credits)**

#### **Foundations (21 credits)**

- INTS 100 - Global Issues and Perspectives for the 21st Century 3 Credits
- INTS 101 - World Geography 3 Credits
- INTS 106 - World History II 3 Credits
- INTS 110 - Cultural Anthropology 3 Credits
- INTS 249 - International Politics 3 Credits
- INTS 260 - Understanding the Global Economy 3 Credits
- INTS 499 - Capstone Course/Coordination 3 Credits



### **Foreign language (6 credits)**

Proficiency in one modern foreign language at the advanced level, demonstrated by:

- Six credits of foreign language course work at the 300 level
- A foreign study or internship experience that involves advanced-level foreign language competency proficiency examination
- Or demonstrate at least one year of successful study at the high school level or above in another language and passing an oral/written test approved by the Office of International Studies and administered by the Department of Foreign Languages.

Study abroad (variable credits) or internship abroad for at least a summer or a semester during the junior year.

Consultation with the director of International Studies and Programs required. The Office of International Studies and Programs provides information on study abroad or semester abroad opportunities.

### **Concentration (18 credits)**

#### **Polity/Economy and Society**

At least four of the courses at or above the 300 level.

Nine credits from any one of the clusters that have more than one course offered.

Nine additional credits from the list of courses offered for this option

- INTS 200 - Special Topics: Woman, Work, and Family in the Two-Thirds World 3 Credits
- INTS 200 - Special Topics: Introduction to Human Rights 3 Credits
- ECON 265 - Women in the World Economy 3 Credits
- ECON 335 - Sustainable Economic Development 3 Credits
- HIST 224 - Visions of Utopia and Terror 3 Credits
- HIST 227 - Latin America 3 credits
- HIST 237 - Women in European History 3 Credits
- HIST 239 - Women in World History 3 Credits
- HIST 250 - The World of Asia 3 Credits
- HIST 253 - History of Islamic People 3 Credits
- HIST 335 - Imperial Russia to the Present 3 Credits
- HIST 357 - Israel and Palestine 3 Credits
- Cross listed with POLS 357 - Israel and Palestine 3 Credits
- HIST 359 - A History of Modern Germany 3 Credits
- POLS 227 - Latin America and the Caribbean 3 Credits
- Cross listed with HIST 227 - Latin America 3 Credits
- POLS 345 - Comparative Government 3 Credits

Students may be advised to take courses in the institutions of the Hartford Consortium for Higher Education depending upon their plan of study.

### **Languages and Culture**

At least three courses at or above the 300 level.

- Nine credits from any language cluster (English, French, and Spanish)
- Nine credits from Religious Studies OR Art History

#### **English language Cluster**

- ENGL 220 - Literary Criticism 3 Credits
- ENGL 225 - Major British Authors I 3 Credits
- ENGL 226 - Major British Authors II 3 Credits
- ENGL 239 - Postcolonial Literature 3 Credits
- DRAM 253 - History of Theatre I 3 Credits
- Cross listed with ENGL 253 - History of Theatre I 3 Credits
- ENGL 276 - Cultural Studies 3 Credits
- Cross listed with AMST 276 - Cultural Studies 3 Credits

#### **Spanish language Cluster**

- SPAN 204 - Latino Storytelling 3 Credits
- SPAN 300 - Conversation and Readings I 3 Credits
- SPAN 301 - Conversations and Readings II 3 Credits
- SPAN 320 - Advanced Conversation I 3 Credits
- SPAN 321 - Advanced Conversation II 3 Credits
- SPAN 331 - Study Culture Workshop in Spain or Latin America 1-6 Credits
- SPAN 360 - Cultural Perspectives of Hispanic Peoples 3 Credits
- SPAN 361 - Special Topics in Spanish Language, Literature and Culture 3 Credits
- SPAN 390 - Masterpieces of Hispanic Literature 3 Credits
- FIAR 269 - Latin American Art 3 Credits

#### **Religious Studies Cluster**

- RELS 150 - Religions of the East 3 Credits
- RELS 151 - Religions of the West 3 Credits
- RELS 205 - The Ecological Challenge 3 Credits
- RELS 207 - Women in Christian Tradition 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 211 - Justice Seekers and Peace Makers 3 Credits
- RELS 257 - Islam 3 Credits
- RELS 266 - Christianity/Global Perspectives 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits

#### **Art History and Performing Arts Cluster**

- FIAR 245 - Survey of Modern Art 3 Credits
- FIAR 269 - Latin American Art 3 Credits



- FIAR 299 - Vincent van Gogh: His Life and Work 3 Credits
- FIAR 336 - Renaissance Art History 3 Credits
- FIAR 341 - History of Greek Art 3 Credits
- FIAR 349 - French and American Impressionism 3 Credits
- FIAR 351 - Art of Egypt: Ancient to Coptic 3 Credits
- DANC 220 - History and Appreciation of Dance 3 Credits
- MUSC 233 - Music of the Romantic Era to the Modern Age 3 Credits
- MUSC 236 - History of Music I 3 Credits
- MUSC 237 - History of Music II 3 Credits

### 3. Self-Designed Major

The student will work closely with the program director to select courses, including Consortium offerings.

Note:

International Studies majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Justice and Peace Minor

(18 credits)

Students should develop their program of studies with an advisor in the Religious Studies department.

### Required courses (9 credits)

- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 385 - Internship 3-6 Credits

### Recommended:

- HIST 348 - American Society From Hiroshima to Present 3 Credits
- RELS 211 - Justice Seekers and Peace Makers 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits
- SOCL 227 - Inequality in America 3 Credits

## Juvenile Justice/Human Rights Certificate

(12-13 Credits)

Explore the relationship of children and the criminal justice system from a human rights perspective. You will learn to identify risk and protective factors in children and youth, enhance resilience and strengths in children, families and communities; and analyze legal and ethical issues. Open to students in every major.

### Required Courses:

- POLS 230 - Juvenile Justice and Human Rights 3 Credits
- SOCW 390 - Children and the Law 3 Credits

### Elective Courses (6-7 Credits):

- BIOL 204 - Forensic Biology 3 Credits
- BIOL 204L - Forensic Biology Laboratory 1 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 330 - Constitutional Law 3 Credits
- PSYC 241 - Adolescent Development 3 Credits
- PSYC 248 - Contemporary Issues Psychology II 3 Credits
- PSYC 249 - Forensic Psychology 3 Credits
- PSYC 330 - Criminal Justice and Mental Health 3 Credits
- Other elective courses as approved

## Latino Community Practice Certificate

(15 Credits)

It is projected that Latinos will comprise 29% of the total population of the United States by the year 2050, making them the largest minority group in the country (Pew Research Center, 2008).

Multiculturalism and diversity are included among the core values of the University of Saint Joseph. In turn, USJ is committed to preparing professionals to meet the increasing demand for cultural and linguistically competent services by teaching our students about Latinos population across the diaspora including immigration, acculturation, and cultural preservation. Moreover, students will also develop projects that meet the needs of Latino communities.

The Latino Community Practice Certificate increases Latino cultural knowledge and Spanish language proficiency. It is open to students in every major.

### Prerequisite:

Intermediate-level Spanish proficiency

### Requirements:

#### Spanish (6 credits):

Choose two from the following:

- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other Spanish elective at the 200-level or above

#### Latino Cultures and Diversity (6 credits):

Choose two from the following:

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCW 206 - Latinas and Their Worlds 3 Credits
- Other elective as approved

### Remaining course (3 credits):

Choose one additional course from the above lists or other approved course.

Note:

Offered in Undergraduate Program for Women and the Program for Adult Learners.

## Latino Community Practice Graduate Certificate

(12 Credits)

It is projected that Latinos will comprise 29% of the total population of the United States by the year 2050, making them the largest minority group in the country (Pew Research Center, 2008). Professionals need to prepare for the increasing demand for cultural and linguistically competent services across disciplines and to learn about the diversity of Latinos, immigration and acculturation process.

The Latino Community Practice Graduate Certificate is a specialized professional credential for bilingual professionals in health, education, management, and human services. The program prepares participants for effective service and leadership in the Latino community. It offers the opportunity to network with professional leaders, and supports development of programs, research, or evaluation projects.

### Program Outcomes include:

- Understanding of the diversity of Latino cultures based on history of immigration and integration in the United States
- Ability to assess population needs, in collaboration with community members
- Ability to reach Latino markets by using and adapting General Program Design and management Practices
- Increased Spanish language proficiency
- Proficiency in business and management practices, when coupled with the MS in Management

### Courses:

Course of study consists of 4 courses of 3 credits each, as follows:

- LCPR 595 - Bilingual Social Marketing 3 Credits
- LCPR 598 - Latino Community Research I 3 Credits
- LCPR 599 - Latino Community Research II 3 Credits

Choice of:

- LCPR 514 - Latino Cultures for the Global Era 3 Credits Or
- LCPR 579 - Advanced Spanish Grammar and Composition for the Professions 3 Credits

### Collaboration with Graduate Programs:

The 12 credits earned for the LCP certificate may be used as 12 elective credits for students enrolled or enrolling in the Masters

in Management. Students who graduate from that program with the 12 LCP credits will receive a Masters in Management and an LCP Certificate.

Credits may be applied to other masters programs as electives.

## Latino Community Practice Minor

(18 credits)

It is projected that Latinos will comprise 29% of the total population of the United States by the year 2050, making them the largest minority group in the country (Pew Research Center, 2008).

Multiculturalism and diversity are included among the core values of the University of Saint Joseph. In turn, USJ is committed to preparing professionals to meet the increasing demand for cultural and linguistically competent services by teaching our students about Latinos population across the diaspora including immigration, acculturation, and cultural preservation. Moreover, students will also develop projects that meet the needs of Latino communities.

The Latino Community Practice Minor increases Latino cultural knowledge and Spanish language proficiency. It is open to students in every major.

### Prerequisite:

Intermediate-level Spanish proficiency

### Requirements:

#### Spanish (6 credits):

Choose two from the following:

- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other Spanish elective at the 200-level or above

#### Latino Cultures and Diversity (6 credits):

Choose two from the following:

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCW 206 - Latinas and Their Worlds 3 Credits
- ENGL 240 - U.S. Hispanic Literature and Culture 3 Credits
- FIAR 269 - Latin American Art 3 Credits

### Remaining courses (6 credits):

Choose two additional courses from above lists or other approved courses.

Note:

Offered in Undergraduate Program for Women and the Program for Adult Learners.

## Legal Studies Certificate

(12 Credits)

Discover career opportunities in the law and explore the changing legal environment for individuals, families, communities, and various professions. Open to students in every major.

### Required Courses:

- POLS 310 - Political Leadership and Social Justice 3 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 330 - Constitutional Law 3 Credits

### Choice of one:

- POLS 230 - Juvenile Justice and Human Rights 3 Credits
- SOCW 390 - Children and the Law 3 Credits

## Literature Minor

(18 credits)

Only one 100-level course may be counted (excluding ENGL 104 “The Art of Effective Writing”); remaining courses should be 200-level or above. One in-depth author course required (ENGL 314 “Shakespeare” or ENGL 401 “Major Author Seminar”).

## Management Minor

(21 credits)

The Management Minor will provide the non business major with knowledge of current management practices which will help the student in her/his chosen career. In addition to the four required courses, students select three management elective courses as part of this minor to enable them to study a specific business area or areas that might be of special interest to them.

The minor in Management will consist of four required courses and three management elective courses.

- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 245 - Microcomputer Applications in Business 3 Credits
- MGMT 420 - Business Law I 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits

## Management, B.S.

In the Management Program, you will be introduced to the most current management theories, concepts, and practices by a faculty committed to the principles of ethical decision-making.

As a Management major, you will benefit from small classes and individualized attention. In addition, there will be a strong focus on computers and their application to business decision-making. As an undergraduate student in good academic standing (B average or better), you are permitted to take two graduate business courses in your senior year of study which can count towards your Master of Science in Management degree at the University of Saint Joseph.

### Career Opportunities and Graduate School Preparation

Management majors have gone on to successful careers in industry, government, and the not-for-profit sector. Graduates have been employed by a variety of organizations, including: Webster Financial Services, Pratt & Whitney, Capital United Way, The Aetna, Legrand/Wiremold Corporation, The Travelers, JC Penney, Connecticut Convention & Visitors Bureau, St. Francis Hospital, TD Bank, Northeast Utilities, Insurity, and Connecticut Science Center.

### Management Program Outcomes

The student will:

- Understand management principles at a level that provides preparation for an advanced business degree
- Put into practice those principles and skills acquired; these skills are often demonstrated in the internship as well as in class exercises
- Understand the various responsibilities of modern managers: financial management, human resources, marketing, operations, project management, and more
- Understand the use and application of information technologies
- Understand the ethical and legal aspects of business and the role of management in these important areas
- Understand and be able to apply research methodologies utilized in management, including statistical and quantitative methods

Admission and continuation requirements: Students must apply for acceptance into the department at the end of the sophomore year. Courses in the major must be completed with a grade of C- or better.

### Degree Requirements (72 credits)

#### Management curriculum (60 credits)

- ACCT 201 - Principles of Accounting I 3 Credits
- ACCT 202 - Principles of Accounting II 3 Credits
- ACCT 205 - Managerial Accounting 3 Credits
- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 230 - Human Behavior in Organizations 3 Credits
- MGMT 245 - Microcomputer Applications in Business 3 Credits Or
- MGMT 345 - Database Concepts and Design 3 Credits

- MGMT 250 - International Business 3 Credits
- MGMT 305 - Financial Management 3 Credits
- MGMT 325 - Quantitative Methods for Managerial Decisions 3 Credits
- MGMT 390 - Marketing Management 3 Credits
- MGMT 400 - Operations Management 3 Credits
- MGMT 410 - Ethical Considerations in Business 3 Credits
- MGMT 420 - Business Law I 3 Credits
- MGMT 425 - Business Law II 3 Credits
- MGMT 450 - Business Strategy 3 Credits
- MGMT 485 - Internship 3-6 Credits - this course may be taken twice for 6 Credits. Or
- MGMT 499 - Coordinating Seminar 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits

#### **Required supporting coursework (12 credits)**

- ECON 101 - Principles of Macroeconomics 3 Credits
- ECON 102 - Principles of Microeconomics 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- MATH 110 - Elementary Statistics 3 Credits Or
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits

#### **Internships**

Management majors generally participate in supervised internships (3-6 credits) as juniors or seniors. The experience may be in a for-profit, not-for-profit, or public-sector organization.

## **Management, M.S.**

The master of science in Management is oriented toward the goal of students who wish to advance their careers in business. It is designed to serve the needs of full-time students electing to continue their education for a fifth year, and working professionals who would like to enhance their skills through the completion of an advanced degree on a part-time or full-time basis.

Managers today are under constant scrutiny to justify projects and programs, to develop and utilize new technology, to change and transform, to behave in an ethical manner, and above all, to develop sound financial and strategic approaches to markets while providing a fair and equitable wage to employees and an adequate profit for shareholders. This program culminates with a capstone course, Strategic Management, which emphasizes the skills and behaviors that enable a manager to engage in such activities as strategic planning, policy development, and outcomes assessment.

## **Program Outcomes**

The student will:

- Acquire the essential graduate management knowledge needed to succeed in today's contemporary organization
- Demonstrate knowledge of human principles and ethical dimensions
- Demonstrate knowledge of the core management responsibilities and the specifics of a chosen, focused discipline

## **Matriculation Requirements**

- Admissions application and nonrefundable admission fee
- A sealed official transcript of all undergraduate work, showing a baccalaureate degree from a regionally accredited institution
- Two letters recommending the candidate for graduate work at the University of Saint Joseph
- Program of study signed by the advisor
- An immunization record using the University of Saint Joseph Health Services form available on the USJ Web site

## **Degree Requirements (36 credits)**

### **Core courses (24 credits)**

- ACCT 505 - Accounting Strategies for Decision-Making 4 Credits
- MGMT 501 - Managing and Developing the High Performance Organization 3 Credits
- MGMT 502 - Management Information Technologies 4 Credits
- MGMT 506 - Marketing and Stakeholder Relations 3 Credits
- MGMT 507 - Financial Management for Successful Organizations 4 Credits
- MGMT 508 - Business Decisions and Ethical Dimensions 3 Credits
- MGMT 515 - Strategic Management 3 Credits

### **Elective graduate courses (12 credits)**

This requirement can be met by completing one of the two graduate Management certificate programs offered by the department or by selecting four graduate Management elective courses in consultation with your academic advisor.

## **Marriage and Family Therapy, M.A.**

*(Also see School Counseling and Clinical Mental Health Counseling)*

The Department of Counseling and Family Therapy is committed to training counselors who will provide leadership in serving the needs of both the local and the global community. Programs are holistic, reflecting an integration of mind, body, and spirit.



The Master of Arts Program in Marriage and Family Therapy is designed to provide students with a solid core of knowledge about marriage and family therapy, as well as to train them to become professional marriage and family therapists. Students who pursue this degree ordinarily intend a professional career in this specific field. The program's basic orientation is the "General Systems" paradigm within which students are exposed to structural, strategic, solution-focused, systemic, and social constructionist approaches in addition to the other major modalities of the discipline. Students are encouraged to select and integrate those approaches that best fit their own clinical style. The program emphasizes a broad blend of theoretical knowledge and therapeutic approaches, with the primary goal of training competent clinicians in the field of marriage and family therapy.

The Department of Marriage and Family Therapy is nationally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

### **Learning Outcomes**

- Develop a core knowledge marriage and family therapy practice
- Develop skill proficiency in professional practices
- Increase student's capacity to use one's self as an instrument in the therapeutic process
- Develop skilled approaches to collaborating with clients, colleagues, the profession, and the community

### **Matriculation Requirements**

A student seeking to matriculate into the Marriage and Family Therapy Program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
2. All official college transcripts mailed directly to the Office of Graduate and Professional Studies from accredited institutions that evidence at least a baccalaureate degree with a GPA of 2.7 or higher
3. Two letters of professional reference recommending the candidate for graduate work in the Marriage and Family Therapy Program at the University of Saint Joseph
4. All immunization records as required by the Office of Graduate and Professional Studies

In addition, Marriage and Family Therapy applicants are required to:

5. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies.)
6. Sign up for a group interview/information session once the application and an official transcript are submitted and received.

Students who have not provided our office or the Office of Graduate and Professional Studies with the required documents are not eligible to be matriculated into the Marriage and Family Therapy Program. Please review the list above and contact the Department of Counseling and Family Therapy if you have any questions.

### **Degree Requirements (49 - 52 credits)**

The following courses are required of all students:

#### **Theoretical Foundations of Marriage and Family Therapy**

- MFTH 550 - Introduction to Therapy Skills and Methods 3 Credits
- MFTH 560 - Communication and Systems Theory 3 Credits
- MFTH 561 - Family Therapy I: Theories of Family Assessment 3 Credits

#### **Assessment and Treatment in Marriage and Family Therapy**

- MFTH 545 - Treating Addictions in the Family 3 Credits
- MFTH 549 - Psychopharmacology 1 Credits
- MFTH 562 - Family Therapy II: Intervention Methods 3 Credits
- MFTH 563 - Family Therapy III: Marital Therapy 3 Credits
- MFTH 564 - Family Therapy IV: Working with the Larger System: A Collaborative Approach 3 Credits
- MFTH 583 - Human Sexuality: Behavior and Treatment 3 Credits

#### **Human Development and Family Studies**

- MFTH 580 - Human Development 3 Credits
- MFTH 581 - Discourses in Psychopathology 3 Credits
- MFTH 582 - Gender Issues and Diversity in Therapy 3 Credits

#### **Ethics and Professional Studies in MFT**

- MFTH 530 - Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists 3 Credits

#### **Research**

- MFTH 597 - Research Methods 3 Credits

#### **Supervised Clinical Practice**

- MFTH 571 - Marriage and Family Therapy Practicum I 3 Credits
- MFTH 572 - Marriage and Family Therapy Practicum II 3 Credits
- MFTH 573 - Marriage and Family Therapy Practicum II 3 Credits

(If necessary, the following may be required as well:)

- MFTH 574 - Marriage and Family Therapy Practicum IV 3 Credits
- MFTH 575 - Marriage and Family Therapy Practicum V 3 Credits
- MFTH 576 - Marriage and Family Therapy Practicum VI 3 Credits

#### **Comprehensive Examination**

Upon completion of the core MFTH courses and at least 400 of the 500 required clinical hours, students may apply to the



program director to sit for the comprehensive examination wherein students demonstrate their competence in the theory and practice of marital and family therapy. Students are expected to demonstrate this competence by means of a written examination (paper), as well as an oral examination. The oral examination will be based largely upon a videotaped case presentation of the student's clinical work.

## Mathematics Minor

(18-20 credits)

### Required courses

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- Additional Math courses (10-12 credits)
- At least two courses at the 200 level or higher.

## Mathematics with a Concentration in Computer Science, B.S.

### Computer Science Program Outcomes

The student will:

- Demonstrate a working knowledge of fundamental concepts of discrete mathematics, calculus and linear algebra and their applications to modeling in Computer Science
- Demonstrate understanding of the fundamental principles of Computer Science, including those of software design, data structures, and algorithm analysis
- Demonstrate strong programming skills, including proficiency in one or two popular programming languages and familiarity with current software development tools, computing platforms, and leading-edge technology in Computer Science
- Critically analyze programming problems and use appropriate techniques to implement efficient solutions
- Communicate technical concepts and information in a clear, concise, meaningful way, both verbally and in writing

### Admission and continuation requirements:

A minimum grade of C- must be earned in each course required for the major/minor and a minimum GPA of 2.33 must be earned in the required courses.

### Required Courses 43 Credits

- COMP 110 - Computer Programming I 3 Credits
- COMP 150 - Computer Programming II 3 Credits
- COMP 220 - Data Structures 3 Credits
- COMP 280 - Object-Oriented Design and Programming 3 Credits

- COMP 330 - Algorithm Analysis 3 Credits
- MATH 165 - Discrete Mathematics I 3 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- MATH 251 - Probability and Statistics I 3 Credits
- MATH 252 - Probability and Statistics II 3 Credits
- MATH 270 - Discrete Mathematics II 3 Credits
- MATH 320 - Linear Algebra 4 Credits
- MATH 498 - Coordinating Seminar I 0 Credits
- MATH 499 - Coordinating Seminar II 3 Credits

Note:

Mathematics majors seeking teaching licensure should speak to the teaching licensure officer about specific course selection requirements.

## Mathematics, B.S.

### Mathematics Program Outcomes

The student will:

- Understand and apply the fundamental principles, concepts and techniques of all major areas of Mathematics, including algebra, calculus, analysis, geometry, discrete mathematics, probability, and statistics
- Demonstrate strong problem-solving skills: state problems carefully, articulate assumptions, be willing to try different approaches, devise and test conjectures, reason logically to conclusions, and interpret results intelligently
- Create and evaluate rigorous mathematical arguments and proofs; describe objects and processes using precise language
- Read mathematical literature with understanding; interpret graphs and diagrams
- Communicate mathematical ideas with clarity and coherence through writing and speaking
- Demonstrate familiarity with a broad range of applications of Mathematics to other subject areas and to the real world
- Use computer technology as a tool for solving problems and as an aid to understanding mathematical ideas

### Admission and continuation requirements:

A minimum grade of C- must be earned in each course required for the major/minor and a minimum GPA of 2.33 must be earned in the required courses.

Degree requirements (43 credits)

Required courses (40 credits)

- COMP 110 - Computer Programming I 3 Credits
- COMP 150 - Computer Programming II 3 Credits

- MATH 165 - Discrete Mathematics I 3 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- MATH 220 - Calculus III 3 Credits
- MATH 251 - Probability and Statistics I 3 Credits
- MATH 252 - Probability and Statistics II 3 Credits
- MATH 320 - Linear Algebra 4 Credits
- MATH 405 - Complex Analysis 3 Credits
- MATH 430 - Abstract Algebra 4 Credits
- MATH 498 - Coordinating Seminar I 0 Credits
- MATH 499 - Coordinating Seminar II 3 Credits

One course (3 credits) from:

- MATH 230 - Geometry 3 Credits
- MATH 270 - Discrete Mathematics II 3 Credits

Note:

Mathematics majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Music Minor

The study of Music provides the opportunity to explore Music history, literature, and theory as well as to develop musical skill and experience through the study of vocal and instrumental performance and private instruction. Through the vocal and instrumental ensembles, students have many opportunities to perform for both on- and off-campus groups, including performances with chorales from various colleges.

### Requirements

Private instruction in voice and instruments is available to all students.

Students with previous musical experience may substitute another course on approval of Music faculty.

- MUSC 126 - Fundamental Elements of Music 3 Credits

Two courses in Music History (6 credits) from:

- MUSC 230 - Survey of Music in America 3 Credits
- MUSC 233 - Music of the Romantic Era to the Modern Age 3 Credits
- MUSC 236 - History of Music I 3 Credits
- MUSC 237 - History of Music II 3 Credits

Electives in history of Music, theory, vocal or instrumental ensemble or applied music (6 credits)

## Nursing, B.S.

The Department of Nursing bases its professional education on a firm liberal arts foundation. The goal is to educate students in the art and science of nursing. This mission promotes the growth of the whole person in a caring environment and fosters strong ethical values, intellectual curiosity, personal integrity, and a sense of responsibility to the health and well-being of society.

### Bachelor of Science in Nursing

Students in the traditional program are high school graduates, transfer students or second degree students who have had no previous education for professional nursing. Upon graduation, students are eligible to apply to take the National Council Licensing Examination for licensure as a Registered Nurse.

The program is approved by the Connecticut Board of Examiners for Nursing and is accredited by the Commission on Collegiate Nursing Education.

### Program Outcomes

The student will:

- Integrate empirical and theoretical knowledge in nursing practice
- Synthesize and use knowledge of personal self and esthetics to provide holistic care
- Assume responsibility and accountability for ethical practice
- Establish professional and caring relationships that promote health and healing through communication, collaboration, and negotiation
- Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, and communities in a caring context
- Assume a leadership role in one's scope of practice

Admission requirements: Selection and placement in any of the undergraduate Nursing programs is competitive and on a space-available basis. To register for Nursing courses and to be officially accepted into the Nursing major, students must fulfill prerequisite course requirements and meet the standards for academic performance required by the department of Nursing. The Department of Nursing reviews prospective transfer applicants in conjunction with the Office of Admissions. Applicants should contact the Office of Admissions for specific application deadlines.

### Criteria for Admission

- Grade of C or above in all science courses.
- Cumulative GPA of 2.8 or better (3.0 for Second Degree students)

### Application to Nursing Major

By the end of the fall semester of the sophomore year, students complete the Application to the Nursing Major form and submit it to the Nursing department.

- Acceptance into the Nursing major is determined by the Nursing faculty

- Transfer students' grades previously earned in Biology and Chemistry courses are assessed by the department of Nursing chairperson, in consultation with the Natural Science chairpersons, when transcripts are reviewed as part of the application process to the Nursing major
- Grades in science courses transferred from other institutions will be counted in determining progression in the major
- Written response from the department of Nursing chairperson will be sent to all applicants once a decision has been made

### Health Requirements

- Physical examination upon entering the program, and every two years thereafter
- Immunization against: Rubeola, Rubella (or titer), Mumps, Poliomyelitis; Tetanus booster within 10 years
- PPD yearly
- Varicella (Chicken Pox) titer, or history of Varicella
- Hepatitis B vaccine
- Medical/health record authorization
- Evidence of health insurance submitted yearly
- Influenza vaccine yearly during clinical

### Uniforms and Equipment for Laboratory Experience

Students are responsible for providing their own uniforms and several specific items of equipment necessary for laboratory experience. Students are also responsible for arranging their own transportation to clinical agencies. For details regarding these requirements, see the Student Handbook for Nursing Majors.

### CPR Certification

All students must provide annual certification in CPR for health care providers prior to starting clinical courses. CPR course must be an American Heart Association or Red Cross designation for two years.

### Progression in the Nursing Major

#### Criminal Background Investigation (CBI)

All Nursing students must have a CBI completed and on file before they can attend their first Nursing course. A letter will be sent to each student accepted into the major with instructions. Drug testing is also required before clinical placements.

To progress in the nursing major, a student must:

- maintain a cumulative GPA of 2.33 or above in all Nursing courses AND
- earn grades of C or better in all Nursing and science courses

If a student earns less than a C in any Science or Nursing course, but maintains a GPA in Nursing of 2.33 or above (including the failed class grade), one repeat is permitted. Students must repeat the course before they can progress.

Grades in science courses transferred from other institutions will count toward the repeat policy if they are less than a C.

No more than one science or Nursing course may be repeated.

A student may only withdraw once from a nursing class over the course of the nursing program.

A student who does not meet the above requirements to progress in the Nursing major will be dismissed from the program.

The Nursing program has additional policies. Students must see the Nursing Student Handbook for details.

### Clinical Continuation Requirement

If, for academic or personal reasons, a student is unable to progress through the required clinical course sequence, the department of Nursing faculty may determine the appropriate plan of clinical study. This plan may include content and clinical work and may involve registering for three-five credits of work.

### Traditional Nursing Degree Requirements (51 credits)

#### Required courses (51 credits)

- NURS 216 - Pathophysiology and Pharmacology I 3 Credits
- NURS 218 - Pathophysiology and Pharmacology II 3 Credits
- NURS 219 - Health Assessment and Clinical Skills 4 Credits
- NURS 200 - Foundations of Professional Nursing 3 Credits
- NURS 310 - Philosophy of Science/Nursing Research 3 Credits
- NURS 318 - Foundations of Clinical Theoretical Nursing across the Lifespan I 6 Credits
- NURS 319 - Clinical and Theoretical Nursing Across the Lifespan II 7 Credits
- NURS 411 - Nursing in the Community Across the Lifespan 4 Credits
- NURS 412 - Clinical and Theoretical Nursing Across the Lifespan III 8 Credits
- NURS 417 - Management of Complex Health Problems 8 Credits
- NURS 424 - Professional Issues 2 Credits

### Comprehensive examination:

The comprehensive examination is a University-wide requirement for all graduating seniors and is given to determine basic competence in their area of study. Nursing students do not meet this graduation requirement until they have successfully passed the Nursing comprehensive examination. The faculty has selected the Kaplan exit exam for the Nursing comprehensive final.

If a student fails, the comprehensive examination may be retaken two times after completion of a plan of study approved by the faculty. The study plan will be designed in conjunction with the academic advisor, the senior course faculty and the student. A student who does not pass the third examination will be allowed one more attempt after commencement. Any student who does not achieve a grade of 850 by the fourth attempt will be terminated from the program.

## Registration for Nursing Licensure

Regarding eligibility for licensure as a professional nurse at the completion of the educational program in nursing, Public Act 86-365, an Act Concerning the Licensure and Discipline of Health Care Professionals Regulated by the Department of Health Services (July 1, 1986), allows the State Department of Health Services to perform the following functions:

- To determine the eligibility of any applicant for licensure, registration, certification, or a permit
- To deny any applicant's eligibility for a permit or licensure by examination, endorsement, reciprocity, or for the reinstatement of a voided license if the Department of Health Services determines that such applicant has committed or has been found guilty of committing acts which are contrary to public health and safety

The Department has authority to deny nursing licensure to an individual who has committed or been found guilty of committing a felony or an act that does not conform to the accepted standards of the nursing profession. This would apply whether the individual is seeking licensure by examination or endorsement.

The Department of Health Services has the discretionary power to determine whether Public Act 86-365 applies to the individual applying for licensure. Individuals seeking licensure would be reviewed on a case-by-case basis. Some factors that could be considered by the Department in reviewing licensure applications are:

- The nature of the act and its relationship to professional practice
- The time frame in which the act was committed
- The extent of rehabilitation demonstrated by the applicant

NOTE: The information above pertains to the State of Connecticut. Please check with the State in which you wish to be licensed, as requirements vary by State.

## Traditional Program Suggested Plan of Study

### First Year

- \* CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits (fall)
- \* BIOL 110 - General Biology 4 Credits (fall)
- PSYC 100 - Introductory Psychology 3 Credits Or
- SOCL 101 - Introduction to Sociology 3 Credits (fall)
- CHEM 240 - Biochemistry of the Human Body 4 Credits (spring)
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits (spring)
- PSYC 100 - Introductory Psychology Or
- SOCL 101 - Introduction to Sociology 3 Credits (spring)

\*Note:

One course is recommended for summer prior to first year

## Sophomore Year

- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits (fall)
- NURS 216 - Pathophysiology and Pharmacology I 3 Credits (spring)
- NURS 219 - Health Assessment and Clinical Skills 4 Credits (spring)
- NURS 200 - Foundations of Professional Nursing 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits (fall)

## Junior Year

- NURS 218 - Pathophysiology and Pharmacology II 3 Credits (fall)
- NURS 310 - Philosophy of Science/Nursing Research 3 Credits (spring)
- NURS 318 - Foundations of Clinical Theoretical Nursing across the Lifespan I 6 Credits (fall)
- NURS 319 - Clinical and Theoretical Nursing Across the Lifespan II 7 Credits
- NUTR 380 - Nutrition for Nursing Practice 3 Credits (fall)

## Senior Year

- NURS 411 - Nursing in the Community Across the Lifespan 4 Credits (spring)
- NURS 412 - Clinical and Theoretical Nursing Across the Lifespan III 8 Credits (fall)
- NURS 417 - Management of Complex Health Problems 8 Credits (spring)
- NURS 424 - Professional Issues 2 Credits (fall)

## Nursing, M.S.

Master's degree programs are designed to be completed within six years maximum on a part-time or full-time basis, with courses scheduled in the late afternoon and evening hours. Clinical learning experiences occur at a variety of health care agencies and meet the required hours for certification.

Candidates apply to the program to prepare as Nurse Practitioners in Family Psychiatric/Mental Health Nursing, Family Health Nursing, or Family Nurse Educator with a clinical specialty. Students complete several courses and then design their plan of study according to their specialty and personal interests.

Program Outcomes

The student will:

1. Internalize knowledge, theory and research from the liberal arts, sciences, and nursing into advanced nursing practice
2. Demonstrate competence in advanced nursing practice in complex health care situations
3. Understanding evidence based research as it applies to the care of individuals and families



4. Influence health care policy
5. Assume responsibility and accountability for advanced nursing practice
6. Establish relationships to promote health based on knowledge of empirics, aesthetics, self-awareness, ethics, and caring

### Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. GPA of 3.0 in the undergraduate program. At the discretion of the Nursing Graduate Committee, applicants will be asked to achieve an acceptable score on the Miller Analogies Test.
3. A sealed official transcript showing a bachelor's degree from a regionally and nationally accredited nursing institution or a bachelor's degree from a regionally accredited institution, as well as transcripts from all undergraduate coursework
4. A current Registered Nurse license from the State in which clinical work will be completed
5. Essay: Tell us about an ethical dilemma from your clinical practice and how you handled it. What was your reasoning? Based on the outcome, how would you have handled things differently? The essay should be no more than 300 words and will be evaluated for conceptual development and grammatical expression.
6. Knowledge of health assessment, research, and statistics. Students lacking this knowledge will be required to take appropriate undergraduate course work or demonstrate competency in these areas by examination
7. Two letters from professionals attesting to the candidate's intellectual ability to pursue graduate work at the University of Saint Joseph
8. An interview with the director of the Nursing Program
9. All immunization records as required by the Office of Graduate and Professional Studies
10. A planned program of study
11. At time of admission, a certified background check is required.

### Special Continuation Requirements

- GPA of 3.25 and a C or better in all courses. A candidate who receives less than a C will be reviewed by the Graduate Committee and may be dismissed.
- Malpractice Insurance. All students must carry their own malpractice insurance appropriate for APRN students.

### Degree Requirements

#### Core courses (21 credits)

- NURS 500 - Philosophy of Science/Nursing Theory 3 Credits
- NURS 505 - Health Policy and Leadership 3 Credits
- NURS 507 - Advanced Physical Assessment 3 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 540 - Ethical Issues in Advanced Practice Nursing 3 Credits
- NURS 589 - Statistics and Quantitative Methods 3 Credits
- NURS 597 - Advanced Nursing Research 3 Credits

### Concentration requirements

#### Family Nurse Practitioner (20 credits)

- NURS 508 - Nursing Practice in Family Health III 4 Credits
- NURS 509 - Nursing Practice Family Health IV 4 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits
- NURS 591 - Women's Health 3 Credits

#### Nurse Educator (9 credits)

- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 517 - Curriculum and Evaluation in Nursing Education 3 Credits
- NURS 528 - Nursing Education Theories and Methods 3 Credits

#### Family Psychiatric/Mental Health Nurse Practitioner (20 credits)

- NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I 4 Credits
- NURS 503 - Nursing Practice II: Group Theory and Practice 4 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 530 - Neuropsychopharmacology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits

### Comprehensive examination

A written comprehensive exam is required to complete the program. It is offered in March and November of the students' final year. An application must be filed with the Registrar prior to taking the exam. These are available on student's MyUSJ website and are due on February 1st for the March exam and October 1st for the November exam.

Nutrition Certificate Program

Graduate Certificate Program

### Nutrition Minor

(18 credits)

#### Required courses (6 credits)

- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits

#### Electives (12 credits)

Chosen in consultation with a department faculty member



## Nutrition, M.S.

As the Nutrition profession continues to evolve, the master's degree is increasingly becoming the first professional credential expected in the field. The online format provides the flexibility and convenience for continued education so that students can work while earning this degree.

The online program can contribute to an individualized professional development plan tailored to the student's particular needs and areas of interest. The program is specifically designed to enhance and update the knowledge of nutrition or dietetics professionals who already have a background in the field. The degree can be customized to provide those who have a science background to become versed in the science of Nutrition.

This 30-credit science-based curriculum includes the study of health promotion, nutrition through life's stages, and the latest research on nutrition-related diseases. You will design your own curriculum in collaboration with the program director to make your coursework particularly relevant to you and your own professional goal.

### Program Outcomes

The student will:

1. Demonstrate the ability to identify a gap in the nutrition field that warrants further investigation either through a focused literature search or pilot study.
2. Use critical thinking skills to analyze, evaluate and interpret information in order to determine relevance for professional practice.
3. Become an effective professional and leader in a variety of nutrition related settings by demonstrating life-long learning and continuous professional development.

### Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. Sealed transcript of a bachelor's degree and any other course work from a regionally accredited institution
3. Successful completion of the following prerequisites: a basic Nutrition course, Biochemistry, and Physiology. These must be from accredited colleges or universities. Each of these courses may have a prerequisite depending on where they are offered. These must be completed with a B or better to be eligible for matriculation.
4. Two letters recommending the candidate for graduate work from professors or professional colleagues
5. A planned program of study approved by the graduate program director is required after matriculation
6. All immunization records as required by the Office of Graduate and Professional Studies if on campus

### Degree requirements (30 credits)

Students who have successfully completed an internship at the University of Saint Joseph may apply nine credits to the master's degree; for an internship at another site, six credits may be transferred. An original verification form from the internship is required.

### Required courses (6 credits)

- NUTR 595 - Independent Study/Research 3 Credits Or
- NUTR 596 - Independent Study/Research 3 Credits
- NUTR 597 - Research Methods 3 Credits

### For those who do not have a B.S. in Nutrition the following course is required:

- NUTR 518 - Advanced Nutrition 3 Credits

Electives in Health Promotion, Professional Skills, General Nutrition, Life Cycle, and Nutrition and Disease (18 credits)

- NUTR 518 - Advanced Nutrition 3 Credits
- NUTR 525 - Nutritional Therapy Eating Disorders 3 Credits
- NUTR 528 - Supplement Savvy 3 Credits
- NUTR 531 - Maternal Infant Nutrition 3 Credits
- NUTR 532 - Pediatric Nutrition 3 Credits
- NUTR 533 - Nutrition and Aging 3 Credits
- NUTR 542 - Advanced Community Nutrition 3 Credits
- NUTR 560 - Special Topics in Nutrition Care 3 Credits
- NUTR 561 - Obesity 3 Credits
- NUTR 562 - Nutrition and Cancer 3 Credits
- NUTR 563 - Renal Nutrition 3 Credits
- NUTR 564 - Cardiovascular Nutrition 3 Credits
- NUTR 565 - Nutrition in Critical Care 3 Credits
- NUTR 591 - Sports Nutrition 3 Credits

Additional electives (up to 6 credits) from another discipline or two more courses from the list above

## Performing Arts Minor

(18 credits)

An interdisciplinary minor in Dance, Music, and Drama, with a concentration arranged in consultation with the Performing Arts faculty. Courses that may be applied toward this minor include Applied Music as well as technique courses in Music, Dance, and Drama. Students should meet with a faculty advisor to plan a minor tailored to their interests.

## Pharm.D. Program

### Prerequisites

To be considered for admission to the University of Saint Joseph Pharm.D. program, an applicant must:

- Complete a minimum of 68 semester credits of pre-pharmacy study in a regionally accredited college or university in the United States;
- Achieve a minimum cumulative GPA of 2.8 on a 4-point

scale and a minimum GPA of 2.8 in the 50 semester credits of required courses, with no grade below a “C” (C-minus grades will not count);

- Complete all science and mathematics prerequisite coursework by the end of the Spring semester prior to entry into the program;
- Hold an earned bachelor’s degree. Ordinarily, all prerequisite coursework should be less than seven calendar years old.

The following courses are required to be considered for admission to the Pharm.D. program:

Biological Sciences - minimum 12 semester credits or 18 quarter units in

- Microbiology with laboratory - 4 semester credits (6 quarter units)
- Human Anatomy and Physiology with laboratories-8 semester credits (12 quarter units). This is often a 2-semester course. It may be either an integrated course sequence or two separate courses.

Chemistry - minimum 16 semester credits or 24 quarter units in

- General Chemistry with laboratories - 8 semester credits (12 quarter units)
- Organic Chemistry with laboratories - 8 semester credits (12 quarter units)

Physics - minimum 4 semester credits or 6 quarter units in

- General Physics with laboratory - 4 semester credits (6 quarter units). This course should include mechanics, universal laws of motion, force, energy, momentum and rotational systems, and an introduction to thermodynamics.

Mathematics - minimum 6-7 semester credits or 8-10 quarter units in

- Calculus - 3-4 semester credits (4-6 quarter units). This course should not be a survey course (e.g., business calculus) and should cover limits, continuity, functions (exponential, logarithmic, inverse trigonometric, and hyperbolic), and derivatives and their applications.
- Statistics - 3 semester credits (4 quarter units). This course should include basic probability concepts and descriptive statistics, random variables, binomial distribution, normal distribution, regression, correlation, sampling, confidence of estimations, and hypothesis testing.

English - minimum 6 semester credits or 8 quarter units in

- English composition - 3 semester credits (4 quarter units)
- A second English course - 3 semester credits (4 quarter units). This course should contain a substantial writing component.

Oral Communication - minimum 3 semester credits or 4 quarter units

- This course may include Speech, Communication, and/ or Debate. It should focus on public speaking and develop articulation, coherence, and confidence.

Economics - minimum 3 semester credits or 4 quarter units

- This course should constitute a survey and analysis of consumer behavior, market structures, resource pricing, labor policy, and current micro-economic issues.

In addition to the above, courses selected from the following categories are required:

Social/Behavioral Sciences - at least 6 semester credits or 8 quarter units

- May include courses from Anthropology, Economics, Government, History, Human Development, Political Science, Psychology, Sociology, Ethnic Studies, or other recognized discipline.

Humanities/Fine Arts - at least 6 semester credits or 8 quarter units

- May include courses from Art, Drama, Theater, Literature, Religion, Music, Philosophy, or Foreign Language.

Additional Health-related Science Courses - at least 6 semester credits or 8 quarter units

- Courses from any discipline that will prepare a student to excel in the Pharmacy profession. These may include Computer Fundamentals, Mathematics above Calculus I, Biochemistry, Medical Terminology, Immunology, Genetics, Cell Biology, etc.

### **First Professional (P1) Year Required Courses**

- PHCY 701 - Introduction to the Profession of Pharmacy 2 Credits
- PHCY 703 - Introduction to Self-care Therapeutics 1 Credits
- PHCY 704 - Pharmaceutical Calculations 3 Credits
- PHCY 706 - Communication Skills 1 Credits
- PHCY 710 - Introduction to Pharmacology 2 Credits
- PHCY 715 - Protein Function 2 Credits
- PHCY 716 - Information Metabolism: Nucleic Acids and Cellular Communication 2 Credits
- PHCY 717 - Carbohydrate, Lipid and Amino Acid Metabolism 2 Credits
- PHCY 720 - Pharmacy Administration I 3 Credits
- PHCY 722 - Biostatistics and Literature Evaluation 2 Credits
- PHCY 724 - Drug Information and Literature Evaluation 2 Credits
- PHCY 728 - Pharmacy Law 2 Credits
- PHCY 730 - Pharmacology of the Autonomic Nervous System 2 Credits
- PHCY 731 - Pharmacology of the Cardiovascular, Renal and Blood Clotting Systems 3 Credits
- PHCY 732 - Pharmacology of Drugs with Actions on Smooth Muscle Systems 2 Credits
- PHCY 733 - Pharmacology of the Endocrine System 2 Credits

- PHCY 734 - Pharmacology of the Immune System 3 Credits
- PHCY 735 - Pharmacology of the Anti-infective Drugs 3 Credits
- PHCY 736 - Pharmacology of the Antineoplastic Agents 2 Credits
- PHCY 737 - Pharmacology of the Central Nervous System 2 Credits
- PHCY 750 - Pharmaceutics 4 Credits
- PHCY 745 - Herbal Products & Dietary Supplements 2 Credits
- PHCY 751 - Pharmacokinetics and Biopharmaceutics 4 Credits
- PHCY 752 - Pharmaceutical Sciences Laboratory 1 Credits
- PHCY 753 - Pharmaceutical Care Lab 1 Credits
- PHCY 761 - Introductory Pharmacy Practice Experience 1 1 Credits
- PHCY 762 - Introductory Pharmacy Practice Experience 2 1 Credits
- PHCY 763 - Introductory Pharmacy Practice Experience 3 4 Credits
- PHCY 795 - First Year Integrative Experience 2 Credits

Total Credits for P1 Year 65 Credits

Second Professional (P2) Year Required Courses

- PHCY 803 - Advanced Self-care Therapeutics 2 Credits
- PHCY 805 - Scientific Writing and Communication 2 Credits
- PHCY 808 - Practice Integration 4 Credits
- PHCY 810 - Principles of Toxicology 2 Credits
- PHCY 814 - Patient Assessment 2 Credits
- PHCY 821 - Pharmacoeconomics 2 Credits
- PHCY 830 - Renal Pharmacotherapy, Fluids & Electrolytes 2 Credits
- PHCY 831 - Pharmacotherapy of the Cardiovascular System 4 Credits
- PHCY 832 - Pharmacotherapy of the Endocrine System 2 Credits
- PHCY 833 - Pharmacotherapy of the Immune System and Ophthalmology 3 Credits
- PHCY 834 - Pharmacotherapy of Common Respiratory Disorders 2 Credits
- PHCY 835 - Pharmacotherapy of GI & Liver Disorders 2 Credits
- PHCY 836 - Pharmacotherapy of Infectious Diseases 6 Credits
- PHCY 837 - Pharmacotherapy of Hematologic and Oncologic Disorders 3 Credits

- PHCY 838 - Pharmacotherapy of Behavioral Disorders 2 Credits
- PHCY 839 - Pharmacotherapy of Neurologic Disorders 2 Credits
- PHCY 842 - Pharmacotherapy of Selected Populations: Pediatrics 2 Credits
- PHCY 840 - Pharmacotherapy of Selected Populations: Geriatrics 2 Credits
- PHCY 843 - Pharmacotherapy of Common Dermatologic Conditions 2 Credits
- PHCY 854 - Clinical Nutrition 2 Credits
- PHCY 856 - Pharmacotherapy of Selected Populations: Women's and Men's Health 2 Credits
- PHCY 861 - Introductory Pharmacy Practice Experience 4 1 Credits
- PHCY 862 - Introductory Pharmacy Practice Experience 5 1 Credits
- PHCY 895 - Second Year Integrative Experience 2 Credits
- PHCY 8XX - Elective credits (minimum) 4 Credits

Total Credits for P2 Year 57 Credits

Third Professional (P3) Year Required Courses

- PHCY 901 - Advanced Pharmacy Practice Experience in Ambulatory Care 6 Credits
- PHCY 902 - Advanced Pharmacy Practice Experience in Adult Acute Care 6 Credits
- PHCY 903 - Advanced Pharmacy Practice Experience in Advanced Community Practice 6 Credits
- PHCY 904 - Advanced Pharmacy Practice Experience in Advanced Institutional Practice 6 Credits
- PHCY 9XX - Advanced Pharmacy Practice Experience Elective 6 Credits
- PHCY 9XX - Advanced Pharmacy Practice Experience Elective 6 Credits
- PHCY 995 - Third Year Integrative Experience 2 Credits

Total Credits for P3 Year 38 Credits

Total Credits for the Program 160 Credits

## Philosophy Minor

(18 credits)

A student pursuing a minor in Philosophy should inform the chair of the Philosophy department of those plans. Both PHIL 110 - Logic and Critical Thinking and PHIL 120 - Discovering Philosophy can count toward the minor. The remainder of the credits can be selected from any course offered in the Philosophy Department or a student may complete the Minor by selecting courses from offerings within the Hartford area Consortium.

# Philosophy, B.A.

(30 credits)

Philosophy teaches how to notice and think carefully about the ideas and assumptions basic to understandings of life and our place in the universe. It is essential preparation for any pursuit, professional or personal. The Philosophy program combines disciplinary strength with personal attention, dedicated faculty, innovative curriculum, and flexibility. Philosophy majors gain a strong foundation in the history of Philosophy and in systematic areas like logic and ethics.

Besides being excellent preparation for further study in graduate or law school, a Philosophy major provides a sound foundation for critical thinking for a variety of professions including management, teaching, counseling, journalism, editing, library work, nonprofit administration, advocacy, and even medicine.

Students can pursue courses and topics to connect to their specific interests. Many students double-major in Philosophy and Psychology; others have combined Philosophy with Drama, Biology, English, and Women's Studies. As part of their program, Philosophy students have opportunities to develop classroom leadership skills as well as attend and present at professional conferences.

## Program Outcomes

The student will:

- Be familiar with key figures and developments in the history of Western and non-Western Philosophy
- Possess the ability to read, interpret, and articulate philosophical explanation and expression
- Understand the relation between Philosophy and other important domains of human inquiry, culture, and life

## Required courses (6 credits)

- PHIL 120 - Discovering Philosophy 3 Credits
- PHIL 499 - Coordinating Seminar 3 Credits

## Electives

Students may complete their major requirements by selecting courses from departmental offerings or the Hartford area Consortium.

Wherever feasible, students are encouraged to take these courses sequentially in order to follow the development of certain currents of thought clearly, and to follow the way that later philosophers build on their predecessors.

## Recommended courses for majors:

1.
  - PHIL 110 - Logic and Critical Thinking 3 Credits
2. History of Philosophy (9 credits) from:
  - PHIL 241 - Greek and Medieval Philosophers 3 Credits
  - PHIL 240 - Existentialism 3 Credits
  - PHIL 244 - American Philosophers 3 Credits
  - PHIL 342 - Modern Philosophers 3 Credits

Two (6 credits) from:

- PHIL 340 - Contemporary Ethical Problems 3 Credits
- PHIL 345 - Environmental Ethics 3 Credits
- PHIL 333 - Political Philosophy 3 Credits
- PHIL 360 - Philosophies of Beauty and Art 3 Credits

Note:

Philosophy majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Students interested in law should take PHIL 110 - Logic and Critical Thinking or PHIL230.04 Logic for the LSAT, PHIL 333 - Political Philosophy, and PHIL 340 - Contemporary Ethical Problems.

Double majors should take courses that complement their other majors. For example, a major in Philosophy and Psychology should take PHIL 225 - Philosophy of the Human Person and a major in Philosophy and Women's Studies should take PHIL 350 Women Philosophers.

## Pre-Medical/Pre-Dental (Plan of Study)

Students preparing for medical or dental school may pursue a major in any of the traditional arts or sciences. The area of concentration should be based on a sincere interest in a discipline that will allow possible alternate career options.

## Pre-Professional Plans of Study

Those interested in these types of careers will benefit from the advisory capacity of these studies. Students major in a degree program and use these study guidelines to assist in their curriculum choices. Students are responsible for learning about the particular professional schools or professions they are interested in by taking advantage of opportunities to serve either in a voluntary or employed capacity in their field of interest. They should consult with the appropriate advisory group or their academic advisor on a regular basis.

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD 135 Explorations of Careers in Medicine or Biomedical Sciences in their freshmen year.

## Recommended courses

Courses equivalent to the following are required by most medical and dental schools in the United States and Canada, and should be included in the curriculum:

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- At least one upper division course in Biology 4 Credits



- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Many medical schools in the United States and Canada also require a year of Calculus and a year of English. These courses should also be included in the curriculum:

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- ENGL - Two college-level courses in English 6 Credits

Courses equivalent to the following are recommended by most medical schools:

- CHEM 240 - Biochemistry of the Human Body 4 Credits Or
- CHEM 430 - Biochemistry II 3 Credits
- PHIL 120 - Discovering Philosophy 3 Credits
- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits

The courses listed below are also suggested:

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 313 - Developmental Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits
- BIOL 410 - Fundamental Concepts of Immunology 4 Credits
- CHEM 460 - Advanced Organic Mechanisms 3 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 315 - Community Nutrition I 2 Credits And/Or
- NUTR 316 - Medical Nutrition Therapy I 4 Credits

## Pre-Pharmacy (Plan of Study)

The University of Saint Joseph offers a 3-calendar year post-baccalaureate Pharm.D. program. Students enter as Biology, Biochemistry or Chemistry majors and complete all Pre-Pharmacy and general education requirements as earned with their Bachelor's Degree. Students pursue a separate admissions process to the professional Pharm.D. program, as well as take the PCAT. All qualified students will be considered for an interview as part of the admission process.

Students must meet the prerequisites of the Pharm.D. program. The University of Saint Joseph courses that meet the prerequisite

requirements listed below. Applicants from other schools must have equivalent courses.

### Pre-Professional Plans of Study

Those interested in these types of careers will benefit from the advisory capacity of these studies. Students major in a degree program and use these study guidelines to assist in their curriculum choices. Students are responsible for learning about the particular professional schools or professions they are interested in by taking advantage of opportunities to serve either in a voluntary or employed capacity in their field of interest. They should consult with the appropriate advisory group or their academic advisor on a regular basis.

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD 135 Explorations of Careers in Medicine or Biomedical Sciences in their freshmen year.

### Requirements

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits (with Laboratory)
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits (with Laboratory)
- BIOL 301 - Microbiology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits (with Laboratory)
- CHEM 176 - Fundamental Chemical Principles II 4 Credits (with Laboratory)
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- ECON 101 - Principles of Macroeconomics 3 Credits

### OR

- ECON 102 - Principles of Microeconomics 3 Credits
- ENGL 104 - The Art of Effective Writing I 3 Credits
- ENGL 203 - Oral Communication 3 Credits
- ENGL XXX - Elective (Literature, Creative Writing or Poetry)
- MATH 110 - Elementary Statistics 3 Credits
- MATH 170 - Calculus I 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits (with Laboratory)

The School of Pharmacy highly recommends additional courses chosen from:

At least 6 credits from: Humanities

- Art
- Drama
- Theater
- Literature



- Religion
- Music
- Foreign Languages
- Philosophy

At least 6 credits from: Social Sciences

- Psychology
- Sociology
- Political Sciences
- Economics
- History
- Anthropology
- Government
- Ethnic Studies

At least 6 credits from: Health-related Science and Mathematics

- Computer Fundamentals
- Informatics
- Medical Terminology
- Mathematics above Calculus I
- Biochemistry
- Immunology
- Genetics
- Cell Biology

## Pre-Veterinary Studies (Plan of Study)

Students preparing for veterinary medicine may use the following information as a guide.

### Pre-Professional Plans of Study

Those interested in these types of careers will benefit from the advisory capacity of these studies. Students major in a degree program and use these study guidelines to assist in their curriculum choices. Students are responsible for learning about the particular professional schools or professions they are interested in by taking advantage of opportunities to serve either in a voluntary or employed capacity in their field of interest. They should consult with the appropriate advisory group or their academic advisor on a regular basis.

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD 135 Explorations of Careers in Medicine or Biomedical Sciences in their freshmen year.

### Recommended Courses

It is strongly recommended students major in Biology or Biochemistry.

Courses equivalent to the following are required by most veterinary schools in the United States and Canada, and should be included in the curriculum:

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- At least one upper division course in Biology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- MATH 110 - Elementary Statistics 3 Credits
- MATH 170 - Calculus I 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

The courses listed below are also suggested:

Additional courses suggested for pre-vet students:

- BIOL 220 - Zoology 4 Credits
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 313 - Developmental Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits
- BIOL 410 - Fundamental Concepts of Immunology 4 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 460 - Advanced Organic Mechanisms 3 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits

## Program for Adult Learners

The University of Saint Joseph Program for Adult Learners respects the challenges, rewards, and educational needs of adults who are returning to college. In the Program for Adult Learners, you will find highly regarded professional degrees; classes on evenings, weekends, and online; credits for prior learning; personal advising and academic support; lifelong career development services; and accelerated paths to graduate study. Small classes taught by distinguished faculty will foster leadership, confidence, vision, and creativity for your professional career.

For degree requirements, please refer to the academic programs in Undergraduate Studies.

## **Bachelor's degrees offered in the Program for Adult Learners are:**

Accounting, B.S.

Management, B.S.

Nursing, R.N. to B.S.

Psychology, B.A.

Social Work, B.S.

## **Certificates:**

Adelante Certificate

In addition, concentrations are available as follows:

Criminal Justice Concentration, Social Work, B.S.

Criminal Justice and Mental Health Concentration, Psychology, B.A.

Human Resource Management Concentration, Management, B.S.

Latino Community Practice Concentration, Social Work, B.S.

Latino Community Practice Concentration, Nursing, RN to B.S.

Multicultural Health Concentration, Nursing, RN to B.S.

## **Credits for Prior Learning**

The Prior Learning Assessment Process allows matriculated students to earn up to 30 elective credits for college-level knowledge that they have gained through life or work experience. Applying for prior learning credits consists of the following steps: 1) Completing PSYC209 Career Development and Prior Learning Assessment; 2) Developing a portfolio that identifies, documents, and requests credits for prior learning; and 3) Paying a flat \$250 for portfolio evaluation. The portfolio evaluation will ordinarily be completed within a two-month period. The University of Saint Joseph Prior Learning Assessment Process is consistent with best practices as defined by the Council for Adult and Experiential Learning (CAEL).

## **Psychology Minor**

(18 credits)

Only six credits may be transferred towards the minor.

## **Psychology, B.A.**

Psychology majors receive personalized advising and mentoring from a team of dedicated professors with expertise/interest areas that include autism, forensic psychology, clinical psychology, behavior analysis, the psychology of women, moral development, neuroscience, and gerontology. Exciting special topics courses are offered regularly in areas such as abuse and neglect, children with serious illnesses, and sleep and dreams. Professors encourage students to pursue field study and research opportunities that best fit their individual interests and goals. The University of Saint Joseph Psychology majors won the prestigious New England Psychological Association Undergraduate Research Scholar Awards in 2004 and 2005.

Psychology majors have entered doctoral and master's programs in Psychology, School Counseling, Marriage and Family Counseling, Social Work, Applied Developmental Psychology, and Counseling; others have enrolled in programs in Medicine and Law. Psychology alumni work in a range of settings from school systems to psychiatric hospitals and businesses in such roles as school psychologists, counselors, elementary teachers, Gestalt therapists, case supervisors, researchers, and administrators.

Psi Chi: The Psychology department is affiliated with Psi Chi, the International Academic Honors Society for Psychology. Psychology majors and minors who demonstrate superior scholarship are eligible to apply for membership in the University of Saint Joseph Psi Chi chapter.

## **Program Outcomes**

The student will:

- Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- Understand and apply basic research methods in Psychology, including research design, data analysis, and interpretation
- Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes
- Communicate effectively in a variety of formats
- (Adapted from the American Psychological Association's National Guidelines and Suggested Learning Outcomes for the Undergraduate Major)

## **Admission and Continuation Requirements:**

Students are accepted as majors upon approval of the department faculty and only after completing six credits in Psychology with an average grade of C+ or higher in those courses. To continue, majors must maintain a C or better in all courses in the major. Students who do not earn a C or better in a required course after two attempts cannot continue in the major.

## **Accelerated Bachelor of Arts in Psychology to Master of Arts in Counseling**

Outstanding Psychology majors may be invited to enroll in two introductory level three-credit graduate Counseling classes during their senior year. The six graduate credits count towards undergraduate graduation requirements.

Upon graduation, the student may apply for matriculation into the master of arts in Counseling without taking the usual standard test. Accepted students may transfer the six credits taken during their senior year into the master's program, resulting in significant financial and time savings.

## **Admission Requirements for Accelerated B.A. to M.A.**

- Second-semester junior Psychology major OR minor
- 3.2 GPA
- Invitation by the Psychology department to participate
- Acceptance by Counseling Department

## Degree Requirements (34 credits)

### Core required courses (19 credits)

- PSYC 100 - Introductory Psychology 3 Credits Or
- PSYC 190 - Introduction to Psychological Research 3 Credits
- PSYC 201 - Critical Writing and Research in the Social Sciences 3 Credits
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits
- PSYC 254 - Research Methods in Psychology 4 Credits
- PSYC 345 - History and Systems of Psychology 3 Credits
- PSYC 499 - Coordinating Seminar 3 Credits

### One human development course (3 credits) from:

- PSYC 220 - Child Development 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits
- PSYC 241 - Adolescent Development 3 Credits
- PSYC 242 - Psychology of Adulthood and Aging 3 Credits

### One course (3 credits) from:

- PSYC 300 - Brain and Behavior 3 Credits
- PSYC 368 - Psychopathology 3 Credits

Nine elective Psychology credits

### Suggested Plan of Study

#### First Year

##### A. Required Course

- PSYC 100 - Introductory Psychology 3 Credits Or
- PSYC 190 - Introduction to Psychological Research 3 Credits

##### B. Electives (3 credits)

One human development course from:

- PSYC 220 - Child Development 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits
- PSYC 241 - Adolescent Development 3 Credits Or
- PSYC 242 - Psychology of Adulthood and Aging 3 Credits

#### Sophomore Year

- PSYC 201 - Critical Writing and Research in the Social Sciences 3 Credits
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits
- PSYC 254 - Research Methods in Psychology 4 Credits
- One additional departmental elective

#### Junior Year

Either PSYC 368 or PSYC 300 is required for the major. Students are encouraged to take both if possible in the junior year.

- PSYC 368 - Psychopathology 3 Credits
- PSYC 300 - Brain and Behavior 3 Credits
- PSYC 430 - Field Study- Children and Adolescents 3-6 Credits OR
- PSYC 431 - Field Study Adulthood and Aging 3-6 Credits OR
- Elective (3-6)

#### Senior Year

- PSYC 345 - History and Systems of Psychology 3 Credits
- PSYC 430 - Field Study- Children and Adolescents 3-6 Credits OR
- PSYC 431 - Field Study Adulthood and Aging 3-6 Credits OR
- Elective (3-6)
- PSYC 499 - Coordinating Seminar 3 Credits

Note:

Psychology majors seeking teaching certification should speak to the teacher licensure officer about specific course selection requirements.

### Concentration in Behavior Analysis/Autism (9 credits)

Demonstrate a marketable skill set and knowledge base and gain a strong grounding in the career-focused tools of Applied Behavior Analysis and the growing field of Autism Studies.

Courses:

- PSYC 238 - Human Development Through the Life Span 3 Credits
- PSYC 247 - Introduction to Autism Spectrum Disorder 3 Credits
- PSYC 299 - Behavior Analysis 3 Credits

### Concentration in Criminal Justice/Mental Health (9 credits)

Ethically and effectively meeting the growing mental health needs of the juvenile justice and criminal justice systems poses significant challenges for society. Students with interests in Forensic Psychology and/or Criminal Justice can gain a strong, values-centered knowledge base in diagnosis and treatment in the fast-growing field of Criminal Justice/Mental Health.

#### Required major course:

- PSYC 368 - Psychopathology 3 Credits

#### Elective (choose one):

- PSYC 249 - Forensic Psychology 3 Credits
- PSYC 258 - Victimology 3 Credits

#### Required course (capstone):

- PSYC 330 - Criminal Justice and Mental Health 3 Credits

# Religious Studies Minor

(18 credits)

## Required courses (6 credits) from:

- RELS 150 - Religions of the East 3 Credits
- RELS 151 - Religions of the West 3 Credits
- RELS 201 - The Church: A Contemporary Study 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 266 - Christianity/Global Perspectives 3 Credits

## Departmental electives (12 credits)

## Religious Studies, B.A.

A major in Religious Studies provides an opportunity for more extensive and intensive exploration of the Christian experience. It is also an excellent focal point for the liberal arts and can serve as a preparation for Christian service, such as Christian education, and for graduate study in Religion, Ministry, or other related disciplines.

Religious Studies majors have enrolled in seminaries such as Andover-Newton Theological Seminary, Boston College, Hartford Seminary, and Yale Divinity School. Graduates have gone into ministerial roles as campus ministers, ordained hospice and hospital chaplains, and parish ministry. They also work in religious education, counseling, and social work.

## Program Outcomes

The student will:

- Read and interpret the Bible and sacred texts of other religions
- Read critically and interpret faith-related documents and religious symbols
- Compare and contrast living faith traditions through their elements of faith, such as morality, beliefs, rituals, and practices of prayer and worship
- Demonstrate awareness of the challenge and opportunity of religious diversity in today's world
- Understand religious traditions of social justice, service to others, and global responsibility
- Understand women's spiritual development, faith journeys, leadership, and contributions to religious thought and practice
- Articulate the student's own faith journey and position in relationship to other perspectives

## Admission and Continuation Requirements

Students are accepted as majors upon approval of the department faculty and only after completing six credits in Religious Studies with an average grade of C+ or higher in these courses. To continue as a major, a student is expected to maintain at least a C average in the major courses. Students who wish to pursue

graduate degrees in Theology or Religious Studies should study at least one modern language and consider studying classical languages — Latin and Greek.

## Degree Requirements

(33 credits)

## Required courses (18 credits)

- RELS 105 - Contemporary Christian Morality: Methods and Issues 3 Credits
- RELS 201 - The Church: A Contemporary Study 3 Credits
- RELS 251 - Hebrew Scriptures 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 260 - Jesus Christ in Contemporary Thought 3 Credits
- RELS 499 - Coordinating Seminar 3 Credits

Electives (15 credits) strongly recommended:

- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 385 - Internship 3-6 Credits

Concentrations for those who wish to pursue particular interests:

## Theology

For general interest or preparation for graduate study in Theology, electives in Theology

- RELS 105 - Contemporary Christian Morality: Methods and Issues 3 Credits
- RELS 201 - The Church: A Contemporary Study 3 Credits
- RELS 202 - Christian Sacraments 3 Credits
- RELS 295 - Exploratory Independent Study 3 Credits
- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits
- RELS 495 - Advanced Independent Study 3 Credits

## Religion

Electives in the phenomenon of religion or comparative religion

- RELS 150 - Religions of the East 3 Credits
- RELS 151 - Religions of the West 3 Credits
- RELS 152 - Religion in America 3 Credits
- RELS 203 - The Problem of God: Belief and Unbelief 3 Credits
- RELS 257 - Islam 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 260 - Jesus Christ in Contemporary Thought 3 Credits
- RELS 266 - Christianity/Global Perspectives 3 Credits

## Required Supporting coursework

- HIST 116 - Whither Western Civilization?: Western Civilization 2 3 Credits



- HIST 250 - The World of Asia 3 Credits
- Appropriate courses in International Studies, Philosophy, and the Consortium

### Religious Education

Electives in religious education in schools or churches

- RELS 100 - Christian Faith in the Modern World 3 Credits
- RELS 104 - Reading the Bible 3 Credits
- RELS 152 - Religion in America 3 Credits
- RELS 202 - Christian Sacraments 3 Credits
- RELS 203 - The Problem of God: Belief and Unbelief 3 Credits
- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 385 - Internship 3-6 Credits
- RELS 386 - Internship 3-6 Credits

Required Supporting coursework

- EDUC 265 - The Elements of Teaching 3 Credits
- ENGL 203 - Oral Communication 3 Credits
- HDFS 250 - Ways of Studying the Developing Child 3 Credits
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- PSYC 220 - Child Development 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits

Note:

Religious Studies majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

### Ministry

Electives in ministry in the church or in society

- RELS 102 - Christian Spirituality 3 Credits
- RELS 104 - Reading the Bible 3 Credits
- RELS 202 - Christian Sacraments 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 265 - Christian Service and Leadership 3 Credits
- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 307 - Death 3 Credits

Required Supporting coursework

- ENGL 203 - Oral Communication 3 Credits
- PSYC 235 - Social Psychology 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits
- PSYC 242 - Psychology of Adulthood and Aging 3 Credits

- PSYC 311 - Art Therapy: An Introduction 3 Credits
- SOCL 383 - Contemporary Social Theory 3 Credits

### Justice and Peace

Electives in Justice and Peace studies and involvement in social ministry or public advocacy

- RELS 205 - The Ecological Challenge 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 211 - Justice Seekers and Peace Makers 3 Credits
- RELS 253 - Prophets and Prophecy in Ancient Israel 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits

### Required Supporting coursework

- SOCL 217 - Racial and Ethnic Groups 3 Credits
- SOCL 227 - Inequality in America 3 Credits
- HIST 348 - American Society From Hiroshima to Present 3 Credits

Note:

Philosophy and other courses listed under Christian Living

### Christian Living

Electives in Christian ethics and spirituality

- RELS 102 - Christian Spirituality 3 Credits
- RELS 104 - Reading the Bible 3 Credits
- RELS 105 - Contemporary Christian Morality: Methods and Issues 3 Credits
- RELS 205 - The Ecological Challenge 3 Credits
- RELS 207 - Women in Christian Tradition 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 211 - Justice Seekers and Peace Makers 3 Credits
- RELS 250 - Prayer-Ways of the Psalms 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 261 - Christian Marriage Secular Society 3 Credits
- RELS 266 - Christianity/Global Perspectives 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits

### Required Supporting coursework

- CHEM 130 - Environmental Science 4 Credits
- PHIL 225 - Philosophy of the Human Person 3 Credits



- PHIL 340 - Contemporary Ethical Problems 3 Credits
- POLS 110 - How Politics Affects Your Life: An Introduction to Politics 3 Credits
- POLS 125 - American Government 3 Credits
- POLS 249 - International Politics 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits
- Appropriate courses in International Studies

## Scripture

Electives to prepare for graduate studies in Scripture

- ENGL 220 - Literary Criticism 3 Credits
- RELS 104 - Reading the Bible 3 Credits
- RELS 250 - Prayer-Ways of the Psalms 3 Credits
- RELS 251 - Hebrew Scriptures 3 Credits
- RELS 253 - Prophets and Prophecy in Ancient Israel 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 255 - Saint Paul and the Apostolic Church 3 Credits
- RELS 260 - Jesus Christ in Contemporary Thought 3 Credits
- Hebrew and New Testament Greek courses available through the Consortium.

## School Counseling, M.A.

*(Also see Clinical Mental Health Counseling and Marriage and Family Therapy)*

The School Counseling Program is committed to educating counselors who will provide leadership in serving the developmental needs of children in a school community. The purpose of a counselor's intervention is seen as facilitating growth towards the student's full academic and psychosocial potential. The program focuses on assisting future counselors with the wide range of issues that confront students, teachers, and parents across the full span of the school years (K-12). Therefore, school counselors who graduate from the University of Saint Joseph are prepared to work with elementary, middle, and high school students and to assist them with the types of challenges that they face as they grow and develop.

### Learning Outcomes for the School Counseling Program

- **Counseling Skills:** This domain focuses on the skills necessary for engaging in the helping process. Students will demonstrate culturally appropriate skills and techniques necessary for successful pre-session, in-session, and post-session counseling behaviors
- **Conceptualization of Student and/or Programmatic Need(s):** This domain focuses on the skills needed to formulate a clear

understanding of a student's or school community's need within a broader social context and the ability to construct an intervention plan that reflects respect for the individual and/or the larger group

- **Counseling Process:** This domain focuses on the ability to recognize any aspect of counselor-client interaction, total or in part, that can be understood to directly or indirectly affect the counselor, the client, the direction of sessions, and movement toward the resulting outcome of counseling
- **Professional Role Skills:** This domain focuses on an awareness of the aspects of the candidate's character that serves to enhance working as a school counselor, as well as those aspects that serve as obstacles to success in the school counselor role

### Degree Requirements

The School Counseling curriculum is designed to facilitate self-understanding and development through individual and small group activities across a variety of educational domains that pertain to counseling practice. In addition to a common core of curricular experiences, all students in the School Counseling Program are expected to demonstrate their knowledge and skills in foundations of school counseling, ability to conceptualize a comprehensive counseling program, and the practice of school counseling including program development, implementation, evaluation, and consultation.

### Matriculation

A student seeking to matriculate into the program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
  2. Two copies of all official college transcripts, one mailed directly to the Office of Graduate and Professional Studies and one mailed directly to the Department of Counseling and Family Therapy. These must be from accredited institutions and must evidence at least a baccalaureate degree with a GPA of 2.67 or higher. Transcripts are required prior to registration
  3. Two letters of professional reference mailed directly to the Office of Graduate and Professional Studies recommending the candidate for graduate work in the School Counseling Program at the University of Saint Joseph. Recommendation forms are available in the Office of Graduate and Professional Studies
  4. Two copies of Praxis I scores, one to the Office of Graduate and Professional Studies and one to the Department of Counseling and Family Therapy. Any student who has scored 1100 or higher on the math/verbal SAT may apply for a Praxis I waiver
  5. All immunization records as required by the Office of Graduate and Professional Studies
- In addition, School Counseling applicants are required to:
6. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies and the Department of Counseling and Family Therapy)

7. Sign up for a group interview/information session once the application and an official transcript are submitted and received.

Note: During the interview, a planned Program of Study (POS) will be prepared based on the number of credits the student wishes to carry each semester. This POS will then be sent via email to you with instructions for registration and final matriculation.

When all the required documentation is received by the Office of Graduate and Professional Studies, the file will be submitted to the Department of Counseling and Family Therapy for matriculation.

### **Required courses (51-54 credits)**

#### **Foundations**

- COUN 539 - Professional Orientation to and Foundations of School Counseling 3 Credits
- COUN 542 - Ethics and Standards of Practice in School Counseling 3 Credits

#### **Counseling Prevention and Intervention**

- COUN 531 - Group Process and Dynamics 3 Credits
- COUN 533 - Theoretical and Practical Sources 3 Credits
- COUN 541 - Skills and Techniques in Counseling 3 Credits
- COUN 543 - Theories of Counseling & Psychology 3 Credits
- COUN 552 - Developmental Theories and Applications 3 Credits

#### **Diversity and Advocacy**

- COUN 514 - Multicultural Counseling 3 Credits

#### **Leadership, Collaboration, and Consultation**

- COUN 560 - Principles, Organization, and Practice of School Counseling Services 3 Credits

#### **Assessment**

- COUN 550 - Appraisal and its Applications in Counseling 3 Credits

#### **Research and Evaluation**

- COUN 597 - Applied Research Methods Counselors 1-3 Credits

#### **Diagnosis**

- COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning 3 Credits

#### **Academic Development**

- COUN 516 - Psychology of Exceptional Children 3 Credits
- COUN 524 - Instruction and Curriculum 3 Credits
- COUN 565 - Counseling the College Bound Student 3 Credits

#### **Practicum/Internship or Upper-Division Elective (1-3 credits)**

- COUN 566 - Practicum in School Counseling 3 Credits

- COUN 573 - Internship I in School Counseling 3 Credits
- COUN 574 - Internship II in School Counseling 3 Credits

### **Clinical Hours**

All students must complete a 100-hour practicum and a 600-hour internship. A student who has not completed the required 700 clinical hours by the end of Internship II may continue group supervision by enrolling in an additional internship course.

NOTE: If a student does not hold a Connecticut teaching certificate and has at minimum 30 months of classroom teaching experience, he/she must complete a 10-month full-time residency in place of the internship.

### **Comprehensive Examination**

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. With the completion of a minimum of 39 credits in the core course curriculum (including Practicum), the student may sit for this examination.

## **Second Bachelor's Degree for Nursing Students**

### **Admission and Continuation Requirements**

Students are expected to complete four of five science prerequisites before beginning Nursing 219. The program is highly competitive, and requires a minimum GPA of 3.0 for admission, which must be maintained throughout the program. All science prerequisites (BIOL 110, BIOL 241, BIOL 242, CHEM 170, CHEM 240, NUTR 380 and PSYC 238 (or their equivalents) must be met to earn a bachelor's degree in Nursing. Placement in this program is competitive and is available on a space-available basis.

### **Second Degree Students**

This plan designates only the Nursing courses, and does not include the prerequisite or supporting courses needed by Nursing students.

### **RN to BS with Multicultural Health Concentration**

The RN to BS in nursing with a multicultural health concentration prepares students for nursing in a multicultural world. Students gain the knowledge and skills for professional advancement and the ability to:

- Assess and respond to cultural factors related to health
- Alleviate health disparities and improve health outcomes among diverse populations
- Apply cultural competencies as defined by the American Association of Colleges and Nursing (AACN)
- Promote National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS Standards)
- Communicate in Spanish with beginning-level; proficiency

For bilingual students the program offers an additional Latino Community Practice Concentration. This specialized credential will prepare the student to lead health care organizations in improving health care and health outcomes among diverse Latino communities.

### **Nursing Guaranteed Admission Program**

Students in the Connecticut Community College Nursing Program can apply to the University of Saint Joseph during any spring semester in their community college program. The guaranteed admission program guarantees the student a place in the University of Saint Joseph RN to BS in Nursing with a Multicultural Health Concentration Program, pending:

- Completion of the AS degree within three years of beginning the program
- Cumulative grade point average of 2.5 or above
- Licensure as a registered nurse in Connecticut
- Enrollment in the University of Saint Joseph within two years of earning the AS degree

### **Curriculum**

As an RN graduate of the Connecticut community college nursing program, students are able to earn the BS in Nursing with a Multicultural Health Concentration (and for bilingual students, and additional Latino Community Practice Concentration) in two calendar years, part-time. A typical course of study requires:

#### **Nursing courses (18 credits)**

- NURS 403 - Health Care Systems in a Global World 3 Credits
- NURS 409 - Issues in Professional Nursing Practices 4 Credits
- NURS 416 - Theory/Development Research 3 Credits
- NURS 423 - Perspective in Nursing Science 3 Credits
- NURS 435 - Health Care of Populations 5 Credits

Liberal Arts and General Education Courses (28 credits)

- MATH 110 - Elementary Statistics 3 Credits
- PHED 168 - Introduction to Aerobics 1 Credits
- PSYC 209 - Career Development and Prior Learning 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits
- SPAN 102 - Living Spanish I 3 Credits
- SPAN 103 - Living Spanish II 3 Credits
- SPAN 154 - Spanish for Health Professionals 3 Credits Or
- SPAN 204 - Latino Storytelling 3 Credits
- \* SPAN 300 - Conversation and Readings I 3 Credits

\*Note: Required for Latino community practice concentration

### **Latino Community Practice Concentration, B.S. in Nursing (14 credits)**

The Latino Community Practice Concentration prepares nurses to lead health care organizations and professions in alleviating health disparities by delivering effective health care to diverse Latino populations; improving health literacy in Latino communities; and facilitating bilingual cross-cultural communications in health care settings. Graduates will demonstrate the ability:

1. To develop and to apply knowledge understanding of diverse Latino cultures
2. To advance cultural competencies in a clinical bilingual community health setting
3. To strengthen their proficiency in oral and written bilingual communications.

#### **Requirements are:**

- LCPR 300 - Community Interpreting and Cultures 3 Credits
- NURS 435 - Health Care of Populations 5 Credits (Approved Bilingual Field Practicum)
- SOCW 206 - Latinas and Their Worlds 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits

### **Multicultural Health Concentration, B.S. in Nursing (14 credits)**

The Multicultural Health Concentration prepares nurses to deliver effective health care to culturally and linguistically diverse populations, to work towards eliminating health disparities, and to promote health equity for vulnerable groups. Graduates will demonstrate the ability:

1. To apply cultural competencies as defined by the American Association of Colleges of Nursing (AACN)
2. To promote National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS)
3. To communicate in Spanish with beginning-level proficiency

#### **Requirements are:**

- NURS 435 - Health Care of Populations 5 Credits
- SPAN 154 - Spanish for Health Professionals 3 Credits

Choice of two:

- SOCW 206 - Latinas and Their Worlds 3 Credits
- Other elective as approved

### **Comprehensive Examination Policy for RN to BS in Nursing**

A comprehensive exam is required for all graduating seniors. The exam is essay or oral, requiring students to apply knowledge of research and multicultural and community health. A practice exam is available to help students prepare. Candidates for graduation who fail the exam will be required to complete a plan of study designed to ensure success on a retake. Students do not graduate until satisfactory completion of the comprehensive examination as determined by the Department of Nursing faculty.

# Social Work, B.S.

The Social Work program educates generalist social workers who, guided by professional ethics and standards, use culturally competent research and practice to promote individual and social change. Social Work students gain knowledge, skills, and values for empowering individuals, strengthening families and communities, and promoting a global civil society based on human rights, social and economic justice, and peace. The Social Work Program serves as a resource for social development by improving educational opportunities for women and underrepresented student populations, including low-income students and students of color, and by preparing women for leadership in the profession and in their communities.

Social Work is one of the fastest growing professions in the United States and includes diverse and varied fields of practice. Social work students prepare for careers in child welfare, community development, criminal justice, crisis management and disaster relief, elder services, health and mental health, immigrant and refugee services, school social work, and many other fields. The University of Saint Joseph Social Work graduates hold leadership positions throughout the profession.

Social Work majors enjoy small classes and caring faculty who offer personal attention, academic advising, and guidance in career development. Students gain professional experience while they complete two separate yearlong field placements. Many students qualify to enter graduate school with advanced standing and to complete their master's degree in Social Work in one year rather than the usual two. More than 90% of the University of Saint Joseph Social Work graduates go on to earn their M.S.W. degree.

The baccalaureate Social Work program is accredited by the Council on Social Work Education.

The Department's goals are to advance:

1. The understanding of the interrelationships among people and their environments, including the experiences of oppression and liberation.
2. Culturally competent generalist practice with individuals, families, groups, organizations, and communities.
3. Efforts to eliminate prejudice and discrimination, including discrimination based on age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
4. Policies and programs that promote universal human rights, fundamental freedoms, and social and economic opportunities for all persons.
5. Scientific inquiry with the purpose of further developing and correctly applying professional knowledge.
6. Opportunities for undergraduate and graduate education, professional development and life-long learning among social workers.
7. Diversity, community relations, and the use of educational assessment strategies through the University of Saint Joseph.

## Suggested Plan of Study

### Prerequisites

(Some courses may be taken concurrently with major courses with advisor approval)

- ECON 101 - Principles of Macroeconomics 3 Credits
- MATH 110 - Elementary Statistics 3 Credits
- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits
- SOCW 102 - Introduction to Social Work 3 Credits

### Choice of one of the following

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits
- SOCL 227 - Inequality in America 3 Credits
- SOCW 206 - Latinas and Their Worlds 3 Credits

### Choice of one of the following

- BIOL 223 - Human Biology 3 Credits
- BIOL 270 - Human Heredity and Birth Defects 3 Credits
- Approved Related Course 3 credits

### Choice of one of the following

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- PSYC 238 - Human Development Through the Life Span 3 Credits

### Choice of one of the following

- POLS 110 - How Politics Affects Your Life: An Introduction to Politics 3 Credits
- POLS 125 - American Government 3 Credits
- POLS 310 - Political Leadership and Social Justice 3 Credits

## Junior Year

### Fall

- SOCW 382 - Human Behavior in the Social Environment 3 Credits
- SOCW 386 - Field Practice I 4 Credits (Includes seminar and 8 hrs/wk in field)
- SOCW 396 - Social Work Methods I 3 Credits

### Spring

- SOCW 300 - Social Welfare Policy 3 Credits
- SOCW 388 - Field Practice II 4 Credits (Includes seminar and 8 hrs/wk in field)
- SOCW 398 - Social Work Methods II 3 Credits

## Senior Year

### Fall

- SOCW 375 - Social Research 3 Credits
- SOCW 400 - Social Work Methods III 3 Credits
- SOCW 482 - Field Practice III 7 Credits Extended placement (summer session), reduced field hours (12 hr/wk) is available



## Spring

- SOCW 484 - Field Practice IV 7 Credits Extended placement (summer session), reduced field hours (12 hrs/wk) is available
- SOCW 498 - Coordinating Seminar 3 Credits

Note:

Plans of study for students in The Program for Adult Learners are individualized to meet students' academic needs and schedules.

## The Criminal Justice Concentration (13 credits)

The Criminal Justice Concentration in Social Work allows social work students to develop a beginning expertise in the criminal justice system.

### A. Required Course

- SOCW 484 - Field Practice IV in approved criminal justice setting (7 credits) and

### B. Two supportive electives chosen from the following:

- BIOL 204 - Forensic Biology 3 Credits
- BIOL 204L - Forensic Biology Laboratory 1 Credits
- POLS 230 - Juvenile Justice and Human Rights 3 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 330 - Constitutional Law 3 Credits
- PSYC 249 - Forensic Psychology 3 Credits
- PSYC 258 - Victimology 3 Credits
- PSYC 330 - Criminal Justice and Mental Health 3 Credits
- SOCW 390 - Children and the Law 3 Credits

## The Latino Community Practice Concentration (9 credits)

The Latino Community Practice Concentration in Social Work is a professional credential in culturally and linguistically competent practice with diverse Latino populations.

### Prerequisite:

Intermediate-level Spanish proficiency

### Requirements:

At least two semesters of Field Practice must be in an approved bilingual setting.

### Courses:

Spanish (3 credits):

### Choose one of the following:

- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other approved Spanish elective at the 200 level or above

Cultural Studies (6 credits):

### Choose two of the following:

- SOCW 206 - Latinas and Their Worlds 3 Credits
- LCPR 310 - Latino Identities and Cultures 3 Credits
- Other elective as approved

Note:

Offered in Undergraduate Program for Women and the Program for Adult Learners.

## Sociology Minor

18 credits above 100 level. SOCL 101 is recommended as preparation.

## Spanish Minor

Students should consult with Spanish faculty as early as possible to determine a suitable plan of studies for the Spanish minor. The minor consists of 18 credits with at least 6 credits being taken at the 300 level or above. Recommended courses are SPAN 200, SPAN 201 and SPAN 300, SPAN 301.

### Required Courses

- SPAN 150 - Basic Spanish Review for High Beginners 3 Credits

## Spanish, B.A.

The multiple forms of linguistic expression, both oral and written, should be numbered among the defining characteristics of individuals, of societies, and of humankind in general, and thus are an integral aspect of any humanistic pursuit and worthy of serious cultivation in a liberal arts setting. The study of language engages students in reflection on other cultures and widens their world perspective in ways other fields cannot. It helps them to analyze their own culture with the goal of being a better citizen both globally and locally. Language study is especially important in the context of professional and career pursuits in today's multicultural society and global economy, and students are encouraged to combine study of languages with other majors and minors in order to acquire skills necessary for achievement of career goals. For those students who are interested in an intensive language/culture program with Spanish-speaking people, the University sponsors a program in Spain or Latin America. Information on the program is provided in the detail of the course SPAN 331 Study Culture Workshop in Spain or Latin America.

Non-majors who wish to experience travel or study abroad in the Spanish-speaking world are encouraged to speak with the Spanish faculty for exploration of options, and to consult with the Office of International Studies and Programs.

The Spanish program offers small classes, personalized instruction, and a proficiency-based methodology that helps



students truly to communicate in the language. Faculty members help students to design a major and study abroad program that correspond to their interests and that prepare them for further study and career success. Spanish major and minors have gone on to successful graduate study and to careers in teaching, social work, and business.

Teaching candidates in Spanish have enjoyed a 100% success rate in meeting state standards, including Praxis II and the ACTFL \*Oral Proficiency standard.

\*ACTFL: American Council for the Teaching of Foreign Languages, [www.actfl.org](http://www.actfl.org)

## Program Outcomes

The student will:

- Exhibit an advanced level of proficiency (at least .Advanced-Low. on the ACTFL, OPI, and WPT scales) of Spanish in listening comprehension, speaking, reading, and writing
- Have a solid understanding of Spanish grammar and syntax, and will be able to model and explain linguistic structures (especially candidates for teacher certification)
- Employ both formal and informal discourse orally and in writing
- Have studied a large range of texts spanning centuries of language, and can understand the changing nature of language and appreciate the wide range of uses of language beyond communication of facts – to include or exclude groups or individuals, to entertain, to persuade, to move, to attract or repel, to show conformity or rebellion, etc.
- Attain a basic knowledge of Spanish and Spanish-American language, history, literature, and culture
- Have lived and interacted in a Spanish-speaking country, and acquired a profound and first-hand understanding of that host culture, and should be able to compare and contrast that culture with her own. Prospective teachers will be able to share experiences and texts with their students in an authentic manner
- Undertake research and find information in the target language through a number of sources (books and articles, databases, Internet, newspapers both in hardcopy and online, etc.)
- Use research and critical thinking skills to present ideas and findings both orally and in writing in a thoughtful, well-organized, and persuasive manner

## Admission and Continuation Requirements

New and transfer students must consult with Spanish faculty for testing and placement. Students wishing to enroll at the 300 level or above for the first time must receive instructor's permission.

## Degree Requirements (30 credits)

Courses for the major in Spanish must be taken at the 300 level or higher.

## Required courses (12 credits)

- SPAN 320 - Advanced Conversation I 3 Credits Or

- SPAN 321 - Advanced Conversation II 3 Credits
- SPAN 379 - Advanced Grammar and Composition I 3 Credits
- SPAN 499 - Coordinating Seminar 3 Credits

Electives (15 credits) in civilization, culture, and literature, at the 300 level or above.

## Study Abroad Program

An academic year abroad in a Spanish-speaking country. In rare cases, exceptions may be made with the permission of the Spanish faculty. Students should consult with Spanish faculty and the Office of International Studies and Programs well in advance of the study abroad year in order to arrange the study abroad program.

## Peninsular or Spanish-American Studies Concentrations

No more than one class taught in English will count toward the major. Students will develop a plan of study for the major to be approved by the Spanish faculty.

Note:

Spanish majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

## Special Education (SPEC), B.S. with Teacher Licensure

### Program Outcomes for Special Education Major

The student will:

- Develop a motivation for life-long learning
- Attain basic skills essential for acquiring knowledge and solving problems
- Acquire knowledge leading to realization of individual potential
- Develop social competency and life skills
- Attain an understanding of, and contribute to, society's values

### Program Outcomes for Special Education Teacher Licensure

The candidate will:

- Understand the physical, emotional, psychosocial, and cognitive aspects of development
- Understand and apply learning theories as they relate to a holistic curriculum
- Evaluate learning and behavior of students
- Identify classroom organization and management techniques to enhance learning

- Understand historical, social, cultural, and political forces influencing public education and the role of a teacher in the resulting issues
- Accrue and use in-depth knowledge of professional literature
- Become a lifelong independent learner and reflective practitioner
- Demonstrate responsibility, initiative and sensitivity in working with all children in education-related settings
- Teach all children effectively in a constructivist and collaborative manner using best practice

- the School of Education at the University of Saint Joseph
- 7. A well-written essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places, and experiences with children and adolescents who have affected this decision
- 8. A successful interview with an Education faculty team
- 9. A planned program of course requirements completed with an assigned Special Education faculty advisor and signed by the licensure officer

### **Undergraduate Teacher Licensure in Special Education**

The Special Education teacher licensure program prepares candidates to teach children in grades K-12 with disabilities. Candidates who seek initial licensure in Special Education with a cross-endorsement in Elementary Education, will major in Special Education. This plan of study allows the candidate to teach in the general (grades 1-6) or special education classroom (K-12). It meets the requirements of the “No Child Left Behind” law (NCLB). To be considered highly qualified in elementary education content, candidates must pass Praxis II examinations in Elementary Education. Teacher candidates who plan to be recognized as highly qualified to teach middle or secondary special education must pass Praxis II in English, math or science.

The Connecticut State Department of Education requires that students be accepted into a teacher licensure program after having completed no more than two professional education courses. Prospective candidates work closely with University Advisement staff to follow procedures for acceptance to the School of Education, including the successful completion of the Praxis I requirement by the fall of the sophomore year.

The State of Connecticut regulates licensure requirements. Therefore, the University reserves the right to make changes as necessary to meet the Connecticut State Regulations for teacher licensure.

### **Admission Requirements for Special Education Major and acceptance to the Teacher Licensure Program**

1. Sophomore standing
2. Sealed official transcript(s) of all undergraduate work
3. A minimum cumulative GPA of 2.67
4. Declaration of the Special Education major
5. Evidence of successful completion of the Praxis I test. Candidates are eligible for a waiver of the Praxis I test with a combined score of 1,000 or more on the SAT, if neither the math nor the verbal subtest scores below 400 points from any test administration on or prior to March 31, 1995; or a combined score of 1,100 or more, with no less than 450 on either the math or verbal subtest from test administrations on or after April 1, 1995
6. Two letters of recommendation from individuals who can attest to the candidate’s suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of

### **Admission Procedure for the Special Education Major with Teacher Licensure**

By April 1 of the sophomore year, the student must complete and file a declaration for the Special Education major with the assigned faculty advisor in the School of Education. (The declaration status of a transfer student will be determined when meeting with the University Advisement Office.) In addition, items 2 through 9 listed above must be completed by April 1 of the sophomore year. The applicant will then receive an acceptance letter from the Dean of the School of Education. Upon acceptance, the student is expected to maintain quality performance throughout the academic program, achieving no less than a 2.67 cumulative GPA and receiving no less than a C+ grade in Education and Special Education coursework, and required general education courses.

Candidates who complete the Special Education major with teacher licensure in Special Education at the University of Saint Joseph complete a carefully designed and supervised sequence of field work with children and youth beginning in the sophomore year and culminating with Coordinating Seminar in the senior year.

Sequence of the program: During the sophomore year candidates are introduced to programs for children and youth with a range of diverse disabilities, in a variety of settings that provide an array of services. Field assignments acquaint candidates with the characteristics of children who require special education and related services and the programs that serve them.

In the junior year, candidates participate in an intensive, carefully supervised program of pre-student teaching practica. For most candidates this program occurs on-site at The Gengras Center or in a public school. Junior year courses prepare candidates to meet the rigors of student teaching, with a focus on the development and implementation of instruction, accommodations, behavior/classroom management, and assessment to meet the multifaceted learning needs of children and youth with diverse abilities.

In the senior year, candidates preparing to teach are placed in public school programs for an intensive, full-time student teaching experience in Special Education and a field experience in general education during the fall semester. For most candidates, placements in both the special and general education classroom occur in the same building. This arrangement enables prospective teachers to develop a balanced perspective of children with and without disabilities and obtain licensure in Elementary Education as well as Special Education. During the second semester of the senior year, students take the Coordinating seminar.

**Coursework for the Special Education degree with Special Education teacher licensure and cross endorsement in Elementary Education:**

**Degree Requirements**

1. Supporting coursework

General Education coursework (39) including a survey course in American History (3 Credits) and COMP 100 - Introduction to Computers, EDUC 210 - Incorporating Technology into 21st Century Skills and Learning or waiver.

2. Required courses and Plan of Study

**Sophomore year**

- SPEC 217 - Students with Mild Disabilities 3 Credits (fall)
- SPEC 218 - Children with Moderate to Severe Disabilities 3 Credits (spring)

**Junior year**

- SPEC 343 - Educational Assessment 3 Credits (fall)
- SPEC 345 - Teaching Students with Disabilities 3 Credits (fall)
- SPEC 346 - Curriculum and Instruction in Spec Ed: Adaptive Strategies 3 Credits (spring)
- SPEC 383 - Positive Behavior Interventions and Supports 3 Credits (spring)

**Senior year**

- SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities 9 Credits (fall)

(Other than EDUC 430, no other course work can be taken this semester)

- SPEC 499 - Coordinating Seminar 3 Credits (spring)

3. Required courses for Special Education licensure

**Sophomore year**

- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- EDUC 265 - The Elements of Teaching 3 Credits (fall)
- Cross listed with SPEC 265 - The Elements of Teaching 3 Credits (fall)
- EDUC 205 - Foundations of Education 3 Credits (spring)
- PSYC 220 - Child Development 3 Credits
- NUTR 245 - Health Promotion Strategies 3 Credits

**Junior year**

- EDUC 322 - Developmental Reading in the Elementary School 3 Credits (fall)
- ENGL 340 - Literature for Children 3 Credits

4. Required courses for cross endorsement in Elementary Education (Grades K-6)

**Sophomore year**

One additional child development course:

- HDFS 250 - Ways of Studying the Developing Child 3 Credits Or
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits

**Junior year**

- EDUC 341 - Effective Teaching of Mathematics 3 Credits (fall)
- EDUC 343 - Process of Teaching Science and Social Studies 3 Credits (spring)
- EDUC 370 - The Language Arts 3 Credits (spring)

**Senior year**

- EDUC 430 - Practicum: Elementary 3 Credits (fall)

**Continuation Requirements for the Special Education Degree and the Teacher Licensure Program**

Throughout the teacher licensure sequence, the department reserves the right to recommend withdrawal of any candidate demonstrating insufficient progress toward professional experiences and interpersonal relationships. Evidence of satisfactory progress may be manifested in the following acquisition of knowledge, skills, and dispositions as described in the School of Education Conceptual Framework and Statement of Candidate Dispositions:

- Critical thinking skills (e.g., the ability to analyze information)
- Capacity to form interpersonal relationships with colleagues and individuals that are characterized by sensitivity, mutual respect, constructive collaboration, and advocacy
- Responsibility as demonstrated in the timely completion of assignments, commitment to quality performance, and professional growth
- Commitment to the mission and philosophy of the department
- Achievement of grades of C+ or better in all EDUC, SPEC, and general education courses
- Continued minimum cumulative GPA of 2.67
- Achievement of a grade of B or better in Tuesday Experience

**Requirements for application to Student Teach for the Special Education degree with Teacher Licensure**

Only candidates who have been accepted into the Teacher Licensure Program (see Criteria for Admission) are eligible to apply for student teaching. Candidates who apply for student teaching will be evaluated by department faculty, who will consider:

- Academic proficiency as indicated by coursework. All general education and licensure courses must be successfully (C+ or better) completed prior to student teaching.

- Communication facility as reflected in oral and written expression and listening.
- Social sensitivity and skills as demonstrated by interactions with peers, children, and professionals.

An application to student teach may be obtained from the Office of Student Teaching and Clinical Experiences and must be submitted by February 1 for fall placements and September 15 for spring placements.

1. All applications and required forms may be found on the School of Education, Student Teaching website and must include:

- A copy of the candidate's official letter of acceptance into the Teacher Licensure program.
- A copy of candidate's Teacher Licensure Planned Program.
- An unofficial transcript with most recent semester's grades showing completion of all required teacher licensure and general education coursework with a C+ or better, a 2.67 minimum cumulative GPA and a B or better in Tuesday Experience.
- A typed Student Information Form showing completed courses with grades, previous work, teaching and child-related experiences.
- A typed autobiographical essay related to the School of Education Conceptual Framework, no longer than two pages.
- A typed Field Experience form.
- A copy of Praxis II registration confirmation showing that the required licensure exams will be taken before student teaching begins. The Foundations of Reading may be taken after the student teaching experience. (Passing grades on all exams are required for licensure application.)
- Proof of fingerprinting at a regional educational service center (CREC, EASTCONN, ACES, etc.)

2. Candidates must successfully complete the University of Saint Joseph Writing Portfolio prior to student teaching.

3. Candidates must resolve all alert forms prior to student teaching.

4. Candidates may not take any other courses while student teaching.

5. The Field Study for Elementary cross endorsement must be taken in the same semester as Special Education student teaching.

6. Candidates must attend all student teaching seminars.

7. Candidates must attend an exit interview.

8. Candidates must provide the Licensure Office copies of Praxis II, including sub-scores/ACTFL and Foundations of Reading Score Reports, as applicable to the program.

Comprehensive Exam requirements for completion of the Special Education degree with Teacher Licensure

During the winter intercession of senior year, candidate knowledge will be assessed in a written comprehensive examination. Successful completion of the examination is a requirement for conferral of the B.S. in Special Education.

## **Teacher Licensure Program for Special Education License with Elementary Cross Endorsement**

Upon completion of entrance requirements, the prescribed programs and exit requirements, candidates for Special Education (K-12) with cross-endorsement in Elementary Education (1-6) will be recommended to the State Department of Education for licensure.

### **Exit from Teacher Licensure Program**

A "Licensure Program Completer" is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

To be recommended to the Connecticut State Department of Education for licensure in Special Education with an Elementary Cross Endorsement, applicants must:

- Complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for coursework and student teaching
- Fulfill general education requirements and content with no grade lower than a C+
- Complete a successful student teaching experience with a grade of B or better
- Submit successful Praxis II test in Special Education 0543 and Praxis II tests in Elementary 5031 and 0622, and Foundations of Reading Test
- Show evidence of appropriate educator dispositions as defined by the School of Education Conceptual Framework and Student Teaching Evaluation Criteria
- Submit application for a teaching license to teacher licensure officer

Upon completion of entrance requirements, the prescribed programs and exit requirements, candidates will be recommended to the State Department of Education for licensure.

Link to:

Undergraduate Teacher Licensure

Other Opportunities in Education

Bachelor-to-Master of Arts Degree Programs

Laboratory Schools

International Honor Society - Kappa Delta Pi



## Special Education Minor

A minor in Special Education is available for students who are interested in working more effectively with children who possess special academic and social learning needs. It consists of 18 credits including at least three upper division courses. A grade of C or better is required for all courses constituting the minor. A maximum of six transfer credits may be considered for acceptance as part of the minor sequence. Courses for the minor will be selected in consultation with a special education faculty academic advisor.

Application forms for a minor are available from the Registrar's office. Students should apply for a minor to the Department chairperson no later than the second semester of the junior year.

### Courses available for the Special Education Minor:

- SPEC 217 - Students with Mild Disabilities 3 Credits
- SPEC 218 - Children with Moderate to Severe Disabilities 3 Credits
- SPEC 237 - Exceptional Children 3 Credits Or
- PSYC 237 - Exceptional Children 3 Credits
- SPEC 265 - The Elements of Teaching 3 Credits Or
- EDUC 265 - The Elements of Teaching 3 Credits
- SPEC 295 - Exploratory Independent Study 3 Credits
- SPEC 343 - Educational Assessment 3 Credits
- SPEC 345 - Teaching Students with Disabilities 3 Credits
- SPEC 346 - Curriculum and Instruction in Spec Ed: Adaptive Strategies 3 Credits
- SPEC 347 - Special Topics 3 Credits
- SPEC 383 - Positive Behavior Interventions and Supports 3 Credits
- SPEC 403 - Field Experiences in Special Education 3-6 Credits
- SPEC 404 - Field Experiences in Special Education 3-6 Credits
- SPEC 405 - Issues and Trends in Special Education 3 Credits
- SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities 9 Credits
- SPEC 495 - Advanced Independent Study 1-3 Credits
- SPEC 499 - Coordinating Seminar 3 Credits

Note:

The Special Education program within the School of Education participates in the interdisciplinary Disability Studies Minor.

## Special Education, M.A.

The graduate programs in Special Education are designed to meet the needs of individuals seeking to be licensed as special education teachers or seeking to enhance their teaching and to

effectively meet the needs of at-risk and exceptional learners in the general education classroom.

### Master of Arts in Special Education

- Special Education
- Special Education with Teacher Licensure
- Special Education with Cross Endorsement
- Special Education with concentration in Autism Spectrum Disorder (ASD)

### Program Outcomes for the Master of Arts in Special Education

The student will:

- Be a critical thinker and effective problem solver who is concerned with the social, emotional, and intellectual issues of all children and adolescents in contemporary educational settings.
- Apply advanced pedagogy in curriculum, instruction, and assessment to engage all students in reaching their potential as people and as learners.
- Develop the capacity to influence and advance positive change for students, professionals, and the profession in a complex global society.

### Acceptance Requirements for the Master of Arts Degree

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 2.67 for teacher licensure
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher or to work with children and families accompanied by the School of Graduate and Professional Studies cover form available on the University website. Note: Recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at the University of Saint Joseph
6. Immunization record using the School of Graduate and Professional Studies form available on the University website
7. A planned program of study developed by the candidate and the faculty advisor, approved by the department chair

### Continuation Requirements for the Master of Arts Degree

Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements for acceptance into a Graduate Teacher Licensure Program.

### **Exit Requirements for the Master of Arts Degree**

Eligible candidates for the Master of Arts degree take a comprehensive exam in February or July. The application for the Comprehensive Exam is available from the School of Education and the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the indicated due date.

### **Comprehensive Exam**

All students must pass a written comprehensive examination after having completed all of Special Education courses and 80% of their planned program, except for Special Education with Teacher

Licensure which requires 100% completion of the planned program.

### **Special Education**

This option is open to general and special educators who seek a master's degree and wish flexibility in creating a program of study that reflects professional interests. Three courses are required and the remaining 7 courses selected to complete the planned program of study are selected in collaboration with an advisor. Areas of focus within special education include: reading and writing disabilities, inclusion, social-emotional learning and autism. All courses in special education have a theme of using assessment to inform instruction, consistent with a response to intervention framework. There are additional opportunities for focus provided by advanced coursework in education, including coursework in technology and working with culturally and linguistically diverse learners.

1. Pre-requisites (May be satisfied through previous coursework)

- SPEC 517 - Students with Mild Disabilities 3 Credits
- SPEC 524 - Instruction and Curriculum 3 Credits
- EDUC 507 - Developmental Reading in the Elementary School 3 Credits

2. Required courses (9 credits)

- SPEC 530 - Research in Special Education 3 Credits
- SPEC 535 - Laws and Special Education 3 Credits
- SPEC 539 - Curriculum and Instruction: Adaptive Strategies 3 Credits

3. Elective courses (21 credits)

### **Special Education with Teacher Licensure**

Details of program found here.

### **Special Education with Cross Endorsement**

This option is available for licensed teachers interested in obtaining a MA Degree while simultaneously working towards a cross endorsement in comprehensive special education (165). Courses which fulfill degree requirements have been approved by the Connecticut State DOE and address competencies needed

to meet the academic and social learning needs of K-12 students who have disabilities.

Licensed educators seeking a cross endorsement in special education must apply directly to the Connecticut State DOE, which has the exclusive authority to issue cross endorsements. A CT State DOE consultant will review transcripts and provide a written response to the educator. This letter and a copy of the initial teaching license are required for the application process. The educator will need to meet with an advisor in special education and complete a planned program of study.

Following successful completion of all coursework, student teaching, and Praxis II, the educator will apply directly to the Connecticut State Department of Education for issuance of the endorsement.

Licensed teachers seeking cross endorsement in Special Education may complete two summer practica (no less than 5 weeks per practica) during two summers.

1. Pre-requisites (May be satisfied through previous coursework)

- SPEC 517 - Students with Mild Disabilities 3 Credits
- SPEC 524 - Instruction and Curriculum 3 Credits
- EDUC 507 - Developmental Reading in the Elementary School 3 Credits

2. Required courses (35 credits)

- SPEC 526 - Educational Assessment 3 Credits
- SPEC 530 - Research in Special Education 3 Credits
- SPEC 534 - Positive Behavior Interventions and Supports 3 Credits
- SPEC 535 - Laws and Special Education 3 Credits
- SPEC 539 - Curriculum and Instruction: Adaptive Strategies 3 Credits
- SPEC 540 - Reading Interventions for Inclusive Schools 3 Credits
- SPEC 542 - Reading Disabilities: Connecting Assessment and Instruction 3 Credits
- SPEC 543 - Instructional Planning and Interventions in Spec Ed: Writing and Study Skills 3 Credits
- SPEC 579 - Children and Mathematics 3 Credits
- SPEC 536 - Summer Practicum: Special Education 4 Credits
- SPEC 537 - Summer Practicum: Special Education for Licensed Teachers 4 Credits

3. Electives for completion of program

- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 518 - Children with Moderate to Severe Disabilities 3 Credits

Special Education with Autism Spectrum Disorders Concentration

Candidates choose this 30-credit option to gain proficiency in applied educational concepts, principles, and practices, and

work with students who have autism spectrum disorders and their families as well as to complete advanced study in the field of special education. Practicum experience, field studies, and observation at The Gengras Center (a state-approved special education facility and model lab school affiliated with the University of Saint Joseph) and area public schools are part of the curriculum.

1. Pre-requisites (May be satisfied through previous coursework)

- SPEC 517 - Students with Mild Disabilities 3 Credits
- SPEC 524 - Instruction and Curriculum 3 Credits
- SPEC 579 - Children and Mathematics 3 Credits
- EDUC 507 - Developmental Reading in the Elementary School 3 Credits

2. Required courses (18 credits)

- SPEC 539 - Curriculum and Instruction: Adaptive Strategies 3 Credits
- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 561 - Autism: Managing Behavior 3 Credits
- SPEC 562 - Autism: Communication and Technology 3 Credits
- SPEC 563 - Autism: Assessment 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits

3. Elective courses (12 credits)

### Other Opportunities in Special Education

#### Cross Endorsement in Special Education, Non-Matriculated Status

This is a non-degree, graduate credit bearing program for licensed teachers who do not desire a formal master's degree program of study. Coursework is available to fulfill specific requirements provided by the Connecticut State Department of Education (DOE) for an additional license in Comprehensive Special Education, K-12 (165).

#### Benefits of program:

- No need for matriculation to the Graduate School.
- Customized, value added advisement; licensed teachers select courses that simultaneously fulfill requirements, while focusing on their own professional interests in reading, writing, inclusion, autism and/or social-emotional learning.
- Ability to take required student teaching practica experiences during the summer months with two different exceptionalities, without interruption to school year employment.

#### Application Requirements:

- A copy of the written response from the Connecticut State Department of Education consultant based on an individual transcript review with additional requirements needed to be eligible for cross endorsement.

- A copy of current teaching license.
- Application to student teach in summer is required by February 1 of that year. To be eligible for student teaching, all credits required by the Connecticut State DOE, in the identified regulatory areas must be completed.

#### Student Teaching:

- Practica is open only to candidates who have completed at least 12 credits of graduate courses approved for cross endorsement at the University of Saint Joseph.
- Applications to student teach are due on February 1 of the year summer placement is requested.

#### Other Opportunities in Education

Cross Endorsement Opportunities

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

## Sports Nutrition Minor

(18 credits)

#### Required courses (9 credits)

- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 245 - Health Promotion Strategies 3 Credits
- SPST 202 - Exercise Physiology 3 Credits
- SPST 380 - Practical Topics in Coaching 3 Credits

Elective in Nutrition or Sports Studies (3 credits) chosen with permission of the Nutrition and Sports Studies departments

#### Sample elective courses:

- SPST 200 - Athletic Injury Care and Prevention 3 Credits
- SPST 210 - Motivation & Leadership in Sports 3 Credits
- Also Listed As PSYC 210 - Motivation and Leadership in Sports 3 Credits
- SPST 400 - Principles of Coaching 3 Credits

## Sports Studies Minor

The Sports Studies minor in Coaching prepares the student for a career in coaching. This curriculum instructs students in all aspects of the coaching profession, including the psychological, physical, and motivational techniques and skills needed to coach adolescents. Completion of the Sports Studies minor provides in-depth instruction and preparation for receiving a coaching permit in Connecticut.

#### Required courses (19 credits)

- NUTR 245 - Health Promotion Strategies 3 Credits

OR

- NUTR 236 - Sports Nutrition 3 Credits
- PSYC 210 - Motivation and Leadership in Sports 3 Credits

**OR**

- SPST 210 - Motivation & Leadership in Sports 3 Credits
- SPST 200 - Athletic Injury Care and Prevention 3 Credits
- SPST 202 - Exercise Physiology 3 Credits
- SPST 300 - Sports Law 2 Credits
- SPST 400 - Principles of Coaching 3 Credits

**OR**

- SPST 380 - Practical Topics in Coaching 3 Credits
- SPST 401 - Coaching Practicum 2 Credits

Note:

For those unable to complete the in-depth sequence, SPST 380 - Practical Topics in Coaching provides an overview of basic issues related to coaching and enables students to obtain a coaching permit in Connecticut.

## Studio Arts Minor

Studio arts provide the student with a hands-on experience in some of the main fields of artistic inquiry. Studio arts also provide cultural enrichment, exposure to historical and contemporary art, an understanding of the creative process and the development of the creative spirit within each participant. Student artwork may be displayed in exhibitions on campus and included in student publications such as the literary magazine Interpretations.

**Required courses (18 credits) to be selected from the following:**

- FIAR 110 - Drawing I 3 Credits
- FIAR 111 - Drawing II 3 Credits
- FIAR 120 - Fundamentals of Design 3 Credits
- FIAR 125 - Watercolor 3 Credits
- FIAR 130 - Introductory Painting 3 Credits
- FIAR 131 - Painting II 3 Credits
- FIAR 201 - Special Topics in Studio Art 3 Credits
- FIAR 231 - Printmaking 3 Credits

## Women's Studies Minor (18 credits)

**Required courses (6 credits)**

- WMST 120 - Women in Society 3 Credits
- WMST 230 - Feminist Theories 3 Credits

**Four related electives (12 credits)**

## Women's Studies, B.A.

The Women's Studies major is an interdisciplinary study of the way gender (the social distinctions between men and women) and sexuality (sexual identities, practices, discourses, and institutions) affect the structure of cultures and the experiences of their members. Students examine the history, expression, and diversity (such as racial, ethnic, cross-cultural, or class) of women's experiences, using various methods of feminist scholarship to identify the origins of and changes in cultural and social arrangements.

The Women's Studies' emphasis on critical thinking and interdisciplinary inquiry prepares students for a range of careers including law, management, education, health care, social services, government, the arts, journalism, and publishing.

### Program Outcomes

The student will:

- Analyze and synthesize multiple perspectives and disciplines
- Apply theory and strategy for action and problem solving
- Recognize and analyze current conflicts or situations as a matrix of cultural, historical, and social forces
- Exercise the higher-level thinking and flexibility needed for multiple employment opportunities and life-long learning
- Recognize the social construction of what is deemed "natural".
- Conduct research and write position papers

### Degree Requirements

(36 credits)

The Women's Studies major consists of 36 course credits, 18 of which are required.

### Required courses (18 credits)

- WMST 120 - Women in Society 3 Credits
- WMST 210 - Global Women's Issues 3 Credits

**OR**

- ECON 265 - Women in the World Economy 3 Credits
- WMST 230 - Feminist Theories 3 Credits
- WMST 400 - Women's Studies Seminar 3 Credits
- WMST 350 - Internship 1-6 Credits
- WMST 499 - Senior Coordination 3 Credits

### Courses for a concentration, electives, or the minor

18 credits examining the diversity in the study of Women's Studies as well as a concentration of study within a specific field. Students must meet with their advisor to choose a concentration of two related courses and their senior Coordinating. Examples of possible areas of concentration include: Women in the Arts; Women, Science, and Health; Women and International Studies; Women and Politics.

- WMST 250 Psychology of Women 3 Credits



- WMST 295 - Exploratory Independent Study 1-3 Credits
- WMST 350 - Internship 1-6 Credits
- WMST 400 - Women's Studies Seminar 3 Credits
- WMST 495 - Women's Studies Advanced Independent Study 1-6 Credits
- WMST 499 - Senior Coordination 3 Credits
- ENGL 245 - Renaissance Women 3 Credits
- ENGL 401 - Major Author Seminar 3 Credits (when focused on women)
- ENGL 200 - Special Topics in Literature 3 Credits (when focused on an appropriate topic)
- ENGL 224 - Jane Austen on Film 3 Credits
- ENGL 236 - Female Detective Fiction 3 Credits
- ENGL 237 - African-American Women Writers 3 Credits
- ENGL 310 - Special Topics in Literature 3 Credits (when focused on an appropriate topic)
- ENGL 410 - Special Topics in Literature 3 Credits (when focused on an appropriate topic)
- ENGL 346 - Writing Women's Lives: The Construction of the Self 3 Credits
- Cross listed with PSYC 346 - Writing Women's Lives: Construction of the Self 3 Credits
- ENGL 276 - Cultural Studies 3 Credits (when focused on women)
- ECON 265 - Women in the World Economy 3 Credits
- FIAR 272 - History of Women Artists 3 Credits
- FIAR 200 - Special Topics in Art History 3 Credits (when focus is appropriate)
- FIAR 400 - Special Topics in Art History 3 Credits (when focus is appropriate)
- FREN 346 - Special Topics 3 Credits (when focus is appropriate)
- FREN 436 - Special Topics 3 Credits (when focus is appropriate)
- HIST 237 - Women in European History 3 Credits
- HIST 239 - Women in World History 3 Credits
- HIST 247 - Women in American History 3 Credits
- HIST 257 - Women in Antiquity 3 Credits
- MGMT 320 - Women in Management 3 Credits
- PHIL 350 - Women Philosophers 3 Credits
- POLS 340 - Women and Politics 3 Credits
- POLS 200 - Special Topics in Political Science 3 Credits (when focus is appropriate)
- PSYC 340 - Psychology of Women 3 Credits
- PSYC 346 - Writing Women's Lives: Construction of the Self 3 Credits
- Also Listed As ENGL 346 - Writing Women's Lives: The Construction of the Self 3 Credits
- RELS 207 - Women in Christian Tradition 3 Credits
- SOCL 219 - Women in American Society 3 Credits
- SOCL 227 - Inequality in America 3 Credits
- SPAN 361 - Special Topics in Spanish Language, Literature and Culture 3 Credits (when focus is appropriate)
- SPAN 461 - Special Topics 3 Credits (when focus is appropriate)

## Writing Minor

(18 credits)

### Six courses from:

- ENGL 106 - Journalism 3 Credits
- ENGL 203 - Oral Communication 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- ENGL 206 - Advanced Writing 3 Credits
- ENGL 208 - Creative Writing: Fiction 3 Credits
- ENGL 209 - Creative Writing: Poetry 3 Credits
- ENGL 210 - Autobiography 3 Credits
- ENGL 211 - Playwriting 3 Credits
- ENGL 308 - Advanced Fiction Writing 3 Credits
- ENGL 309 - Advanced Poetry Writing 3 Credits
- ENGL 495 - Advanced Independent Study 3 - 6 Credits

## Youth Services Minor

(18 credits)

The Youth Services program is a unique applied program for students interested in working with adolescents. The Youth Services minor prepares students for careers in public and non-profit social service agencies designed to assist youth and their families. Students learn to use evidence-based knowledge of developmental issues facing contemporary youth to build a developmental rationale for decisions regarding youth services. They will master techniques that help to build partnerships with youth, their families, and youth services colleagues. Youth services students assess the functioning of current youth service agencies and practice planning youth services to address contemporary challenges. In addition, students learn to advocate for effective social policy for youth and their families.

**Required Courses:**

Prerequisite required: PSYC 241 - Adolescent Development

- HDFS 300 - Youth Services 3 Credits
- HDFS 310 - Youth Trauma and Neglect 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 485 - Internship 3-6 Credits (3 credits required, may be taken for up to 6 credits)
- SOCW 300 - Social Welfare Policy 3 Credits

**Interdisciplinary Electives**

(For students who have taken one or more of the required courses for their major)

- PSYC 299 - Behavior Analysis 3 Credits
- PSYC 311 - Art Therapy: An Introduction 3 Credits
- POLS 310 - Political Leadership and Social Justice 3 Credits
- SOCW 230 - Juvenile Justice and Human Rights 3 Credits
- SOCW 390 - Children and the Law 3 Credits
- SPST 380 - Practical Topics in Coaching 3 Credits

# COURSE DESCRIPTIONS

## Accounting

### **ACCT 201 - Principles of Accounting I**

3 Credits

Introduction to financial accounting and the accounting process. Emphasis on the corporate form of business. Includes detailed coverage of the balance sheet, income statement, and the accounting cycle. Concentration on the communication of relevant financial information to external parties. Grade of C- or better required to progress in Accounting courses.

### **ACCT 202 - Principles of Accounting II**

3 Credits

Continuation of ACCT 201. Topics covered include partnerships, statement of cash flows, long-term debt financing, equity financing, introduction to international accounting, income tax allocation, and financial statement analysis. Grade of C- or better required to progress in Accounting courses.

*Prerequisite(s):* ACCT 201 - Principles of Accounting I

### **ACCT 205 - Managerial Accounting**

3 Credits

Introduction to current managerial accounting techniques and theories. Topics covered include cost-volume-profit relationships, analysis of variance, product pricing, and capital budgeting. Emphasis on management's use of accounting for planning, control, and decision-making. Grade of C- or better required to progress in Accounting courses.

*Prerequisite(s):* ACCT 202 - Principles of Accounting II

### **ACCT 301 - Cost Accounting**

3 Credits

Fundamental principles and procedures of cost accounting. Emphasis on job order costs, standard costs, detailed analysis of variance, budget development/implementation, activity based costing, and quantitative techniques. Includes study of decision models, cost behavior, cost allocation, and linear programming.

*Prerequisite(s):* ACCT 205 - Managerial Accounting

### **ACCT 303 - Fundamentals of Federal Income Tax I**

3 Credits

Introduction to the basic concepts of federal income tax through analysis of the Internal Revenue Code. Particular emphasis on the individual taxpayer. Examination of case law and public policy.

*Prerequisite(s):* ACCT 202 - Principles of Accounting II

### **ACCT 311 - Intermediate Accounting I**

3 Credits

Examination of theoretical aspects of generally accepted accounting principles and their significance as a frame of reference for the evaluation of accounting practices. Focus on the official pronouncements of the Financial Accounting Standards

Board and other authoritative agencies. Includes analysis of asset and liability accounts and methods of evaluation, and financial statement presentation.

*Prerequisite(s):* ACCT 202 - Principles of Accounting II

### **ACCT 312 - Intermediate Accounting II**

3 Credits

Special emphasis on accounting problems peculiar to corporate organizations. Includes accounting for long-term debt, pensions, leases, and earnings per share. Analysis of financial data, cash flow statements, and current value accounting are also addressed.

*Prerequisite(s):* ACCT 311 - Intermediate Accounting I

### **ACCT 340 - Accounting for Not-For-Profit Organizations**

3 Credits

Introduction to accounting within the environment of the not-for-profit sector. Emphasis on governmental program objectives, managerial activities, appropriations, allotments, and funds.

*Prerequisite(s):* ACCT 205 - Managerial Accounting or permission of instructor.

### **ACCT 403 - Fundamentals of Federal Income Tax II**

3 Credits

Continuation of Fundamentals of Federal Income Tax I. Particular emphasis on corporations.

*Prerequisite(s):* ACCT 202 - Principles of Accounting II

### **ACCT 409 - Advanced Accounting I**

3 Credits

Application of accounting principles and practices in the areas of corporate expansions and business combinations. Extensive coverage of consolidations is offered; use of the computer in this process is addressed.

*Prerequisite(s):* ACCT 312 - Intermediate Accounting II

### **ACCT 410 - Advanced Accounting II**

3 Credits

A variety of sophisticated accounting topics and issues including partnership accounting, foreign currency translation, not-for-profit accounting, and estates and trusts. Computer applications are integrated with course materials whenever possible.

*Prerequisite(s):* ACCT 312 - Intermediate Accounting II

### **ACCT 415 - Auditing I**

3 Credits

A study of generally accepted auditing standards, practices, and procedures used by independent public accountants in examining accounting records and statements. Includes study and evaluation of internal control and the CPA's legal and ethical considerations.

*Prerequisite(s):* ACCT 312 - Intermediate Accounting II

## **ACCT 416 - Auditing II**

3 Credits

Covers preparation of various audit reports, other reports the CPA may issue, other services offered by CPAs, and the CPA's legal liability and professional responsibilities with extensive emphasis on ethical considerations and the AICPA code of professional conduct.

*Prerequisite(s):* ACCT 415 - Auditing I

## **ACCT 425 - Contemporary Issues in Accounting**

3 Credits

Study of current developments in accounting theory and literature. Emphasis on pronouncements of the Financial Accounting Standards Board. This course will emphasize critical thinking, analysis, and require written and oral presentations.

*Prerequisite(s):* ACCT 409 - Advanced Accounting I and senior standing.

## **ACCT 485 - Internship**

3-6 Credits

Planned supervised experience with business, industry, or government. Accounting major at the junior or senior level.

*Prerequisite(s):* Permission of department chairperson.

## **ACCT 495 - Advanced Independent Study**

3 Credits

For Accounting majors who wish to pursue a special topic in greater depth.

*Prerequisite(s):* Approval by faculty advisor and department chairperson.

## **ACCT 499 - Coordinating Seminar**

3 Credits

The student will select a topic for study subject to the approval of her/his faculty advisor. The student will present her/his research in writing and/or in an oral presentation during the last semester of the senior year.

*Prerequisite(s):* Permission of department chairperson.

## **ACCT 505 - Accounting Strategies for Decision-Making**

4 Credits

Management decisions require the use of accounting information. It is essential, therefore, that managers develop an understanding of accounting concepts so that this information will be properly interpreted and used in the decision-making process. In this course, students will learn accounting strategies that will enable them to understand financial reports, analyze organizational performance, determine appropriate operating strategies, and make sound business decisions.

## **American Studies**

### **AMST 201 - Workshop in History: Going to the Source**

3 Credits

Introduction to the techniques of archival record-keeping and the methods of historical analysis and research through readings and field experience in archives, museums, historical societies, and libraries. Cross listed with HIST 201 - Workshop History: Going to Source (LAS) (AE) (WR)

### **AMST 276 - Cultural Studies**

3 Credits

Spatially and temporally bounded, culturally specific, and methodologically oriented, this course demonstrates the sort of questions that the student of cultural studies asks and the means of investigation used in hypothesizing answers to them. Specific issue and time studied varies: Movie-Made Reality; New York City and Italian-American Narrative, 1925-2000; Sports in American Fiction, 1952-Present. Cross listed with ENGL 276 - Cultural Studies (LAS) (AE) (HE)

Other: May be taken twice for credit.

### **AMST 295 - Exploratory Independent Study**

3 Credits

Faculty-guided research on interdisciplinary topics proposed by students.

### **AMST 310 - Special Topics in American Studies**

3 Credits

Examination of important American cultural phenomena. Content varies.

Other: May be taken twice for credit.

### **AMST 485 - Internship**

6 Credits

Internships in archives, museums, government and community agencies, historical commissions and societies seeking to enhance the student's awareness of contemporary efforts to interpret the past and to understand contemporary culture.

*Prerequisite(s):* Permission of instructor.

### **AMST 495 - Advanced Independent Study**

3 Credits

Further development of faculty-guided research on interdisciplinary topics proposed by students.

### **AMST 499 - Coordinating Seminar**

3 Credits

American Studies majors engage in a study of theory while preparing a paper of original research on an interdisciplinary topic of their choice.



# Biology

## **BIOL 105 - Ecology**

4 Credits

The study of the interactions and relationships between living organisms and their environment. Also explored are the distribution and regulation of populations of organisms, energy relationships, adaptation, community organization, and changes over time. Three hours lecture. Three hour lab focuses on the local New England ecosystems. Credit not applicable to a Biology major. (LAS) (SI)

Other: Laboratory fee \$50

## **BIOL 106 - Field Ornithology**

3 Credits

Introduces you to the basic biology and taxonomy of birds, familiarizes you with the identification of the local avifauna, introduces you to the current literature and, techniques used to study birds. (LAS) (SI)

*Corequisite(s):* BIOL 106L for SI credit.

Other: Must have computer capabilities and USJ e-mail.

## **BIOL 106L - Field Ornithology Laboratory**

1 Credits

The field trips to local birding sites will focus on identification and behavior of birds. The lab will emphasize form and function of bird structures. Weekend laboratories usually five hours each. Laboratory fee:\$50

*Corequisite(s):* BIOL 106 - Field Ornithology for (SI) credit

## **BIOL 110 - General Biology**

4 Credits

Cell structure and function, membrane structure and integrity, and cell division via the biology of cancer. Energy metabolism and cellular respiration, homeostasis and genetics included. Three hours lecture. Two hours laboratory per week reinforce the lecture topics. (LAS) (SI)

Other: Not recommended for students looking for SI credit that are unfamiliar with science. Laboratory fee \$50

## **BIOL 117 - Introduction to Evolution and Kingdoms**

4 Credits

Emphasis is placed on evolution and the diversity within the kingdoms. Three hour lecture, two hours laboratory per week reinforces lecture topics and develops research, writing and organizational skills. Laboratory fee: \$50.

## **BIOL 120 - Human Evolution**

3 Credits

Development of biological anthropology and the human fossil record. (LAS) (SI)

*Corequisite(s):* BIOL 120L - Human Evolution Laboratory for (SI) credit.

## **BIOL 120L - Human Evolution Laboratory**

1 Credits

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

*Corequisite(s):* BIOL 120 - Human Evolution for (SI) credit.

## **BIOL 160 - Wild and Scenic: Natural History of the Farmington River**

3 Credits

Ecology and natural history of the Farmington River. Focuses on the field analysis, sampling technique, and organismal Biology. Field Intensive. (LAS) (SI)

*Corequisite(s):* BIOL 160L - Wild and Scenic: Field Research for (SI) credit.

## **BIOL 160L - Wild and Scenic: Field Research**

1 Credits

Field intensive. Sites include Hogback Dam, People's State Forest, Satan's Kingdom, and Tariffville Gorge.

*Corequisite(s):* BIOL 160 - Wild and Scenic: Natural History of the Farmington River for (SI) credit.

Other: Laboratory fee \$50

## **BIOL 200 - Special Topics in Biology**

3 Credits

The presentation of courses not currently offered in the Biology curriculum. May be offered for one-three credits, and may have a laboratory component (if so, a laboratory fee will be assessed),

## **BIOL 204 - Forensic Biology**

3 Credits

Application of biological science to criminal forensics. Topics covered will include basic entomology as it pertains to cadaver insects, the biological processes of decomposition, the role of molecular biology in forensics, and aspects of forensic osteology and anthropology. (LAS) (SI)

*Prerequisite(s):* A course in general biology, population biology or ecology; entomology, anatomy, or molecular biology would also be useful. *Corequisite(s):* BIOL 204L - Forensic Biology Laboratory for (SI) credit.

## **BIOL 204L - Forensic Biology Laboratory**

1 Credits

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

*Corequisite(s):* BIOL 204 - Forensic Biology for (SI) credit.

## **BIOL 205 - Introduction to Cellular and Molecular Biology**

4 Credits

An introductory course covering the molecular components of cells and their role in cellular function. Emphasis will be placed on cellular structure and function, chemical components of cells,

energy and biosynthesis, the functions of proteins, the production of proteins by cells and the three main cellular processes by which amino acid sequences of proteins are stored as DNA and replicated, transcribed into messenger RNA, and finally translated into proteins. The cell cycle, control of gene expression and molecular basis of heredity will also be explored.

*Prerequisite(s):* BIOL 117 - Introduction to Evolution and Kingdoms Recommended

Other: Laboratory fee \$50

### **BIOL 210 - Marine Biology**

4 Credits

Interactions and relationships between living organisms and their environment in marine systems. Includes direct personal observations and investigations of intertidal, salt marsh, and estuarine habitats, invertebrates and vertebrates. Ecosystems studied include: coastal fisheries, open ocean, tropical seas and coral reefs, and polar regions. Focus is on examination of the terrestrial-marine interface, and influence of humans on these ecosystems. Three hours lecture. Four hours laboratory per week reinforces lecture topics, and is field intensive. (LAS) (SI)

*Prerequisite(s):* BIOL 117 - Introduction to Evolution and Kingdoms, CHEM 175 - Fundamental Chemical Principles I or CHEM 170 - Principles of Inorganic and Organic Chemistry or CHEM 170 - Principles of Inorganic and Organic Chemistry or permission of instructor.

Other: Occasionally offered as an Honors course open to all students. Honors students with a minimum 3.25 GPA with a B or better in high school Biology need not meet the BIOL117 and CHEM170 prerequisites. Laboratory fee \$50

### **BIOL 217 - Culture, Health and Illness**

3 Credits

This course provides an in-depth study of the following diseases: Cancer, Cardiovascular Disease, Diabetes, Neurological Pathologies (namely Depression and Alzheimers), and Human Immunodeficiency and AIDS. Emphasis will be placed on the hereditary and non-hereditary aspect of each condition, progression, screening and diagnosis as well as traditional and newly developed therapies for disease treatment. The course will also provide a cross-cultural study of the etiology of each condition and measures recommended for disease prevention. The laboratory exercises focus on the molecular and cellular aspects of each condition and survey their impact on the various organ systems of the human body. Three hour lecture, two hour laboratory. (LAS) (SI)

Other: Laboratory fee \$50

### **BIOL 220 - Zoology**

4 Credits

An appreciation of the diversity of animal forms. Emphasis will be placed on taxonomy, morphology, and physiology of vertebrates. Evolutionary development/trends will also be studied. Three hours lecture. Two hours laboratory per week reinforces lecture topics. Laboratory fee: \$50.

*Prerequisite(s):* BIOL 117 - Introduction to Evolution and Kingdoms or permission of instructor.

### **BIOL 221 - Plant Biology**

4 Credits

Almost all life we know of depends upon photosynthesis in one way or another. You cannot really understand life without understanding the organisms that use this process to create organic matter from the physical world. This course explores both who does photosynthesis and the variety of ways that they do it. While the major emphasis is placed on the higher plants' morphology, physiology, ecology, evolution and diversity - there will also be an introduction to ferns and mosses and lichens, some algae, and even the photosynthetic bacteria! Three hours lecture. Two hours laboratory per week reinforces lecture topics. (LAS) (SI)

*Prerequisite(s):* An introduction to chemistry and biology. Either 1) BIOL 117 - Introduction to Evolution and Kingdoms or BIOL 110 - General Biology and first term college chemistry, or 2) a B or better in High School biology and chemistry.

### **BIOL 223 - Human Biology**

3 Credits

Organ systems of the human body considered at the cellular, tissue, and organ level as well as an introduction to human development and heredity. Emphasis is placed on both the anatomy and physiology of these organ systems. Credit not applicable to Biology major or to a student who has completed BIOL 241. (LAS) (SI)

*Corequisite(s):* BIOL 223L - Human Biology Laboratory for SI credit

### **BIOL 223L - Human Biology Laboratory**

1 Credits

Analysis of the anatomy and physiology of organ systems. Topics include an examination of integumentary, digestive, musculoskeletal, circulatory, reproductive, nervous, and other systems. Two hours laboratory per week. Laboratory fee: \$50.

*Corequisite(s):* BIOL 223 - Human Biology for (SI) credit.

### **BIOL 232 - Scientific Writing**

2 Credits

This course introduces students to scientific literature and guides them through reading, analyzing, and synthesizing scientific information. Students will utilize a variety of resources to identify and evaluate high quality literature and analyze each component of a scientific report. Proper presentation, analysis, and discussion of scientific information will be introduced by critiquing existing literature. In addition, writing skills will be developed and evaluated using both rubrics and peer discussion.

### **BIOL 237 - Integrative Biological Systems**

4 Credits

This course features how biological interactions occur both within and across multiple levels (molecular, cellular, organismal, community, ecosystem, and biosphere) using multiple

techniques (experimental, theoretical, etc.). It is important to understand that living organisms and systems are part of integrated systems instead of isolated parts. Three hours lecture. Two hours laboratory.

*Prerequisite(s):* A full year of introductory biology or BIOL 117 - Introduction to Evolution and Kingdoms and BIOL 205 - Introduction to Cellular and Molecular Biology or BIOL 110 - General Biology

Other: Laboratory fee \$50

### **BIOL 241 - Essentials of Anatomy and Physiology I**

4 Credits

This course emphasizes the micro- and Macroscopic organization of cells and tissues in the human body as they relate to the function of the organ systems. Topics in this first section include tissue/histology overview, integumentary, musculoskeletal, and nervous systems including sensory systems. Three hour lecture. Two hours laboratory per week reinforces lecture topics. (LAS)

*Prerequisite(s):* BIOL 205 - Introduction to Cellular and Molecular Biology or BIOL 110 - General Biology or permission of instructor.

Other: Laboratory fee \$50

### **BIOL 242 - Essentials of Anatomy and Physiology II**

4 Credits

Continuation of BIOL 241. Topics include cardiovascular, immune, respiratory, excretory, digestive, endocrine, and reproductive systems. Three hours lecture. Two hours laboratory per week reinforces lecture topics. Laboratory fee: \$50. (LAS)

*Prerequisite(s):* BIOL 241 - Essentials of Anatomy and Physiology I or permission of instructor.

### **BIOL 250 - Introduction to Biological Research**

1 Credits

Course focuses on acquisition and evaluation of primary literature in the preparation of a research proposal that is offered to the community in the form of a poster presentation. Provides necessary skills required for biology students pursuing their required Independent Studies or Internships.

*Prerequisite(s):* At least 4 college level science courses with labs.

### **BIOL 270 - Human Heredity and Birth Defects**

3 Credits

Mendelian Principles applied to human genetics. Current techniques and ethical issues related to the Human Genome Project, as well as modes of inheritance of human genetic disorders, will be explored. May not be applied to a biology major. Three hours lecture. (LAS) (SI)

*Corequisite(s):* BIOL 270L - Human Heredity and Birth Defects for SI credit.

### **BIOL 270L - Human Heredity and Birth Defects**

1 Credits

Two hours laboratory that reinforces lecture topics. Laboratory fee: \$50.

*Corequisite(s):* BIOL 270 - Human Heredity and Birth Defects

### **BIOL 295 - Exploratory Independent Study**

1-3 Credits

Individual study of topics not offered in the Biology curriculum.

### **BIOL 300 - Current Topics in Biology**

1 Credits

Examination and discussion of primary literature in Biology. Weekly presentations of scientific articles from the current literature will be primary focus of this course. Required for Honors students seeking Honors designation for Biology courses.

### **BIOL 301 - Microbiology**

4 Credits

A general introduction to the multidisciplinary field of microbiology. The three hours of lecture per week covers prokaryotic structure and diversity, microbial nutrition and control, a variety of techniques, virus diversity and reproductive strategies, fungal and protist parasites, anti-microbial medicines, basic immune system function and vaccines, epidemiology, food microbiology, and microbial ecology. Several selected viruses, fungi, protozoa, and bacteria will be used as focus organisms. Three hours of laboratory per week introduces microscopy, staining, isolation and growth of selected bacteria, antibiotic sensitivity testing, mold identification, immunological testing for HIV, sterile techniques and observation of example organisms. (LAS)

*Prerequisite(s):* BIOL 110 - General Biology or BIOL 205 - Introduction to Cellular and Molecular Biology

Other: Laboratory fee \$50

### **BIOL 305 - Ecology**

4 Credits

Study of the interactions and relationships between living organisms and their environment. The course includes habitat analysis, population investigations, and many field study techniques such as bird banding, mice mark and recapture, or insect trapping. The course is field intensive. Three hours lecture. Four hours laboratory or field work per week.

*Prerequisite(s):* BIOL 117 - Introduction to Evolution and Kingdoms, MATH 110 - Elementary Statistics or MATH 170 - Calculus I or permission of instructor.

Other: Laboratory fee \$50

### **BIOL 313 - Developmental Biology**

4 Credits

Principles of embryology with an emphasis on morphology and physiology using the study of model systems are explored. Discussion of the current ethical and scientific issues surrounding

research technologies will be discussed. Three hours lecture. Two hours laboratory per week reinforces lecture topics, concentrating on vertebrate morphogenesis.

*Prerequisite(s):* BIOL 205 - Introduction to Cellular and Molecular Biology

Other: Laboratory fee \$50

### **BIOL 325 - Genetics**

4 Credits

Fundamental principles of Mendelian and molecular genetics are discussed. Three hours lecture. Two hours laboratory per week reinforces lecture topics, concentrating on genetic principles through use of appropriate model systems.

*Prerequisite(s):* BIOL 205 - Introduction to Cellular and Molecular Biology or permission of instructor.

Other: Laboratory fee \$50

### **BIOL 350 - Cell Biology**

4 Credits

The focus of this course is the basic structure of cells with an emphasis on their functions and roles in life processes. Topics include an overview of membranes and organelles, metabolism, motility, reproduction and cell proliferation, and signal transduction. Students should increase comprehension of cell behavior and functionality at the cellular level from smallest molecules up to organisms these cells comprise. Additional readings and discussions introduce current research in cancer, cellular signaling, immunology, stem cell biology, and biomedical science. Three hours lecture. Two hours laboratory per week reinforces lecture topics, including exercises in histology, cell culture, electrophoresis of proteins and DNA, and cell fractionation.

*Prerequisite(s):* BIOL 205 - Introduction to Cellular and Molecular Biology or permission of instructor.

Other: Laboratory fee \$50

### **BIOL 370 - Biology Seminar**

1-3 Credits

Topical discussions.

### **BIOL 410 - Fundamental Concepts of Immunology**

4 Credits

The study of the cells and organs of the immune system that mediate the innate and adaptive immune responses. Topics include the immune response to disease, autoimmunity and hypersensitivity. Three hours lecture. This is one of the capstone courses required for majors. Two hours laboratory per week reinforces lecture topics.

*Prerequisite(s):* BIOL 205 - Introduction to Cellular and Molecular Biology

Other: Laboratory fee \$50

### **BIOL 418 - Microbial Ecology/Environmental Microbiology**

4 Credits

Ecological interactions between microbes: viruses, bacteria, archae, some protists and fungi. Roles of microorganisms in relation to animal and plants. Function of microbes in modifying climate and the physical environment. Student research projects provide opportunity to investigate areas of personal interest. Three hours lecture. Three hour laboratory per week reviews basic and advanced techniques, followed by project-based research. Projects may require additional time outside of the lab period depending upon the nature of the project. This is one choice of the capstone courses required for majors. Laboratory fee: \$50.

*Prerequisite(s):* BIOL 117 - Introduction to Evolution and Kingdoms and CHEM 176 - Fundamental Chemical Principles II . A prior course in Microbiology or Ecology is required.

Other: Laboratory fee \$50

### **BIOL 464 - Advanced Molecular Biology**

4 Credits

Recombinant technology utilizing prokaryotic, eukaryotic, and viral DNA will be emphasized. Specifically, the course will entail understanding and demonstrating DNA isolations, transformations, agarose gel electrophoresis, gel staining and photography, restriction mapping, ligation of DNA fragments, gene cloning, and DNA blotting. Two hours lecture, three hours lab.

*Prerequisite(s):* BIOL 205 - Introduction to Cellular and Molecular Biology AND permission of instructor.

Other: Laboratory fee \$50

### **BIOL 485 - Internship**

2 Credits

Semester internships at local agencies and laboratories in various fields of biology. Students need to seek out appropriate venues with the help of the Careers Counseling office and their advisors and need to work at least 80 hours. Students need to design their own project based around their work experience on the internship, perform the research, and write a report on their findings that relates their experience to their prior biological knowledge. The students then present their work at Symposium Day or another venue in a scientific format.

*Prerequisite(s):* Minimum GPA 3.0

Other: Only four credits of Internships can count towards the degree.

### **BIOL 490 - Special Topics - Advanced Level**

1-4 Credits

The presentation of courses not currently offered in the Biology curriculum. May have a laboratory component (if so, a laboratory fee of \$50 will be assessed).

### **BIOL 495 - Advanced Independent Study**

2 Credits



This course will assist students in finding their individual topic to study. Students will do a literature review of a topic independently with guidance of their instructor. Students need to design their own project based around their topic of interest, perform the research, and write a report that relates their experience to their prior biological knowledge. Students also present their work at Symposium Day or another approved venue in a scientific format.

*Prerequisite(s)*: Minimum of Junior status.

Other: Only four credits of any independent study work can count toward the degree.

### **BIOL 497 - Advanced Independent Research**

2 Credits

This option permits laboratory or field work with a faculty member after submission of an approved student proposal. Students need to design their own project based around their topic of interest, perform the research under the guidance of the faculty member and write a report on their findings that relates their experience to their prior biological knowledge. The students also present their work at Symposium Day or another approved venue in a scientific format.

*Prerequisite(s)*: Minimum GPA 3.0; Proposal approval.

Other: Only four credits of Independent Research can count toward the degree.

### **BIOL 499 - Integration Seminar**

1 Credits

This class includes a discussion of topical events and philosophy in Biology for seniors. Preparation for presentation of senior work will be undertaken as well as learning about the next steps toward their careers. The course includes a comprehensive assessment covering selected biological topics.

### **BIOL 501 - Ecology**

3 Credits

Study of plant and animal populations, the mechanism of their distribution and regulation, energy relationships, adaptations, community organization, and succession. Also includes aspects of symbioses and ecological modeling.

### **BIOL 502 - Ornithology**

3 Credits

This course will introduce you to the basic biology and taxonomy of birds, familiarize you with the identification of the local avifauna, introduce you to techniques used to study birds, and learn why they are important to humans and ecosystems. This will be accomplished through the use of a textbook, research of current literature, and your own field trips where you live. You should expect to learn how birds are physically different, how they migrate, what social systems they form, what are their mating systems, why certain types of birds inhabit certain ecosystems, and why birds are important parts of that ecosystem to warrant such comprehensive research.

### **BIOL 503 - Biometry**

3 Credits

This course provides an understanding of statistical data analysis for the biological sciences, including experimental design and some multivariate techniques. The focus is on application and understanding, and does not dwell on mathematical derivation; designed for those who have had some experience with basic statistical analyses, either recently or in the past, the course provides assistance in understanding to results or applying the proper test.

Other: This course is required for those Biology MS candidates who have been approved to take BIOL598/599

### **BIOL 504 - Emerging Infectious Diseases**

3 Credits

Deals with the knowledge needed to better understand the factors contributing to the emergence and reemergence of infectious diseases and microbial resistance in a broad context, which may also include bio-warfare/bioterrorism. A number of specific disease agents are studied. These include viruses, bacteria, and eukaryotic organisms (excepting animal parasites such as helminthes). An introductory course in microbiology and a course in epidemiology would be helpful preparation for this class, but are not required.

*Prerequisite(s)*: For those enrolled in the MS program, completion of either BIOL 513 - Virology or BIOL 533 - Bacteriology is required. For those matriculated in the Emerging Infectious Diseases Certificate Program; this should be the last class taken in the series.

### **BIOL 505 - Epidemiology**

3 Credits

This course examines epidemiologic methods used in infectious disease investigations. An emphasis will be placed on understanding the relationships between the host, the parasite and the environment as they relate to disease causation.

### **BIOL 508 - Advanced Physiology**

3 Credits

This course will cover the function of major organ systems of the human body and the mechanisms that control and regulate human body activities. The study of the integration of homeostatic mechanisms will be used to provide a broad appreciation for the physiology functions of the whole organism.

*Prerequisite(s)*: Undergraduate study of Physiology.

### **BIOL 509 - Advanced Pathophysiology**

3 Credits

Concepts and theories related to disorders of human physiological processes. Alteration of different physiological processes leading to disease and discomfort of the individual will be presented within the organizational framework of the human body. The inflammation process and cellular proliferation (neoplasia) are also discussed.

*Prerequisite(s)*: BIOL 508 - Advanced Physiology or students must get permission of instructor by passing a comprehensive

exam on basic physiological processes prior to the start of the course.

### **BIOL 510 - Cell Biology**

3 Credits

The function and organization of the major endocrine glands, the synthesis and release of their hormone products, and the effects of those hormones products, and the effects of those hormones on target cells with regard to normal growth, development, and homeostasis. The cooperative relationship between the endocrine, nervous, and immune systems will be discussed from the standpoint of how that cooperation contributes to the smooth functioning of the human physiology.

*Prerequisite(s):* Undergraduate study of physiology.

### **BIOL 511 - Mycology**

3 Credits

An exploration of the diversity of the fungi and how they function, both from a biological perspective a the cellular level, and from medical, horticultural, taxonomic, cultural, evolutionary, nutritional, and ecological perspectives as well. Each student will have an opportunity to follow up on and explore areas of particular interest.

*Prerequisite(s):* BIOL 510 - Cell Biology

### **BIOL 513 - Virology**

3 Credits

The molecular biology, genetics, structure, function, classification, ecology and epidemiology of viruses in general, with a focus on human pathogens. Viral roles in cancer and evolution as well as the concepts of antiviral drugs and vaccines will also be explored. Student presentations and discussions on student-selected topics will function both as a key activity and an important assessment tool.

*Prerequisite(s):* BIOL 510 - Cell Biology or permission of instructor.

Other: High-speed cable modem needed for online course format to enable streaming video lectures.

### **BIOL 514 - Evolution**

3 Credits

This course covers the principles of evolution and the history of evolutionary thought. Topics covered will include natural and biological philosophy, classical evolution, punctuated equilibrium, exaptation, and rapid evolutionary change. The course will also cover associated evolutionary concepts.

*Prerequisite(s):* A course in general biology, population biology or ecology.

### **BIOL 515 - Pharmacology**

3 Credits

This course is designed to introduce students to the basic concepts and principles of pharmacology. Topics will include pharmacokinetics, pharmacodynamics, mechanisms of action,

major physiological effects, drug metabolism, distribution and transformation.

*Prerequisite(s):* College level anatomy and physiology, basic chemistry, and genetics or cell biology.

### **BIOL 516 - Toxicology**

3 Credits

This course is designed to introduce students to the basic concepts and principles of toxicology. Topics will include metabolism, types of toxicity, classes of chemicals, risk assessment and diagnosis and treatment.

*Prerequisite(s):* BIOL 510 - Cell Biology ,College-level organic chemistry, or permission of instructor.

### **BIOL 517 - Animal Behavior**

3 Credits

Survey of principles underlying behavior in animals. Emphasis will be placed on the adaptive value of behavior including predator-prey responses, foraging theory, sexual behaviors, migration, and circadian rhythms.

### **BIOL 518 - Endocrinology**

3 Credits

The function and organization of the major endocrine glands, the synthesis and release of their hormone products, and the effects of those hormones products, and the effects of those hormones on target cells with regard to normal growth, development, and homeostasis. The cooperative relationship between the endocrine, nervous, and immune systems will be discussed from the standpoint of how that cooperation contributes to the smooth functioning of the human physiology.

*Prerequisite(s):* BIOL 510 - Cell Biology

### **BIOL 519 - Cancer Biology**

3 Credits

This course is designed to introduce students to the field of cancer biology. Various aspects of this topic, such as tumor initiation, progression, and therapy, will be studied in depth. At the end of this course, students will have gained an appreciation for the complexity of cancer.

*Prerequisite(s):* Undergraduate study of cell biology.

### **BIOL 522 - Immunology**

3 Credits

The cells and molecules that mediate the innate and adaptive mechanisms of the immune system as they apply to infection, tumor recognition, autoimmune diseases, immunodeficiencies and hypersensitivity. The classes will consist of formal lectures as well as group discussions of current scientific literature pertaining to immunologic research.

*Prerequisite(s):* BIOL 510 - Cell Biology

### **BIOL 525 - Genetics**

3 Credits

Principles of molecular genetics including gene structure and function, control of protein synthesis, mutation and DNA repair, and genetic engineering. Analysis of current literature also included.

*Prerequisite(s):* College level cell biology recommended.

### **BIOL 528 - Mammalogy**

3 Credits

This course examines the taxonomy, distribution, ecology, and evolution of mammals.

### **BIOL 531 - Proteomics**

3 Credits

Course will focus on understanding genomic and proteomic studies as they relate to translational science and human disease. Students will also learn the basics of how to mine and evaluate scientific data as it is being generated and deposited into public databases. Students will be required to read primary literature and to complete problem sets/essay questions representing the application of material. Application will involve basic utilization of websites such as GenomeNET, National Center for Biotechnology Information (NCBI), and Protein Databank.

### **BIOL 533 - Bacteriology**

3 Credits

Topics include prokaryote fine structure, metabolism including nutritional and environmental requirements for growth, genetics, taxonomy/systematic, pathogenesis, a brief introduction to microbial ecology, and roles bacteria play in human health and disease. Case studies may include antibiotic resistance, the TB pandemic, probiotics, ecology of disease.

*Prerequisite(s):* College level microbiology recommended.

### **BIOL 535 - Neuroscience**

3 Credits

The study of the human nervous system from anatomical, cellular, molecular, and physiological viewpoints. The brain, spinal cord, and sensory modalities are studied at the systems and molecular levels. Emphasis placed on the functional connections of the cells that comprise the nervous system and the signaling within and between those cells.

*Prerequisite(s):* A college course in cell biology and physiology.

### **BIOL 540 - Public Health**

3 Credits

This course examines social, administrative, and governmental policies regarding the epidemiology of disease. Cross-listed with NURS 550 Health and Community.

### **BIOL 560 - Parasitology**

3 Credits

Study of protozoan and animal species parasitic to humans. Emphasis on morphology, taxonomy, life cycles, and modes

of transmission, as well as the interrelationships between host and parasite including pathology, immunity, transmission, and treatment.

### **BIOL 590 - Special Topics**

1-3 Credits

See semester course schedule for description of current offerings. The following have been taught in the past: Protistology, Histology, Developmental Biology, Microbial Ecology.

### **BIOL 593 - Biology Seminar**

1-3 Credits

See semester course bulletin for description of current offerings. Emphasis on relevant and contemporary issues in Biology. Literature search and formal class presentations.

### **BIOL 596 - Independent Study/Research**

1-3 Credits

Students select a topic or project to pursue through independent or small group work. Application forms for independent study/research are available in The Graduate Studies Program and must be approved by the project advisor, department chair and dean of the school. A maximum of six credits may be applied toward the non-thesis option, or a maximum of three credits toward the thesis option. A maximum of three credits may be applied toward required courses for the degree.

### **BIOL 598 - Thesis Research**

1-3 Credits

Beginning thesis work. Requires a thesis proposal prior to registration.

Other: This is a Pass/Fail course.

### **BIOL 599 - Thesis**

1-3 Credits

Thesis work. Requires a thesis proposal prior to registration. Completion of thesis requires passing the thesis defense.

Other: This is a Pass/Fail course.

## **Chemistry**

### **CHEM 130 - Environmental Science**

4 Credits

Discussion of trends in world population, food, water, and energy and how these issues affect the environment. Emphasis on the basic scientific principles behind these issues and upon possible solutions. Three hours lecture, three hours related field trips per week. Laboratory fee: \$50.00. (LAS) (SI)

### **CHEM 170 - Principles of Inorganic and Organic Chemistry**

4 Credits

Introduction to the basic principles of chemistry with focus on structure, properties, and reactions of representative inorganic and organic compounds. Special emphasis on applications to

health-related fields. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50.00. (LAS) (SI)

*Prerequisite(s):* High school Chemistry.

### **CHEM 175 - Fundamental Chemical Principles I**

4 Credits

Basic structure of matter and the nature of chemical reactions, including atomic and molecular structure, the Periodic Table, electromagnetic radiation, bonding theory, stoichiometry, thermochemistry, and states of matter. Establishes a solid foundation for further study in the field. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50.00. (LAS) (SI)

*Prerequisite(s):* High school Chemistry and Algebra.

### **CHEM 176 - Fundamental Chemical Principles II**

4 Credits

Continuation of Fundamental Chemical Principles I including gas laws, equilibrium theory, acids and bases, reaction kinetics, and oxidation-reduction reactions. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50.00. (LAS) (SI)

*Prerequisite(s):* CHEM 175 - Fundamental Chemical Principles I

### **CHEM 200 - Organic Chemistry I**

4 Credits

Introduction to the fundamentals of organic chemistry, including a study of relative reactivities, stabilities, and resonance, application of these concepts to simple reactions, stereochemistry, and spectroscopy. Laboratory emphasis on techniques and spectroscopy. Three hours lecture, four hours laboratory per week. Laboratory fee: \$50.00. (LAS) (SI)

*Prerequisite(s):* CHEM 176 - Fundamental Chemical Principles II

### **CHEM 210 - Organic Chemistry II**

4 Credits

Continuation of Organic Chemistry I. Emphasis on the applications of concepts from first semester and to numerous organic reactions from a mechanistic point of view. Laboratory includes synthetic methods that parallel lecture topics. Three hours lecture, four hours laboratory per week. Laboratory fee: \$50.00. (LAS) (SI)

*Prerequisite(s):* CHEM 200 - Organic Chemistry I or equivalent.

### **CHEM 230 - Introduction to Organic Chemistry**

4 Credits

Basic principles of organic chemistry with focus on structure and nomenclature, properties and reactions of the following organic families: alkanes, alkenes, alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amines and amides. Special emphasis on applications to health-related fields. (LAS)

*Prerequisite(s):* One semester of college-level General/Inorganic Chemistry with a grade of B or better. Permission of department chair only.

### **CHEM 240 - Biochemistry of the Human Body**

4 Credits

Descriptive approach to the chemistry of the human body. Study of the structures and properties of the major classes of biomolecules, enzyme catalysis, metabolism, and chemical aspects of genetics. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50.00. (LAS) (SI)

*Prerequisite(s):* C or better in CHEM 170 - Principles of Inorganic and Organic Chemistry, CHEM 230 - Introduction to Organic Chemistry or CHEM 210 - Organic Chemistry II and BIOL 110 - General Biology or BIOL 205 - Introduction to Cellular and Molecular Biology

### **CHEM 290 - Quantitative Analysis**

4 Credits

Fundamental techniques and theoretical background of quantitative analysis including: gravimetric and volumetric methods and separation techniques including chromatography. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50.00.

*Prerequisite(s):* CHEM 176 - Fundamental Chemical Principles II

### **CHEM 295 - Exploratory Independent Study**

3 Credits

Two to six hours per week, one semester. Laboratory fee: \$50.00.

*Prerequisite(s):* Permission of Instructor.

### **CHEM 300 - Analytical Instrumentation**

4 Credits

Instrumental methods of analysis including infrared and UV/vis spectroscopy, magnetic resonance, and mass spectrometry. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50.00.

*Prerequisite(s):* CHEM 200 - Organic Chemistry I

### **CHEM 320 - Physical Chemistry I: Thermodynamics**

3 Credits

An introduction to thermodynamics, including the following topics: (I) kinetic theory, ideal and real gases and equations of state; (II) work, heat and energy: the first law of thermodynamics; (III) entropy, the second law of thermodynamics, and fundamental thermodynamic relationships for closed systems (including a discussion of the criteria for spontaneity and equilibrium); (IV) an introduction to statistical thermodynamics.

*Prerequisite(s):* CHEM 176 - Fundamental Chemical Principles II, PHYS 140 - Introductory Physics II and MATH 180 - Calculus II

### **CHEM 330 - Physical Chemistry II: Quantum Theory**

3 Credits

An introduction to quantum theory, including the following topics: (I) The wave-particle duality of light, the breakdown of



classical theory and the emergence of quantum theory; (II) the wave-particle duality of matter and the Schrodinger Equation; (III) The postulates of quantum theory; (IV) Applications of quantum theory to chemical systems.

*Prerequisite(s):* CHEM 176 - Fundamental Chemical Principles II , PHYS 140 - Introductory Physics II and MATH 180 - Calculus II

### **CHEM 390 - Physical Chemistry Laboratory**

2 Credits

Introduction to the laboratory techniques of experimental physical chemistry. Experiments may include calorimetry; the mechanical and electrical equivalent of heat; thermal expansion; thermal conductivity; thermal efficiency; adiabatic processes; thermal radiation; the photoelectric effect; the spectrum of hydrogen; and the optical spectra of complex atoms. Three hours laboratory per week. Laboratory fee: \$50.00.

*Prerequisite(s):* CHEM 320 - Physical Chemistry I: Thermodynamics

### **CHEM 420 - Inorganic Chemistry**

3 Credits

Discussion of fundamental concepts of inorganic and coordination chemistry: atomic structure, the Periodic Table, valence and molecular orbital bonding theories, crystal structure, ligand field theory, and a survey of the descriptive chemistry of the elements.

*Prerequisite(s):* CHEM 176 - Fundamental Chemical Principles II and CHEM 290 - Quantitative Analysis

### **CHEM 425 - Biochemistry I**

3 Credits

Discussion of principles of biochemistry with emphasis on the structure of proteins, nucleic acids, lipids and carbohydrates, and their metabolism.

*Prerequisite(s):* CHEM 210 - Organic Chemistry II and permission of instructor.

### **CHEM 430 - Biochemistry II**

3 Credits

Discussion of the principles of Biochemistry with emphasis on the structure and function of proteins. Enzyme mechanisms and kinetics will be examined. Basic metabolism will be related to Organic Chemistry.

*Prerequisite(s):* CHEM 425 - Biochemistry I and CHEM 320 - Physical Chemistry I: Thermodynamics or CHEM 500 - Chemical Thermodynamics

### **CHEM 460 - Advanced Organic Mechanisms**

3 Credits

Discussion of special topics (such as organometallic and heterocyclic compounds and the chemistry of drug synthesis) from a mechanistic and synthetic viewpoint.

*Prerequisite(s):* CHEM 210 - Organic Chemistry II

### **CHEM 485 - Internship**

3-9 Credits

Supervised internship at a local participating industrial or hospital laboratory. Opportunity for independent study in a variety of areas and requires both written and oral presentation of results.

*Prerequisite(s):* For advanced students and subject to departmental arrangement and approval.

### **CHEM 490 - Advanced Laboratory**

2 Credits

A planned program of advanced laboratory work in one of three areas of the student's choice: (1) advanced inorganic synthesis, (2) advanced organic synthesis, or (3) biochemical methods. Students seeking ACS certification must select the inorganic option and the biochemical methods. Laboratory fee: \$50.00.

### **CHEM 495 - Advanced Independent Study**

3 Credits

Advanced in-depth study of a chemistry topic of the students choice conducted under the guidance of a faculty member. Offered by arrangement only.

### **CHEM 496 - Thesis**

3 Credits

A minimum of 90 hours of research on a problem under the guidance of a Chemistry faculty member; opportunity to apply advanced laboratory techniques to the solution of the research problem. Attendance at research seminars, presentation of results at a seminar or conference, and a written report are required. Laboratory fee: \$50.00.

### **CHEM 499 - Coordinating Seminar**

1 Credits

Students will prepare for presentation of their research results, attend a variety of topical seminars, and participate in discussions of literature references on areas of current research. Fall semester, senior year.

### **CHEM 500 - Chemical Thermodynamics**

3 Credits

A discussion of the first, second and third laws of thermodynamics and how these principles apply to biological chemistry.

*Prerequisite(s):* Two semesters of general chemistry, two semesters of undergraduate calculus and two semesters of undergraduate physics.

### **CHEM 510 - Intermediate Organic Chemistry**

3 Credits

Discussion of fundamental concepts of organic chemistry with a focus on reaction mechanisms and retrosynthesis. The basic underlying concepts of organic reactivity will be presented and then utilized to describe increasingly complex reaction mechanisms.

*Prerequisite(s):* Two semesters of undergraduate organic chemistry.

### **CHEM 520 - Inorganic Chemistry**

3 Credits

Discussion of fundamental concepts of inorganic and coordination chemistry including atomic structure and the periodic table, ionic solids, covalent bonding, molecular structure and geometry, oxidation-reduction Chemistry, ligand field theory, and the basics of coordination Chemistry.

*Prerequisite(s):* Two semesters of undergraduate general chemistry and quantitative analysis.

### **CHEM 525 - Biochemistry I**

3 Credits

Discussion of principles of Biochemistry with emphasis on the structure of proteins, nucleic acids, lipids and carbohydrates, and their metabolism

*Prerequisite(s):* Two semesters of undergraduate organic chemistry.

### **CHEM 530 - Biochemistry II**

3 Credits

Discussion of principles of biochemistry with emphasis on the structure and function of proteins, nucleic acids, lipids, and carbohydrates, and their metabolism.

*Prerequisite(s):* CHEM 500 - Chemical Thermodynamics and CHEM 525 - Biochemistry I

### **CHEM 550 - Heterocyclic Chemistry**

3 Credits

The study of a large family of both naturally occurring and synthetic compounds found in pharmaceutical preparations, in thermostable polymers, in plant regulators and pesticides, in pigments, in biomolecules, and in superconductors. Structure, properties, preparations, and reactions of representative heterocycles with emphasis on their role in science, technology, medicine, Agriculture, and Biochemistry.

*Prerequisite(s):* CHEM 510 - Intermediate Organic Chemistry or permission of instructor.

### **CHEM 551 - Medicinal Chemistry**

3 Credits

Introduction to the drug discovery process, emphasizing the concepts of chemical lead identification and optimization, structure-activity relationships, demonstration of pharmacological activity and the issues faced in advancing a compound to its final regulatory review. Discussions also cover patent protections for pharmaceutical inventions and some of the emerging areas for therapeutic research.

*Prerequisite(s):* CHEM 510 - Intermediate Organic Chemistry or permission of instructor.

### **CHEM 552 - Organometallic Chemistry**

3 Credits

Classical and current topics in the field of organometallic chemistry. Topics include structure and reactivity as well as

the use of organometallic compounds for organic synthesis and catalysis.

*Prerequisite(s):* CHEM 520 - Inorganic Chemistry

### **CHEM 554 - Planetary Chemistry**

3 Credits

Geochemistry of our solar system; the sun, planets, moons, asteroids, comets, and meteorites. Focus on recent space missions that rely on remote-sensing techniques. Questions concerning extraterrestrial life and water on Mars are also discussed.

### **CHEM 557 - Inquiry and Experimentation in Teaching Science**

3 Credits

Explores the theoretical and practical implication of teaching science using hands-on and minds-on experiments. Students develop inquiry experiments for use in high school science courses.

### **CHEM 560 - Advanced Organic Chemistry Mechanisms**

3 Credits

A study of organic structure and the mechanisms of typical organic reactions with emphasis on relative reactivities and orbital theory, and classical and modern methods for the determination of reaction mechanisms.

*Prerequisite(s):* CHEM 510 - Intermediate Organic Chemistry or permission of instructor.

### **CHEM 561 - Advanced Organic Chemistry Synthesis**

3 Credits

An investigation of the synthesis of complex molecules. Emphasis on the synthesis of natural products, drugs, and organometallic compounds with a discussion of the problems encountered in industrial organic synthesis.

*Prerequisite(s):* CHEM 510 - Intermediate Organic Chemistry or permission of instructor.

### **CHEM 570 - Instrumental Organic Analysis**

3 Credits

Discussions of the applications of instrumental methods (IR, UV/VISIBLE, NMR and mass spectroscopy, and modern liquid and gas chromatography) to the separation and identification of organic compounds.

*Prerequisite(s):* CHEM 560 - Advanced Organic Chemistry Mechanisms

### **CHEM 580 - Chemical Instrumentation**

3 Credits

A fast-paced review of the basic theory and design of spectroscopic and chromatographic instrumentation and hands-on experience with the instruments. A previous course in instrumentation is helpful, but the course begins with the fundamentals so that students without this background may enroll.

**CHEM 585 - Introduction to the Biochemistry of Cancer**

3 Credits

Focuses on describing the underlying molecular causes of cancer. The biochemistry involved in the cellular processes that regulate normal and abnormal cell growth. Several specific kinds of cancer are used as examples of how the biochemistry of these cells has been altered. Cross listed with BIOL 519 - Cancer Biology

**CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science**

3 Credits

The application of biochemical and instrumental techniques in the analysis of various types of physical evidence. Explores commonly employed techniques for the identification of fire and explosion debris, gunshot residues, fibers, and other polymers. Students also acquire an understanding of current methods of forensic analysis of biological materials, such as PCR and immunoassay. The unique problems associated with the testing and comparison of materials collected at crime scenes or from other, uncontrolled sources are discussed.

**CHEM 587 - Environmental Geochemistry**

3 Credits

Emphasizes the past and present relationships between the Earth's atmosphere, hydrosphere and lithosphere, composition and cycles involved, evolution of the biomass, and formation of coal and petroleum.

**CHEM 589 - Inorganic Polymer Chemistry**

3 Credits

A study of the major polymeric systems of inorganic compounds. The synthesis of long-range inorganic networks is discussed with an emphasis upon structure, periodic trends, characterization, and properties as well as upon historical developments and modern applications.

*Prerequisite(s):* CHEM 520 - Inorganic Chemistry

**CHEM 590 - Chemistry Seminar**

3 Credits

See semester course bulletin for description of current offerings.

**CHEM 591 - Advanced Chemistry Seminar**

3 Credits

See semester course bulletin for description of current offerings.

**CHEM 592 - Special Topics**

3 Credits

**CHEM 593 - Advanced Chemistry Seminar**

3 Credits

See semester course bulletin for description of current offerings.

**CHEM 597 - Independent Study**

3 Credits

Opportunity for independent study in conjunction with a faculty member or with an individual from a cooperating industry. Areas to be investigated are specified by mutual agreement. Laboratory fee (\$50) required if research is undertaken at the College.

Other: Application forms for independent study are available in The Graduate Studies Program office and must be approved by the project advisor, department chair and the dean of the school.

**CHEM 598 - Research Planning Seminar**

3 Credits

An introduction to research design, data evaluation, and interpretation. Students must register for this course at least one semester prior to undertaking extensive thesis work.

*Prerequisite(s):* Offered only by arrangement with the Chemistry/Biochemistry Graduate Program Director.

**CHEM 599 - Master's Thesis**

3 Credits

Original research in an area of chemistry. Thesis advisor may be a faculty member or an individual from a cooperating industry. Requirements include a formal presentation of results at a department seminar.

*Prerequisite(s):* CHEM 598

Other: Laboratory fee: \$50.00 per semester required if research is undertaken at the University.

**Classics****CLAS 140 - Classical Mythology**

3 Credits

Interpretation and evaluation of myths derived from Classical texts. Emphasis on recurrent themes and major mythical figures. Various modern approaches to myth (literary, psychological, structural) considered.

**CLAS 241 - From War to Love: Ancient Narrative**

3 Credits

Examines the ways the different stories told in antiquity create different versions of human beings and social worlds. Ancient epics, novels, and lives provide the readings. (LAS) (HE)

**CLAS 256 - Moral Decision Making in Greek Drama**

3 Credits

Greek tragic drama offered Athenians representations of the difficulties inherent in all human decision making. In this course the institution of tragedy will be examined in its historical and social context. Tragedies of Aeschylus, Sophocles and Euripides will be read to examine the questions about human responsibility they raise.

### **CLAS 257 - Women in Antiquity**

3 Credits

Examination of the portrayal of women in the literature of ancient Greece and Rome. Examples taken from epic, drama, history, philosophy, and rhetoric.

### **CLAS 260 - Special Topics in Literature**

3 Credits

Examination of a particular aspect, literary figure or movement in the ancient world. Variable in content.

## **Computer Science**

### **COMP 100 - Introduction to Computers**

3 Credits

Basic computer hardware components, basic operating system operations, disks and file management, use of an Internet browser. Introduction to Microsoft Office applications including Word, Excel, Powerpoint, and Access. Investigation of societal issues related to the use of the technology. Cross listed with INFT 100 - Introduction to Computers (LAS) (IT)

### **COMP 105 - Web Page Development**

3 Credits

Hands-on introduction to the concepts and process of Web page development. Students are exposed to HTML, CSS, Javascript, programming, DHTML, and other popular Web application concepts and tools. Understanding of the Internet and preparation for students' own Web application development. Cross listed with INFT 105 - Web Page Development (LAS) (IT)

### **COMP 110 - Computer Programming I**

3 Credits

Introduction to structured and object-oriented programming; algorithms, techniques of problem-solving with a computer in a high-level language. Cross listed with INFT 110 - Computer Programming I (LAS) (IT)

### **COMP 150 - Computer Programming II**

3 Credits

This course follows up Comp110 to reinforce student's programming concepts and skills. Besides programming logics, this course introduces students to the object-oriented programming and some simple algorithms. Students will be required to understand and apply the concepts of inheritance, and will be exposed to concepts of Java Exceptions, Java utility classes, and other object-oriented programming skills.

*Prerequisite(s):* COMP 110 - Computer Programming I

### **COMP 200 - Special Topics in Computer and Information Science**

3 Credits

Emphasizes current developments in computer and information science. Topics may include databases, informatics tools, bioinformatics, health informatics, information analysis, data

mining, and others. Cross listed with INFT 200 - Special Topics in Computer and Information Science (IT)

### **COMP 215 - Information Technology Practicum**

3 Credits

Hands-on experience working with IT staff in the areas of user service, hardware troubleshooting, multimedia, applications, and communications (telephone and network). Cross listed with INFT 215 - Information Technology Practicum

*Prerequisite(s):* COMP 100 - Introduction to Computers or MGMT 245 - Microcomputer Applications in Business and COMP 105 - Web Page Development

### **COMP 220 - Data Structures**

3 Credits

Data structures and programming techniques, including stacks, queues, linked-lists, trees, hash tables, internal searching and sorting. Introduction to data structures in Java Collections.

*Prerequisite(s):* COMP 110 - Computer Programming I and MATH 165 - Discrete Mathematics I, or permission of instructor.

### **COMP 280 - Object-Oriented Design and Programming**

3 Credits

A study of the object-oriented design model; concepts and uses of classes and interfaces, data encapsulation, inheritance, dynamic binding, and polymorphism.

*Prerequisite(s):* COMP 150 - Computer Programming II I or permission of instructor.

### **COMP 295 - Exploratory Independent Study**

1-3 Credits

In-depth study of a Computer Science topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

### **COMP 330 - Algorithm Analysis**

3 Credits

Algorithm design and analysis; bounds on computer resources and operations used in the implementation of algorithms; classic algorithms studied.

*Prerequisite(s):* COMP 220 - Data Structures

### **COMP 485 - Internship**

1-3 Credits

Supervised internship experience in business, industry, or government setting.

*Prerequisite(s):* Subject to departmental arrangement and approval.

### **COMP 495 - Advanced Independent Study**

3 Credits

Advanced in-depth study of a Computer Science topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.



# Clinical Mental Health Counseling

## **COUN 501 - Systems and Networks Supporting Human Development**

3 Credits

A study of social institutions, human service systems, and networks supporting the development of our human resources. Analysis of strategies for effective integration of services for helping persons in intense situational problems. Cross listed with HDGE 501 - Systems and Networks Supporting Human Development .

## **COUN 502 - Psychology of Older Adults**

3 Credits

An analysis of the environmental stresses that impact behavior in the middle and later years. Examine normal and pathological adjustments to widowhood, chronic disease, disability, retirement, and loss. Cross listed with HDGE 502 - Psychology of Older Adults .

## **COUN 505 - The Maltreated Child**

3 Credits

Assessment, evaluation, and appropriate intervention in cases of suspected child maltreatment (abuse, neglect, deprivation, exploitation). The dynamics of maltreatment, the effects on the child and family, and treatment methods are studied.

## **COUN 506 - Effective Communication with Children and Adolescents**

3 Credits

The special knowledge and skills required for working directly with children and adolescents. Using a background of human development, ecological theory and human diversity, students examine theoretical issues and practical skills and techniques. Particular attention is paid to the special needs of children and adolescents at risk for abuse or neglect, separation from primary caregivers, and adoption. Based on an understanding of cognitive and emotional development, narrative therapy and planned short-term treatment methods, skills are taught in communication, use of play, art, and other activities useful to the process of working effectively with children and adolescents.

## **COUN 514 - Multicultural Counseling**

3 Credits

Exposes students to issues of race, ethnicity, socioeconomic status, culture, gender, sexual orientation, physical/psychological ability, religion, and age as they relate to the counselor, client, and counseling process. Throughout the course, the concept of culture is used as an over-arching term inclusive of the above categories. Also reviews how the mental health delivery system is based on Eurocentric traditions which often disenfranchise cultural minorities. Culturally sensitive counseling strategies are introduced to provide students with a conceptual and practical framework for working with diverse populations in a respectful way.

*Prerequisite(s):* COUN 540 - Professional Orientation to and Foundations of Clinical Mental Health Counseling and COUN 541 - Skills and Techniques in Counseling .

## **COUN 515 - Ethics and Standards of Practice**

3 Credits

The counseling profession demands that the counselor possess a complete understanding of a wide variety of issues related to the practice of providing professional counseling services. These issues include: standards for the profession, principles of ethical behavior, legal issues and liability risk, elements of professionalism, and the role of personal values in the delivery of counseling services. This course is designed to help the student gain knowledge of the ethical guidelines that inform professional behavior, the legal aspects of counseling practice, and foster within the student an appreciation for the complex nature of applying ethical and legal principles to practice.

## **COUN 516 - Psychology of Exceptional Children**

3 Credits

The psycho-social development of children with disabilities and those identified as gifted and talented. Adaptive methodology for identifying, planning for, and working effectively with exceptional, diverse, and at-risk children in the general education classroom will be examined. Field study required.

## **COUN 521 - Counselor Immersion Experience Guyana**

3 Credits

An introduction to Guyana, its people, politics, economics, and history. Special attention is given to understanding the world views of the differing peoples (Afro-Guyanese, Indo-Guyanese, and Amer-Indian) of this developing country prior to departure in January. While in Guyana, students will collaborate with Guyanese helping professionals in community and clinical settings. Students will also participate in ongoing research in cooperation with local organizations to assess counseling needs of the Guyanese peoples.

## **COUN 524 - Instruction and Curriculum**

3 Credits

Content focuses on the interactive function of the teaching/ learning process, as well as the planning, implementing, and evaluating of instruction and curriculum based upon developmentally appropriate practices. Also covered are media, technology, and the introduction of specific curricula related to substance abuse.

*Prerequisite(s):* COUN 560 - Principles, Organization, and Practice of School Counseling Services .

## **COUN 525 - Alternative Modes of Healing and Counseling**

3 Credits

This course — theoretical, practical, and experiential — surveys a number of the healing and treatment modalities (many of which come from other cultures), ancient forms of healing, or recently-developed holistic modalities, including: therapeutic touch; bioenergetics; faith healing; psychic healing; acupuncture

and acupuncture; hypnosis; breathwork; prayer; meditation; visualization; intuition; affirmation; music; vibro-tactile stimulation; technologies for creating; fundamental choices; empowerment; nutrition; massage; biblio-therapy; forgiveness; energy fields; altered states of consciousness, etc. An introduction to the fields of psychoneuroimmunology and behavioral medicine and to major cutting-edge ideas in the health professions; suggests ways to integrate into counseling practice some of the insights and understandings that come from “alternative modes.”

### **COUN 527 - Spiritual Care and Counseling**

3 Credits

An introduction to the field of spiritual (pastoral) care and counseling today. Examines both the expanding theory in this area of practice and teaches skills to facilitate spiritual health. Cross listed with HDGE 512 - Spiritual Care and Counseling .

### **COUN 528 - Counseling Techniques for the Pastoral Person**

3 Credits

Basic skills necessary for counseling in a multicultural society. Listening skills, reflection of feeling, confrontation, interpretation, diagnostic interviewing, and crisis intervention are discussed, demonstrated, and practiced. Culture, gender, and sexual orientation variables are addressed in the context of the intentionality of the interviewing process. Students are expected to participate actively in exercises, to role play, and to engage in a process of self-understanding and self-assessment.

### **COUN 529 - Crisis and Trauma Theory and Counseling**

3 Credits

This course will examine and explore the impact of crisis and trauma on individuals (both children and adult), families, and society as a whole. The course will explore the four varieties of crises, developmental, situational, existential, and environmental. Various models of crisis intervention, like the six-step model of crisis intervention, the LAPC model, Robert's seven-step model, Van Der Kolk's studies on PTSD, abreactive techniques, cognitive-behavioral interventions, EMDR, and exposure techniques such as desensitization and imagery interventions.

### **COUN 530 - Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists**

3 Credits

This course will examine a number of ethical and legal issues that arise in marriage and family therapy training, and are pertinent to professional practice in this field. Issues of professional identity and attitudes are also addressed.

### **COUN 531 - Group Process and Dynamics**

3 Credits

Group development, group dynamics, group counseling theories, and ethical issues pertaining to group work. Students can apply their growing knowledge of group counseling by practicing the skills necessary for forming, leading, and evaluating groups in a variety of work settings. Significant portion of class time (minimum of 10 hours) participating in small group experiences.

*Prerequisite(s):* COUN 541 - Skills and Techniques in Counseling or COUN 528 - Counseling Techniques for the Pastoral Person .

### **COUN 533 - Theoretical and Practical Sources**

3 Credits

The key theories of career development and an examination of the sources useful for the career/lifestyle development of various populations throughout the lifespan. Makes connections and shows the interrelationships between the theoretical and the practical focuses of career/life development.

### **COUN 539 - Professional Orientation to and Foundations of School Counseling**

3 Credits

This course is an introduction to the field of counseling. It is intended to provide first an understanding of the many aspects of the professional functions that professional counselors will engage in when working in counseling organizations designed around community and school models of service delivery. Emphasis is offered on the collaborative role of the counselor in community and school settings, including strategies for interagency collaboration. The history of the counseling profession, and more specifically, the history, philosophy and trends in school counseling and educational systems will be addressed. Students will be exposed to the diverse role of the counselor in school settings, including the counselor's professional identity in relation to other professional and support personnel in the school, and self-care strategies appropriate to the role. Finally, orientation to the professional community via involvement with local and state level counseling organization is included in this foundational course.

### **COUN 540 - Professional Orientation to and Foundations of Clinical Mental Health Counseling**

3 Credits

An introduction to the fields of Community and School Counseling. Provides an understanding of the many functions that counselors engage in when working in community and school settings. Counselor roles, the history of the profession, the school guidance movement, the community model of preventive and remedial service delivery, developmental guidance, and the professional identity of the counselor are addressed.

### **COUN 541 - Skills and Techniques in Counseling**

3 Credits

Acquaints the novice counselor with the basic counseling skills necessary for counseling and consulting in a multicultural society. Theories of individual and systemic change guide the application of helping relationship skills in counseling and consultation. Active listening, reflection of feeling, confrontation, interpretation, diagnostic interviewing, and crisis intervention skills are discussed, demonstrated, and practiced. Ethnic culture, race, gender, and sexual orientation variables are addressed in the context of the intentionality of the interviewing process. Students are expected to participate actively in exercises, to role play, and to engage in a process of self-understanding and self-assessment.

### **COUN 542 - Ethics and Standards of Practice in School Counseling**

3 Credits

The counseling profession demands that the counselor possess a complete understanding of a wide variety of issues related to the practice of providing professional counseling services in school and clinical settings. This course offers focus on the guiding ethical standards of professional counseling organizations and credentialing bodies and their application, with special focus provided on practice in school settings and the legal and ethical issues specific to this domain (e.g. FERPA). Students learn to apply and adhere to ethical and legal standards in school counseling, gain understanding and skill in the application of an ethical decision making model to legal and ethical dilemmas, and gain understanding of the legal rights of both students and their parents and the counselor's legal and ethical responsibility to each.

### **COUN 543 - Theories of Counseling & Psychology**

3 Credits

The principle theories of personality, understanding the relationship of a given theory to its model of counseling, and the beginning choice of a preferred model of personality that may help guide the student's counseling behavior. Emphasis on how personality theory is used as a ground for counseling theory, and specific ways it influences positive outcomes of clients.

### **COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning**

3 Credits

A survey of individual and group approaches to assessment and evaluation that addresses the selection, interpretation, and communication of assessment methods. Psychological, psychiatric, environmental, academic, social, and familial factors in assessment will be examined.

*Prerequisite(s):* COUN 541 - Skills and Techniques in Counseling and COUN 552 - Developmental Theories and Applications .

### **COUN 545 - Psychological and Spiritual Development Through the Lifespan**

3 Credits

An overview of human development throughout the lifetime in the family, social, cultural, psychological, spiritual, and theological context. The individual and family lifecycles are viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual is traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks are explored concurrently. This exploration serves as a backdrop for client assessment and conceptualization.

### **COUN 546 - Psychology and Spiritually of Dreamwork**

3 Credits

Uses dreamwork to foster holistic growth and development,

identify emotional and spiritual issues, and help plan and implement short-term counseling modalities. Students are introduced to more than 20 proven dreamwork techniques for working with clients individually and in groups, including ways to resolve recurring dreams and nightmares, relate clients to the expressive arts, introduce Jungian archetypes, and release energy and insight from dream symbols.

### **COUN 547 - Addictions Counseling**

3 Credits

Information on in-depth assessment, intervention, and treatment for a broad understanding of clinical work in this field. Opportunities to develop and share specific interests are provided.

### **COUN 548 - The Psychology and Spirituality of Relationship**

3 Credits

Friendships, married/committed couples, families, teams (including workplace teams), and intentional communities are examined from the viewpoint that a conscious, serious relationship is itself a psychological and spiritual reality transcending the reality of the individuals involved. Such relationships have their own unique needs, talents, and properties; their own attitudes, preferences, and values; their own meaning and purpose, even their own destiny. Helps counselors distinguish issues that belong to the client from issues that belong primarily to a relationship.

### **COUN 549 - Spiritually Based Techniques Counseling**

3 Credits

Effective spiritual techniques and strategies useful in community, school, or pastoral counseling. Facilitates counselor competency in fostering client spiritual well-being when appropriate as part of the therapeutic process. Holistic focus, incorporating techniques utilizing mind, body, and spirit to enable the counselor to "be respectful of the spiritual themes in the counseling process as befits each client's expressed preference" (The Center for the Accreditation of Counseling and Related Education Programs).

### **COUN 550 - Appraisal and its Applications in Counseling**

3 Credits

An introduction to the basic elements of testing, assessment, and evaluation of individuals and groups. Specific attention is given to the principles of psychometrics, selection of appropriate measurement instruments, test administration, scoring, interpretation of chosen instruments, and the communication of results to the client or client group. An overview of the types of tests counselors are likely to encounter in practice, across psychological, educational, cognitive, contextual environment, and developmental inventories typically used by counselors in clinical practice.

### **COUN 552 - Developmental Theories and Applications**

3 Credits

An overview of human development throughout the lifetime in the family, social, and cultural context. The individual and family



lifecycles are viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual is traced chronologically through a survey of a select number of major theoretical approaches. Factors influencing development such as developmental tasks, family, and cultural context are explored concurrently. This exploration serves as a backdrop for client assessment and case conceptualization.

*Prerequisite(s):* COUN 541 - Skills and Techniques in Counseling .

### **COUN 554 - Human Motivation and Change**

3 Credits

The theoretical elements thought to be involved in human motivation and how they may be applied in a clinical setting to foster change. Students explore biological, behavioral, cognitive, and emotional elements of motivation and the role they play in both self-regulation of behavior and individual growth potential. Students also examine various counseling techniques that are aimed at creating change within the context of the counseling relationship.

### **COUN 558 - Grief, Loss, and Transition**

3 Credits

A variety of approaches for working with individuals, families, groups/cultures who are experiencing grief, loss, and transition. Loss is presented as a normal experience of life. Utilizes both didactic and experiential material/content in order to help practitioners explore their own thoughts, feelings, beliefs, and experiences regarding loss. Classes will assist counselors to understand and respond helpfully to the psychosocial and spiritual needs of clients/others coping with loss issues encountered in the stress of life.

### **COUN 559 - The Psychology and Spirituality of Self-Esteem**

3 Credits

Self-esteem as a basic human need. Building self-esteem in others, friendship and self-esteem, stress and self-esteem. The context is one of holistic growth within a theological perspective.

### **COUN 560 - Principles, Organization, and Practice of School Counseling Services**

3 Credits

The design and implementation of a comprehensive developmental school counseling service that seeks to serve the students, their families, and the faculty in elementary, middle, and high schools.

### **COUN 561 - Moral Development and its Applications to Mental Health Settings**

3 Credits

Theoretical foundations of moral development and how counselors can apply these principles in the service of clients in community and school settings.

### **COUN 564 - Psychopharmacology**

3 Credits

This course will prepare counselors to provide services in conjunction with a psychopharmacological prescriber. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care. Ethical and legal issues for the non-medical counselor relating to pharmacotherapy will be covered. Numerous case examples demonstrating appropriate psychopharmacologic management, and strategies for developing a collaborative relationship with the prescriber will be presented. A working knowledge and understanding of DSM diagnoses required.

### **COUN 565 - Counseling the College Bound Student**

3 Credits

This course will discuss issues surrounding admission testing and financial aid practices, admission policies and procedures, diverse students (e.g., first generation, students with learning disabilities, traditionally underrepresented populations in higher education), and the technology tools used to facilitate the college search and application process. School-based programs to promote early college awareness will also be discussed, and the perspective of both the high school and undergraduate admissions counselor will be considered.

### **COUN 566 - Practicum in School Counseling**

3 Credits

Students complete supervised practicum experiences that total 100 hours. The practicum provides for the development of individual counseling and group work skills under supervision. The practicum includes: 1) A minimum of 40 hours of direct service with clients appropriate to the program for experience in individual and group interactions, 2) At least 20% of all direct service hours in individual counseling, 3) At least one-fourth of these hours in group work (classroom/developmental guidance), 4) A minimum of one hour per week of individual site supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term, 5) 1.5 hours per week of group supervision on-campus, 6) One hour per week of individual or triadic supervision on campus, 7) Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum

### **COUN 568 - Practicum (CMHC)**

3 Credits

An opportunity for the development of basic individual and group counseling skills under supervision. The student receives a grounding in the broader role of professional counselor within the site selected, roles of other personnel, inter-agency relationships and resources. Minimum 100 hours. The practicum includes: 1) A minimum of 40 hours direct service with clients, ten of which must be in group work, 2) A minimum one hour per week of individual supervision on-site for duration of course, 3) One hour a week of individual supervision with a full-time Counseling department faculty member, 4) 1.5 hours a week of on-campus supervision with other students and department supervisors, 5) Additional preparation, staff meetings, etc.



**COUN 569 - Child Sexual Abuse: Assessment, Treatment, Research Project**

3 Credits

Integrates theory, concepts, and approaches for assessment and treatment of cases of child abuse. Includes an investigation and initial management of child sexual abuse treatment for victims, abusers and their families.

**COUN 570 - Internship I (CMHC)**

3 Credits

Experiential practice under supervision in an approved setting in conjunction with weekly seminars, collaboration with practicum colleagues and a campus supervisor. Minimum 300 clock hours. Includes: 1) A minimum of 120 hours of direct service with clients, 2) A minimum one hour a week of individual supervision for duration of course, 3) 2.5 hours a week of on-campus supervision with other students and department supervisors, 4) Additional preparation, staff meetings, etc.

*Prerequisite(s):* COUN 568 - Practicum (CMHC) .

**COUN 571 - Internship II (CMHC)**

3 Credits

Continuation of the experiential practice in an approved setting in conjunction with weekly seminars, collaboration with practicum colleagues and a campus supervisor. Minimum 300 clock hours. Includes: 1) A minimum of 120 hours of direct service with clients, 2) A minimum one hour a week of individual supervision for duration of course, 3) 2.5 hours a week of on-campus supervision with other students and department supervisors, 4) Additional preparation, staff meetings, etc.

*Prerequisite(s):* COUN 570 - Internship I (CMHC) .

**COUN 573 - Internship I in School Counseling**

3 Credits

A supervised internship of 600 hours after successful completion of the practicum. The internship is for two consecutive semesters. Consideration will be given to selecting internship sites that offer opportunities for the student to engage in both individual counseling, group work, and participate fully in developmental guidance programs. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a school setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. (NOTE: School Counseling requirement is normally 300 clock hours on site for each internship semester. If students do not hold a Connecticut teaching certificate and have at minimum 30 months of classroom teaching experience, they must complete a 10-month full-time residency.) Internship includes: 1) A minimum of 240 hours of direct service with clients appropriate to the program of study; weekly interaction, 2) With an average of one hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor, 3) 2.5 hours per week of group supervision throughout the internship, 4) The opportunity for the student to

become familiar with a variety of professional activities other than direct service, 5) The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the student's interest or specialization for use in supervision, 6) The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information, and referral to appropriate providers, 7) A formal evaluation of the student's performances during the internship by a program faculty supervisor and consultations with the site supervisor (3)

*Prerequisite(s):* COUN 566 - Practicum in School Counseling .

**COUN 574 - Internship II in School Counseling**

3 Credits

Continuation of the internship experience. (NOTE: School Counseling requirement is normally 300 hours on site for each internship semester. If an individual does not hold a Connecticut teaching certificate and have at minimum 30 months of classroom teaching experience, the student must complete a 10-month full-time residency). The internship includes: 1) A minimum of 240 hours of direct service with clients appropriate to the program of study; weekly interaction, 2) An average of one hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor, 3) 2.5 hours per week of group supervision throughout the internship, 4) The opportunity for the student to become familiar with a variety of professional activities other than direct service, 5) The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the student's interest or specialization for use in supervision, 6) The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information, and referral to appropriate providers, 7) A formal evaluation of the student's performances during the internship by a program faculty supervisor and consultations with the site supervisor

*Prerequisite(s):* COUN 573 - Internship I in School Counseling .

**COUN 575 - Spiritual Assessment in Counseling**

3 Credits

Enables counselors to think spiritually and theologically about clients, teaches models of spiritual assessment, and facilitates knowledge and competencies in the area of spirituality and spiritual care in relationship to counseling.

**COUN 577 - Consultation, Leadership, and Advocacy**

3 Credits

The primary goal of this course is for student to become competent social justice counseling advocates. This includes developing an understanding of effective advocacy both on behalf of the client and for the counseling profession. Included is the development of skills in leadership and consultation, both of which are needed when working to promote change within agencies and organizations.

### **COUN 579 - Counseling Families**

3 Credits

This course provides an initial introduction to general systems theory as it applies to counseling families. It is designed to familiarize counseling students with the underlying theories and concepts common to several major models of a systems approach to family therapy. Participants are introduced to the basic assessment skills and intervention techniques that are commonly used in each model.

*Prerequisite(s):* COUN 541 - Skills and Techniques in Counseling

### **COUN 580 - Human Development I**

3 Credits

A study of human development from a lifespan perspective, birth through death. Emphasis is on developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development are explored.

### **COUN 581 - Human Development II**

3 Credits

Explores research and theory of psychological development of middle age through late life. Emphasis is on developmental tasks and environmental impact on social, emotional, and intellectual growth. (May be taken without COUN 580.) Cross listed with HDGE 581 - Human Development II .

### **COUN 592 - Special Topics**

1-3 Credits

See semester course bulletin for description of these offerings.

### **COUN 593 - Counseling Seminar**

3 Credits

See semester course bulletin for description of these offerings.

### **COUN 595 - Independent Study/ Research**

3 Credits

Students select topic or project to pursue through independent or small group work. Prerequisite: Application forms for independent study/research are available in The Graduate Studies Program office and must be approved by the project advisor, department chair and the dean of the school.

*Prerequisite(s):* Application forms for independent study/research are available in The Graduate Studies program office and must be approved by the project advisor, department chair and the dean of the school.

### **COUN 597 - Applied Research Methods Counselors**

1-3 Credits

Basic principles and methods of research design, statistics, and program evaluation, including analysis and interpretation of data that are particularly relevant for counseling students. Includes use of the computer in statistical analysis of data and in the evaluation of selected projects.

*Prerequisite(s):* COUN 550 - Appraisal and its Applications in Counseling .

### **COUN 598 - Master's Thesis**

3 Credits

Original research project, which culminates a Master's degree program.

### **COUN 599 - Master's Thesis**

3 Credits

Original research project, which culminates a Master's degree program.

## **Dance**

### **DANC 110 - Introduction to Jazz Dance**

1 Credits

Exploration of the basic technique and theory of American jazz dance, with emphasis on form and style. Investigation of jazz movement as artistic expression. May be repeated for additional credit. (LAS) (HE) (KN)

### **DANC 111 - Performance**

1 Credits

Repertory performed through membership in Saint Joseph College Dance Group. Performances are held at the College and elsewhere. Participation in one dance technique class/semester required. (LAS) (HE) (KN)

### **DANC 112 - Fundamentals of Ballet**

1 Credits

Introduction to the artistic principles, style, and fundamental concepts of classical ballet. Analysis of ballet aesthetics with emphasis on the development of technical and expressive aspects of ballet. May be repeated for additional credit. (LAS) (HE) (KN)

### **DANC 120 - Discovering Dance**

3 Credits

Introduction to world dance through movement exploration, videos, lectures, discussions, and performances. Special emphasis on the role of dance in human culture as communication, expression, tradition, and performance. (LAS) (HE) (KN)

### **DANC 122 - Dance as a Fine Art**

3 Credits

Dance technique, dance theory, choreography, and an exploration into the significance and communicative power of movement. Explore dance as a performing, theatrical art form. (LAS) (HE) (KN)

### **DANC 124 - Modern Dance Technique I**

1 Credits

Beginning dance movement in terms of body placement, flexibility and control, kinesthetic awareness, rhythm, dynamics,

and dance phrases. Explore the fundamentals of American modern dance. (LAS) (HE) (KN)

### **DANC 200 - Special Topics in Dance**

1 Credits

A studio course designed to provide students with the opportunity to explore the possibilities of a variety of dance genres. (LAS) (HE) (KN)

### **DANC 210 - Jazz Dance II**

1 Credits

Continued exploration of American jazz dance technique, with emphasis on alignment, conditioning, style, and expression. May be repeated for additional credit. (LAS) (HE) (KN)

*Prerequisite(s):* DANC 110 - Introduction to Jazz Dance or permission of instructor.

### **DANC 211 - Performance**

1 Credits

Repertory performed through membership in Saint Joseph College Dance Group. Performances are held at the College and elsewhere. Participation in one dance technique class/semester required. (LAS) (HE) (KN)

### **DANC 212 - Ballet II**

1 Credits

Continued study of the artistic principles, style, basic skills, and techniques of classical ballet. Focus on combining steps into rhythmic dance phrases. May be repeated for additional credit. (LAS) (HE) (KN)

*Prerequisite(s):* DANC 112 - Fundamentals of Ballet or permission of the instructor.

### **DANC 220 - History and Appreciation of Dance**

3 Credits

Dance in its creative and historical aspects. The significance of dance as an ancient form of primitive expression and tracing dance's Western development through the Renaissance to contemporary dance. Open to first-year students. (LAS) (HE) (KN)

### **DANC 224 - Modern Dance Technique II**

1 Credits

An intermediate study of American modern dance. Exploration of contemporary ways of making dances. One and one-half hours per week. May be repeated for additional credit. (LAS) (HE) (KN)

*Prerequisite(s):* DANC 122 - Dance as a Fine Art or DANC 124 - Modern Dance Technique I or permission of instructor.

### **DANC 295 - Exploratory Independent Study**

3 Credits

Independent study. (LAS) (HE) (KN)

### **DANC 311 - Performance**

1 Credits

Repertory performed through membership in Saint Joseph College Dance Group. Performances are held at the College and elsewhere. Participation in one dance technique class/semester required. (LAS) (HE) (KN)

### **DANC 324 - Modern Dance Technique III**

1 Credits

Advanced study of American modern dance. Exploration of new forms, new themes, advanced movement technique. May be repeated for additional credit. (LAS) (HE) (KN)

*Prerequisite(s):* DANC 224 - Modern Dance Technique II or permission of instructor.

### **DANC 326 - Composition I**

1 Credits

Study the basic principles of choreography in terms of space, time, dynamics, communication, and invention. Emphasis on the individual creative use of movement for creating dances. May be repeated for additional credit. (LAS) (HE) (KN)

*Prerequisite(s):* DANC 224 - Modern Dance Technique II or permission of the instructor.

### **DANC 411 - Performance**

1 Credits

Repertory performed through membership in Saint Joseph College Dance Group. Performances are held at the College and elsewhere. Participation in one dance technique class/semester required. (LAS) (HE) (KN)

### **DANC 485 - Internship**

3 Credits

Internship experiences in dance. Supervised work in a professional dance setting.

*Prerequisite(s):* Departmental approval is required.

### **DANC 495 - Advanced Independent Study**

3 Credits

### **DANC 499 - Coordinating Seminar**

3 Credits

Senior recital or senior thesis. Second semester, senior year.

## **Drama**

### **DRAM 110 - Acting Fundamentals I**

3 Credits

A beginning acting class that focuses on understanding and representing human behavior. Students engage in workshop activities staging scenes. (LAS) (HE) (KN)

### **DRAM 111 - Acting Fundamentals II**

3 Credits

A continuation of DRAM 110, with focus on issues of space, imagination, characterization, and interaction. (LAS) (HE) (KN)

### **DRAM 115 - Production Practicum**

1.5 Credits

Practical production experiences in areas such as acting, stage management, set construction, and costuming. May be repeated for a maximum of six credits.

### **DRAM 174 - Introduction to Theatre**

3 Credits

An introduction to the art of theater through an examination of representative plays, ranging from classical antiquity to modern European and American. Cross listed with ENGL 174 - Introduction to Theatre . (LAS) (HE) (WR)

### **DRAM 200 - Special Topics in Theatre**

3 Credits

In-depth study of various aspects of theater and drama.

### **DRAM 217 - Modern Drama**

3 Credits

Reading of major 20th century American and European dramatists, as well as study of significant dramatic trends during this period. Cross listed with ENGL 217 - Modern Drama . (LAS) (HE) (WR)

### **DRAM 253 - History of Theatre I**

3 Credits

Focuses on the history and development of world theater from the Greeks to 1700, including a survey of Asian theatrical practices. Cross listed with ENGL 253 - History of Theatre I . (LAS) (HE)

### **DRAM 254 - History of Theatre II**

3 Credits

Investigates the history and development of Western theater from 1700 to the present. Cross listed with ENGL 254 - History of Theatre II . (LAS) (HE)

### **DRAM 295 - Exploratory Independent Study**

3 Credits

Content varies. In-depth focus on areas not part of the regular curriculum such as advanced direction, costuming, sets, sound, lighting, and other theater topics.

### **DRAM 301 - From the Page to the Stage**

3 Credits

The course emphasizes the visual and audio interpretation of a script in the tradition of modern directors and designers. Cross listed with ENGL 301 - From the Page to the Stage . (LAS) (HE)

### **DRAM 305 - Directing for the Stage**

3 Credits

Basic skills of stage direction. Through practical exercises in a workshop setting, students develop the director's tools, including the control of focus, the manipulation of blocking and business, and conceptualization and communication. (LAS) (HE)

## **Economics**

### **ECON 101 - Principles of Macroeconomics**

3 Credits

Survey of determinants of the overall performance of the economy. Analysis of the basic economizing problem, national income accounting, income determination, business fluctuations, the public debt, elements of money and banking, and current macro-economic issues. (LAS) (AE)

### **ECON 102 - Principles of Microeconomics**

3 Credits

An introductory survey and analysis of consumer behavior, economics of the firm, market structures, resource pricing, labor policy, and current micro-economic issues. (LAS) (AE)

### **ECON 220 - Labor History in America**

3 Credits

This course provides a historical overview of the American labor movement. Topics include: labor in colonial and revolutionary America, the first trade unions, Locofocoism and reform, The Knights of Labor, the Haymarket Affair, the AFL, the Wobblies, radicalism and reaction, the Great Depression, the New Deal, the CIO, PATCO, and the modern erosion of the labor movement and of labor rights. Cross listed with HIST 220 - Labor History in America

### **ECON 260 - Understanding the Global Economy**

3 Credits

Introduction to the major features of the global economy. Trade, regional integration, factor mobility, foreign exchange regimes are examined. Through the use of the Internet, students have hands-on experience with relevant data and applications. Cross listed with INTS 260 - Understanding the Global Economy. (LAS) (GI)

### **ECON 265 - Women in the World Economy**

3 Credits

Locating women in the web of economy, whether in a rich industrial economy or in a developing economy. Women as significant economic actors whose status is determined by control over resources, work conditions, and the products of labor. Investigates how economic systems and colonization affect gender relations. Cross listed with WMST 265 - Women in the World Economy (LAS) (GI) (WS)



### **ECON 290 - Financial Institutions, Markets and Money**

3 Credits

Introduction to the principles of money, banking, and financial markets. Emphasis on properties of money, commercial banking system, money creation, the Federal Reserve system, and Keynesian versus Monetarist views on monetary and fiscal policy.

### **ECON 308 - American Business and Economic History**

3 Credits

A study of the historical and economic foundations of the economy of the United States. Emphasis on the changing institutions in business and labor; urban and regional development; and the role of the government as an economic force from colonial times to the present. Cross listed with HIST 308 - American Business & Economic History . (LAS) (AE) (WR)

*Prerequisite(s):* ECON 101 - Principles of Macroeconomics or permission of instructor.

### **ECON 325 - World Systems Theory**

3 Credits

Presentations of world systems theory as an interdisciplinary framework by which to understand the development of modernity. Special emphasis on the emergence of modern science and technology and the world capitalist economy from the 17th century to the present. Interdisciplinary examination of colonial and neo-colonial expansionism, the rise of the democratic nation-state, and the dynamics of geopolitical conflict. Cross listed with SOCL 325 - World Systems Theory

### **ECON 335 - Sustainable Economic Development**

3 Credits

A study of economic issues affecting the "Southern" countries. An introduction to the North-South challenges brought about by global economic interdependence. Examination of new approaches to development that are informed by environmental and ecological sustainable criteria. (LAS) (GI)

### **ECON 370 - International Political Economy: American Empire**

3 Credits

This course will examine the United States as an imperial power as well as examine the current world order. Topics will include American foreign policy and international reaction to it, resource exploitation, and anti-democratic initiatives and interventions. The course will also compare the United States to other imperial powers in history and will consider the lessons learned from past empires and the possibility for reform of and/or resistance to empire. In addition, the course will explain the imperialistic underpinnings of economic development issues, consumerism and globalization. (LAS) (AE) (GI) Cross listed with POLS 370 - International Political Economy

### **ECON 375 - International Financial Economics**

3 Credits

Reviews the financial foundations of the global economy, including changes needed in the currency systems, international financial

institutions, and policy agendas. Examines the theoretical and policy underpinnings of international financial economics.

*Prerequisite(s):* ECON 260 - Understanding the Global Economy, MGMT 250 - International Business or permission of instructor.

### **ECON 485 - Internship**

3 Credits

Planned supervision and experience with business, industry, or government.

*Prerequisite(s):* Permission of department chairperson.

### **ECON 499 - Coordinating Seminar**

3 Credits

Students select a topic for study, subject to the approval of their faculty advisor, and present their research in writing and in an oral presentation during the senior year. MATH/ECON majors must seek advisement from faculty in both departments for their paper/project.

## **Early Childhood Education/Special Education**

### **ECSE 510 - Growth and Development in Early Childhood**

3 Credits

Growth and development (physical, cognitive, social, and emotional) in all children, conception to grade three, including those who are typically developing, those at risk, and those with mild to profound disabilities. Developmental theories, observational techniques, and interpretation of data are explored. Transactions that support or impede development are also considered. Field study required. Cross listed with SPEC 510 - Growth & Development in Early Childhood

### **ECSE 520 - Language Development and Emergent Literacy**

3 Credits

Language acquisition and emergent literacy from birth through five; relation between views of development and intervention techniques; roles of parents, teachers, and clinicians in language and early literacy development; sampling and analysis of language data; use of play in enhancing both normal and delayed language development; process of second language learning; implications of language delay and second language learning. Cross listed with SPEC 511 - Language Development & Emergent Literacy

### **ECSE 530 - Families and Development**

3 Credits

An advanced course examining current developmental and family theories in contemporary contexts. Adaptive and maladaptive responses to developmental and family changes across the lifespan are explored. Basic skills in relationship building, communication, and developing family partnerships are included. Cross listed with HDFS 555 - Families and Development.

### **ECSE 540 - Assessment: Pre-K to Grade 3**

3 Credits

Identification and analysis of the purposes of assessment. Practical experience in selecting, evaluating, administering, and interpreting a variety of assessment devices. Effective communication and use of findings in planning individualized programs for children who have special needs, are at risk, or are developing typically. Laboratory fee and field study are required. Cross listed with SPEC 512 - Assessment: PreK to Grade 3

*Prerequisite(s):* Two of the following: ECSE 510 - Growth and Development in Early Childhood , ECSE 520 - Language Development and Emergent Literacy or ECSE 555 - Programs for Young Children or permission of instructor.

### **ECSE 541 - Assessment: Birth to Kindergarten**

3 Credits

Screening and assessment of young children who are typically developing, at risk, or who have special needs. Emphasis on a collaborative family/professional process designed to document health and developmental needs and plan developmentally and contextually appropriate individualized programs. Data gathering using a variety of devices and strategies, interviewing techniques, integration, and communication of findings are included. Cross listed with SPEC 513 - Assessment: Birth to Kindergarten

### **ECSE 555 - Programs for Young Children**

3 Credits

Programs and practices in Early Childhood Education, including current issues and perspectives for the inclusion of children with disabilities, birth through grade three. Goals of Early Childhood Education are identified; the expanding role of Early Childhood programs in the broader context of human services is examined; theoretical foundations, historical perspectives, and research findings are considered. Field study required. Cross listed with SPEC 555 - Programs for Young Children

*Prerequisite(s):* ECSE 510 - Growth and Development in Early Childhood or SPEC 510 - Growth & Development in Early Childhood or permission of instructor.

### **ECSE 560 - Learning in a Social Context**

3 Credits

An exploration into the ways children and adults learn. Students examine theories of learning that have current relevance to Early Childhood Education and relate these theories to observations on children and reflections on their own childhood and adult learning experiences. Implications of these theories for educational practices are discussed with particular emphasis on the role of play in learning and on creating a social environment that encourages learning in early childhood.

### **ECSE 573 - Enhancing the Development of Infants and Toddlers**

3 Credits

Methods by which early interventions specialists collaborate with parents and other specialists to support the development and adaptive coping of infants and toddlers with disabilities and

those who may be at risk. The roles of various developmental specialists, considerations for teaming, and the maintenance of alliances are considered. Published curricula are reviewed in the context of adaptive coping theory. Assessment, IFSP development, and service coordination are also considered.

*Prerequisite(s):* Two of the following: ECSE 510 - Growth and Development in Early Childhood , ECSE 520 - Language Development and Emergent Literacy or ECSE 555 - Programs for Young Children or permission of instructor.

### **ECSE 576 - Primary Curriculum (Grades 1-3)**

3 Credits

Methods and materials for teaching primary children (grades one-three). Emphasis is on creating an integrated, child-focused curriculum. Students plan curriculum activities based on content standards and student assessment with a focus on science, social studies, and math. Approaches that promote active, constructivist learning, conceptual understanding, and problem-solving skills are highlighted.

*Prerequisite(s):* ECSE 555 - Programs for Young Children or permission of instructor.

### **ECSE 580 - Practicum: PreK-K**

3 Credits

Practicum required for Early Childhood, Nursery to Grade 3 licensure candidates. This 5 week placement in a Pre-Kindergarten or Kindergarten setting provides experience planning, co-teaching, teaching, and assessing for the greatest positive impact on student learning. Emphasis is on meeting the needs of all learners in an inclusive classroom setting. Candidates participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, in-service workshops, and attend mandatory on-campus seminars.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; application to the Office of Student Teaching and Clinical Experiences by February 1 for summer or fall practicum and September 15 for spring practicum.

*Corequisite(s):* This course must be taken in conjunction with EDUC 523 - Student Teaching and Student Teaching Seminar: Primary Grades 1, 2 or 3 for N-3 certification.

Other: No other course work may be taken during this semester.

### **ECSE 581 - Practicum: Infant/Toddler**

3 Credits

This 5 week practicum is only available to Early Childhood, Birth to Kindergarten cross endorsement or Master's degree candidates. Under the supervision of qualified Early Childhood specialists, students will observe and provide direct service to at-risk, disabled, and normally developing infants, toddlers and their families in home, center-based settings, hospitals, and/or clinical programs.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; successful completion and submission of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for summer or fall practicum or September 15 for spring practicum.

**ECSE 585 - Field Research**

1-3 Credits

By arrangement with the Early Childhood/Special Education co-directors.

**ECSE 586 - Field Research**

1-3 Credits

By arrangement with the Early Childhood/Special Education co-directors.

**ECSE 587 - Pre- K to Kindergarten Curriculum**

3 Credits

A developmental approach to creating appropriate learning environments in which children age 3 through kindergarten can become self-motivated, successful participants in their social and learning environments. Explores methods by which physical and social environment are designed to facilitate affective development, receptive and expressive communication, emergent literacy and numeracy, and the evolution of representational abilities and symbolic thinking.

*Prerequisite(s):* ECSE 555 - Programs for Young Children or permission of instructor.

**ECSE 590 - Special Topics**

1-3 Credits

Offered periodically. See semester course bulletin for description of current offerings.

**ECSE 595 - Independent Study/ Research**

1-3 Credits

By arrangement with the Early Childhood/Special Education co-directors.

**ECSE 597 - Student Teaching and Student Teaching Seminar: Infant/Toddler**

9 Credits

Student Teaching required for Early Childhood, Birth to Kindergarten licensure candidates. This 10 week full-time experience is supervised by qualified professionals in early intervention and takes place in a setting serving infants and toddlers with identified special needs. Work includes participation in trans-disciplinary team processes, collaboration with parents, and the implementation of IFSPs.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; successful completion of student teaching application to The Office of Student Teaching and Clinical Experiences by February 1 for summer or fall student teaching or September 15 for spring student teaching. *Corequisite(s):* This course must be taken with ECSE 580 - Practicum: PreK-K for Early Childhood Birth-Kindergarten licensure.

Other: Seminar attendance is required.

**ECSE 598 - Thesis**

3 Credits

By arrangement. Guidelines available at The Graduate Studies Program office and must be approved by the project advisor, student's advisor, department chair, and dean of the school.

*Prerequisite(s):* EDUC 515 - Educational Research

**ECSE 599 - Thesis**

3 Credits

By arrangement. Guidelines available at The Graduate Studies Program office and must be approved by the project advisor, student's advisor, department chair, and dean of the school.

*Prerequisite(s):* EDUC 515 - Educational Research

**Education****EDUC 201 - Special Topics**

1-3 Credits

**EDUC 205 - Foundations of Education**

3 Credits

This course provides an introduction to the profession of teaching. Candidates will examine the history of the US educational system, law related to education, and a variety of contemporary education issues. Candidates will also continue to develop their understanding of teaching and learning as it relates to lesson planning.

A related field study is required. (WR)

**EDUC 210 - Incorporating Technology into 21st Century Skills and Learning**

3 Credits

In today's globally diverse and digital world, our students are consuming and producing many forms of electronic media. Multiple forms of digital media will be examined and constructed as participants will experience a variety of ways that technology can be used to support and enhance learning in the 21st century. This technology course will focus on how the 21st century learner needs to communicate, collaborate, think critically and creatively to be a productive citizen in today's networked society. Participants will explore multiple social media platforms, blog weekly, create practical applications in disciplines (i.e. lesson plans for teaching candidates; scientific inquiry for biology majors, etc.) using a variety of Web 2.0 applications and create a PLN (Personal Learning Network) through Twitter.

**EDUC 241 - Adolescent Development**

3 Credits

An introduction to the major theories and concepts of adolescent development. Classic and contemporary research on adolescents' physical, social, moral, and cognitive development are considered. Cross listed with PSYC 241 - Adolescent Development

*Prerequisite(s):* PSYC 100 - Introductory Psychology

### **EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms**

3 Credits

This course focuses on five major themes: 1) The students' own stereotypes, biases, and cultural socialization and their impact on student learning; 2) The examination of the concept of culture: Moving away from "trait-based" notions of culture towards a more dynamic view that foregrounds complexity and multivocality; 3) The impact of multiple forms of exclusion and discrimination, including but not limited to racism, sexism, and classism, and how they play out in society and within interactions and expectations of others; 4) English second language acquisition and learning, to include an examination of bilingual and ESL educational models; and, 5) The interplay of the aforementioned dimensions of the social (individual, cultural, linguistic, institutional & historical) in educational settings. Included in these discussions and critical analysis will be how society and our own interactions marginalizes and oppresses certain groups, especially looking at the GLBTQ (Gay, Lesbian, Bisexual, transgender, questioning) populations and people from low socioeconomic communities. A Field study is required in a bilingual and/or multilingual schooling context to complement and enhance conceptual understanding.

This course is aligned with the vision, mission, and goals of the School of Education; The constructive nature of this course facilitates inquiry, reflection, and critical thinking. Candidates develop and awareness of their own stereotypes and biases, cultural identity processes, second language acquisition, and what it is like to be a child from the non-dominant culture in U.S. classrooms, and how to support ALL students in their classrooms.

### **EDUC 265 - The Elements of Teaching**

3 Credits

This course provides an introductory look at elements of teaching. Special attention will be paid to learning theories, unit and lesson planning, teaching strategies and models, differentiated instruction, and student evaluation. Additionally, this course integrates the use of related technologies and a required field study. Cross listed with SPEC 265 - The Elements of Teaching

### **EDUC 295 - Exploratory Independent Study**

1-3 Credits

### **EDUC 302 - Visual and Performing Arts**

1 Credits

Exploration of the visual and performing arts in the context of the elementary school curriculum. Pre-service educators are exposed to the elements of dance, music, theater, and the visual arts to better understand the arts as unique opportunities to integrate and differentiate instruction in the elementary school classroom.

*Prerequisite(s):* EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

### **EDUC 320 - Reading & Writing Development in Secondary Schools**

3 Credits

An introduction to literacy processes and development in middle and secondary schools by focusing on theory and current research.

*Prerequisite(s):* EDUC 205 - Foundations of Education and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

### **EDUC 322 - Developmental Reading in the Elementary School**

3 Credits

This course is an introduction to the theories, philosophies, methods and practices essential to the teaching of reading and writing and learning to read and write in today's society. Included are the five components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), word recognition, standards and assessment, critical and creative reading, and the reading and writing connection as they interconnect and perform in a holistic classroom. We will answer the all-important question: How do you teach children to read and write?

*Prerequisite(s):* EDUC 205 - Foundations of Education and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching and PSYC 220 - Child Development or PSYC 238 - Human Development Through the Life Span

### **EDUC 341 - Effective Teaching of Mathematics**

3 Credits

Designed for pre-service teachers in elementary education to help all children learn mathematical concepts, skills, attitudes, and problem-solving techniques. Teaching strategies, techniques, and learning activities related to specific mathematical topics are discussed and experienced. Emphasis is on models and materials to develop concepts and understanding so that mathematical learning is meaningful. The course is aligned with national (NCTM) and state curriculum, professional and assessment standards for school mathematics. Field study required.

*Prerequisite(s):* EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

### **EDUC 343 - Process of Teaching Science and Social Studies**

3 Credits

Major science and social studies topics that help those who will be teachers develop how and what to teach children. The focus is on hands-on, minds-on learning experiences that help children participate responsibly in a democratic society and a global community. National and state standards provide direction for curriculum, resources, teaching methods, and assessment techniques. One full day per week field experience is required each Tuesday.

*Prerequisite(s):* EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching  
*Corequisite(s):* EDUC 370 - The Language Arts



## **EDUC 350 - Teaching and Learning in the Content Areas**

3 Credits

Students work with content-area specialists to understand the structure of their discipline, best practices in teaching in their content area, and the student resources and professional development materials available in their content area. Each content area section includes examination of teaching and learning styles in the 7-12 inclusive classroom, effective higher-level thinking, backwards design and content area specific strategies and planning. Students create and practice performance-based lesson plans and develop a performance-based content unit with a variety of teaching strategies that address the diversity of students in the 7-12 classroom. Observation and field study required.

### **Section 01--Social Studies and History**

This course is a social studies methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary for them to teach Social Studies on the secondary level. The foundation of this course will be the Conceptual Framework of the University of Saint Joseph School of Education, the Connecticut State Department of Education, including the Common Core of Teaching, the Social Studies Frameworks, and the National Council for the Social Studies. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. The use of primary sources will be emphasized. Field study is required.

### **Section 02--World Language**

This is a foreign language methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach the romance languages at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and Foreign Language Frameworks, as well as the American Council for Teaching Foreign Languages. The focus will be on second language teaching methods. Language learning skills will be reviewed (listening, reading, writing, speaking) as well as the psychosocial aspects of language learning. Teacher candidates will understand the National Standards for Foreign Language Learning in the 21st Century (Communication, Culture, Connections, Comparison, and Community) and the ACTFL Proficiency Guidelines. Candidates will plan, implement, and evaluate instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways paying special attention to the technology component of teaching and learning. Field study is required.

### **Section 03--Mathematics**

This is a mathematics methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach math at the middle/secondary level. The foundation of this course is the Conceptual Framework of the

University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the common Core of Teaching and the Common Core Standards, as well as the National Council of Teachers of Mathematics. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

### **Section 04--Science**

This is a science methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach Science at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Science Frameworks, as well as the National Science Teachers Association. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

### **Section 06--English**

This is an English methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach English at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the National Council of Teachers of English. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

*Prerequisite(s):* EDUC 205 - Foundations of Education and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

## **EDUC 351 - Methods of Secondary School Teaching**

3 Credits

Effective teaching methods at the secondary level emphasizes planning, organizing, and delivering effective units and lessons, with special attention on selecting resources, and designing instructional activities that include the use of advance technology. Examination of various forms of student assessment, including authentic assessment, appropriate use of differentiation strategies, individualized accommodations for special education students and effective classroom management strategies are included. Field study required.

*Prerequisite(s):* PSYC 100 - Introductory Psychology , PSYC 241 - Adolescent Development , EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching and EDUC 350 - Teaching and Learning in the Content Areas

## **EDUC 370 - The Language Arts**

3 Credits

An introductory view of principles, processes, and practices which integrate the six English language arts: reading, writing, listening, speaking, viewing, and visually representing throughout the elementary curriculum with emphasis on the application of research. One full day per week field experience placement required.

*Prerequisite(s):* EDUC 322 - Developmental Reading in the Elementary School  
*Corequisite(s):* EDUC 343 - Process of Teaching Science and Social Studies

## **EDUC 420 - Student Teaching & Student Teaching Seminar: Elementary**

12 Credits

Student Teaching experience required for undergraduate elementary licensure candidates, Kindergarten through 6th grade. This 16 week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

*Prerequisite(s):* Acceptance into the Education Department at least one semester prior to student teaching; completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; successful completion of student teaching application by February 1 for fall student teaching and September 15 for spring student teaching.

Other: Open to seniors only. No other course work may be taken during the student teaching semester. Fee required for Consortium students.

## **EDUC 430 - Practicum: Elementary**

3 Credits

Practicum required for undergraduate special education degree candidates to fulfill the elementary licensure cross endorsement component. This 5 week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

*Prerequisite(s):* Acceptance into the Education Department at least one semester prior to student teaching; completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; successful completion of student teaching application by February 1 for fall practicum and September 15 for spring practicum.

Other: Open to seniors only. This must be taken in the same semester as SPEC 447, the special education student teaching

component. No other course work may be taken during this semester. Fee required for Consortium students.

## **EDUC 440 - Student Teaching & Student Teaching Seminar: Secondary**

12 Credits

Student Teaching experience required for undergraduate secondary licensure candidates, grades 7 through 12. This 15 week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified secondary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

*Prerequisite(s):* Acceptance into the education department at least one semester prior to student teaching; completion of general education and licensure courses with minimum grade requirement met; passing scores on Praxis II reported to the licensure office; successful completion of student teaching application by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during the student teaching semester. Fee required for Consortium students.

## **EDUC 485 - Internship**

3-6 Credits

## **EDUC 495 - Independent Study**

1-3 Credits

## **EDUC 501 - Educational Psychology**

3 Credits

A study of learners and the learning process, which will include: development of cognitive functions, language and personality, gender and cultural differences, learning theories, motivation, research on teaching, tests, measurements, and evaluation.

## **EDUC 502 - Human Growth and Development**

3 Credits

Human development from conception through adulthood, including senior years. Emphasis is placed on the developmental tasks, characteristics, needs, and problems of infancy, childhood, adolescence, adulthood, and senior years as they relate to teaching and parenting.

## **EDUC 503 - Adolescence**

3 Credits

Theories and methods of research in the study of the adolescent will be analyzed with particular attention devoted to cognitive, physical, social, emotional and moral development. The development of the identity, including gender roles and sexuality and the troubles and trials of this development period are studied. Influences of parents, peers, and the school on the developing pre-adolescent, early adolescent and adolescent will be studied. Data collection through observation and interviews of preteens and

teens is required. Readings focusing on application to schools is covered. Cross listed with HDFS 503 - Adolescent Development

### **EDUC 505 - Teaching of Literature for Children**

3 Credits

Overview and critical analysis of genre and writers of literature read by elementary school children including fantasy, traditional literature, picture books, biography, realistic fiction, information books, historical fiction, multicultural literature, and issues such as censorship and gender. Emphasis on teacher as researcher.

### **EDUC 506 - Teaching the Adolescent Literature**

3 Credits

Critical review of books written for and/or read by junior and senior high school students as they apply to their social and emotional development. Emphasis on censorship and professional resources.

### **EDUC 507 - Developmental Reading in the Elementary School**

3 Credits

This course is an introduction to the theories, philosophies, methods and practices essential to the teaching of reading and writing and learning to read and write in today's society with a focus on teacher as researcher. Included are the five components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), word recognition, standards and assessment, critical and creative reading, and the reading and writing connection as they interconnect and perform in a holistic classroom. We will answer the all-important question: How do you teach children to read and write?

*Prerequisite(s):* EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum or ECSE 576 - Primary Curriculum (Grades 1-3) or ECSE 587 - Pre-K to Kindergarten Curriculum

### **EDUC 508 - Reading and Writing Development in Secondary Schools**

3 Credits

An in-depth examination of the language, cognitive, and social processes of reading and writing in the context of the subjects commonly taught in the secondary schools. Emphasis on the teacher as researcher.

*Prerequisite(s):* EDUC 528 - Instruction and Curriculum for Secondary Teaching

### **EDUC 509 - The Language Arts in the Elementary School**

3 Credits

A comprehensive review of various principles and methods that integrate the six language arts: speaking, listening, writing, reading, representing, and viewing, with focus on the teacher as researcher.

*Prerequisite(s):* EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing Development in Secondary Schools

### **EDUC 510 - Children and Mathematics**

3 Credits

A study of the process of teaching and learning mathematics at the elementary-middle school level. This process includes the planning, implementation, and evaluation of mathematics curriculum at these levels for all students. In this course, we will focus on how students learn mathematics, what pedagogies promote mathematical thinking and how teachers can build a community of learning for mathematics that helps all children to become confident in doing mathematics. The course will also address English Language Learners and students who may be identified with Special Needs in Mathematics. Assignments built into the course are designed to increase student learning through Unit design, lesson planning, the integration of technology into mathematics teaching, and reflection on learning as we progress through the course of study. An 8-10 hour field study is required. Cross listed with SPEC 579 - Children and Mathematics

*Prerequisite(s):* EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

### **EDUC 511 - Educational Issues: Contemporary & Historical Perspectives**

3 Credits

This course will critically examine the philosophical, historical and social foundations of education in contemporary society. A wide range of curriculum and policy issues will be explored and students will develop an in-depth understanding of the major debates in the profession. This course is aligned with the vision, mission, and goals of the Education Department. The constructive nature of this course facilitates inquiry, reflection, and critical thinking.

### **EDUC 512 - Teaching for Learning in the Content Areas**

3 Credits

Students work with content-area specialists to understand the structure of their discipline, best practices in teaching in their content area, and the student resources and professional development materials available in their content area. Each content area includes examination of teaching and learning styles in the 7-12 inclusive classroom, effective higher-level thinking, backwards design and content area specific strategies and planning. Students create and practice performance-based lesson plans and develop a performance-based content unit with a variety of teaching strategies that address the diversity of students in the 7-12 classroom. Observation and field study required.

### **Section 01--Social Studies and History**

This course is a social studies methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary for them to teach Social Studies on the secondary level. The foundation of this course will be the Conceptual Framework of the University of Saint Joseph School of Education, the Connecticut State Department of Education, including the Common Core of Teaching, the Social Studies Frameworks, and the National Council for the Social Studies. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific strategies that will lead to



student-centered constructivist classroom activities that engage ways. The use of primary sources will be emphasized. Field study is required.

### **Section 02--World Language**

This is a foreign language methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach the romance languages at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and Foreign Language Frameworks, as well as the American Council for Teaching Foreign Languages. The focus will be on second language teaching methods. Language learning skills will be reviewed (listening, reading, writing, speaking) as well as the psychosocial aspects of language learning. Teacher candidates will understand the National Standards for Foreign Language Learning in the 21st Century (Communication, Culture, Connections, Comparison, and Community) and the ACTFL Proficiency Guidelines. Candidates will plan, implement, and evaluate instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways paying special attention to the technology component of teaching and learning. Field study is required.

### **Section 03--Mathematics**

This is a mathematics methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach math at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the common Core of Teaching and the Common Core Standards, as well as the National Council of Teachers of Mathematics. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

### **Section 04--Science**

This is a science methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach Science at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Science Frameworks, as well as the National Science Teachers Association. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

### **Section 05--Family and Consumer Science**

This is a Family Consumer Sciences course for initial license that will enable candidates to learn and demonstrate the knowledge

and skills necessary to teach Family and Consumer Sciences at the middle and secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the Connecticut Frameworks for Family and Consumer Sciences. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

### **Section 06--English**

This is an English methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach English at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the National Council of Teachers of English. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

*Prerequisite(s):* EDUC 524 - Instruction and Curriculum or EDUC 528 - Instruction and Curriculum for Secondary Teaching, may be concurrent with EDUC 532 - Curriculum in the Secondary School

### **EDUC 513 - Curricular Applications of Multiple Intelligences**

6 Credits

This course is a partnership between National Dance Institute and Saint Joseph College with special guest artist, Jacques d'Amboise. Graduate students will learn theory of multiple intelligences, constructivism and differentiation as they apply arts standards in planning and implementation of instructional strategies. Participants engage in lesson planning, unit design, performance, and instruction and receive first-hand knowledge in using the arts. This course has a dance and theatre focus, but participants also receive instruction and practice in set design, visual arts, museum art and music. Graduate students will have the opportunity to teach content knowledge to a group of students (grades 1-12) participating in the Summer Performing Arts Program presented by guests artists, local educators and Saint Joseph College Faculty. The constructive nature of this course facilitates inquisitiveness, reflection, and critical thinking. Participants develop capabilities and insights grounded in educational theory.

### **EDUC 514 - Understanding Math Interventions**

3 Credits

Candidates will learn to identify obstacles in student math achievement, apply appropriate interventions, as well as develop effective classroom instructional strategies to support student achievement in mathematics.



*Prerequisite(s):* CT Teacher Certification and one year of full-time teaching experience; concurrent, full-time teaching employment.

### **EDUC 515 - Educational Research**

3 Credits

This course uses readings, cases from practice, community practice forums, group activities, lectures-discussions, individual projects, and an examination of educational research as a process of inquiry to introduce educational research with the primary focus on K-12 education. Students will examine both qualitative and quantitative research and work together as a community of practice. Skills developed include locating, designing, evaluating, interpreting, and synthesizing research relevant to education. An extensive literature review and research proposal of an educational topic is required.

Other: Recommended as first course in master's program.

### **EDUC 518 - The Writing Process**

3 Credits

A critical survey of current research and theories in writing development. Emphasis on application of selected processes.

*Prerequisite(s):* Six credits in foundation literacy courses.

### **EDUC 519 - Emergent Literacy**

3 Credits

A survey of traditional and contemporary research, theories, and methods in the production and interpretation of oral and written discourse as they relate to the development of methods, materials, and philosophy of introductory reading curricula.

*Prerequisite(s):* Six credits in foundation literacy courses.

### **EDUC 521 - Action Research in Literacy**

3 Credits

A seminar course focusing on theories, research, and practices in cultural-socio-psycholinguistic literacy principles, strategies, and evaluation. This is the final requirement in the reading and language master's concentration.

*Prerequisite(s):* EDUC 515 - Educational Research and two of the following: EDUC 505 - Teaching of Literature for Children , EDUC 506 - Teaching the Adolescent Literature , EDUC 518 - The Writing Process , EDUC 519 - Emergent Literacy , or EDUC 526 - Diagnosis and Remediation in Reading and Language Arts

### **EDUC 522 - Student Teaching and Student Teaching Seminar: Elementary Grades K-6**

9 Credits

Student Teaching required for graduate elementary licensure candidates, Kindergarten through 6th grade. This 10 week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences,

faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; successful completion of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during the student teaching seminar.

### **EDUC 523 - Student Teaching and Student Teaching Seminar: Primary Grades 1, 2 or 3**

9 Credits

Student Teaching required for graduate Early Childhood Nursery to grade 3 licensure candidates. This 10 week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office, successful completion of student teaching application to The Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching. *Corequisite(s):* This course must be taken in conjunction with ECSE 580 - Practicum: PreK-K for N-3 licensure.

Other: No other course work may be taken during this semester.

### **EDUC 524 - Instruction and Curriculum**

3 Credits

Content focuses on the interactive functions of the teaching-learning process, as well as the planning, implementing, and evaluating of instruction and curriculum based upon developmentally appropriate practices. Also covered are media, technology, and the introduction of specific curricula related to substance abuse. Field study required. Strongly recommended as first methods course. Cross listed with SPEC 524 - Instruction and Curriculum

### **EDUC 526 - Diagnosis and Remediation in Reading and Language Arts**

3 Credits

Reading and language arts evaluations for students perceived to have reading and language arts problems. A total literacy assessment perspective identifies the strengths and weaknesses of students, guides students in the improvement of their learning, and supports teachers in the improvement of instruction. Students register by level: .01 – Elementary; .02 – Middle; .03 – Secondary.

*Prerequisite(s):* EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing Development in Secondary Schools

### **EDUC 527 - Rhetoric for English Teachers**

3 Credits

This course examines pedagogical methods of teaching English with a focus on the power of language in oral and written discourse using best practice consistent with the national, state and local standards. Students will review important grammatical concepts along with effective and efficient lesson planning for the process of teaching of writing. Exploration of various theories of teaching and incorporation grammar skills in classroom activities emphasize a constructivist, student-centered environment.

### **EDUC 528 - Instruction and Curriculum for Secondary Teaching**

3 Credits

As the initial course for secondary candidates, the course explores the interactive functions of the teaching-learning as well as the planning, implementing, and evaluating of instruction and curriculum at the secondary level. An introduction to technology, the concept of differentiated instruction, accommodations for special education students, the role of multiple intelligences and the diverse student population of public education, and an overview of curricula related to substance abuse are examined. Field study is required.

### **EDUC 532 - Curriculum in the Secondary School**

3 Credits

As the Capstone course for secondary certification candidates, focus is on the theory and practice of curriculum development, advanced assessment techniques with an emphasis on performance design and multiple measures of assessment. Topics discussed of special significance in the secondary classroom include backward design, cooperative learning, differentiation techniques, and motivational strategies with diverse groups of adolescents. Students develop a culminating integrated curriculum unit. Intensive field study required.

*Prerequisite(s):* EDUC 503 - Adolescence , EDUC 528 - Instruction and Curriculum for Secondary Teaching and EDUC 512 - Teaching for Learning in the Content Areas or concurrent with EDUC 512 - Teaching for Learning in the Content Areas

### **EDUC 534 - Assessment for Learning**

3 Credits

The course will focus on the creation of classroom assessments that foster student achievement and motivation, and distinguish between assessment of learning and assessment for learning. Candidates will evaluate existing district and classroom assessments using a framework of standards of quality. They will also develop new assessments which meet these same standards of quality and reflect an understanding of diverse learners and learning styles. Finally, candidates will examine data based decision-making and progress monitoring practices within their own districts and schools.

### **EDUC 535 - English Language Learners**

3 Credits

Develop academic, subject-rich literacy in K-12 students who are not native speakers of English. Learn how to plan and implement

supportive, challenging tasks that use classroom language constructively, in a manner respectful of students' competency in English and in their native language.

### **EDUC 536 - Technology for Learning**

3 Credits

Focus on today's globally diverse and digital world in which students consume and produce many forms of electronic media. Multiple forms of digital media will be examined and constructed as participants experience a variety of ways in which technology can be used to support and enhance the curriculum in all academic content areas. This course will focus on developing teaching strategies and curriculum for the 21st century classroom PreK-12 educator.

### **EDUC 537 - Reflective Practitioner**

3 Credits

This course is designed to support systematic self-evaluation of classroom teaching. Candidates will judge current practices and make plans for change in classroom organization and management, instructional planning, engaging all learners and/or evaluating student progress. Web based interactive learning tools will be used to support more effective instruction of students with disabilities in an inclusive classroom.

### **EDUC 538 - Critical Literacy**

3 Credits

In-depth study of critical literacy as a perspective for responding to the "systems of influence" operating in culture. Cultural literacy analyses language patterns that promote particular ideologies about power and oppression based on race, class, gender, diverse cultures and socioeconomic factors. The course empowers candidates to focus on becoming agents of change as they investigate and analyze curricular issues, classroom materials and the influence of media as they create instructional and assessment strategies to use within their professional settings.

### **EDUC 540 - Student Teaching and Student Teaching Seminar: Secondary Grades 7-12**

9 Credits

Student Teaching required for graduate secondary licensure candidates, grades 7 through 12. This 10 week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified secondary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; passing scores on Praxis II reported to licensure office; successful completion of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during this semester.

### **EDUC 541 - Global Education**

3 Credits

This course is designed to introduce teacher-educators to the evolving multidisciplinary field of global education studies from a variety of conceptual and practical perspectives. It is designed to enable students to develop the conceptual scaffolding needed to evaluate the context as well as the possible strategies they might employ to teach about global issues within their own communities.

### **EDUC 545 - Seminar and Remedial Reading and Related Instructional Theory**

3 Credits

Seminar for the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates working in instructional settings with students with remedial needs. Instructional models for teaching remedial reading and language arts are included. Consideration of literary assessment and behavior management techniques. Cross listed with SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory

*Prerequisite(s):* Limited to selected interns who hold a Connecticut Educator License.

### **EDUC 546 - Seminar in Writing and Related Instructional Theory**

3 Credits

Advanced seminar for the University of Saint Joseph/Literacy Internship Program for working in instructional settings with students with remedial needs. Instructional models for teaching writing, writing assessment, and alternate approaches to reading and writing instruction are included. The relationship between regular education and supplemental instruction in implementing remedial programs is examined along with curriculum scope and sequence. Cross listed with SPEC 546 - Seminar in Writing and Related Instructional Theory

*Prerequisite(s):* EDUC 545 - Seminar and Remedial Reading and Related Instructional Theory ,

Other: Limited to selected interns who hold a Connecticut Educator License.

### **EDUC 547 - Practicum I: Theory into Practice**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Selected interns provide direct instruction to students with remedial needs, supplemental to their regular classroom programs. Diagnostic assessment, development of prescriptive education plans, evaluation of program effectiveness, parent conferences, and teacher consultation are additional components of this experience. Fieldwork required four and one half days per week, based on the participating school districts' calendars. Cross listed with SPEC 547 - Practicum I: Theory into Practice.

Other: Limited to selected interns who hold a Connecticut Educator license.

### **EDUC 548 - Practicum II: Theory into Practice**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Continuation and refinement of the clinical experiences described in EDUC 547 - Practicum I: Theory into Practice . Cross listed with SPEC 548 - Practicum II: Theory into Practice

Other: Limited to selected interns who hold a Connecticut Educator License.

### **EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms**

3 Credits

This course focuses on five major themes: 1) The students' own stereotypes, biases, and cultural socialization and their impact on student learning; 2) The examination of the concept of culture: Moving away from "trait-based" notions of culture towards a more dynamic view that foregrounds complexity and multivocality; 3) The impact of multiple forms of exclusion and discrimination, including but not limited to racism, sexism, and classism, and how they play out in society and within interactions and expectations of others; 4) English second language acquisition and learning, to include an examination of bilingual and ESL educational models; And 5) The interplay of the aforementioned dimensions of the social (individual, cultural, linguistic, institutional, and historical) in educational settings. Included in these discussions and critical analysis will be how society and our own interactions marginalizes and oppresses certain groups, especially looking at the GLBTQ (Gay, Lesbian, Bisexual, transgender, questioning) populations and people from low socioeconomic communities. A Field study is required in a bilingual and/or multilingual schooling context to complement and enhance conceptual understanding.

This course is aligned with the vision, mission, and goals of the School of Education: The constructive nature of this course facilitates inquiry, reflection, and critical thinking. Candidates develop an awareness of their own stereotypes and biases, cultural identity processes, second language acquisition, and what it is like to be a child from the non-dominant culture in U.S. classrooms, and how to support ALL students in their classrooms.

### **EDUC 555 - Science and Social Studies as Continuous Inquiry**

3 Credits

Topics and experiences promote interactions among learners and teachers in the elementary grades. The inquiry approach is used to create a learning environment that actively engages students, extends students' ideas, and develops problem-solving skills. Thematic unit and lesson plans for teaching elementary grades science and social studies are constructed.

*Prerequisite(s):* EDUC 524 - Instruction and Curriculum ; Strongly recommended EDUC 510 - Children and Mathematics

### **EDUC 556 - Curriculum Development**

3 Credits

The purpose of this course is to promote understanding of curriculum development processes as they support and empower



effective teaching and learning. Participants will examine their developing knowledge of effective practice and engage themselves as teachers, planners, and researchers. Upon completion of this course, the learner will be able to:

- Understand the major philosophical and professional foundations of curriculum development
- Demonstrate competence as professional researcher and collaborator
- Assimilate research in curriculum and program reform/design
- Engage in professional conversations and discourse surrounding program architecture
- Evaluate models, paradigms, and conceptual frameworks for curriculum planning
- Conduct inquiries in field relative curriculum
- Produce curriculum documents that evidence understanding of beliefs, concepts, and visions for curriculum development

### **EDUC 557 - Supervision Under Durational Shortage Area Permit I (D.S.A.P)**

3 or 6 Credits

Required of any student enrolled in a Saint Joseph College teacher licensure program and employed in a public school under a Durational Shortage Area Permit (DSAP) or employed in a non-public school and who has not previously student taught. A supervisor from Saint Joseph College is provided to observe and assess classroom teaching. Students who successfully complete this course and have a minimum of 10 months of documented successful classroom practice may apply for a waiver of student teaching. Seminar attendance is required.

### **EDUC 558 - Supervision Under Durational Shortage Area Permit II (D.S.A.P.)**

3 or 6 Credits

Required of any student enrolled in a Saint Joseph College teacher licensure program and employed in a public school under a Durational Shortage Area Permit (DSAP) or employed in a non-public school and who has not previously student taught. A supervisor from Saint Joseph College is provided to observe and assess classroom teaching. Students who have successfully completed this course and have a minimum of 10 months of documented successful classroom practice may apply for a waiver of student teaching.

*Prerequisite(s):* EDUC 557 - Supervision Under Durational Shortage Area Permit I (D.S.A.P)

### **EDUC 561 - Integrating the Arts**

1 Credits

This course is designed to explore the visual and performing arts in the context of the elementary school curriculum. Pre-service educators will be exposed to the elements of dance, music, theatre and the visual arts to better understand the arts as unique opportunities to integrate and differentiate instruction in the elementary school classroom.

*Prerequisite(s):* EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

### **EDUC 562 - Music for Classroom Teachers**

3 Credits

This course teaches participants how to play a musical instrument. Knowledge of music will enable teachers to employ musical strategies in regular classroom settings. Course discussions and requirements will give theoretical background and practical application so as to demonstrate strategies for student engagement in learning core content. Teaching for understanding the musical intelligence of Garner's Multiple Intelligences Theory is embedded in the course requirements and discussions.

### **EDUC 563 - Visual Art for Educators**

3 Credits

This is a foundation course in visual literacy. It is a study of the elements and principles of the visual arts and their context in art history and contemporary popular cultures. It is also designed to teach participants to think visually, learn the language of art and to demonstrate qualities of discipline, craftsmanship, problem-solving, discovery and critique the creation of design projects. Knowledge of these foundational visual literacy skills will be used in the development of units and lessons in core content areas.

*Prerequisite(s):* Teacher Certification

### **EDUC 564 - Art Museum Education for Teachers**

3 Credits

Designed for teachers at all levels: preschool, elementary, middle and high school. It provides opportunities for participants to experience original works of art and to develop strategies using art to teach core content concepts. Multiple Intelligences (MI) Theory provides the theoretical underpinnings for this course. Research in the value of arts in the classroom is an integral part of this course. Knowledge of works of art at the Saint Joseph College Art Gallery is provided firsthand; familiarity with works of major art museums is gained through virtual tours.

### **EDUC 565 - Multiple Intelligence Theory and Arts**

3 Credits

Introduces the student to Multiple Intelligences (MI) Theory and its connections to current applications of brain research in education. Participants will apply these theories in their classrooms and reflect on student engagement and learning when these strategies are employed. Participants will be required to design MI based units and lessons using backward design, core content, arts standards, and performance based assessments.

### **EDUC 566 - Theater in Education**

3 Credits

Provides opportunities for elementary, middle or high school teachers to gain a theoretical foundation of theatre education as well as practical experience for integrating theatre standards in teaching core content (i.e., Language Arts, Science, Math, Physical Education and Health Education). Participants will



examine and practice various levels of theatre, speech and drama as they become familiar with theatre standards and practice.

### **EDUC 568 - Creativity, Writing, and Nature**

3 Credits

This course combines integrative and practical studies and experiences of creativity, writing, and the natural world as applied in the context of multiple intelligences in school practice.

*Prerequisite(s):* CT Teacher Certification; full-time teaching experience.

### **EDUC 570 - Computers in the Classroom**

3 Credits

This course focuses on computer applications and concepts related to teaching on the K-12 level. The course provides hands-on experience with numerous computer programs and tools. A critical component of this course centers on effective ways to integrate computer technology into the classroom.

### **EDUC 573 - Content Area Literacy in Elementary Schools**

3 Credits

This course is an in-depth study of the language, cognitive, and social processes of reading and writing in the context of the subjects commonly taught in elementary schools. Emphasis is on the teacher as researcher.

*Prerequisite(s):* Elementary Licensure or EDUC 501 - Educational Psychology , EDUC 502 - Human Growth and Development or EDUC 503 - Adolescence and EDUC 524 - Instruction and Curriculum , EDUC 507 - Developmental Reading in the Elementary School and EDUC 509 - The Language Arts in the Elementary School

### **EDUC 574 - Seminar: Early Intervention and the Emergent Reader**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. Advanced level, specialized weekly seminars focusing on the constructivist theory of reading, cognitive and metacognitive learning theory, and the research related to these topics. Formal and informal assessment tools and developmentally appropriate intervention strategies will be explored in depth. Cross listed with SPEC 574 - Seminar: Early Intervention and the Emergent Reader.

*Prerequisite(s):* EDUC 545 - Seminar and Remedial Reading and Related Instructional Theory , EDUC 546 - Seminar in Writing and Related Instructional Theory , EDUC 547 - Practicum I: Theory into Practice , EDUC 548 - Practicum II: Theory into Practice or comparable experiences. Corequisite(s): EDUC 576 - Advanced Practicum I: Direct Service Application for Lead Interns as part of the University of Saint Joseph Literacy Internship Program.

Other: Limited to selected interns.

### **EDUC 575 - Seminar: Current Research and the Emergent Reader**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. Advanced level, specialized weekly seminars exploring the current research in emergent literacy. Topics include models of the reading process, language acquisition, role of text structure, metacognitive and schema theory, the role of home background factors, and the translation of research findings to classroom practice. Cross listed with SPEC 575 - Seminar: Current Research and the Emergent Reader

*Prerequisite(s):* EDUC 574 - Seminar: Early Intervention and the Emergent Reader and EDUC 576 - Advanced Practicum I: Direct Service Application for Lead Interns Corequisite(s): EDUC 578 - Advanced Practicum II: Direct Service Application for Lead Interns as part of the University of Saint Joseph/Literacy Internship Program.

Other: Limited to selected interns.

### **EDUC 576 - Advanced Practicum I: Direct Service Application for Lead Interns**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. A semester field assignment of four and a half days per week for interns participating in the second year of the University of Saint Joseph program. The emphasis is on early intervention strategies in diagnosis and remediation of primary grade remedial-need students in reading/language arts. Experiences include intensive remedial diagnostic direct instruction to students and professional support for the first-year interns. Cross listed with SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns

*Prerequisite(s):* EDUC 545 - Seminar and Remedial Reading and Related Instructional Theory , EDUC 546 - Seminar in Writing and Related Instructional Theory , EDUC 547 - Practicum I: Theory into Practice , EDUC 548 - Practicum II: Theory into Practice , or comparable experiences. Corequisite(s): EDUC 574 - Seminar: Early Intervention and the Emergent Reader

Other: Limited to selected interns.

### **EDUC 578 - Advanced Practicum II: Direct Service Application for Lead Interns**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. Continued supervised experience for the advanced lead intern. A semester field assignment of four and a half days per week for interns participating in the second year of the University of Saint Joseph/Literacy Internship Program. Cross listed with SPEC 578 - Advanced Practicum II: Direct Service Application for Lead Interns

*Corequisite(s)*: EDUC 575 - Seminar: Current Research and the Emergent Reader

Other: Limited to selected interns.

### **EDUC 580 - Field Experience Grades PreK or K**

3 Credits

On-site independent study on the practical aspects of program and curriculum development. Seminars and plan of study tailored to needs and interests of individual participants. Includes on-site consultations with course instructor. Cross listed with SPEC 580 - Field Experience Grades PreK or K

### **EDUC 582 - Multicultural Literature for Children: A Critical Perspective**

3 Credits

This course combines a critical study of multicultural literature for children with the art of engaging readers in literacy practices that promote social justice for social change in schools and the community.

*Prerequisite(s)*: Teacher Licensure

### **EDUC 584 - Integrating Technology & Literacy**

3 Credits

Provides teachers with a variety of ways that technology can promote the development of critical reading, effective writing, media literacy, conventions of Standard English, and literacy assessment. In addition to the hands-on experiences, the rationale for integration of technology into the reading and language arts classroom is discussed. How to design student-learning activities that foster equitable, ethical, and legal use of technology by students and educators.

### **EDUC 587 - Public School Law**

3 Credits

The course explores legal and law-related issues that arise in both elementary and secondary schools which affect both students and school personnel. Law as a means of expanding access to appropriate public education for a diverse population of students is examined through the lens of social justice. Objectives include: 1) knowledge of the role of the legal structure of education with respect to local, state, and federal government, 2) methods of approach and the analytic skills needed to deal effectively with legal issues, and 3) skills to process difficult questions of ethics and policy that legal disputes raise.

### **EDUC 591 - Special Topics**

1-3 Credits

See semester course bulletin for description of current offerings.

### **EDUC 592 - Special Topics**

1-3 Credits

See semester course bulletin for description of current offerings.

### **EDUC 595 - Independent Study/ Research**

1-3 Credits

Students select topic or project to pursue through independent or small group work. Application forms for independent study/ research are available at the Graduate Office. Must be approved by the project advisor, program director and Dean of the School of Education.

*Prerequisite(s)*: EDUC 515 - Educational Research

### **EDUC 596 - Independent Study/ Research**

1-3 Credits

Students select topic or project to pursue through independent or small group work. Application forms for independent study/ research are available at the Graduate Office. Must be approved by the project advisor, program director and Dean of the School of Education.

*Prerequisite(s)*: EDUC 515 - Educational Research

### **EDUC 598 - Thesis**

3 Credits

By arrangement. Guidelines available at The Graduate Studies Program Office. Must be approved by the project advisor, student's advisor, program chair and Dean of the School of Education.

*Prerequisite(s)*: EDUC 515 - Educational Research

### **EDUC 599 - Thesis**

3 Credits

By arrangement. Guidelines available at The Graduate Studies Program Office. Must be approved by the project advisor, student's advisor, program chair and Dean of the School of Education.

*Prerequisite(s)*: EDUC 515 - Educational Research

### **EDUC 605 - Advanced Developmental Reading: Pedagogy and Practice**

3 Credits

This course is an advanced course in developmental reading for students in pre-K through grade 12. It focuses on theories, philosophies methods and practices essential to teaching reading and writing as well as students' reading and writing for a global society. The course will accentuate the literacy specialist as a researcher, collaborator, and professional developer. Included are the five components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), word recognition, standards and assessment, critical and creative reading, and the reading and writing connection as evidenced in a holistic classroom. Field experience is required.

### **EDUC 607 - Content Area Literacy**

3 Credits

This 3 credit course is an in-depth study of the language, cognitive and social processes of reading and writing in the context of the subjects commonly taught in elementary, middle and high schools. Emphasis is on the teacher as a researcher. Field experience required.

## **EDUC 608 - Teaching English Literacy to Culturally and Linguistically Diverse Learners**

3 Credits

In this advanced course in the teaching of culturally and linguistically diverse learners in the K-12 classroom, students will explore the current legal, socio-cultural context of learning for diverse learners. Content will focus on the examination of psycholinguistic and sociolinguistic principles that are based on modern methods of learning a second language. Students will also examine, analyze, practice and apply multiple strategies for teaching subject matter content, and student and learn course content through the kinds of experiential, participatory, and process-oriented strategies that are used in successful bilingual/English language development classrooms. Field experience required.

### **EDUC 611 - Issues and Research in Literacy**

3 Credits

The focus of this course is for students to explore current trends and current issues in reading and language arts. It is designed to help students understand theories of language and literacy development, historical and current research in literacy, and the connection between research and practice. Current research conducted and reported by leaders in the field of literacy will be reviewed. As a result of this course, students will:

- know the topics under current investigation in the field of literacy;
- have a clear understanding of those who are doing the research in literacy;
- learn how to read and articulate the research;
- create a research synthesis on a topic of their choice;
- articulate a critique of the research;
- articulate how this knowledge will help them with their work; and
- build a plan for continuing their own research knowledge.

Field experience required.

### **EDUC 612 - Corrective and Remedial Strategies of Reading & Language Arts Difficulties**

3 Credits

This course is designed to study the principles of remedial-corrective and/or remedial reading and language arts practices in classrooms K-12. Emphasis is on methods of analysis and interpretation, along with the materials useful in correction of reading and language arts difficulties. The beginnings of a case study are created. A presentation of remedial methods of teaching reading and language arts to elementary and secondary school students who exhibit reading difficulty with emphasis on recent research, on diagnostic, and prescriptive teaching strategies. Field experience required.

### **EDUC 616 - The Language Arts and The Writing Process in a Social Multicultural Literacy Context K-12**

3 Credits

A social multicultural critical survey, data driven assessment and application of current research, and practices in writing development K-12 to provide you with knowledge necessary to implement a teacher as research model that will engage students and the entire school community in effective and creative processes suited to today's social multicultural K-12 classroom. Focus will be on K-12 language arts and data driven assessment, application and instructional leadership, including but not limited to adult learning, reflective practice, organization, implementation and evaluation of curricular programs for the writing process. This course shall include strategies to advocate for social multicultural application of literacy for diverse learners in the school community with emphasis on ELL and literature. Field experience required.

### **EDUC 618 - Advanced Reading Clinic**

6 Credits

This is a six credit hour course for prospective reading/coaching specialists. It is a practicum course in the diagnosis and treatment of reading and literacy difficulties conducted as an advanced reading clinic. Field experience required.

### **EDUC 621 - Roles and Responsibilities of the Literacy Specialists**

3 Credits

This course focuses on the procedures for designing, managing, supervising, and evaluating school and district literacy programs. Candidates will understand the role of the literacy specialist as instructional leader, including but not limited to adult learning, coaching, reflective practice, and the organization, implementation and evaluation of reading and language arts programs. Field experience required.

### **EDUC 623 - Advanced Diagnosis & Remediation of Reading and Language Arts Difficulties**

3 Credits

This course provides instruction in reading and language arts evaluations for students in grades K-12 perceived to have reading and language arts problems. A total literacy assessment perspective is the basis of this course. Total literacy assessment identifies the strengths and weaknesses of students, guides students in the improvement of their learning, and supports teachers in the improvement of instruction.

Course Prerequisites: EDUC 507 (Developmental Reading in Elementary Schools) OR EDUC 508 (Reading and Writing Development in Secondary Schools) OR EDUC 509 (Language Arts in Elementary Schools) OR EDUC 518 (The Writing Process)

*Prerequisite(s):* EDUC 507 or EDUC 508 or EDUC 509 or EDUC 518

### **EDUC 627 - Advanced Practicum**

6 Credits

Administration and supervision practicum. The practicum and supervision requires candidates to utilize their knowledge base in a real school setting concerning the roles and responsibilities of a reading specialist. Within the practicum, candidates are asked to:

1. Analyze and evaluate literacy programs;

2. Collect, analyze and evaluate literacy data;
3. Work with faculty in literacy professional development, including coaching, managing, and supervising paraprofessionals as they work with students, and;
4. Handle the responsibilities of maintaining a literacy infrastructure within a school setting.

### **EDUC 628 - Advanced Coaching Practicum**

6 Credits

A six-credit advanced practicum that includes four hours of school embedded service on Tuesdays (during K-12 school hours) and a 2 hours seminar on Thursday evenings. Candidates will be placed in a K-12 school under the guidance and supervision of a literacy coach. Candidates are advised that extensive planning outside of practicum and seminar is required to pass the course. As a general rule of thumb, candidates should expect to dedicate approximately six-ten hours of preparation per week to this course.

### **EDUC 629 - Action Research in Literacy: The Literacy Specialist as Change Agent in the Social Multicultural K-12 School Community**

3 Credits

Action research in literacy is focused on developing measurable school goals, developing positive school culture, assessing and overcoming barriers to school change, and implementing collaborative practice with teachers, administrators and the learning community. It focuses on leadership, including but not limited to adult learning, reflective practice, organization, implementation and evaluation of curricular programs of reading and language arts programs. This course includes strategies to advocate for socio-cultural literacy in the school and community for all learners especially those learners impacted by lack of opportunity created by bias toward culture, ethnic, gender and linguistic differences with emphasis on ELL and integration of children's and adolescent literature books.

### **EDUC 637 - Remedial Reading and Remedial Language Arts Programming**

3 Credits

This course addresses instructional planning and supervision of school-wide remedial reading and remedial language arts programs. Emphasis on program review and development, instructional grouping techniques, progress monitoring, serving students with diverse literacy needs, and the supervision of literacy interventionists.

## **English**

### **ENGL 104 - The Art of Effective Writing I**

3 Credits

Practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works. (LAS) (WR)

### **ENGL 105 - The Art of Effective Writing II**

3 Credits

Practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works. (LAS) (WR)

### **ENGL 106 - Journalism**

3 Credits

News writing, feature writing, layout, makeup in conjunction with analysis of current newspaper trends. (LAS) (WR)

### **ENGL 107 - Effective Communication**

3 Credits

For the adult returning to school, this seminar helps the adult realize the value of life experience in meeting the challenges of the college curriculum and environment. Mature reflection on experience and its organized expression, both oral and written, are emphasized as modes of continued growth. (LAS) (WR)

### **ENGL 110 - Thematic Approaches to Literature**

3 Credits

An introduction to the close reading of literary texts. Organized thematically and focusing on a theme of contemporary interest, e.g., The American Dream, War and Peace, Rebels and Angels, Innocence and Experience. Students are introduced to a variety of texts and methodologies for reading them as well as the terminologies and techniques of literary analysis. Readings may be drawn from fiction, poetry, drama, as well as non-traditional forms such as journals, diaries, and autobiographies. Frequently offered as an Honors course open to all students with a minimum GPA of 3.25 or by permission of the instructor. (LAS) (WR) (HE)

### **ENGL 112 - Special Topics in Literature**

3 Credits

Examination of basic literary concepts in a variety of genres and forms. May be taken only once for credit. (LAS) (HE)

### **ENGL 130 - Introduction to Mass Media and Culture**

3 Credits

This course introduces students to the world of mass media as both a professional field and an academic discipline. By focusing on various facets of mass media, students will understand the importance of both the producers of and the content of the media that shapes our culture via the ever-growing conduits through which information and entertainment is disseminated, commodified, and received in our society.

### **ENGL 174 - Introduction to Theatre**

3 Credits

An introduction to the art of theater through an examination of representative plays, ranging from classical antiquity to modern European and American. Cross listed with DRAM 174 - Introduction to Theatre (LAS) (WR) (HE)



**ENGL 200 - Special Topics in Literature**

3 Credits

Examination of literary topics in a variety of genres. May be taken twice for credit. (LAS) (HE)

**ENGL 201 - A User's Guide for Speakers of English**

3 Credits

Where did English come from and how did it get to be the pre-eminent world language? Introduction to our language uncovers its origins, reviews the contributions of other languages to English, and investigates the future of the language as it grows in influence.

**ENGL 203 - Oral Communication**

3 Credits

Development in public speaking of the articulation, coherence, and confidence indicative of the mature, educated citizen in a democratic society. (LAS)

**ENGL 205 - Business and Professional Communication**

3 Credits

Formats and styles used in written communication in the business world. Attention is also given to the development of oral skills, especially those needed for formal presentations. (Formerly Titled: Business Communication) Cross listed with INFT 205 - Business and Professional Communication. (LAS) (WR)

**ENGL 206 - Advanced Writing**

3 Credits

Developing a clear, effective prose style through the study of advanced rhetorical strategies. (LAS) (HE) (WR)

**ENGL 208 - Creative Writing: Fiction**

3 Credits

An introduction to the art of writing fiction. (LAS) (HE) (WR)

**ENGL 209 - Creative Writing: Poetry**

3 Credits

An introduction to the art of writing poetry. (LAS) (HE)

**ENGL 210 - Autobiography**

3 Credits

Considers the richness in personal lives, shaping and refining experience into form. Students write their own short autobiography as well as study autobiographical models. (LAS) (HE) (WR)

**ENGL 211 - Playwriting**

3 Credits

An introduction to the art of writing plays, focusing on dialogue, plot, character, stage directions, and the mechanics of preparing a script. (LAS) (HE)

**ENGL 214 - Cultural Tour of England**

3 Credits

Study tour of important literary and cultural sites in England during spring, summer, or winter break. Locations may vary.

Involves the study of relevant literature and the arts from among the Renaissance, Romantic, Victorian, and Modern periods as the basis of the trip. Requires meetings during the semester as well as travel time that may vary by the time of year.

**ENGL 215 - American Authors I**

3 Credits

Survey of major American authors from the colonial period through the 1840s. Authors include Mary Rowlandson, Benjamin Franklin, Frederick Douglass, among others. (LAS) (AE) (HE)

**ENGL 216 - American Authors II**

3 Credits

Survey of late 19th and early 20th century American novels, stories, and poems by major figures such as Mark Twain, Kate Chopin, Henry James, Walt Whitman, and Emily Dickinson. (LAS) (AE) (HE)

**ENGL 217 - Modern Drama**

3 Credits

Reading of major 20th century American and European dramatists, as well as the study of significant dramatic trends during this period. Cross listed with DRAM 217 - Modern Drama (LAS) (HE) (WR)

**ENGL 220 - Literary Criticism**

3 Credits

An introduction to literary theory and practice from Plato to the present; intended to enhance the student's ability to analyze poetry, fiction, and drama. (LAS) (HE)

**ENGL 223 - Shakespeare on Film**

3 Credits

Examines strategies and effectiveness of videotapes and films based on Shakespeare's plays, ranging from the earliest silent screen to the latest postmodern renderings. Students read plays, review films, and discuss technical and critical issues. (LAS) (HE) (WR)

**ENGL 224 - Jane Austen on Film**

3 Credits

A comparison of film versions of selected Austen novels from different eras. Students analyze the modifications made in transcribing written text to visual media, as well as the cultural emendations made by directors. (LAS) (HE) (WS)

**ENGL 225 - Major British Authors I**

3 Credits

Survey of major British authors from the Anglo-Saxon period through 1798. (LAS) (HE) (WR)

**ENGL 226 - Major British Authors II**

3 Credits

Survey of major British authors from the Romantic period to modern day. (LAS) (HE) (WR)

**ENGL 227 - Shakespeare in Children's/Young Adult Literature and Culture**

3 Credits

This class studies select Shakespeare plays in tandem with their textual and cinematic adaptations designed for children and young adults. Students examine, discuss, and write about the field of children's/Young Adult literature and the categories of adaptation, translation, inspiration, appropriation, and reinterpretation within the framework of Shakespearean studies, popular culture, and pedagogical practices.

**ENGL 230 - The Art of the Short Story**

3 Credits

A course designed to deepen the reader's critical appreciation of creative artistry at work in the short story genre. (LAS) (HE) (AE)

**ENGL 231 - Poetry**

3 Credits

An introduction to the genre of poetry, ranging from the classical to modern periods. Designed to develop and strengthen critical reading skills and to familiarize students with techniques of textual analysis and interpretation. (LAS) (HE)

**ENGL 232 - Renaissance Lyric Poetry**

3 Credits

Approaches 16th and 17th century British poetry by questioning the ways historical and modern values and assumptions about gender, class, nationality, and modes of production shape our ideas about what makes a poem and a poet. Readings include important women poets such as Mary Sidney, Mary Worth, Aemilia Lanyer, and Katherine Phillips as well as Sidney, Spenser, Shakespeare, Donne, Jonson, Marvell, and Milton. (LAS) (HE) (WR)

**ENGL 236 - Female Detective Fiction**

3 Credits

Study of detective novels written by women, analyzing the author's style, content, and adaptation of the genre. (LAS) (WS) (HE)

**ENGL 237 - African-American Women Writers**

3 Credits

A survey of writing by African American women. Authors and forms studied vary. Among the authors frequently read in the course are Toni Morrison, Alice Walker, and Gwendolyn Brooks. (LAS)

**ENGL 238 - Native American Literature**

3 Credits

The oral and written literature of the continent's aboriginal inhabitants. Texts include ancient myths and legends, autobiographies, as well as contemporary poetry and fiction. (LAS) (AE) (HE)

**ENGL 239 - Postcolonial Literature**

3 Credits

Examination of texts by authors from former British colonies, such as India, Australia, Canada, Africa, and the West Indies. The specific country studied will vary from year to year; the initial focus will be the Indian novel. (LAS) (HE) (GI) (WR)

**ENGL 240 - U.S. Hispanic Literature and Culture**

3 Credits

This class offers students a survey of the literature and culture of U.S. Hispanics from the twentieth and twenty-first centuries. Students will read, watch and discuss through written work and oral presentations a wide array of English-language novels, dramas, poetry, critical texts, TV shows, and films created by artists residing in the United States whose familial origins are in the former Spanish colonies of the Americas. (LAS) (HE) (WR)

**ENGL 241 - From War to Love: Ancient Narrative**

3 Credits

Examines the ways that different stories told in antiquity create different versions of human being and social worlds. Ancient epics, novels, and lives provide the readings. (LAS) (HE)

**ENGL 242 - Love, Romance and Personal Identity: French Literature in Translation**

3 Credits

A French cultural studies seminar, offered in English. Examines the theme of love and romance, and its effect on personal identity, in a number of French texts, studied in English translation. Explores gender tensions that develop between lover and beloved and how these tensions are resolved by male and female authors in a variety of texts ranging from Medieval courtly romance to 20th century cinema. Cross listed with FREN 242 - French Literature in Translation (LAS) (WS) (WR) (HE)

**ENGL 245 - Renaissance Women**

3 Credits

What early modern women wrote about themselves in light of the prevalent male discourses about female identity in areas such as education, politics, physiology, theology, and art. (LAS) (WS) (WR) (HE)

**ENGL 253 - History of Theatre I**

3 Credits

Focuses on the history and development of world theater from the Greeks to 1800, including a survey of Asian theatrical practices. Cross listed with DRAM 253 - History of Theatre I. (LAS) (HE)

**ENGL 254 - History of Theatre II**

3 Credits

Investigates the history and development of Western theater from 1800 to the present. Cross listed with DRAM 254 - History of Theatre II. (LAS) (HE)

**ENGL 256 - Moral Decision-Making in Greek Drama**

3 Credits

Greek tragic drama offered Athenians representations of the difficulties inherent in all human decision making. The institution of tragedy is examined in its historical and social context. Tragedies of Aeschylus, Sophocles, and Euripides are read to examine the questions about human responsibility they raise. (Formerly: Co-listed with CLAS256).

**ENGL 275 - British Cultural Studies**

3 Credits

Spatially and temporally bounded, culturally specific and methodologically oriented, this course demonstrates the sort of questions that the student of cultural studies asks and the means of investigation used in hypothesizing answers to them. Specific issue and time studied varies: Victorian British Women; London at the End of the Century; The Great War and British Culture. May be taken twice for credit. (LAS) (HE) (WS)

**ENGL 276 - Cultural Studies**

3 Credits

Spatially and temporally bounded, culturally specific, and methodologically oriented, this course demonstrates the sort of questions that the student of cultural studies asks and the means of investigation used in hypothesizing answers to them. Specific issue and time studied varies; recent topics include: Movie-Made Reality; New York City and Italian-American Narrative, 1925-2000. May be taken twice for credit. Cross listed with AMST 276 - Cultural Studies (LAS) (AE) (HE)

**ENGL 295 - Exploratory Independent Study**

3 Credits

Faculty-guided project in the study or creation of literature, proposed by students.

*Prerequisite(s):* Approval by faculty advisor.

**ENGL 301 - From the Page to the Stage**

3 Credits

The course emphasizes the visual and audio interpretation of a script in the tradition of modern directors and designers. Cross listed with DRAM 301 - From the Page to the Stage. (LAS) (HE)

**ENGL 308 - Advanced Fiction Writing**

3 Credits

Continued practice in the art of writing fiction. (LAS) (HE)

**ENGL 309 - Advanced Poetry Writing**

3 Credits

Continued practice in the art of writing poetry.

**ENGL 310 - Special Topics in Literature**

3 Credits

Examination of important literary phenomena. Content varies. May be taken twice for credit. (LAS) (WR)

**ENGL 314 - Shakespeare**

3 Credits

The development of Shakespeare's dramatic art through examination of several plays and performance experiences. (LAS) (HE) (WR)

**ENGL 328 - The English Novel**

3 Credits

The developing form of the English novel from the 18th to the 20th century.

**ENGL 340 - Literature for Children**

3 Credits

Critical approach to literature for children — its history, function, and value. (LAS) (HE)

**ENGL 346 - Writing Women's Lives: The Construction of the Self**

3 Credits

An interdisciplinary perspective on the study of women's lives and the construction of human meaning. Readings include memoirs, biographies, and autobiographies. Students choose between Psychology or English credit. Frequently offered as an Honors course open to all students with a 3.25 GPA or with permission of the instructor. Cross listed with PSYC 346 - Writing Women's Lives: Construction of the Self. (LAS) (HE) (WS) (WR)

*Prerequisite(s):* PSYC 100 - Introductory Psychology

**ENGL 390 - Literature for Adolescents and Young Adults**

3 Credits

Literature appropriate for junior and senior high school students. Its history, function, value, and criteria for judging on various levels considered. (LAS)

**ENGL 401 - Major Author Seminar**

3 Credits

In-depth study of a major literary figure. Content varies. Recent offerings have included: Mark Twain, George Eliot, Aphra Behn, and Tennessee Williams. May be taken twice for credit.

**ENGL 410 - Special Topics in Literature**

3 Credits

Upper-level seminar on significant literary phenomena. May be taken twice for credit.

**ENGL 485 - Internship**

4-6 Credits

Semester internships available in a variety of career areas, such as public relations, corporate communications, journalism, and various aspects of television. 15-20 hours fieldwork per week.

*Prerequisite(s):* For junior and senior English majors only.

### **ENGL 495 - Advanced Independent Study**

3 - 6 Credits

Further development of a faculty-guided project in the study or creation of literature, proposed by students.

*Prerequisite(s):* Approval by faculty advisor.

### **ENGL 499 - Coordinating Seminar**

3 Credits

Seniors prepare a major literary project. Spring semester.

## **Art History**

### **FIAR 110 - Drawing I**

3 Credits

Introduction to various drawing media and techniques. Contour and gesture drawing. Problems in perspective, chiaroscuro, and composition. Outdoor sketching, indoor arrangements, and drawing from the model. One hour lecture, four hours laboratory per week. (LAS) (HE)

### **FIAR 111 - Drawing II**

3 Credits

Advanced study of various drawing media and techniques. One hour lecture, four hours laboratory per week. (LAS) (HE)

### **FIAR 120 - Fundamentals of Design**

3 Credits

Study of the basic elements and principles of art to increase understanding of composition, effective two-dimensional communication, and the artist's creative process. Students will create art pieces through which they will explore line, shape, color, value, texture and spatial relationships. (LAS) (HE)

### **FIAR 125 - Watercolor**

3 Credits

An introduction to the materials and techniques of the watercolor painting medium, combining a traditional approach with contemporary possibilities of expression. One hour lecture, four hours laboratory per week. (LAS) (HE)

### **FIAR 130 - Introductory Painting**

3 Credits

Introduction to various painting media and techniques. Emphasis on increasing sensitivity to color and composition. Development of artistic expression. Painting in both realistic and abstract styles. One hour lecture, four hours laboratory per week. (LAS) (HE)

### **FIAR 131 - Painting II**

3 Credits

Advanced approaches to various painting media and techniques. One hour lecture, four hours laboratory per week. (LAS) (HE)

### **FIAR 134 - History of Art I**

3 Credits

Reconstruction of the past based on archaeological evidence expressed in painting, sculpture, architecture, and the minor arts from prehistoric times through the Gothic era. (LAS) (HE) (WR)

### **FIAR 135 - History of Art II**

3 Credits

Ideas and innovations relating to the visual arts that have formed and nurtured Western Civilization from the Early Renaissance to the present. (LAS) (HE) (WR)

### **FIAR 200 - Special Topics in Art History**

3 Credits

An opportunity to study, view, analyze, and discuss the current art exhibitions staged at local art museums and historical societies. Preparatory lectures with slides and readings. Field trips.

### **FIAR 201 - Special Topics in Studio Art**

3 Credits

A studio course designed to provide students with the opportunity to explore the possibilities of a variety of media. The particular expressive character of pastel, clay and other sculptural media, and video are among the many possible areas of concentration. One hour lecture, three hours laboratory for two credits; two hours lecture, four hours laboratory for three credits. (LAS) (HE)

### **FIAR 231 - Printmaking**

3 Credits

Introduction and development of basic skills in drypoint etching, woodcut, silk screen printing, and other traditional and experimental printmaking processes. Brief survey of printmaking from the 15th century to the present. Use of College collection of original prints. One hour lecture, four hours laboratory per week. Laboratory fee: \$10. (LAS) (HE)

### **FIAR 239 - Landscape into Art**

3 Credits

A study of the development, evolution, importance, and interpretation of the landscape as motif as a prime subject for painting from the period of Egyptian tomb painting through 21st century environmental art pieces. The non-Western art of China, Japan, India, Africa, etc. are considered. A portion of the class is devoted to the study of landscape architecture and its application to environmental study and other topics. Five different approaches are investigated: landscape as descriptive element, as decorative background, as a structural aid to composition, as a central theme, and as expression of mood. Field trips. (LAS) (HE)

### **FIAR 240 - History of American Art**

3 Credits

Provincial beginnings to world power. Confluence of social, political, and artistic thought in America through examination of paintings and sculpture from the 17th century to the present. Visits to museums and historical sites required. (LAS) (HE)



**FIAR 241 - History American Antiques:1607-1875**

3 Credits

A reliving of America's past through a complete study of antiques: furniture, pottery, glass, silver, etc. Visits to antiques shows and museums required. (LAS) (AE) (HE) (WR)

**FIAR 244 - American Architecture: 17th to 19th Centuries**

3 Credits

The history of American architectural achievements records the confluence of human requirements and technical innovation. Critical analysis of the architectural response to social, political, and religious demands of changing times through slides, lectures, and discussions. Field trips. Cross listed with HIST 244 - American Architecture: 17th to 19th Centuries. (LAS) (AE) (HE)

**FIAR 245 - Survey of Modern Art**

3 Credits

Study of the development of the outstanding art movements in painting and sculpture from the late 19th century to the present. Focus on definition and meaning, influences and innovations, form and analysis of contemporary artistic expression. Visits to museums and galleries required. (LAS) (HE)

**FIAR 246 - Trends in American Art: 1950-2000 and Beyond**

3 Credits

Introduction to historical and critical concepts needed to understand innovations of contemporary art in the United States. Focus on Abstract Expressionism, Pop Art, Op Art, Minimal Art, Conceptual Art, Magic Realism, and Happenings, etc. Field trips. (LAS) (HE)

**FIAR 249 - American Impressionism: Painters, Sites and Collections**

3 Credits

Explores the studios, sites, and collections of American artists who responded to the physical beauty found in their immediate surroundings. The Connecticut shoreline, in particular, provided ample subject matter for the newly explored aesthetic principles and investigations into the world of color, atmosphere, and light. Students view the actual studios, gardens, and motifs that inspired these creative works. Field trips. (LAS) (HE) (AE) (WR)

**FIAR 259 - Legacy of African-American Art**

3 Credits

A survey course that examines the African origins, cultural evolutions, and social revolutions that helped to create vital visual art forms of unique quality, beauty, and creativity. Painting, sculpture, and other art forms are analyzed within the cultural, social, religious, economic, political, and artistic context. Art works created by Joshua Johnston, Robert Duncanson, Edmonia Lewis, Henry Tanner, Meta Fuller, Jacob Lawrence, Faith Ringgold, and others are examined. Attention will be given to artists of the Harlem Renaissance and those who created the Black Power Murals. Field trips. (LAS) (AE) (HE) (WR)

**FIAR 260 - City Limits: The Architectural History of Hartford**

3 Credits

The City of Hartford as a first-hand resource for a review of the major trends in American architectural design. On-site walking tours supplement slide lecture discussions detailing the city's growth from first Dutch fort to modern urban center. (LAS) (HE) (AE)

**FIAR 269 - Latin American Art**

3 Credits

This course will present a broad, artistic, cultural, and historical study of the continuous development of architecture, sculpture, painting, and decorative arts of selected Latin American countries from 1,500 BCE to the present. An emphasis will be placed on the influence and impact of Olmec, Maya, Aztec, 16th century European contact art upon the modern art of the Mexican Muralists, Kahlo, Tamayo, Pecheco, Vazquez, Botero, Acuna, and other artists from Columbia, Brazil, Venezuela, etc. The interaction between Politics, society, and the arts will be investigated. Selected archaeological sites of Mexico, Guatemala, Honduras, Peru, Belize, etc. will also be examined and incorporated into the study. (LAS) (HE) (WR)

**FIAR 272 - History of Women Artists**

3 Credits

Examination of the artistic contributions of women from the early Middle Ages to the present through slide lectures and discussions that provide specific examples and historical contexts. (LAS) (HE) (WS) (WR)

**FIAR 295 - Exploratory Independent Study**

3 Credits

**FIAR 299 - Vincent van Gogh: His Life and Work**

3 Credits

An examination of the life and artistic contributions of the artist Vincent van Gogh (1853-1890). A careful examination of some of his 860 paintings, 1,000 drawings, and 750 letters as a background for critical analysis, observation, and response. A cultural context is established showing the growth and development of the traditional academic style evolving into an expressive abstract style. The significant impact on art of the 19th, 20th, and 21st centuries. Museum visits. (LAS) (HE) (WR)

**FIAR 336 - Renaissance Art History**

3 Credits

Painting, sculpture, and architecture of the Renaissance: Masterworks from Proto-Renaissance through Leonardo da Vinci, Raphael, Michelangelo, Durer, and Holbein. Visits to museums and galleries. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor. (LAS) (WR) (HE)

### **FIAR 341 - History of Greek Art**

3 Credits

Analysis of the harmony between humanity and nature represented through architecture, painting, sculpture, and the minor arts from the Minoan to Hellenistic periods. Museum visits. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor. (LAS) (HE) (WR)

### **FIAR 349 - French and American Impressionism**

3 Credits

Study of the works of French and American impressionist and post-impressionist painters and their influence on 21st century painting. Visits to museums and galleries required. (LAS) (HE) (WR)

### **FIAR 351 - Art of Egypt: Ancient to Coptic**

3 Credits

In-depth study of major Egyptian monuments from the Third Dynasty pyramids through the desert monasteries of the Coptic Christian Era. Analysis of major developments in sculpture and the decorative arts; the relevance of funerary beliefs; the importance of the physical setting and the Nile. Pre-dynastic sites and artifacts are examined. Focus on recent archaeological finds and scholarship. Visits to museum. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor. (LAS) (HE) (WR)

### **FIAR 400 - Special Topics in Art History**

3 Credits

An opportunity to study, view, analyze, and discuss the current art exhibitions staged at local art museums and historical societies. Preparatory lectures with slides and readings. Field trips.

### **FIAR 401 - Special Topics in Studio Art**

3 Credits

A studio course designed to provide students with the opportunity to explore the possibilities of a variety of media. The particular expressive character of pastel, clay and other sculptural media, and video are among the many possible areas of concentration. One hour lecture, three hours laboratory for two credits; two hours lecture, four hours laboratory for three credits.

### **FIAR 485 - Art Museum Internship**

3-6 Credits

Develop a working knowledge of the resources of an art museum or historical society. This form of internship seeks to enhance the student's awareness of the many and varied operations and responsibilities of a museum, including the roles of: archivist, research assistant, disabled visitor program, educational activities, etc. Nine to 12 hours a week of supervised work at a museum or historical society. Number of participants is limited.

*Prerequisite(s):* Permission of department chair.

### **FIAR 495 - Advanced Independent Study**

3 Credits

### **FIAR 499 - Coordinating Seminar**

3 Credits

A cumulative experience for senior majors in Art History that integrates recent scholarship and research. Topical seminars, discussions, and field trips. Written thesis. Papers are presented in a colloquium. Second semester.

## **French**

### **FREN 100 - Beginning French I**

3 Credits

Three-semester elementary sequence features film, audio CDs and short readings to help students quickly learn to listen, speak, read, and write about French culture and discuss their own lives. FREN 100 recommended for students with little or no prior knowledge of French; FREN 101 - FREN 102 recommended for students with one year of high school French or equivalent. Three hours per week, one to three semesters. Courses may be taken individually or as a group. (LAS) (LG)

### **FREN 101 - Beginning French II**

3 Credits

Three-semester elementary sequence features film, audio CDs and short readings to help students quickly learn to listen, speak, read, and write about French culture and discuss their own lives. FREN 100 recommended for students with little or no prior knowledge of French; FREN 101 - FREN 102 recommended for students with one year of high school French or equivalent. Three hours per week, one to three semesters. Courses may be taken individually or as a group. (LAS) (LG)

### **FREN 161 - Special Topics**

3 Credits

Seminar on specialized topics, area studies, thematic studies. Variable content. Courses offered in French or in English.

### **FREN 200 - Intermediate Conversation and Culture I**

3 Credits

A two-semester intermediate French course sequence. Review and extension of basic listening, speaking, reading, and writing skills. Introduction to French and Francophone culture through short stories, films, music, and culture texts. Three hours per week, one to two semesters. (LAS) (LG)

*Prerequisite(s):* Two-three years of high school French.

### **FREN 201 - Intermediate Conversation and Culture II**

3 Credits

A two-semester intermediate French course sequence. Review and extension of basic listening, speaking, reading, and writing skills. Introduction to French and Francophone culture through

short stories, films, music, and culture texts. Three hours per week, one to two semesters. (LAS) (LG)

*Prerequisite(s)*: Two-three years of high school French.

### **FREN 242 - French Literature in Translation**

3 Credits

A French cultural studies seminar, offered in English. Examines the theme of love and romance, and its effect on personal identity, in a number of French texts studied in English translation. Explores gender tensions that develop between lover and beloved and how these tensions are resolved by male and female authors in a variety of texts ranging from Medieval courtly romance to 20th century cinema. (Formerly: FREN 230) Cross listed with ENGL 242 - Love, Romance and Personal Identity: French Literature in Translation . (LAS) (WR) (HE)

### **FREN 260 - Exploring the French-Speaking World**

3 Credits

Intermediate conversation/culture course explores selected French-speaking regions around the world, focusing on issues and areas of student interest (areas such as Sub-Saharan Africa, the Antilles, the Maghreb, Québec and themes like the African folk tale, or women in Algeria). Through analysis of authentic cultural documents (films, poems, short stories, newspaper articles, publicity, Internet documents), students examine aspects of both traditional culture and the modern, post-colonial state. Grammar review as needed to support course assignments. (LAS) (GI) (LG)

*Prerequisite(s)*: FREN 201 - Intermediate Conversation and Culture II or four years of high school French.

### **FREN 261 - Special Topics**

3 Credits

Seminar on specialized topics, area studies, thematic studies. Variable content. Courses offered in French or in English.

### **FREN 262 - Discovering France Through Its Literature**

3 Credits

Explores French and Francophone culture through analysis of selected folk tales, poems, mysteries, short stories, and dramatic sketches. Students develop their reading skills in French by focusing on reading strategies and through written and oral reflection. Selected film clips reinforce learning. (LAS) (HE) (LG)

*Prerequisite(s)*: Four years of high school French or equivalent.

### **FREN 295 - Exploratory Independent Study**

3 Credits

### **FREN 302 - Focusing on Accuracy: French Grammar and Composition I**

3 Credits

A two-semester grammar and process-oriented writing course sequence for intermediate to advanced writers that focuses on the language functions necessary for practical written communication

and for academic writing. Students research and explore orally and in writing several issues in French and American culture. Includes a thorough grammar study and preparation for short research papers in French. Encourages individualized growth and improvement over time through the use of portfolio assessment. Class time involves a variety of interactive pre-writing activities to prepare students to complete the writing tasks. (LAS) (LG) (GI)

*Prerequisite(s)*: FREN 201 - Intermediate Conversation and Culture II or equivalent.

### **FREN 303 - Focusing on Accuracy: French Grammar and Composition 2**

3 Credits

A two-semester grammar and process-oriented writing course sequence for intermediate to advanced writers that focuses on the language functions necessary for practical written communication and for academic writing. Students research and explore orally and in writing several issues in French and American culture. Includes a thorough grammar study and preparation for short research papers in French. Encourages individualized growth and improvement over time through the use of portfolio assessment. Class time involves a variety of interactive pre-writing activities to prepare students to complete the writing tasks. (LAS) (GI) (LG)

*Prerequisite(s)*: FREN 201 - Intermediate Conversation and Culture II or equivalent.

### **FREN 304 - Developing Advanced Conversation Skills in Cultural Context**

3 Credits

Advanced-level conversation skills and their use in appropriate sociolinguistic and cultural contexts. Special emphasis on listening and speaking strategies in a variety of situations. Discussions of current events and topics pertaining to the Francophone world allows students to acquire and practice new vocabulary. Uses newspapers, magazines, and Internet resources. (LAS) (GI) (LG)

*Prerequisite(s)*: FREN 201 - Intermediate Conversation and Culture II or equivalent.

### **FREN 306 - France Today: Issues Contemporary French Culture**

3 Credits

Advanced-level course focusing on contemporary French culture and on reading, conversation, and writing skills. Students study French behaviors, institutions, and values through authentic cultural texts: newspaper and magazine articles, cartoons, advertisements, videos, short stories, and poems. Emphasis on understanding France on its own cultural terms. Themes vary from year to year, but may include such topics as youth, cinema, foods and wines, leisure activities, identity issues. (LAS) (GI) (LG)

*Prerequisite(s)*: FREN 201 - Intermediate Conversation and Culture II or equivalent.

### **FREN 361 - Special Topics**

3 Credits

Seminar on specialized topics, area studies, thematic studies. Courses offered in French or in English. (LAS) (GI) (LG)

### **FREN 362 - The French Short Story (19th to 20th Century)**

3 Credits

Literature seminar (in French) that which examines the origins, development, and diversity of the modern French short story, through the study of selected 19th and 20th century texts by French and Francophone authors. Literary analysis stresses critical-thinking skills, oral expression, and focused writing activities. Selected film clips reinforce learning. (LAS) (HE) (LG)

*Prerequisite(s):* Four to five years high school French or equivalent.

### **FREN 495 - Advanced Independent Study**

6 Credits

### **FREN 499 - Coordinating Seminar**

3 Credits

Second semester, senior year.

## **Human Development and Family Studies**

### **HDFS 210 - Voices of Development Across the Life Course**

3 Credits

A postmodern perspective of growth and development across the lifespan through the use of narrative. Explores and critiques the current developmental research and literature, and focuses on community, family, and individual strengths in meeting challenges of development across the lifespan. Fieldwork required. (LAS)

### **HDFS 250 - Ways of Studying the Developing Child**

3 Credits

An introduction to systematic methods of studying children. Techniques for gathering and recording observational information about children in a variety of contexts. Issues concerning the interpretation of this data for the purposes of understanding children, professional decision-making, and research are discussed. Three hour class, one hour field study per week, spring semester. (Formerly: HDCS 250)

### **HDFS 300 - Youth Services**

3 Credits

This course is an overview of developmental concepts, approaches and issues pertaining of “youth services”. In the course we cover basic concepts of development focusing on the strengths of youth, their families and communities. These concepts are applied to existing programs to both understand them better and to assess their relative effectiveness. We also

consider recurrent and new challenges faced by youth and how HDFS principals can be used to assess their problems and generate more effective programs. The course is organized to include presentations by the instructor combined with student-centered activities including a student-informed syllabus, small group discussions, individualized projects and other features. A distinctive aspect of the philosophy of HDFS is its applied nature and thus there is a major field work assignment involving the study of a youth services program selected by each student. Students will also have the opportunity to use their accumulated skills in proposing a youth services program to address contemporary issues.

### **HDFS 310 - Youth Trauma and Neglect**

3 Credits

Youth maltreatment exists in America at very high levels. Youth services professionals routinely encounter youth and/or families who confide or exhibit evidence of maltreatment. The primary objectives of this course are to survey what constitutes maltreatment, its complex causes and resources available to assist victimized youth and their families. (LAS)

### **HDFS 350 - Children's Expressive Behavior**

3 Credits

The expressive behaviors of children from birth through school age. Focuses on understanding and facilitating children's expressive behaviors with particular emphasis on the adult role in guiding children's social and emotional development. Three hour class, one hour field study per week, fall semester. (Formerly: HDCS350)

*Prerequisite(s):* HDFS 250 - Ways of Studying the Developing Child

### **HDFS 356 - Consumer and Family Resource Management**

4 Credits

Individual and family consumer issues and management processes. Highlights strategies that promote effective use of resources, problems, and practical solutions.

### **HDFS 360 - Family Relations**

3 Credits

Contemporary parenting and family relationships from a developmental perspective, focusing on both research findings and professional applications. Fall semester. (LAS) (WR)

### **HDFS 370 - Resilience and Risk**

3 Credits

This course will examine resilience as a developmental force focusing on individual, family and community protective factors. We will focus on concepts that shed light on various aspects of children, youth and families in contemporary society. In-depth study, integrated with fieldwork, will be used to understand diverse developmental processes in social, cultural, and historic context. Topics will include persistent inequalities in times of social change, cumulative risk factors and the policy implications of current research. Students will apply their knowledge



of resilience research to evaluate the effectiveness of local community risk prevention programs. (LAS)

### **HDFS 400 - Special Topics**

3 Credits

Topics of special interest to Child and Family Studies majors offered at the discretion of department faculty. HDFS special topics courses fulfill approved related course requirements for Child and Family Study majors. (Formerly: HDFS 200)

*Prerequisite(s):* HDFS 360 - Family Relations and HDFS 380 - Advanced Child Development

### **HDFS 420 - Managing in a Non-Profit Organization**

3 Credits

This course examines the diverse field of non-profit management with attention to historical contexts, interagency collaboration, governance and leadership. Course content emphasizes mission-driven cultures, strategic planning, human resource development, supportive supervision, and basic financial management strategies. Students will practice non-profit management in individual and group projects and assignments that reference their internship experiences.

### **HDFS 430 - Field Study**

3 Credits

Supervised experience with children, families, or the elderly. Eight placement hours per week required for three credits.

*Prerequisite(s):* HDFS 380 - Advanced Child Development and permission of instructor.

### **HDFS 450 - Cross-Cultural Studies of Children and Families**

3 Credits

The interface of culture and development across a variety of diverse cultural groups. The interrelationships among the biological, ecological, and social factors that affect children and their families are explored using contemporary research and literature. Spring semester. (LAS) (WR)

*Prerequisite(s):* HDFS 380 - Advanced Child Development

### **HDFS 485 - Internship**

3-6 Credits

A culminating experience for seniors, the internship provides an opportunity to relate prior learning about children and families to a community setting. Eight placement hours per week required for three credits. Spring semester.

*Corequisite(s):* HDFS 499 - Coordination Seminar: Children Contemporary Society

*Other:* Limited to senior Child Study and Family Study majors.

### **HDFS 495 - Advanced Independent Study**

1-3 Credits

In-depth research project developed in consultation with HDFS faculty member(s).

### **HDFS 499 - Coordination Seminar: Children Contemporary Society**

3 Credits

A culminating experience for seniors, integrates developmental knowledge with current issues in the lives of children and families today. Students are involved in child advocacy and action research. Spring semester.

*Prerequisite(s):* Limited to Child and Family Study majors.

### **HDFS 503 - Adolescent Development**

3 Credits

Theories and methods of research in the study of the adolescent will be analyzed with particular attention devoted to cognitive, physical, social, emotional and moral development. The development of the identity, including gender roles and sexuality and the troubles and trials of this development period are studied. Influences of parents, peers, and the school on the developing pre-adolescent, early adolescent and adolescent will be studied. Data collection through observation and interviews of preteens and teens is required. Readings focusing on application to schools is covered. Cross listed with EDUC 503 - Adolescence

### **HDFS 508 - Research Methods in Human Development**

3 Credits

Various research designs and approaches to data collection including qualitative and quantitative methodologies. Special emphasis on critical analysis of current research using the library and computer database.

### **HDFS 518 - Human Services Administration**

3 Credits

Introduction to administrative theory and practice. Classic and contemporary theories and specific study of practice in motivation, labor relations, organization, and communications as well as other areas. Classroom work is based on case studies and student experiences. Agency categories covered include public, non-profit, and proprietary organizations.

### **HDFS 525 - Evidence-Based Practices in Autism Spectrum Disorders**

3 Credits

This course outlines considerations in using evidence-based practices with individuals with Autism Spectrum Disorders. Evidence-based practices are discussed in terms of their validation in empirical literature as well as applications in applied settings. Interventions to address challenging behaviors, social skills, adaptive living and other domains will be reviewed. Critical review of literature will be emphasized.

### **HDFS 545 - Special Topics**

3 Credits

Topics of special interest to Child and Family Studies majors offered at the discretion of department faculty. HDFS special topics courses fulfill approved related course requirements for Child and Family Study majors.

### **HDFS 555 - Families and Development**

3 Credits

An advanced course examining current developmental and family theories in contemporary contexts. Adaptive and maladaptive responses to developmental and family changes across the lifespan are explored. Basic skills in relationship building, communication, and developing family partnerships are included. Cross listed with ECSE 530 - Families and Development .

### **HDFS 580 - Human Growth and Development**

3 Credits

A study of human development from a lifespan perspective: birth through death. Emphasis on the developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development explored. Cross listed with COUN 552 - Developmental Theories and Applications and MFTH 580 - Human Development .

### **HDFS 585 - Integrating Seminar**

3 Credits

A culminating experience designed to integrate theoretical and practical knowledge with current issues across each student's plan of study. Individual or small group research project required. (Formerly: HDGE 585)

## **Human Development/Gerontology**

### **HDGE 110 - Introduction to Gerontology**

3 Credits

An interdisciplinary approach to the study of aging. Provides a basic understanding of the aging process and an overview of the major issues in gerontology. (LAS)

### **HDGE 111 - Biology of Aging**

1 Credits

Provides an introduction to biological aspects, including environmental, genetic, endocrinological, cellular, and immunological changes in the aging body. Three hours per week, five weeks.

### **HDGE 112 - Nutrition of Aging**

1 Credits

Provides an overview of good nutritional habits, age-related nutritional problems, as well as preventive dietary practices. Three hours per week, five weeks.

Corequisite(s): HDGE 111 - Biology of Aging and HDGE 113 - Health of Aging .

### **HDGE 113 - Health of Aging**

1 Credits

Examines various issues regarding health and aging. Developmental theory, pathophysiology, normal age changes, and society's view of health and aging will be used. Three hours per week, five weeks.

Corequisite(s): HDGE 112 - Nutrition of Aging

### **HDGE 200 - Special Topics in Gerontology**

3 Credits

Examination of current issues in the field of gerontology.

### **HDGE 295 - Independent Study**

3-6 Credits

### **HDGE 310 - Seminar on Aging**

3 Credits

Intensive reading and discussion of issues related to aging in America, including public policy regarding the aged, analysis of current programs, and future directions in gerontology. (LAS)

### **HDGE 312 - Introduction to Therapeutic Recreation**

3 Credits

Intensive reading and discussion of issues and practices of therapeutic recreation for older adults. Fieldwork required.

### **HDGE 485 - Internship**

3 Credits

Hands-on experience in the field of aging. Interns may be placed in settings such as the Connecticut Commission on Aging, Connecticut Community Care Inc., related agencies, or long-term care institutions. Supervision and a weekly seminar.

### **HDGE 500 - Health Related Aspects of Aging**

3 Credits

Explores health issues of late life, approaches to problems of aging, education, and environmental factors that impact on the well-being of elders. Recent research developments are discussed.

### **HDGE 501 - Systems and Networks Supporting Human Development**

3 Credits

A study of social institutions, human service systems, and networks supporting the development of our human resources. Analysis of strategies for effective integration of services for helping persons in intense situational problems.

### **HDGE 502 - Psychology of Older Adults**

3 Credits

An analysis of the environmental stresses that impact behavior in the middle and later years. Examines normal and pathological adjustments to widowhood, chronic disease, disability, retirement, and loss.

### **HDGE 503 - Social Issues and Aging**

3 Credits

An investigation of current social policies specifically related to older adults, and a survey of existing programs to meet the needs of older adults. Includes philosophy of the service delivery systems as a reflection of the political process and contemporary social values, as well as application of the theory to practical situations.

### **HDGE 504 - Law and the Elderly**

3 Credits

An overview of those aspects of the law having a specific reference to older adults, designed to give service professionals knowledge of legal rights and entitlements of older adults, and available resources.

### **HDGE 510 - Practicum**

3 Credits

A supervised fieldwork experience in aging for a minimum of 150 contact hours.

### **HDGE 512 - Spiritual Care and Counseling**

3 Credits

An introduction to the field of spiritual (pastoral) care and counseling today. Examines both the expanding theory in this area of practice and teaches skills to facilitate spiritual health.

### **HDGE 522 - Gerontological Studies**

3 Credits

An overview of current research and literature of aging. Examines the most pressing issues and challenges presented by the growth of the aging population and provides practical skills and approaches essential for working in today's gerontological community.

### **HDGE 540 - Health and Community**

3 Credits

Cultural and community influences on the health and illness of individuals, families, groups, and communities. Discusses theory relevant to the concepts of culture, community, health, illness, family, and healing. Through case studies, applies theory to selected Western and non-Western settings. Cross listed with NURS 550 - Health and Community .

### **HDGE 560 - Older Adult as Learner**

3 Credits

Focus on the theory and research of adult education and older adults in learning situations. Addresses cognition, motivation, and experience of learning older adults. Explores practical strategies for teaching individuals or developing programs for persons over 65.

### **HDGE 562 - Sexuality and Aging**

3 Credits

An exploration of theoretical perspectives and research addressing sexual issues of aging, homosexuality, AIDS, and the elderly. Attention will be given to practice modalities and culturally diverse groups. Guidelines will also be presented for health care professionals.

### **HDGE 580 - Human Development I**

3 Credits

A study of human development from a life-span perspective: birth through death. Emphasis on developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychological development explored.

### **HDGE 581 - Human Development II**

3 Credits

Explores research and theory of psychological development of middle age through late life. Emphasis on developmental tasks and environmental impact on social, emotional, and intellectual growth. Cross listed with COUN 581 - Human Development II .

### **HDGE 590 - Special Topics**

3 Credits

Topics of particular and current interest to the field of adulthood and aging.

### **HDGE 593 - Gerontology Seminar**

3 Credits

See semester course listings for seminar title.

### **HDGE 595 - Independent Study/Research**

4 Credits

Students select a topic or project to pursue through independent or small group work. Application forms for In-dependent Study/Research are available at The Graduate Studies Program office.

*Prerequisite(s):* Approval by the project advisor, program director, and dean of the school.

### **HDGE 598 - Continued Project Advisement**

1 Credits

Tutorial addressing work previously accomplished in the classroom, which is now extended into publishing or presentation format.

## **History**

### **HIST 105 - World History I**

3 Credits

An introduction to the historical experiences of the world's major civilizations with attention to periodization, geography, the rise of empires and international religious and cultural systems until about 1500. (LAS) (GI)

### **HIST 106 - World History II**

3 Credits

An introduction to the historical experiences of the world's major civilizations with attention to periodization, geography, technological change, the rise of political ideologies and revolutions, the impact of Western imperialism and globalization from 1500 to the present. Cross listed with INTS 106 - World History II (LAS) (GI)

### **HIST 116 - Whither Western Civilization?: Western Civilization 2**

3 Credits

Study of Western Civilization from the Renaissance to the present day with special focus on the dichotomies in the thought patterns of the Western World, such as science-technology vs. religion; reason vs. faith; freedom vs. authority. (LAS) (GI)

**HIST 120 - The American Scene to 1865**

3 Credits

A survey of the trends and documents in early American history, from the earliest foundings to the Civil War, with emphasis on political patterns and social groups at the grassroots level. (LAS) (AE)

**HIST 121 - The American Scene From 1865**

3 Credits

An overview of trends and documents in American history, from Reconstruction to the present, with emphasis on political, economic, and socio-cultural developments affecting the ordinary American. (LAS) (AE)

**HIST 200 - Special Topics in History**

3 Credits

Examination of a topic or approach to history. (LAS) (AE)

**HIST 201 - Workshop History: Going to Source**

3 Credits

Introduction to the techniques of archival record-keeping and the methods of historical analysis and research through readings and field experience in archives, museums, historical societies, and libraries. (LAS) (AE) (WR) Cross listed with AMST 201 - Workshop in History: Going to the Source .

**HIST 203 - History of the American Indian**

3 Credits

Attention to the role of Native Americans in selected eras of United States history, governmental policy toward indigenous peoples, and the recent political and ethnic resurgence of Native Americans. Cross listed with SOCL 203 - History of the American Indian (LAS) (AE)

**HIST 205 - American Civil Rights Movement**

3 Credits

Introduces students to different civil rights movements in American history since Reconstruction, with emphasis on the African Americans, women, Mexican Americans, and others. Examination of current state of civil rights, and definitions of civil rights. Cross listed with POLS 205 - American Civil Rights Movement

**HIST 206 - United States Constitution**

3 Credits

An analysis of the founding principles of the U.S. Constitution and their ongoing relevance through focus on biography, comparative study, and selected topics of contemporary social concern. Cross listed with POLS 206 - United States Constitution . (LAS) (AE)

**HIST 217 - Sex Freud and Morality: History of Vienna and the Culture of 1900 Vienna**

3 Credits

An interdisciplinary course focusing on the theme of sex and the city in the cultural and historical setting of 1900 Vienna, Austria. Topics include the history of sex, sex and social classes, sex and race, sex and politics, the theme of sex in cultural productions, and the role of sex in Freudian psychology. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or permission of the instructor. (LAS) (HE) (WS)

**HIST 220 - Labor History in America**

3 Credits

This course provides a historical overview of the American labor movement. Topics include: labor in colonial and revolutionary America, the first trade unions, Locofocoism and reform, The Knights of Labor, the Haymarket Affair, the AFL, the Wobblies, radicalism and reaction, the Great Depression, the New Deal, the CIO, PATCO, and the modern erosion of the labor movement and of labor rights.

**HIST 221 - Colonial America to the Revolution**

3 Credits

An examination of the major topics in colonial history, including the contact of cultures, early settlement, and later political, social, and religious change. (LAS) (AE)

**HIST 224 - Visions of Utopia and Terror**

3 Credits

Examination of the themes of utopia and terror and their impact on European history and culture. Areas of study include apocalypse, Utopian Socialism, Science Fiction, Communism and Fascism, and the European environmental movement. Cross listed with POLS 224 - Visions of Utopia and Terror (LAS) (VE)

**HIST 227 - Latin America**

3 Credits

Cultural, political, social, and economic developments in Latin America from the colonial times to the present, with emphasis on the importance of inter-American relations. Analysis of the governmental and political processes in the area. (LAS) (AE) (GI) Cross listed with POLS 227 - Latin America and the Caribbean

**HIST 235 - Holocaust and Film**

3 Credits

Examines how one of the world's most civilized countries and cultures could systematically execute 6 million Jews and millions of others in the 20th century. Explores how we understand and represent such a horrific event through film specifically and more broadly in general. (LAS) (HE)

**HIST 237 - Women in European History**

3 Credits

Examination of the changing lives of women in Europe from antiquity to the present. Emphasis on the historical construction



and evolution of gender roles and how they affected women in their economic, sexual, social, and political lives. (LAS) (WS)

### **HIST 239 - Women in World History**

3 Credits

Examination of the changing lives of women in world history, focusing mainly on non-Western regions of the world. Emphasis on the historical construction and evolution of gender roles and how they affected women in their economic, sexual, social, and political lives. (LAS) (GI) (WS)

### **HIST 244 - American Architecture: 17th to 19th Centuries**

3 Credits

Architecture must serve both practical and aesthetic needs. The history of American architectural achievements records the confluence of human requirements and technical innovation. Through slides, lectures, and discussions there will be a critical analysis of the architectural response to social, political, and religious demands of changing times. Field trips. Cross listed with FIAR 244 - American Architecture: 17th to 19th Centuries. (LAS) (AE) (HE)

### **HIST 247 - Women in American History**

3 Credits

An investigation of ideology and behavior of American women. Attention is given to individual lives, women's work, cultural production, the significance of race, class, and ethnic differences, and the development of organized women's movements. (LAS) (WS) (AE)

### **HIST 250 - The World of Asia**

3 Credits

Historical and cultural development of China, Japan, India, and/or other Southeast Asian countries with a view toward understanding the impact of Asia upon modern times and events. (LAS) (GI)

### **HIST 253 - History of Islamic People**

3 Credits

History of Islamic peoples from the time of the Prophet Mohammed until the present, assessing historical and cultural developments of Islamic civilization and the challenges Islamic peoples have had with coming to terms with modernity in the 19th and 20th centuries. (LAS) (GI)

### **HIST 257 - Women in Antiquity**

3 Credits

Examination of the portrayal of women in literature of ancient Greece and Rome. Examples from epic, drama, history, philosophy, and rhetoric. (Formerly: Co-listed with CLAS 257) (LAS) (WS)

### **HIST 295 - Exploratory Independent Study**

3 Credits

Faculty-guided research on topics proposed by students.

### **HIST 301 - Advanced Archives and Research Methods**

3 Credits

Opportunities for further development of basic skills used in archives, museums, and special libraries through directed apprenticeships and classroom practice.

### **HIST 303 - American Environmental History**

3 Credits

An introduction to the major concepts and events in American environmental history, in a global perspective. Attention is given to both the natural and built environment, and to the interrelated needs of preservation, conservation, and development. (LAS) (WR) (AE)

### **HIST 304 - History and Politics of Modern American Sexuality**

3 Credits

Modern historical movements that have shaped sexuality in contemporary America. Topics include the advent of birth control, the free love movement, the feminist movement, the Black Power movement, the gay rights movement, the abortion controversy, the transgender movement, and the gay marriage movement. Primary focus on the history and politics of American sexuality since World War II yet considers the effects of sexual mores and practices since the late 19th century. Cross listed with POLS 304 - History and Politics of Modern American Sexuality. (LAS) (AE)

### **HIST 305 - African American History**

3 Credits

Survey of the history of African Americans from the African background to the present. Emphasis on the Atlantic slave trade, American slavery, development of African American culture, abolition, Reconstruction, Jim Crow, the Harlem Renaissance, migration, African American involvement in World War II, and the Civil Rights movement. (LAS) (AE)

### **HIST 307 - United States Women and Social Movement**

3 Credits

Examines the work of women as participants in social movements over the 19th and 20th centuries, including moral reform, abolitionism, feminism, suffrage, sexual freedom, and civil rights. (LAS) (AE) (WS) Cross listed with SOCL 302 - United States Women and Social Movement

### **HIST 308 - American Business & Economic History**

3 Credits

A study of the historical and economic foundations of the economy of the United States. Emphasis on the changing institutions in business and labor, urban and regional development, and the role of the government as an economic force from colonial times to the present. Cross listed with ECON 308 - American Business and Economic History.

*Prerequisite(s):* ECON 101 - Principles of Macroeconomics or permission of instructor.

### **HIST 335 - Imperial Russia to the Present**

3 Credits

Examination of the rich and turbulent history of Russia from the Kievan Rus until the present. Special emphasis on Russia's relationship with the West, the origins and emergence of the Soviet Union, and the nature of and connection between Leninism and Stalinism. (LAS) (WR)

### **HIST 338 - The French Revolution**

3 Credits

Examination of the origins and course of arguably the most important political event in European and world history in the modern era while considering how historians have interpreted this seminal event. Topics include the Old Regime, the Enlightenment, revolutionary politics and terror, Napoleon, and the birth of human rights and political ideologies. (LAS) (WR)

### **HIST 346 - American Urban History**

3 Credits

An exploration, both chronological and topical, of important themes and problems in the study of American cities, Emphasis on the evolution of selected cities. (LAS) (AE) (WR)

### **HIST 348 - American Society From Hiroshima to Present**

3 Credits

U.S. history since 1945. Topics include the Cold War, boom and recession, civil rights, the women's movement, Watergate, Reaganomics, the Clinton years, 9/11 and its aftermath. (LAS) (AE)

### **HIST 357 - Israel and Palestine**

3 Credits

The history and politics of the Israeli-Palestinian conflict. Emphasis on the creation of Israel, Israel's various wars with neighbor states, and the evolution of the Palestinian national independence movement including the Palestinian Liberation Organization and Hamas, and the prospectus for peace. Cross listed with POLS 357 - Israel and Palestine. (LAS) (GI) (VE)

### **HIST 359 - A History of Modern Germany**

3 Credits

Examination of German history from the late 18th century to the present against the backdrop of historiographical debates on German history, in particular the thesis of the Sonderweg or Germany's special path to modernity. Topics include German unification, the nature of the Second Empire, World War I, the Weimar Republic and its culture, the Third Reich, and the Holocaust. (LAS) (WR)

### **HIST 485 - Internship**

3 Credits

Internships in archives, museums, government agencies, historical commissions and societies seeking to enhance the student's awareness of the historical dimension of contemporary efforts to preserve the past and prepare for the future.

*Prerequisite(s):* Permission of instructor.

### **HIST 495 - Advanced Independent Study**

3 Credits

Further development of faculty-guided research on topics proposed by students.

### **HIST 499 - Coordinating Seminar**

3 Credits

Senior History majors conduct original research and write papers on topics approved after consultation with the faculty director. Papers are presented in a colloquium. Spring semester.

## **Institute for Autism and Behavioral Studies**

### **IABS 501 - Foundations of Behavior Analysis**

3 Credits

This course provides a survey of the historical and current context regarding the terminology, methods and applications of applied behavior analysis. Emphasis is placed on having students demonstrate mastery of terms and concepts for use across various settings. This is the first in a five course series designed to prepare students to discuss behavior analytic principles using common terminology.

### **IABS 502 - Behavior Analysis and Program Evaluation**

3 Credits

This course is designed to develop an understanding of data collection methods, interpretation of data and data based decision-making. Single subject research design, as a method for evaluating the implementation of behavioral interventions is explored. Emphasis is placed on selecting effective data collection methods for assessment, intervention and monitoring of the functional relationships between interventions and behavioral outcomes in single subject designs.

*Prerequisite(s):* IABS 501 - Foundations of Behavior Analysis

### **IABS 503 - Behavior and Educational Interventions**

3 Credits

This course will focus on the assessment and design of instructional approaches for intervening with challenging behaviors. Best practices for analyzing behavior, developing intervention plans and evaluating the effectiveness of these plans will be emphasized. Students will be able to use the principles of applied behavior analysis to identify target behaviors, collect data in order to establish a baseline and develop individualized and effective interventions.

*Prerequisite(s):* IABS 501 - Foundations of Behavior Analysis

### **IABS 504 - Ethical and Professional Issues**

3 Credits

This course will provide training in the ethical and professional issues faced by professionals practicing applied behavior analysis. An overview of the responsibilities of the behavior analyst to colleagues, clients and society, as well as, the ethical use of behavior intervention procedures will be discussed. The

behavior analyst as a change agent in multidisciplinary settings and effective use of consultation skills will be covered. This course provides the training in ethics required by BACB tm.

*Corequisite(s):* IABS 501 - Foundations of Behavior Analysis

### **IABS 505 - Advanced Topics in Behavior Analysis**

3 Credits

Using a developmental perspective, this course is designed to assist the behavior analyst in better understanding behaviorally-based strategies for the enhancement of verbal and social behavior. Additional topics in this course include an understanding of the use of behavior analytic techniques to facilitate organizational and societal change.

*Prerequisite(s):* IABS 501 - Foundations of Behavior Analysis

## **Information Technology**

### **INFT 100 - Introduction to Computers**

3 Credits

Basic computer hardware components, basic operating system operations, disks and file management, use of an Internet browser; introduction to Microsoft Office applications, including Word, Excel, Powerpoint, and Access. Investigation of societal issues related to the use of the technology. Cross listed with COMP 100 - Introduction to Computers . (LAS) (IT)

### **INFT 101 - Information Literacy**

3 Credits

Hands-on overview of information literacy and information architecture in both the workplace and academic contexts. Topics include accessing external sources of information, evaluating information and its sources critically, using information effectively and appropriately; managing, tracking, and making proprietary information available. Course activities and content reinforce an applied, practical perspective rather than a merely theoretical focus.

### **INFT 105 - Web Page Development**

3 Credits

Hands-on introduction to the concepts and process of Web page development. Students are exposed to HTML, CSS, Javascript, programming, DHTML, and other popular Web application concepts and tools. Understanding of the Internet and preparation for student's own Web application development. Cross listed with COMP 105 - Web Page Development . (LAS) (IT)

### **INFT 110 - Computer Programming I**

3 Credits

Introduction to structured programming: algorithms, techniques of problem solving with a computer in a high-level language. Cross listed with COMP 110 - Computer Programming I . (LAS) (IT)

### **INFT 200 - Special Topics in Computer and Information Science**

3 Credits

Emphasizes current developments in computer and information science. Topics may include databases, informatics tools, bioinformatics, health informatics, information analysis, data mining, and others. Cross listed with COMP 200 - Special Topics in Computer and Information Science

### **INFT 205 - Business and Professional Communication**

3 Credits

Formats and styles used in written communication in the business world. Attention to the development of oral skills, especially those needed for formal presentations. Cross listed with ENGL 205 - Business and Professional Communication (LAS) (WR)

### **INFT 215 - Information Technology Practicum**

3 Credits

Hands-on experience working with IT staff in the areas of user service, hardware troubleshooting, multimedia, applications, and communications - telephone and network. Cross listed with COMP 215 - Information Technology Practicum .

*Prerequisite(s):* COMP 100 - Introduction to Computers or MGMT 245 - Microcomputer Applications in Business and COMP 105 - Web Page Development

### **INFT 245 - Microcomputer Applications Business**

3 Credits

An introductory course dealing with the use of the computer as a business tool. Focuses on the application of spreadsheets to a variety of business problems. Students also improve their proficiency in word processing and presentation software, learn advanced features of e-mail and Internet browsers, and develop a home page to publish on the college Web site. Cross listed with MGMT 245 - Microcomputer Applications in Business . (IT)

*Prerequisite(s):* COMP 100 - Introduction to Computers or permission of instructor.

### **INFT 255 - Multimedia Communications in the Information Age**

3 Credits

Concepts of multimedia and its use as a business tool in communications and marketing. Students learn how to use a variety of multimedia software and hardware devices, including electronic presentation software, page layout software, photo rendering and manipulation software, Web design software, and digital editing software for both still and video images. Students design a Web site, create and edit digital images, and learn about new technology used in the delivery of multimedia products over the Internet and internal networks. Cross listed with MGMT 255 - Multimedia Communications in the Media Age .

*Prerequisite(s):* MGMT 245 - Microcomputer Applications in Business or permission of instructor.

### **INFT 295 - Exploratory Independent Study**

3 Credits

In-depth study of an information technology topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

### **INFT 345 - Database Design and Development**

3 Credits

Hands-on introduction to the theories, concepts, and design of the databases that manage information in today's organizations. Methods of data normalization, how to develop entity relationships, diagrams to design database solutions to business requirements, and how to develop tables, queries, forms, reports, macros, and VBA commands to create full-function user interfaces. Using Microsoft Access, students explore the advanced programming and processing capabilities of end-user database software. Each student develops a database through an extensive and comprehensive semester project. Cross listed with MGMT 345 - Database Concepts and Design

*Prerequisite(s):* MGMT 245 - Microcomputer Applications in Business or permission of instructor.

### **INFT 401 - Systems Thinking**

3 Credits

Introduction to the theoretical concepts of systems thinking followed by an introduction to models of system dynamics culminating in the application of systems thinking to a wide variety of disciplines. (Formerly: INFT 300)

COMP 100 - Introduction to Computers and COMP 105 - Web Page Development or permission of instructor.

### **INFT 485 - Internship**

3 Credits

Supervised internship experience in a business, industry, or government setting.

*Prerequisite(s):* Departmental arrangement and approval.

## **Interdisciplinary Studies**

### **INTD 100 - First-Year Seminar**

3 Credits

Introduction to college life and the academic, social, and emotional challenges of the first-year experience. Each seminar promotes development of college-level critical thinking, reading, and writing skills. Introduces students to services available at the College and encourages them to become actively involved in College activities. Small classes and a supportive environment promote discussion and interaction among students and faculty inside and outside of class. See the First-Year Seminar Web site for current course listings and special designations. (FYS)

### **INTD 101 - Honors Institute for Leadership in Life**

3 Credits

An interdisciplinary course focusing on the Humanities and Social Sciences. Available to Northwest Catholic High School

Honors Students as part of the Northwest Catholic Challenge Program and provides an integrated approach to studying academic themes. Course covers two semesters.

*Prerequisite(s):* Northwest Catholic High School status.

### **INTD 102 - CREC: Contemporary Global Issues**

3 Credits

Introduction to the current leading global economic, political, socio-cultural, and environmental issues. Field trips enhance the material discussed in the classroom. Co-curricular enrichment experiences such as food and music provided on campus. Restricted to students enrolled in the four-week summer residential experience offered by the Capital Region Education Council Institute for International Studies.

Other: Students apply and enroll through CREC.

### **INTD 103 - CREC: Problem-based Learning in Science and Math**

3 Credits

Investigates water quality of river systems. Students develop a strong background in biological and chemical measurements of water quality, issues of human impact on river systems, data analysis, and are exposed to teaching as a career. Restricted to students enrolled in the four-week summer residential experience offered by the Capital Region Education Council.

Other: Students apply and enroll through CREC.

### **INTD 104 - CREC: Political Science**

3 Credits

An overview of American government and politics, and how American politics affects the everyday life of ordinary people. Explores the origins and values of our government, focusing primarily on United States national government and American political culture. Emphasis on understanding different interpretations of American government and special attention to the concepts of pluralism and constitutionalism. Restricted to students enrolled in the four-week summer residential experience offered by the Capital Region Education Council.

Other: Students apply and enroll through CREC.

### **INTD 108 - Introductory Psychology**

3 Credits

This course will provide a broad and inclusive overview of the study of the approaches, methods and subject matter of psychological inquiry. Emphasis will be placed on several fundamental areas in Psychology including: biology (neurological), perception, emotion, learning, evolution, behaviorism, cognitivism, humanism, psychoanalysis, development and socio-cultural areas. In addition, across the course students will have the opportunity to build their skills in studying psychology including increasing familiarity with the scientific method, reviewing psychological literature, using information technology and reporting findings.

Intended ONLY for CREC Summer Institute

*Corequisite(s):* Attendance at the CREC Summer Institute.



### **INTD 109 - Political Psychology**

3 Credits

This course examines the inter-relationships between the studies of politics and psychology. Consideration is given to how citizens' and public officials' attitudes, values, beliefs, experiences and cognitive capacities shape political behavior and influence the actions of political institutions. Emphasis will be placed on understanding power and community as psychological phenomenon and on analyzing the nature and function of authority, obedience, disobedience, leadership, international relations and terrorism. The course also critically examines societal definitions of mental illness, intelligence, race, gender and class.

Intended ONLY for CREC Summer Institute.

*Corequisite(s):* Must be in the CREC Summer Institute program.

### **INTD 135 - Explorations of Careers in Medicine and the Biomedical Sciences**

1 Credits

Introduction to the scientific professions that require competitive postgraduate education. The undergraduate courses and extracurricular activities required to be eligible to apply for graduate/ medical/ veterinary school as well as the requirements of the application process for medical and related graduate programs. Required for all Pre-Med students in their sophomore year; open to students interested in post graduate school in the biomedical sciences.

### **INTD 201 - Guyana Immersion Experience**

1 Credits

A study abroad opportunity for undergraduate students interested in understanding the socio-cultural, political, and economic needs and resources of a developing country. Prerequisite: An application to the Office of International Studies. The Guyana Immersion course coordinators review all applications.

### **INTD 295 - Exploratory Independent Study**

3 Credits

### **INTD 305 - Study Abroad Experience**

Variable - 1-12 Credits

Students accepted for Study Abroad register for this course. It serves as a record of participation in an USJ-approved program. Registration must be done for each semester abroad. Students will receive credit for their study-abroad coursework upon receipt of an official transcript forwarded from the host institution/ college to the Registrar's Office. INTD 305 will remain on the student's record but will NOT be included in the calculation of attempted hours or GPA. The transfer credit for the study-abroad work will contribute to earned hours only.

*Prerequisite(s):* Applications are available in the Office of International Studies and must be approved by the program director.

### **INTD 375 - Honors Junior Independent Study**

3 Credits

An opportunity for Honors students to pursue an interest area in depth under the guidance of a faculty mentor. Objectives: 1) forming the independent work habits necessary for graduate study and professional life; 2) learning how to research or study a topic in depth; and 3) learning how to present a polished and professional final product, be it a paper, a presentation, a film, or a performance.

*Prerequisite(s):* Applications may be obtained from the Honors Lounge and must be approved by a faculty advisor and the Honors Program director.

### **INTD 377 - Honors Service Learning Seminar**

3 Credits

Integrates a sustained experience of serving others with reflection on the meaning of service and an exploration of relevant readings. The persons whom the students are serving will be the primary instructors of the course, aided by the students' agency supervisor, colleagues in service, professor, and the authors of the readings. Students are expected to synthesize their service experience with theoretical issues through reflection, discussion, and written assignments.

*Prerequisite(s):* Approval of the service learning coordinator and the Honors Program director.

### **INTD 401 - Are We Becoming Cyborgs? (Honors Capstone)**

3 Credits

An interdisciplinary exploration of the impact on and implications of new technology for understanding humanity, community and the world. From a biological (neuro-scientific) perspective, we will investigate the effects of such technologies on brain function. Philosophical consideration will include investigation of ethics, ethical agency, and philosophy of mind. (PH) (VE) (WR) Cross listed with PHIL 401 - Are We Becoming Cyborgs? (Honors Capstone)

### **INTD 495 - Advanced Independent Study**

3 Credits

### **INTD 499 - Coordination**

3 Credits

Capstone course/ experience for self-designed majors.

## **International Studies**

### **INTS 100 - Global Issues and Perspectives for the 21st Century**

3 Credits

An introduction to the important global issues and perspectives for the 21st century with a theoretical as well as a practical approach. Provides students with an elementary understanding of the multidisciplinary nature of international studies. (LAS) (GI)

### **INTS 101 - World Geography**

3 Credits

A broad geographical overview of the major regions of the global village. Examination and analysis of key geographical concepts leading to the development of perspective on the geography of global issues. (LAS) (GI)

### **INTS 106 - World History II**

3 Credits

An introduction to the historical experiences of the world's major civilizations with attention to periodization, geography, technological change, the rise of political ideologies and revolutions, the impact of Western imperialism and globalization from 1500 to the present. Cross listed with HIST 106 - World History II

### **INTS 110 - Cultural Anthropology**

3 Credits

Introduction to the field of cultural anthropology. Study of tribal and peasant societies and village communities with special focus upon ethnographic investigations of the total way of life of distinct peoples selected from a diversity of culture areas. Cross listed with SOCL 110 - Cultural Anthropology . (LAS) (GI)

### **INTS 200 - Special Topics: Introduction to Human Rights**

3 Credits

### **INTS 200 - Special Topics: Woman, Work, and Family in the Two-Thirds World**

3 Credits

Study of the contemporary global issue of women, work, and family in the Global South. The complexities of development, colonialism, and globalization undergird case studies in poverty, migration, microfinance, trafficking, and human rights in various countries of the Two-Thirds World. (LAS) (GI) (WS)

### **INTS 249 - International Politics**

3 Credits

Theories and practice of international politics; elements of power, means and methods of foreign policy in the age of conflict. Cross listed with POLS 249 - International Politics . (LAS) (GI)

### **INTS 260 - Understanding the Global Economy**

3 Credits

Introduction to the major features of the global economy. Trade, regional integration, factor mobility, foreign exchange regimes. Through the use of the Internet, students have hands-on experience of relevant data and application. Cross listed with ECON 260 - Understanding the Global Economy . (LAS) (GI)

### **INTS 499 - Capstone Course/Coordination**

3 Credits

For seniors, an opportunity to conduct research on various disciplinary and interdisciplinary perspectives relating to

international studies. Each student presents an innovative research project. (WR)

## **Liberal Studies**

### **LBST 120 - Foundations in Liberal Studies**

3 Credits

An introduction to the multi-disciplinary focus of Liberal Studies. Provides an overview of the connections between the natural and social sciences and the humanities. Through readings and discussions, students examine comprehensive areas of human intellectual interest. (LAS)

### **LBST 499 - Coordinating Seminar**

3 Credits

A study of theory while preparing a paper of original research on a topic of choice. Papers are presented in a colloquium.

*Prerequisite(s):* Senior status.

## **Latino Community Practice**

### **LCPR 200 - Latino Community Writing Circle**

3 Credits

This is the course for bilingual professionals for whom English is not the primary language. Students refine/define professional writing and speaking skills in English by locating, analyzing, discussion, and writing a variety of documents used frequently in professional settings, especially in non-profit and community organizations. Students engage in each step of the writing process, and review standard English grammar rules, while sharpening diction and syntax. Various projects allow the students to practice and demonstrate effective, clear communication skills that are suitable for diverse professional audiences. (LAS) (WR)

### **LCPR 300 - Community Interpreting and Cultures**

3 Credits

Students explore cultural, cross-cultural, and ethical issues in bilingual communications and community interpreting with Latino populations. Students gain cultural and linguistic proficiency as they research, develop, and participate in role plays that call for bilingual communications in community health and human services settings. Class discussions and oral presentations will be conducted in Spanish and English. (LAS) (LG) (AE)

*Prerequisite(s):* Spanish at the 200 level or above or permission of the instructor.

### **LCPR 310 - Latino Identities and Cultures**

3 Credits

This course explores the experiences of different Latino groups in the United States and their struggles to achieve the American dream. We will examine commonalities and diversities within the Latino community, including historical and socioeconomic factors leading to migration and the challenges of navigating mainstream institutions and cultures in the United States. Special

attention will be paid to the roles of health and human services professionals in providing culturally appropriate services to diverse Latino populations. (LAS) (AE)

### **LCPR 514 - Latino Cultures for the Global Era**

3 Credits

This bilingual course introduces the richness and diversity of the cultures of Latinos in the United States and their heritage connections to Latin America. Students explore themes in historical, political, social and artistic contributions to the cultural development of Latino/Hispanic/Autochthonous American civilization into the United States diversity map.

### **LCPR 515 - Latin Voices in Literature**

3 Credits

Conducted in Spanish and English.

### **LCPR 516 - Latino Cultures in Film**

3 Credits

Students refine and perfect oral and written skills in Spanish as they learn about “Big C” culture in the Hispanic World, including Latinos in the U.S.A. Traveling through film to various Spanish-speaking countries, students observe people in their daily situations: eating, cooking, playing, getting married, raising their children, and compare these experiences with those of the so-called American way of life. For students with high-intermediate or advanced level proficiency in Spanish.

### **LCPR 579 - Advanced Spanish Grammar and Composition for the Professions**

3 Credits

This course is for native, heritage, and strong non-native speakers of Spanish whose goal is refining and perfecting written Spanish for professional use in Latino communities and for social research. Students explore important grammatical and lexicological points, solve translation problems, review and comment on readings, and choose writing projects according to their individual interests. Cross listed with SPAN 579 - Advanced Spanish Grammar and Composition for the Professions.

*Prerequisite(s):* Open to students who have been admitted to the graduate certificate in Latino Community Practice or by permission of instructor.

### **LCPR 580 - Advanced English Communications for the Professions**

3 Credits

This is a course for bilingual professionals for whom English is not the primary language. Students advance professional writing and speaking skills in English by locating, analyzing, discussing, and composing a variety of documents used frequently in non-profit and community organizations. Students engage in each step in the writing process, review grammatical rules in Standard English, and sharpen diction and syntax. Various projects prepare students for effective written and oral communications with diverse professional audiences.

### **LCPR 590 - Special Topics**

3 Credits

### **LCPR 595 - Bilingual Social Marketing**

3 Credits

In this continuation of LCPR 579 - Advanced Spanish Grammar and Composition for the Professions and LCPR 580 - Advanced English Communications for the Professions, assignments are designed to strengthen students' bilingual proficiency in reading, writing, and speaking in the context of their professions or fields of practice. Students explore best practices in bilingual communications, social marketing, and community education with diverse Latino populations, and they develop bilingual community education materials for a non-profit organization or community group. Includes 250 hours of approved bilingual internship or employment experience.

*Prerequisite(s):* LCPR 579 - Advanced Spanish Grammar and Composition for the Professions or LCPR 580 - Advanced English Communications for the Professions or permission of instructor.

### **LCPR 595 - Practice with Diverse Populations**

3 Credits

This course seeks to provide a framework for practice with vulnerable populations with special focus on services to Latinos. The course will explore the historical forces influencing patterns of acculturation, discussing commonalities and differences among African Americans, Native Americans and the diverse Latino groups. Course will explore special populations within Latino groups. The course will examine best and promising practices for solving problems among the Latino population. Participants will choose a practice focused project based on their agency work, or personal interest that can be useful in their current and post-graduate professional endeavors.

### **LCPR 598 - Latino Community Research I**

3 Credits

In the first of a two-semester research course, students learn about community research methodology and its relevance to their professions or fields of practice. Students begin a research study with a Latino community preparing a literature review, and developing and submitting an IRB research proposal. Social research methodologies are explored with particular attention to cultural competence and ethical issues in Latino community research.

### **LCPR 599 - Latino Community Research II**

3 Credits

Continuation of LCPR 598 - Latino Community Research I. Based on IRB approval of their research proposal, students conduct a research study with a Latino community. They present their findings and recommendations, and its applicability to practice with a Latino Community to a professional audience that includes their peers, and LCP faculty. Participants are encouraged and supported to present their findings to a community group or at a professional conference.

*Prerequisite(s):* LCPR 598 - Latino Community Research I

# Leadership Studies

## LEAD 150 - Introduction to Leadership Studies

3 Credits

An introduction to traditional and contemporary theories and models of leadership, with a focus on women's leadership. Explores many of the issues and concepts involved in effecting personal and social change through leadership. Topics include the nature of change, transaction, and transformation; the nature of leadership in a complex, globalized world; leadership and personal identity; servant leadership; leading in/through diversity; leadership and gender issues. Students explore leadership models in a variety of community and organizational settings. (Formerly: INTS 230 and INTD 230). (LAS) (WR) (WS)

## LEAD 200 - The Transformative Leader

3 Credits

This course challenges students to become more effective, collaborative, and value-driven leaders. Organized into four sections, this course offers students the opportunity to (1) assess their leadership capability, (2) explore leadership theories and concepts, (3) develop new skills and competencies, and (4) practice leadership skills in an applied service learning project. In addition, participants will engage in leadership development exercises and simulations that will enhance their self-awareness, build leadership skills across competencies, and practice these skills culminating in the completion of a personal leadership map.

*Prerequisite(s):* LEAD 150 - Introduction to Leadership Studies

## LEAD 202 - Group Dynamics

3 Credits

This course develops the student foundation in effective, imaginative, and compassionate group process and dynamics. Working with others, students identify, achieve, and evaluate common goals through the examination of the theory, practice, and research in group dynamics. The students practice teamwork, collaborative decision-making, conflict resolution, motivation, visioning, and evaluative processes as an essential part of student learning. (Formerly: INTD 202) (LAS) (KN) (WR)

*Prerequisite(s):* INTD 100 - First-Year Seminar T.E.A.M., INTD 100 - First-Year Seminar L.I.N.K.S., LEAD 150 - Introduction to Leadership Studies, PHED 190 - Adventure Education or permission of instructor.

## LEAD 295 - Leadership Independent Study

3 Credits

Students will pursue self-directed study of contemporary leadership topics using analytical and conceptual tools as well as action learning experiences.

## LEAD 375 - Advanced Leadership Internship

3 Credits

Practical application of leadership skills in an organizational setting.

## LEAD 395 - Advanced Leadership Internship

3 Credits

Students apply their leadership skills in an organizational setting. (WR) (WS)

## LEAD 495 - Advanced Independent Research

3 Credits

Students conduct in-depth research on a theoretical issue in Leadership Studies, working closely with a faculty member to identify relevant readings and plan a final project that integrates the student's findings. Further develops already-strong skills in research, writing, and presentation for independent learners.

*Prerequisite(s):* LEAD 150 - Introduction to Leadership Studies and LEAD 202 - Group Dynamics or permission of instructor.

## LEAD 499 - Special Topics

3 Credits

Students discuss current leadership topics and analyze the issues using contemporary leadership frameworks.

# Mathematics

## MATH 104 - Contemporary Mathematics

3 Credits

Selected topics from the mathematics of finance, social choice, the digital revolution, size and shape, and management science. Mathematical methods are used to examine practical problems involving loans, identification numbers, voting, fair decisions, resource allocation, and the visual arts. (LAS) (QR)

## MATH 105 - Elementary Mathematics from an Advanced Viewpoint

3 Credits

Explores major ideas and concepts of elementary mathematics from an advanced perspective, with an emphasis on mathematical reasoning and deep conceptual understanding. Topics include numeration systems, place value, operations in different bases; understanding of operations, methods of computing, and relationships between operations; using numbers in sensible ways, mental computation and estimation; understanding fractions, equivalent forms, relating fractions and decimals. Open to all majors; particularly useful to prospective elementary school teachers. (LAS) (QR)

## MATH 110 - Elementary Statistics

3 Credits

Study of basic probability concepts and descriptive statistics. Topics include random variables, binomial distribution, normal distribution, regression, correlation, sampling, confidence of estimations, and hypothesis testing. A statistical software program is used for statistical analyses. No previous experience with statistics software is required. (LAS) (QR)



### **MATH 115 - College Algebra**

3 Credits

This is a one semester course designed to provide students with a solid foundation in algebra. The course is intended primarily for students majoring in science and prepares students for the eventual study of calculus. Topics include algebraic equations and inequalities; linear, quadratic, polynomial, rational, exponential and logarithmic functions including their properties and graphs; systems of linear equations; and combinatorics. Emphasis will be placed on problem solving and application. (LAS) (QR)

### **MATH 120 - Introduction to Math Modeling**

3 Credits

This course is designed to meet the quantitative needs of life science majors. Although this course is presented at the level of an applied calculus course, it differs from traditional calculus courses in that the focus is on applications relevant to the life sciences and not on the mechanics of calculus. The course will begin with a brief introduction to derivatives and differential equations. After the mathematical preliminaries have been presented, the remainder of the course will focus on modeling, and students will use a computer algebra system to analyze models selected from biology, chemistry and the social sciences. Topics include single population models (exponential, logistic growth), interacting population models (competition, predator-prey), epidemiology (compartmental models, vaccination), physiology (pharmacokinetics, Hodgkin-Huxley model), enzyme kinetics and the Richardson arms race model.

### **MATH 140 - Applied Calculus I**

3 Credits

Practical study of calculus techniques. Functions, limits, rate of change, derivatives, differentials. Applications to environmental and social sciences, economics and business. (LAS) (QR)

### **MATH 150 - Applied Calculus II**

3 Credits

Anti-derivatives, definite integral, integration techniques for algebraic, exponential, and trigonometric functions. Applications to environmental and social sciences, economics, and business. (LAS) (QR)

*Prerequisite(s):* MATH 140 - Applied Calculus I

### **MATH 160 - Pre-Calculus**

3 Credits

Polynomial, rational and algebraic functions; polynomial zeros and synthetic division; translation, symmetry, and other graphing techniques; exponential and logarithmic functions; trigonometric ratios and circular functions; applications of trigonometric functions. (LAS) (QR)

*Prerequisite(s):* MATH 115 - College Algebra or a satisfactory score on placement examination.

### **MATH 165 - Discrete Mathematics I**

3 Credits

Sets, logic, functions, equivalence and recurrence relations, countable and uncountable sets, mathematical induction, permutations and combinations, Boolean algebra. (LAS) (QR)

*Prerequisite(s):* High School Algebra.

### **MATH 170 - Calculus I**

4 Credits

Functions, limits, continuity; exponential, logarithmic, inverse trigonometric, and hyperbolic functions; derivatives and their applications.. Three hours lecture, two hours laboratory per week. (LAS) (QR)

*Prerequisite(s):* MATH 160 - Pre-Calculus or a satisfactory score on a placement examination.

### **MATH 180 - Calculus II**

4 Credits

Integration techniques and applications; improper integrals; Taylor's formula; infinite sequences and series.. Three hours lecture, two hours laboratory per week. (LAS) (QR)

*Prerequisite(s):* MATH 170 - Calculus I

### **MATH 220 - Calculus III**

3 Credits

Plane curves, parametric equations, polar coordinates; vectors in two and three dimensions; cylindrical and spherical coordinates; calculus of vector functions; partial derivatives, multiple integrals and applications, line and surface integrals, Green's theorem, Stokes' theorem.

*Prerequisite(s):* MATH 180 - Calculus II

### **MATH 230 - Geometry**

3 Credits

Geometric ideas, including vectors, Euclidean transformations, leading to the investigation of non-Euclidean geometry. Emphasis on logic, the axiomatic method of proof, and rigorous thinking. Dynamic software is used to investigate geometric objects from an experimental point of view. A historical perspective is emphasized throughout the course. (LAS) (QR)

*Prerequisite(s):* MATH 165 - Discrete Mathematics I or MATH 170 - Calculus I .

### **MATH 251 - Probability and Statistics I**

3 Credits

Sample spaces and probability, Bayes' theorem; random variables, probability distributions, law of large numbers and the central limit theorem, random processes, forecasting.

*Prerequisite(s):* MATH 180 - Calculus II

### **MATH 252 - Probability and Statistics II**

3 Credits

Sampling distributions, Normal, Chi-Square, T, and F distribution; survey sampling; maximum likelihood estimators; confidence intervals and hypothesis testing; linear and non-linear regression; analysis of variance.

*Prerequisite(s):* MATH 251 - Probability and Statistics I

### **MATH 270 - Discrete Mathematics II**

3 Credits

Hamiltonian and Eulerian graphs, graph isomorphisms; tree applications: binary search trees, game trees, decision trees; PERT charts, critical paths, finite state machines and Turing machines. (LAS) (QR)

*Prerequisite(s):* MATH 165 - Discrete Mathematics I

### **MATH 295 - Exploratory Independent Study**

3 Credits

In-depth study of a mathematical topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

### **MATH 320 - Linear Algebra**

4 Credits

Linear systems, vector spaces, linear transformations, matrices, determinants, characteristic polynomials and eigenvectors, linear programming, and other applications. (LAS) (QR)

*Prerequisite(s):* MATH 165 - Discrete Mathematics I or MATH 170 - Calculus I

### **MATH 405 - Complex Analysis**

3 Credits

Functions of a complex variable, including analytic functions, Cauchy Integral formula, Taylor and Laurent series, poles and residues, conformal mapping.

*Prerequisite(s):* MATH 220 - Calculus III or permission of instructor.

### **MATH 430 - Abstract Algebra**

4 Credits

Groups, rings, integral domains, fields; homomorphism and isomorphism, factor groups, quotient fields, unique factorization, principal ideal domains. Euclidean domains, field extensions.

*Prerequisite(s):* MATH 165 - Discrete Mathematics I, MATH 320 - Linear Algebra (recommended) or permission of instructor.

### **MATH 485 - Internship**

3 Credits

Supervised internship experience in a business, industry, or government setting.

*Prerequisite(s):* Departmental arrangement and approval.

### **MATH 495 - Advanced Independent Study**

3 Credits

Advanced in-depth study of a mathematical topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

### **MATH 498 - Coordinating Seminar I**

0 Credits

A two-semester senior course provides an opportunity for students majoring in Mathematics, Mathematics with a concentration in Computer Science, and Mathematics with a concentration in Economics to engage in independent research on a topic of their choice. Each student, working under the guidance of a faculty mentor, writes a research paper and presents it in a departmental colloquium. Students also take a written comprehensive examination that integrates knowledge from various areas of Mathematics.

### **MATH 499 - Coordinating Seminar II**

3 Credits

A two-semester senior course provides an opportunity for students majoring in Mathematics, Mathematics with a concentration in Computer Science, and Mathematics with a concentration in Economics to engage in independent research on a topic of their choice. Each student, working under the guidance of a faculty mentor, writes a research paper and presents it in a departmental colloquium. Students also take a written comprehensive examination that integrates knowledge from various areas of Mathematics.

*Prerequisite(s):* Senior Status.

## **Marriage and Family Therapy**

### **MFTH 523 - The Law of Marriage Divorce in Connecticut**

1 Credits

Laws governing the creation and dissolution of marriage with emphasis on current statutes and their historical evolution. Topics include marital statutes; annulment; legal separation and dissolution of marriage; child custody, visitation, and support; alimony; family violence and spouse abuse.

### **MFTH 524 - Ethics and Professional Issues in Marriage and Family Therapy**

2 Credits

Ethical and professional issues that arise in marriage and family therapy training, and are pertinent to professional practice in this field. Professional identity and attitudes are addressed.

### **MFTH 530 - Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists**

3 Credits

This course will examine a number of ethical and legal issues that arise in marriage and family therapy training, and are pertinent to professional practice in this field. Issues of professional identity and attitudes are also addressed.

### **MFTH 545 - Treating Addictions in the Family**

3 Credits

Provides family therapists, counselors, and other health practitioners with a family systems view of the development and maintenance of substance abuse patterns. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Clinical intervention methods for substance abuse are considered, focusing on the treatment of adolescents, couples, and families.

### **MFTH 546 - Divorce & Marriage**

3 Credits

A basic understanding of the issues involved in divorce, single parenthood, and remarriage to prepare the student to employ appropriate techniques and strategies for working with this population.

### **MFTH 547 - Family Sculpting**

1 Credits

The sculpting skills that produce therapeutic changes in a system. Family sculpting as an effective method of blending the cognitive with the experiential with the goal of reshaping the family.

### **MFTH 549 - Psychopharmacology**

1 Credits

A survey of both the acute and chronic effects of psychotropic drugs on behavior. Students learn how drugs affect mental processes. Emphasis on drugs that are used to relieve anxiety, and to treat some serious mental disorders.

### **MFTH 550 - Introduction to Therapy Skills and Methods**

3 Credits

This course is an introduction to the skills and methods associated with therapeutic practice. It is designed to introduce students to the various techniques required for developing and maintaining relationships with clients in a therapeutic setting. The course includes tasks and assignments intended to expose each student to the experiential component of conducting therapy. Key concepts and skills are implemented through interactive exercises and presentations.

### **MFTH 560 - Communication and Systems Theory**

3 Credits

An overview of interpersonal communication and systems theory. Introduction to the literature upon which family systems theory and therapy are based. Students are required to read the fundamental writings of the theoreticians in the field from cybernetics, general systems theory, communication theory, and their epistemologies.

### **MFTH 561 - Family Therapy I: Theories of Family Assessment**

3 Credits

An overview of the broad field of family therapy. Family assessment approaches from the structural/strategic, Bowenian,

and systemic perspectives are explored. Includes practice with family assessment instruments.

*Prerequisite(s):* MFTH 560 - Communication and Systems Theory

### **MFTH 562 - Family Therapy II: Intervention Methods**

3 Credits

Family therapy intervention methods based on structural/strategic, solution focused, Milan, Bowenian, and social constructionist approaches. Students practice therapeutic intervention and interview skills. Students develop their own conceptual frame for clinical practice, and examine their own style as clinicians. Practicum required.

*Prerequisite(s):* MFTH 560 - Communication and Systems Theory and MFTH 561 - Family Therapy I: Theories of Family Assessment

### **MFTH 563 - Family Therapy III: Marital Therapy**

3 Credits

Provides a structure and framework for conducting therapy with couples. Focus on understanding the marital context from gender and cultural perspectives. Examines marital therapy using different theoretical modalities. Students practice assessing and working with couples by applying different theoretical approaches. Major issues in couples therapy: violence, alcoholism, mental illness, sexual issues, lesbian and gay relationships, as well as ethnic and racial intermarriage. Practicum required.

*Prerequisite(s):* MFTH 560 - Communication and Systems Theory, MFTH 561 - Family Therapy I: Theories of Family Assessment and MFTH 562 - Family Therapy II: Intervention Methods

### **MFTH 564 - Family Therapy IV: Working with the Larger System: A Collaborative Approach**

3 Credits

Ways to conceptualize a macro-systemic approach to the assessment and intervention with families. Examines multiple embedded systems and the larger societal discourse surrounding multi-helper situations. Designed to increase the family therapist's ability to navigate public sector systems such as schools, courts, and social welfare agencies. Students also explore the system of the professional helper, examining the socio-political position of the family therapist. Practicum required.

*Prerequisite(s):* MFTH 560 - Communication and Systems Theory, MFTH 561 - Family Therapy I: Theories of Family Assessment, MFTH 562 - Family Therapy II: Intervention Methods and MFTH 563 - Family Therapy III: Marital Therapy

### **MFTH 571 - Marriage and Family Therapy Practicum I**

3 Credits

An advanced clinical experience in marriage and family therapy. Students implement theoretical learning and reflect upon varying clinical approaches, and evolve their own personal style to conduct marriage and family therapy. Requires supervised

marriage and family therapy experience in an approved clinical setting, in conjunction with weekly on-campus seminars led by department faculty.

*Prerequisite(s):* Permission of the program director.

**MFTH 572 - Marriage and Family Therapy Practicum II**  
3 Credits

Continuation of MFTH 571.

*Prerequisite(s):* Permission of the program director.

**MFTH 573 - Marriage and Family Therapy Practicum II**  
3 Credits

Continuation of MFTH 572.

*Prerequisite(s):* Permission of the program director.

**MFTH 574 - Marriage and Family Therapy Practicum IV**  
3 Credits

Continuation of MFTH 573.

*Prerequisite(s):* Permission of the program director.

**MFTH 575 - Marriage and Family Therapy Practicum V**  
3 Credits

Continuation of MFTH 574.

*Prerequisite(s):* Permission of the program director.

**MFTH 576 - Marriage and Family Therapy Practicum VI**  
3 Credits

Continuation of MFTH 575.

*Prerequisite(s):* Permission of the program director.

**MFTH 580 - Human Development**  
3 Credits

A study of human development from a lifespan perspective: birth through death. Emphasis on the developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development explored.

**MFTH 581 - Discourses in Psychopathology**  
3 Credits

Diagnostic procedures using the DSM-IV. Challenges students to understand and evaluate each mental disorder from a broader social constructionist and systemic perspective. Students review recent knowledge and practice developments within the major diagnostic categories through the lens of cultural and personal discourse.

**MFTH 582 - Gender Issues and Diversity in Therapy**  
3 Credits

Attitudes, beliefs, values, assumptions, and biases concerning gender and diversity, and how these affect the work of a therapist treating couples and families. Specific emphasis on identifying gender issues in the therapeutic process, exploring approaches toward incorporating gender in clinical theory and practice, and

examining the influence of cultural and ethnic diversity upon marriage and family therapy.

**MFTH 583 - Human Sexuality: Behavior and Treatment**  
3 Credits

Various theories, research, and clinical interventions of sex therapy. Introduction to sexual development issues that influence marital and sexual relationships. The clinical management and treatment of sexual dysfunctions.

**MFTH 595 - Clinical Supervision**  
3 Credits

Prepares supervisors-in-training for AAMFT approval. The supervisor's role in the contemporary clinical environment is examined through the study of theories and models, as well as by the application of theory to practice. Prepares supervisors-in-training to assess beginning supervisors, combine supervisory methods with a preferred style of therapy, address ethical and diversity issues within the supervision process, and act as an evaluator and gatekeeper for the profession.

**MFTH 597 - Research Methods**  
3 Credits

Introduction to quantitative and qualitative research methods and application in the field of Marriage and Family Therapy. Students design and conduct research projects using both methodologies. The concept and practice of mixed methods introduced.

## Management

**MGMT 101 - Business in a Changing World**  
3 Credits

An overview of business in a changing world. Includes various forms of business organizations and how they operate and the fundamental concepts and knowledge necessary to understand and appreciate the intricacies of business. Topics include: management, marketing, accounting, financial systems, economics, international perspectives, securities markets, and the legal and ethical considerations of business. Open to non-majors.

**MGMT 210 - Dynamics of Management**  
3 Credits

Basic management functions in a dynamic environment. Integrates insights from systems theory, organizational theory, organizational behavior, and management science. Specific topics include planning and decision making, organizing staffing, leadership, and control.

*Prerequisite(s):* MGMT 101 - Business in a Changing World or permission of instructor.

**MGMT 220 - Human Resource Management**  
3 Credits

This course provides an overview of the legal, social, and economic context for human resource management in today's hyper-competitive global environment. Topics include: strategic planning, talent recruitment and selection, performance management,



compensation, learning and development, and labor-management relations.

*Prerequisite(s):* MGMT 101 - Business in a Changing World

### **MGMT 230 - Human Behavior in Organizations**

3 Credits

This course examines the relationship between individual and organizational behavior and the human resource function, including interpersonal communication, group behavior, inter-group conflict and cooperation, systemic organizational behavior, and the relationship between organizations and the external environment.

*Prerequisite(s):* MGMT 101 - Business in a Changing World

### **MGMT 245 - Microcomputer Applications in Business**

3 Credits

An introduction to the computer as a business tool. Emphasis on the application of spreadsheets to a variety of business problems. Students improve their proficiency in word processing and presentation software, learn advanced features of e-mail and Internet browsers, and develop a home page to publish on the College Web site. (IT) Cross listed with INFT 245 - Microcomputer Applications Business .

*Prerequisite(s):* COMP 100 - Introduction to Computers or permission of instructor.

### **MGMT 250 - International Business**

3 Credits

An international perspective in business decision-making. Topics include fundamentals of international trade, foreign direct investment, international finance, multinational enterprises, international management, and corporate strategies. (GI)

*Prerequisite(s):* MGMT 101 - Business in a Changing World

### **MGMT 255 - Multimedia Communications in the Media Age**

3 Credits

Focuses on the concepts of multimedia and its use as a business tool in communications and marketing. Students learn how to use a variety of multimedia software and hardware devices, including electronic presentation software, page layout software, photo rendering and manipulation software, Web design software, and digital editing software for both still and video images. Students design a Web site, create and edit digital images, and learn about new technology used in the delivery of multimedia products over the Internet and internal networks. Cross listed with INFT 255 - Multimedia Communications in the Information Age .

*Prerequisite(s):* MGMT 245 - Microcomputer Applications in Business or permission of instructor.

### **MGMT 300 - Legal Environment of Organizations**

3 Credits

The legal environment as it pertains to profit and non-profit organizations, along with ethical considerations and social and political influences as they affect such organizations.

Topics include: antitrust law, securities regulation, product liability, legally permissible business forms, consumer protection regulation, constitutional law, employment law, and environmental law.

*Prerequisite(s):* Junior standing.

### **MGMT 305 - Financial Management**

3 Credits

Study of the basic principles of business finance, including the management of financial assets, capital budgeting, and financial policies and planning.

*Prerequisite(s):* ACCT 201 - Principles of Accounting I , ACCT 202 - Principles of Accounting II and ACCT 205 - Managerial Accounting with a grade of C- or better in each course.

### **MGMT 306 - Investment Management**

3 Credits

Analysis of the instruments, structures, composition, and the mechanics of the securities market. Relevant risk/return criteria in the buying and selling of stocks, bonds, and options. Use of computerized stock selection methods.

*Prerequisite(s):* MGMT 305 - Financial Management or permission of instructor.

### **MGMT 310 - Profit Planning and Control**

3 Credits

Comprehensive profit planning and control. Includes thorough coverage of the entire budgeting process.

*Prerequisite(s):* MGMT 210 - Dynamics of Management and ACCT 205 - Managerial Accounting or permission of instructor.

### **MGMT 315 - Leadership Theory/Practice**

3 Credits

A review of the leadership literature with an emphasis on current theory, complemented by an examination of leadership practice, drawing from a variety of sources.

*Prerequisite(s):* Junior standing.

### **MGMT 320 - Women in Management**

3 Credits

Legal, political, and economic status of the American working woman. Focus on barriers encountered by the career-oriented woman as she seeks to demonstrate her managerial capabilities in a variety of organizations. (WS)

*Prerequisite(s):* Junior standing or permission or instructor.

### **MGMT 325 - Quantitative Methods for Managerial Decisions**

3 Credits

The quantitative skills needed to function effectively in today's business environment. Application of quantitative techniques to managerial, economic, and financial problems. Decision analysis, forecasting models, linear programming, inventory control, critical path analysis, queuing models, and applied probability

functions. Emphasizes a practical approach to why, when, and how students can apply quantitative reasoning to business problems. (QR)

*Prerequisite(s):* PSYC 253 - Statistics for the Behavioral Sciences or MATH 110 - Elementary Statistics .

### **MGMT 330 - Labor Management Relations**

3 Credits

The labor movement and federal labor legislation as a background for an examination of labor's rights and objectives. Process of establishing employee representation, union/management practices, strategies of collective bargaining, impasse resolution, strikes, contract administration, and court action. Includes implications of Title VII, the Civil Rights Act, and labor relations in the public sector.

*Prerequisite(s):* MGMT 210 - Dynamics of Management

### **MGMT 336 - Compensation and Benefits**

3 Credits

Compensation theory and practices as well as analysis of employee benefit programs. Topics include the philosophy of compensation, legal factors impacting compensation, and issues of integrating compensation strategy with broader organizational goals.

*Prerequisite(s):* MGMT 220 - Human Resource Management or permission of instructor.

### **MGMT 345 - Database Concepts and Design**

3 Credits

Hands-on introduction to the theories, concepts, and designs of databases to manage information in today's organizations. Methods of data normalization, designing database solutions to business requirements, and developing tables, queries, forms, reports, macros, and VBA commands to create full-function user interfaces. Using Microsoft Access, students explore the advanced programming and processing capabilities of end-user database software. Each student develops a database through an extensive and comprehensive semester project. Cross listed with INFT 345 - Database Design and Development .

*Prerequisite(s):* MGMT 245 - Microcomputer Applications in Business or permission of instructor.

### **MGMT 375 - International Financial Economics**

3 Credits

Reviews the financial foundations of the global economy, including changes needed in the currency systems, international financial institutions, and policy agendas. Examines the theoretical and policy underpinnings of international financial economics. Cross listed with ECON 375 - International Financial Economics .

*Prerequisite(s):* ECON 260 - Understanding the Global Economy, MGMT 250 - International Business or permission of instructor.

### **MGMT 381 - Entrepreneurial Behavior**

3 Credits

This course is designed for students who are interested in becoming entrepreneurs and/or starting a business. The course will assist students in understanding how individuals behave and succeed as entrepreneurs and whether or not this is something to consider. The motivation and business-driven challenges that all entrepreneurs must reconcile will also be addressed.

*Prerequisite(s):* MGMT 101 - Business in a Changing World or permission of instructor.

### **MGMT 382 - Small Business Development**

3 Credits

This course will provide students with a working knowledge of how to start and run a small business. The major focus in the course will be the development of a comprehensive business plan by each student, and includes featured entrepreneurs as speakers and at least one field visit to a successful enterprise.

*Prerequisite(s):* MGMT 381 - Entrepreneurial Behavior or permission of instructor

### **MGMT 390 - Marketing Management**

3 Credits

Emphasis on the marketing mix and new product life cycle. Includes new products and services with lifestyle strategies, pricing strategies, distribution channels, and promotional strategies. Extensive case study analysis.

*Prerequisite(s):* MGMT 210 - Dynamics of Management and ECON 102 - Principles of Microeconomics .

### **MGMT 391 - Advanced Marketing Management**

3 Credits

The role and importance of marketing in the economic system. Marketing management with emphasis on the international marketing environment, marketing information systems, marketing research, consumer and organizational buying behavior, competitor analysis and strategies, social responsibility and marketing ethics, and the selection of target markets. Involves in-depth analysis of case studies.

*Prerequisite(s):* MGMT 390 - Marketing Management or permission of instructor.

### **MGMT 392 - Marketing Research**

3 Credits

This course requires students to conduct in-depth market research including a full environmental scan in preparation for the development of a marketing plan for their new enterprise. Research will include a scan of funding needs and resources.

*Prerequisite(s):* MGMT 390 - Marketing Management and MGMT 391 - Advanced Marketing Management or permission of instructor.

### **MGMT 400 - Operations Management**

3 Credits

Concepts and techniques for the design, operation, and control of operations management systems. Statistical, schematic, and graphic methods of analysis used as integral parts of the production function in manufacturing and service industries.

*Prerequisite(s):* All MGMT 300 level courses for the major, and senior standing.

### **MGMT 410 - Ethical Considerations in Business**

3 Credits

An introduction to ethical theory and its application to business decisions. Corporate responsibility in the areas of employee rights, conflicts of interest, information disclosure, self-regulation, and the environment. (VE)

*Prerequisite(s):* Senior standing.

### **MGMT 420 - Business Law I**

3 Credits

Analysis of the legal rights and obligations of business organizations in the conduct of their business dealings. Special emphasis on the law of contracts and sales. Topics include the law of torts, substantive criminal law, personal property and bailments, agency and employment law.

*Prerequisite(s):* Junior or senior standing.

### **MGMT 425 - Business Law II**

3 Credits

Examination of the Uniform Commercial Code with special emphasis on commercial paper and secured transactions. Covers modern bankruptcy law and the governing partnership and corporate forms of business organization.

*Prerequisite(s):* Junior or senior standing.

### **MGMT 430 - Negotiation and Conflict Resolution**

3 Credits

Study of conflict resolution, integrating the theory and practice of negotiations to identify the relationship between theoretical principles and actual behavior. Employs an experiential learning model to prepare the student to negotiate effectively.

*Prerequisite(s):* Senior standing or permission of instructor.

### **MGMT 450 - Business Strategy**

3 Credits

Capstone course for all business majors includes the study of the principles that guide senior executives in strategic planning and decision-making. Extensive use of case studies.

*Prerequisite(s):* All core Management courses and senior standing.

### **MGMT 485 - Internship**

3-6 Credits

Planned, supervised experience with a business, industry, government, or not-for-profit organization.

*Prerequisite(s):* Management major at junior or senior level and permission of department chairperson.

### **MGMT 495 - Advanced Independent Study**

3 Credits

For Management majors who wish to pursue a special topic in greater depth.

*Prerequisite(s):* Approval by faculty advisor and department chairperson.

### **MGMT 499 - Coordinating Seminar**

3 Credits

Students select topics for study subject to the approval of their faculty advisor. Students present their research in writing and/or in an oral presentation during the last semester of the senior year.

*Prerequisite(s):* Permission of the department chairperson.

### **MGMT 500 - Special Topics**

3 Credits

### **MGMT 501 - Managing and Developing the High Performance Organization**

3 Credits

How organizations change, the impact of technology on performance, and the human dimension of a company. Based on a systems approach to organizations. Topics include change, knowledge workers, teams, complexity, technology, communication, organization design, and human systems. Other contemporary areas such as TQM, CQI, Hot Groups, and systems thinking form the basic fundamental premise for the course.

### **MGMT 502 - Management Information Technologies**

4 Credits

Management Information Technologies (MIT) as a strategic asset that organizations use to develop competitive advantage, change organizational processes, and improve organizational effectiveness. The issues, strategies, and tactics for managing the innovation, use, and infusion of MIT in organizations. Information systems in sales, marketing, finance, and operations; the nature of technological change; technology's competitive impact; how to manage the acquisition, generation, and commercialization of new technologies; and human and ethical issues concerning technology.

### **MGMT 506 - Marketing and Stakeholder Relations**

3 Credits

The concepts and processes involved in the marketing discipline and its impact on a technological society. Includes internal and external marketing, global issues, positioning, buyer behavior, the impact of various marketing research techniques, advertising, market models, and stakeholder relations. The maximizing of

revenue and profit, and steady company/organizational growth are also addressed.

### **MGMT 507 - Financial Management for Successful Organizations**

4 Credits

Major financial and investment decisions made by corporations. Topics include capital budgeting, debt policy, portfolio theory, net present value, and asset pricing. Emphasizes financial management as a decision-making tool in contemporary, technologically driven organizations.

*Prerequisite(s):* ACCT 505 - Accounting Strategies for Decision-Making

### **MGMT 508 - Business Decisions and Ethical Dimensions**

3 Credits

Dominant ethical theories with an emphasis on Christian ethics. Students review the literature on the role of ethics in decision-making in a technologically driven world. Using the case study method, students apply ethical theory to historical, current, and hypothetical business, government, and societal situations.

### **MGMT 511 - Management and Transformational Leadership**

3 Credits

The skills and behaviors that enable managers to become effective leaders in transforming their organizations. Issues include collaboration, people-centered leadership, systems thinking, effective use of teams, motivational skills, human performance, and assessment of outcomes.

### **MGMT 512 - Management, Technology, and Change**

3 Credits

The needs of managers regarding the impact of technology in changing the organization and enhancing productivity. Topics include change management, implementation, self-directed teams, future technologies, technology as a tool for change, decision-making technologies, uncertainty, innovation, and risk.

### **MGMT 513 - Managing in a Global Environment**

3 Credits

The information, skills, and talents needed to guide a company as it competes in the global economy. Topics include global competition, global mind set, global strategy, and cultural issues such as values, ethics, customs, politics, and economics.

### **MGMT 514 - Management of Diversity**

3 Credits

The skills and behaviors that enable managers to be successful in dealing with today's diverse workforce. Topics include gender, race, and lifestyle issues in an organization, and the impact of diversity on productivity, creativity, and innovation in the workforce.

### **MGMT 515 - Strategic Management**

3 Credits

Capstone course covers the skills and behaviors that enable a manager to engage in such activities as strategic planning, policy development, and outcomes assessment. Topics include strategic planning, mergers and acquisitions, strategic alliances, reorganization and restructuring of organizations, policy development, market strategies, and strategic issues and methods. Students are assigned a major comprehensive project such as developing a strategic business plan for a new business or product launch, or a major case study requiring the development of a strategic plan for a merger or acquisition.

*Prerequisite(s):* Completion of all required core Management courses.

### **MGMT 516 - Managing Healthcare Delivery Systems**

3 Credits

Emphasis on the skills and knowledge needed today and in the future to effectively manage in the health care industry. Covers the many components of the health care delivery system, such as hospitals, ambulatory facilities, community-based services, long-term care, and private practice. Topics include financial, operational, regulatory, and clinical aspects of management. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity, and for-profit and not-for-profit aspects of the system are covered in relation to current and future systems.

### **MGMT 517 - Legal Aspects in Healthcare Management**

3 Credits

The complex legal problems related to health care systems management. Topics include care, technology, methods of care, and liability regarding care. Management issues such as risk management, corporate restructuring, government regulations, and organized labor are covered.

### **MGMT 518 - Third-Party Payer Systems and Managed Care**

3 Credits

Managed care and various other payer systems, the future of managed care, and how these systems will impact the access, availability, and quality of health care. Examines methods of managing health care systems in the current environment.

### **MGMT 519 - Joint Ventures and Alliances in Health Care Management**

3 Credits

Joint ventures, alliances, and the effect of intersecting, crossover technologies on health care management are explored through case studies. Includes the study of health care delivery systems in this country in general terms as well as various sub-industries of interest, such as drug development and managed care. The implications of joint ventures and alliances, including such topics as marketing, operations, human resources, finance, and stakeholder value are also addressed. Students analyze a recent health care system-related merger transaction with the tools provided in this class.



*Prerequisite(s):* MGMT 516 - Managing Healthcare Delivery Systems , MGMT 517 - Legal Aspects in Healthcare Management and MGMT 518 - Third-Party Payer Systems and Managed Care .

### **MGMT 520 - Introduction to Homeland Security**

3 Credits

Homeland security and its impact upon federal, state, and local public safety; focuses on strategic goals for homeland security; responding to man-made and natural disasters including terrorism — domestic and international; agency partnerships to combat terrorism; and managing rescue and relief efforts. Includes public policy issues, interagency cooperation, and anti-terrorism technologies.

### **MGMT 521 - Law Enforcement and Judicial System Issues**

3 Credits

Terrorism and counterterrorism policies at the federal and state levels; law enforcement and homeland security; the Patriot Act and Homeland Security Act of 2002, and legal challenges about civil rights and civil liberties, including privacy issues, policy development, and the historical view of policy changes, as well as intelligence and information sharing technologies.

### **MGMT 522 - Command Management and Operations**

3 Credits

Unified Command through police, fire, and emergency medical services; critical incident management including decision-making, infrastructure, and key asset analysis; public health and bio-terror issues; managing the crisis response through planning, communication, and media relations.

### **MGMT 523 - Simulation for Homeland Security**

3 Credits

The application of the Incident Command System (ICS), the National Incident Management System (NIMS), and the National Response Plan (NRP) to provided scenarios. In-depth analysis of the application of disaster management systems to past incidents. Students critically evaluate management's decisions, strategies, and actions taken.

*Prerequisite(s):* MGMT 520 - Introduction to Homeland Security, MGMT 521 - Law Enforcement and Judicial System Issues, and MGMT 522 - Command Management and Operations.

### **MGMT 526 - Project Management**

3 Credits

This course investigates the increasing use of projects to accomplish limited duration tasks in our society's many organizations and the unique style of administration required to manage them. Projects considered include R & D studies, campaigns, construction, emergency operations, and other such endeavors. The course covers some of the basic issues related to managing projects in organizations including the concepts of project planning and organizations, budget control, and project scheduling.

### **MGMT 527 - Project Risk Management**

3 Credits

This course investigates the increasing use of risk management in projects to accomplish limited duration tasks in our society's many organizations and the unique style of administration required to manage it. The course covers some of the basic issues related to managing risk and provides direction as a continuous practice in projects and organizations. Risk management can be used to continuously assess what can go wrong in projects, determine and prioritize risks by importance and implement strategies to deal with these risks. Focuses on the methods and tools that can be used to perform risk management.

### **MGMT 528 - Project Estimation, Scheduling, and Control**

3 Credits

This course focuses on the topics of Project Estimation, Scheduling and Control as management's knowledge and understanding of project management has matured to the point where many companies regard project management as being mandatory for the survival of the firm. Project cases considered include R & D studies, campaigns, construction, emergency operations, and other such endeavors.

### **MGMT 529 - Project Management in Practice**

3 Credits

This course extends and builds upon the concepts, procedures and fundamental processes of project management within an integrative framework. The course emphasizes that, for most organizations, projects are the primary means for implementing strategic initiatives. The course covers issues related to managing projects in organizations including the procedures and processes of project management as currently practiced in large for-profit enterprises and developing an understanding of how to build and manage effective project teams, and become familiar with the critical components of effective project plans.

*Prerequisite(s):* MGMT 526 - Project Management, MGMT 527 - Project Risk Management, and MGMT 528 - Project Estimation, Scheduling, and Control

### **MGMT 595 - Independent Study/Research**

1-6 Credits

Students select topic or project to pursue through independent of small group work. Application forms for independent study/research are available in The Graduate Studies Program office and must be approved by your faculty advisor, department chair and dean of the school.

### **GMT 596 - Independent Study/Research**

1-6 Credits

Students select topic or project to pursue through independent of small group work. Application forms for independent study/research are available in The Graduate Studies Program office and must be approved by your faculty advisor, department chair and dean of the school.

## Music/Flute

### MUFL 188 - Flute

1 Credits

One-half hour a week, each semester. Private instruction fee: \$200.

### MUFL 199 - Flute

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

## Music/Guitar

### MUGL 188 - Guitar

1 Credits

One-half hour a week, each semester. Private instruction fee: \$200.

### MUGL 199 - Guitar

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

### MUGU 188 - Guitar

1 Credits

One-half hour a week, each semester. Private instruction fee: \$200.

### MUGU 199 - Guitar

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

## Music/Piano

### MUPI 188 - Piano

1 Credits

One-half hour a week, each semester. Private instruction fee: \$200.

### MUPI 199 - Piano

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

## Music

### MUSC 100 - Applied Music

2 Credits

Private lessons in instruments or voice. Practice one or two hours each day expected. Opportunity to perform in special classes and public recitals sponsored by the department provided. One or two half-hour lessons a week. May be repeated for additional credit. Private instruction fees as listed below.

### MUSC 111 - Saint Joseph College Choir

1 Credits

Outstanding sacred and secular choral literature studied and performed through membership in The Saint Joseph College Choir. Two one-hour laboratory periods per week. May be repeated for additional credit.

### MUSC 112 - Instrumental Ensemble

1 Credits

Practical experience in performing ensemble, open to qualified students at the discretion of the instructor. Audition required. May be repeated for additional credit.

### MUSC 113 - Class Piano- Beginner Level

2 Credits

The fundamentals of piano playing in a group setting for beginner-level piano students, which includes piano playing, related theory and history, and written material. Opportunity for piano ensemble performance is emphasized.

### MUSC 114 - Class Piano- Intermediate Level

2 Credits

The fundamentals of piano playing in a group setting for intermediate level piano students, which includes piano playing, related theory and history, and written material. Opportunity for piano ensemble performance is emphasized.

### MUSC 126 - Fundamental Elements of Music

3 Credits

The introductory study of Music, its history and development through the centuries. Selected composers and their works are analyzed and discussed. The study of reading music notation and terminology, scales, keys, simple harmonization, elementary forms, ear training, dictation, basic keyboard progressions, and recorder instruction. This class may be a selected prerequisite for private applied lessons, as recommended by the applied music instructor.

### MUSC 200 - Special Topics

3 Credits

Study of major musical genres, periods, or composers. May be taken twice for credit.

### MUSC 211 - Chamber Choir

2 Credits

A performing group of 12 to 16 students selected by the instructor through audition. Participation in the larger vocal ensemble is required as part of this course. Two, two-hour laboratory periods per week. May be repeated for additional credit.

### MUSC 230 - Survey of Music in America

3 Credits

American musical heritage from earliest days of the Bay Psalm Book, through the struggle to gain a unique American style, up to present-day experiments in new ways of expression, and

America's leading role in music. (Formerly: Survey of Music in America) (LAS) (HE) (AE)

### **MUSC 233 - Music of the Romantic Era to the Modern Age**

3 Credits

A study of the Romantic movement in music including piano miniatures and sung orchestral works and opera. New options open to composers in the 20th century including Neoclassicism, folk, jazz-influenced music and the 12-tone technique will also be considered.

### **MUSC 236 - History of Music I**

3 Credits

The study of music of the Western world from earliest times through the Renaissance and Baroque period (1750). Performance styles, musical forms, composers and instruments of each period will be analyzed and discussed. (LAS) (HE)

### **MUSC 237 - History of Music II**

3 Credits

The study of music of the Western world from the Classical Period (18th century) through the Romantic and 20th century periods. Performance styles, musical forms, composers and instruments of each period are analyzed and discussed. (LAS) (WS) (WR) (HE)

### **MUSC 295 - Exploratory Independent Study**

3 Credits

An extended and in-depth study of either music history or theory to supplement the needs of individual students minoring in Music. Complements course work already accomplished in the field of Music.

### **MUSC 300 - Special Topics**

3 Credits

Study of major musical genres, periods, or composers. May be taken twice for credit.

## **Music/Vocal**

### **MUVO 188 - Voice**

1 Credits

One-half hour a week, each semester. Private instruction fee: \$200.

### **MUVO 199 - Voice**

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

## **Nursing**

### **NURS 200 - Foundations of Professional Nursing**

3 Credits

This course introduces the student to the history, philosophy, art and science of professional nursing. The historical development of the profession, and Nightingale's philosophical basis for practice are discussed. Legal and ethical considerations of practice, documentation and licensure are emphasized. The nursing process is introduced along with patient's rights, confidentiality and informed consent. All material is presented with a multicultural focus preparing the student to work with diverse populations.

### **NURS 216 - Pathophysiology and Pharmacology I**

3 Credits

Pathophysiologic and pharmacologic concepts related to nursing. Emphasizes the principles and concepts of disease processes and drug therapeutics. Common pathophysiologic problems experienced across the life span are addressed. The pharmacodynamics, therapeutic uses, side effects, and nursing implications of various drug groups are studied and related to patient-specific observations, assessments, interventions, and evaluations that promote and restore health. The use of drugs as related to specific diseases and health problems.

*Prerequisite(s):* BIOL 116 - Biological Concepts I or BIOL 110 - General Biology, BIOL 241 - Essentials of Anatomy and Physiology I, BIOL 242 - Essentials of Anatomy and Physiology II, CHEM 170 - Principles of Inorganic and Organic Chemistry, CHEM 240 - Biochemistry of the Human Body

### **NURS 218 - Pathophysiology and Pharmacology II**

3 Credits

Continuation of NURS 216.

*Prerequisite(s):* NURS 219 - Health Assessment and Clinical Skills, NURS 216 - Pathophysiology and Pharmacology I, BIOL 241 - Essentials of Anatomy and Physiology I, and BIOL 242 - Essentials of Anatomy and Physiology II.

### **NURS 219 - Health Assessment and Clinical Skills**

4 Credits

This course introduces the student to the beginning clinical skills and health assessment techniques of professional nursing practice. Classes are held in the nursing laboratory and content and skills are integrated and practiced each day. Students will have several off campus opportunities to practice newly acquired skills in the Long Term Care (LTC) setting.

*Prerequisite(s):* BIOL 241 - Essentials of Anatomy and Physiology I, BIOL 242 - Essentials of Anatomy and Physiology II, NURS 216 - Pathophysiology and Pharmacology I and NURS 200 - Foundations of Professional Nursing

Other: Students must have been accepted into the nursing major to take this course.

### **NURS 310 - Philosophy of Science/Nursing Research**

3 Credits

Nursing science and the relationship between philosophy of science and nursing research. Students compare and contrast research paradigms and develop skills to analyze and evaluate published nursing research reports. Each student identifies a personally meaningful research problem, that will be pursued in the senior year. (SI)

*Prerequisite(s):* Junior status.

### **NURS 317 - Nursing and Health Promotion**

7 Credits

This course will provide opportunities for students to care for patients in organizational and community settings who are experiencing significant health and illness transitions. Students will continue to provide comprehensive nursing care with a dual focus on the child and family and adult/elderly populations. Classroom and clinical experiences will be directed toward learning nursing's role in the restoration and maintenance of health for the child and family and adult/geriatric patients. Assisting the patient, when indicated, to integrate and manage chronic illness in their daily lives will also be considered.

*Prerequisite(s):* NURS 219 - Health Assessment and Clinical Skills , NURS 216 - Pathophysiology and Pharmacology I , NURS 218 - Pathophysiology and Pharmacology II , NURS 318 - Foundations of Clinical Theoretical Nursing across the Lifespan I and NURS 200 - Foundations of Professional Nursing

### **NURS 318 - Foundations of Clinical Theoretical Nursing across the Lifespan I**

6 Credits

This course builds on nursing communication, health assessment skills and concepts learned in the previous semester. The course content and clinical experiences will focus on the nursing process, health assessment, clinical skill acquisition, and providing nursing care based on development of a nursing care plan to child-bearing families, adult/geriatric patients and their families. Lab fee: \$100.

*Prerequisite(s):* NURS 219 - Health Assessment and Clinical Skills and NURS 216 - Pathophysiology and Pharmacology I  
*Corequisite(s):* NURS 218 - Pathophysiology and Pharmacology II

### **NURS 319 - Clinical and Theoretical Nursing Across the Lifespan II**

7 Credits

This course will provide opportunities for students to care for patients in organizational and community settings who are experiencing significant health and illness transitions. Students will continue to provide comprehensive nursing care with a dual focus on the child and family and adult/elderly populations. Classroom and clinical experiences will be directed toward learning nursing's role in the restoration and maintenance of health for the child and family and adult/geriatric patients.

Assisting the patient, when indicated, to integrate and manage chronic illness in their daily lives will also be considered.

*Prerequisite(s):* NURS 219 - Health Assessment and Clinical Skills , NURS 216 - Pathophysiology and Pharmacology I , NURS 218 - Pathophysiology and Pharmacology II , NURS 318 - Foundations of Clinical Theoretical Nursing across the Lifespan I and NURS 200 - Foundations of Professional Nursing

### **NURS 403 - Health Care Systems in a Global World**

3 Credits

This course offers the student a survey of the present health care system, including a historical analysis of issues and trends from the turn of the century to the present. Focus will be on social, cultural and political structures and practices within Connecticut and the global society. Scope of practice and nursing responsibilities to respond to health disparities is emphasized. Students will develop an understanding of the historical and contemporary implications of public policies and discrimination affecting health care systems and use of health care services by racial and ethnic minorities and other vulnerable populations. Evaluation of formal and informal health care delivery systems for cultural sensitivity will be conducted.

Other: Open to Program for Adult Learners students only.

### **NURS 409 - Issues in Professional Nursing Practices**

4 Credits

This course fosters the development of leadership expertise in the professional nurse. Students learn theories of leadership, management and healthcare economics with the opportunity to apply these skills in a multicultural field placement of 32 hours over the course of the semester. Students will conduct an assessment of a community leader from an ethnic group other than their own.

Other: Open to Program for Adult Learners students only.

### **NURS 411 - Nursing in the Community Across the Lifespan**

4 Credits

In this course students analyze the principles and theories of public health nursing and public health national policy. Students implement the intervention phase of the community project that was begun in the previous semester. Particular emphasis is given to nursing activities that promote and preserve the health of populations. The clinical experience provides students with the opportunity to care for clients/patients in population-focused practice settings. Emphasis of the practice experience is on increasing levels of proficiency in making clinical judgments and carrying out related nursing interventions in unstructured settings.

### **NURS 412 - Clinical and Theoretical Nursing Across the Lifespan III**

8 Credits

This course applies the concepts and principles of acute and mental health nursing to the healthcare of individuals, families, and groups. Clients represent a continuum of wellness to illness



across the lifespan. All students have clinical experiences in both psychiatric/mental health nursing and in acute care environments. Emphasis of the clinical experience is on increasing levels of proficiency in making professional judgments and carrying out related interventions.

### **NURS 416 - Theory/Development Research**

3 Credits

This course is designed to provide students with an overview of the history of research in nursing as well as a detailed description of the research process as it applies to both quantitative and qualitative methodologies. Students will learn to critically evaluate research reports with a scholarly multicultural lens. Each student will identify a cultural issue/health disparities and design a research proposal to answer the question. (SI)

Other: Open to Program for Adult Learner students only.

### **NURS 417 - Management of Complex Health Problems**

8 Credits

The focus of this course is holistic professional nursing practice through synthesis, analysis and application of knowledge. Increase in clinical competence is gained through integration of empirical and professional knowledge, clinical and cognitive skills and professional values and behaviors. Based on the synthesis of knowledge the student will continue to provide comprehensive nursing care to patients, families and the community. Upon evaluation of intervention effectiveness, students will (re)formulate the plan of care and create new nursing interventions as appropriate. Students have the opportunity to identify their own learning needs and develop a learning contract to meet them. The contract is implemented in a clinical setting of particular interest to the student and as deemed appropriate by the faculty in the course. The theoretical component is case study/seminar format with discussion of selected topics and student presentations of a selected study. The students will utilize research skills to complement their clinical case load with a thorough critique of correlating articles and evidence based practice.

### **NURS 420 - Public Health Nursing**

2 Credits

This course discusses research methods that examine health-illness patterns in populations and effective health promotion strategies. Epidemiology and ethnography are the primary but not the only methods emphasized. Students will assess the strengths, weaknesses and health of a particular community and identify health problems that are amenable to nursing intervention. This course builds on the concepts from NURS 310 - Philosophy of Science/Nursing Research by assisting students to interpret and apply population-based research to practice. Students will be prepared to implement a community-based project in NURS 411 - Nursing in the Community Across the Lifespan to promote health within their chosen aggregate.

*Prerequisite(s):* NURS 310 - Philosophy of Science/Nursing Research

### **NURS 423 - Perspective in Nursing Science**

3 Credits

This course takes a critical social view of the evolution and nature of nursing science with an eye toward identifying bias in nursing models and theories. Emphasis is placed on scholarly endeavors that reflect a willingness to challenge established patterns of thought. Personal philosophies of nursing are written to identify personal values, beliefs and cultural practices related to health care which may interfere with acceptance of different cultural practices and beliefs. An introduction to the cultural theories of Campinha-Bacote, Giger and Davidhizers, and Leininger are presented with each student choosing one that will guide their practice. Using the theoretical framework chosen students will conduct a concept analysis related to a cultural issue in health care.

Other: Open to Program for Adult students only.

### **NURS 424 - Professional Issues**

2 Credits

Problems and issues confronting the nursing profession, including social, political and economic influences. An interdisciplinary approach to the resolution of problem, enhancing leadership ability through decision-making, collaborative and management skills. Two hours per week.

*Prerequisite(s):* NURS 318 - Foundations of Clinical Theoretical Nursing across the Lifespan I, NURS 317 - Nursing and Health Promotion

### **NURS 435 - Health Care of Populations**

5 Credits

This course examines cultural and community influences on the health and illness of individuals, families, groups and communities. Discuss theory relevant to the concepts of culture, community, health, illness and healing through case studies and 60 hours of multicultural field placements student create an assessment tool to examine the health of a particular culture using epidemiological and ethnographic methods that may build on the proposal written in NURS 416 - Theory/Development Research. Student will compare health and illness patterns in selected regions of the global communities. Students are required to do 60 hours of field work in a multicultural community health care setting. Students and faculty will collaborate to locate appropriate clinical sites.

*Prerequisite(s):* NURS 416 - Theory/Development Research

*Corequisite(s):* NURS 416 - Theory/Development Research and must have CT RN licensure.

Other: Open to Program for Adult Learners students only.

### **NURS 495 - Clinical Synthesis**

4 Credits

Holistic professional nursing practice through synthesis, analysis and application of knowledge. Increase in clinical competence through integration of liberal arts and professional knowledge, clinical and cognitive skills, and professional values and behaviors. Students identify their own learning needs and develop a learning contract to meet them, which is implemented in a clinical setting of particular interest to the student. The theoretical component is seminar format with discussion of selected topics and student presentations of selected case studies. Laboratory fee: \$100. Minimum of 32 clinical hours required over the semester. Last offering 2008-2009.

### **NURS 500 - Philosophy of Science/Nursing Theory**

3 Credits

Introduction to the evolution and nature of nursing science. Examining the philosophic basis of nursing science, students develop critiquing skills to evaluate current and past nursing models and theories. Emphasis on scholarly endeavors that reflect a willingness to challenge established patterns of thought and to engage in critical and creative thinking.

### **NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I**

4 Credits

Within an eclectic theoretical framework of selected existential/humanistic, interpersonal, and psychoanalytic readings, students analyze the processes of assessing mental health and therapeutic interaction between the psychiatric nurse and the patient. Developmental theory, selected psychoanalytic concepts, and existential themes are examined as they influence the therapeutic relationship. An experiential approach in seminar sessions provides opportunities to begin identifying and developing interpersonal style in individual therapeutic interaction. 180 clinical hours.

*Prerequisite(s):* NURS 507 - Advanced Physical Assessment, COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning

### **NURS 503 - Nursing Practice II: Group Theory and Practice**

4 Credits

Group dynamics and group development using a sociometric perspective. Course is conducted as a group experience with emphasis on the interaction of the class as a group. Other models of group therapy are compared and contrasted. Responsibility to the seminar group for attendance and participation is expected. Class sessions include experiential as well as theoretical/didactic focus on evolving group process. The clinical practicum experience provides an opportunity to begin developing a style of group process facilitation. 180 clinical hours.

*Prerequisite(s):* NURS 507 - Advanced Physical Assessment, COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning

### **NURS 505 - Health Policy and Leadership**

3 Credits

Synthesizes content and experience for advanced nursing practice, focusing on further development and implementation of the advanced practice role. Emphasizes roles as clinical expert, change facilitator, educator, researcher, and leader in health care. Contemporary professional issues regarding advanced practice nursing examined, including concerns surrounding regulations and constraints on practice and the impact of public policy on health care.

### **NURS 507 - Advanced Physical Assessment**

3 Credits

A comprehensive process for health assessment of individuals across the life span, including interviewing, history taking, techniques of physical and mental status examinations, selection of appropriate diagnostic procedures, record keeping, and formulating a prioritized plan of nursing care. Lab fee: \$350. Students must register for this course the semester before the start of clinical courses in order to negotiate appropriate clinical sites. 24 clinical hours.

### **NURS 508 - Nursing Practice in Family Health III**

4 Credits

Synthesize information regarding diagnosis and management of health conditions in pediatric nursing. Cognitive understanding of health, health promotion, illness prevention, disease, and disease processes will be used along with knowledge of the individual, the family, the environment to develop and implement an effective treatment plan for individuals and families. Lab fee: \$100. 180 clinical hours.

*Prerequisite(s):* Core graduate Nursing courses and BIOL 509 - Advanced Pathophysiology / NURS 519 - Advanced Pathophysiology and NURS 507 - Advanced Physical Assessment .

### **NURS 509 - Nursing Practice Family Health IV**

4 Credits

Synthesize information regarding diagnosis and management of health conditions in adult nursing. Cognitive understanding of health, health promotion, illness prevention, disease, and disease processes will be used along with knowledge of the individual, family, and environment to develop and implement an effective treatment plan for individuals and families. Lab fee: \$100. 180 clinical hours.

*Prerequisite(s):* Core graduate Nursing courses and BIOL 509 - Advanced Pathophysiology / NURS 519 - Advanced Pathophysiology and NURS 507 - Advanced Physical Assessment .

### **NURS 511 - Advanced Clinical Practicum**

3 Credits

The role and functions of the advanced practice nurse in delivery of health care to adults within the context of the individual, family, culture, and community. Emphasizes synthesis of previous clinical learning in the promotion of health and wellness

and in the assessment, diagnosis, and management of health and illness in adults in a variety of clinical settings. 180 clinical hours.

*Prerequisite(s):* NURS 507 - Advanced Physical Assessment for FMP students, must have completed NURS 508 - Nursing Practice in Family Health III and NURS 509 - Nursing Practice Family Health IV . For PSYC NP students must have completed and NURS 503 - Nursing Practice II: Group Theory and Practice

### **NURS 517 - Curriculum and Evaluation in Nursing Education**

3 Credits

This course explores nursing curriculum design in higher education from its inception with a philosophical framework to the actual development of courses. Students will also explore and create effective evaluation methods for program, courses, and curriculum. A focus of this course is the interrelationship among the course and curriculum development and student outcomes.

### **NURS 519 - Advanced Pathophysiology**

3 Credits

This course is designed to study concepts and theories related to disorders of physiological processes which result in health alterations in the child and the adult. Using the framework of human body systems, inferences from concepts and theories of pathophysiology will be applied to clinical nursing practice. Inflammation process and cellular proliferation (neoplasia) will be discussed as well as a relationship between disorders and family health.

### **NURS 528 - Nursing Education Theories and Methods**

3 Credits

This course provides a foundation for nursing educators. An overview of the classic and contemporary theories and research relevant to teaching and learning in nursing is presented. Each student will participate in a teaching experience with an approved master teacher, examining the use of educational theories in the classroom and in seminar sessions with peers.

### **NURS 530 - Neuropsychopharmacology**

3 Credits

A systematic in-depth survey of psychophysiology and pharmacology of the central and autonomic nervous systems; of striated, smooth, and cardiac muscle; and of sensory systems, referring to both animal and human behavior. Clinical management, assessment, and diagnoses are presented from nursing practice perspective.

### **NURS 535 - Advanced Pharmacology**

3 Credits

A systematic in-depth survey of physiology and pharmacology as applied in contemporary nursing practice.

### **NURS 540 - Ethical Issues in Advanced Practice Nursing**

3 Credits

Traditional theories of moral development and moral reasoning commonly guided responses to ethical concerns in health care within an ethical framework. Customary ethical principles articulating the existential/phenomenological ground for an ethic of practice in a caring science examined. A small research project provides an opportunity for developing personal parameters of an ethic of care to guide professional practice. Seminars foster shared leadership of discussion and group interaction.

### **NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions**

3 Credits

This course addresses individual diagnosis from a variety of perspectives: biologic, developmental, environmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptom perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories.

### **NURS 550 - Health and Community**

3 Credits

In this course, students will explore and discuss issues related to community and public health nursing including fundamental principles, ethics, cultural competence and concordance, vulnerable populations, illness, health promotion and program planning. Through online discussions and papers, students will analyze their own practice regarding these concepts and apply the nursing process or program planning process to address a population-based problem. Cross listed with HDGE 540 - Health and Community .

### **NURS 589 - Statistics and Quantitative Methods**

3 Credits

Discussion of basic statistical procedures and selected advanced statistical tests. Students learn to use the computer to handle statistical data. Builds on concepts from the student's undergraduate nursing research and undergraduate statistics courses.

### **NURS 591 - Women's Health**

3 Credits

An in-depth investigation of female anatomy, physiology, associated pathologies, and management strategies for ob-gyn problems, commonly seen in the office as well as the management of normal pregnancy for family nurse practitioners. Lab fee:\$200. 60 clinical hours.

*Prerequisite(s):* NURS 507 - Advanced Physical Assessment and NURS 535 - Advanced Pharmacology



### **NURS 597 - Advanced Nursing Research**

3 Credits

This course provides graduate nursing students the opportunity to examine and understand research process and its application and utilization to nursing and nursing practice. Various research methods applicable to nursing research are discussed. Students critique selected nursing research studies based on their quality and applicability for utilization in practice. Students learn how to conceptualize problems, how to transform these problems into answerable research questions and how to search for best clinical evidence taking into account patient values and preferences through the evidence based practice process.

### **NURS 700 - Nursing Science in Practice**

3 Credits

This course examines the evolution, philosophic basis and nature of nursing science. Students will have an opportunity to evaluate current and past nursing models and a variety of nursing theories. Emphasis is placed on scholarly endeavors that reflect a willingness to challenge established patterns of thought, and to engage in critical and creative thinking. At the conclusion of the course, students will develop a clinical problem focus to examine.

### **NURS 701 - Healthcare Quality and Informatics**

3 Credits

This course examines the multiple roles that information systems and technology play in improving patient care and health care systems. The standards and principles for selecting and evaluating information systems and patient care technology, as well as related ethical, regulatory, and legal issues are discussed. Application of information systems and technology to evaluate the outcomes of care is explored. The use of web based learning and intervention tools and the role of information systems in budget planning and productivity monitoring is examined.

### **NURS 702 - Management and Transformational Leadership**

3 Credits

This course provides an overview of leadership roles and core competencies with an emphasis on leadership in health care and specifically in nursing. Students will build skills through the application of various leadership and management theories and practices. Students will practice these skills in group exercises and simulations, and the completion of a personal leadership map and a capstone project. Topics include: leadership as a process; distinguishing leadership and management; power and authority; leaders as visionaries and entrepreneurs; leaders as resource developers; importance of collaborative networks; organizational change and leadership; and renewing leadership potential.

### **NURS 703 - Quantitative Methods and Biostatistics**

3 Credits

The foundation of this course is the examination of basic principles of nursing research that relate to quantitative analysis and interpretation of data. The course includes discussion of basic statistical procedures and selected advanced statistical tests. Students learn to use the computer to handle statistical

data. Topics covered include quantitative design, and statistical methods including correlation, prediction and regression, hypotheses testing, t-tests, ANOVA and ANCOVA. Nursing students will provide most of the examples that help students to apply the concepts.

### **NURS 704 - Systems Thinking & Fiscal Analysis in Health Care**

3 Credits

This course offers a political, economic and financial management perspective for examining organizations. It provides core competencies in systems thinking and health care fiscal analysis in order to improve patient and health care outcomes and promote excellence in practice. Participants will explore opportunities and barriers to patient care and contemporary delivery models, using cases and interactive exercises that present organizational, cultural, political, and economic perspectives.

### **NURS 705 - Assessment, Diagnosis and Treatment Planning of the Psychiatric Patient**

4 Credits

This course addresses assessment, diagnosis and treatment planning from a variety of perspectives: Physical, biologic, neurophysiologic, developmental, cultural and interpersonal. It will provide student with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomatic perspective as presented in the DSM-IV0TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with the various psycho-diagnostic categories. Students will have a 45 hour clinical placement to apply these concepts.

### **NURS 710 - Advanced Family Theory and Practice**

4 Credits

The course content encompasses interdisciplinary family theory. Theories and models derived from nursing and the social sciences are critiqued for their usefulness with families experiencing a variety of problems such as acute and chronic illness, and life transitions. Major course components include advanced family nursing practice in the assessment of families across the lifespan, family health promotion, and the influence of sociological, political and cultural factors on family health. The synthesis and application of family theory research in advanced nursing practice is emphasized. Students are provided opportunities to apply clinical judgment, and to demonstrate advanced nursing competency through seminar discussion, presentations and a clinical experience.

### **NURS 711 - Advanced Pharmacology Across the Life Span**

3 Credits

This course will investigate pharmacological management across the lifespan with a focus on pharmacokinetics. Selected categories of drugs commonly prescribed for management of acute and chronic illnesses across the lifespan will be presented.



Controlled substances and the potential for abuse will be discussed. The responsibilities and legalities of prescriptive authority in advanced practice will be addressed.

### **NURS 712 - Advanced Neuropsychopharmacology Across the Life Span**

3 Credits

This course examines the pharmacological treatment of psychiatric disorders across the life span. The course includes topics in neurobiology, the biologic actions of psychotropic drugs and a discussion of how drug-induced modifications of brain chemistry can affect mood and behavior. Evidenced based practice and research based decision making is emphasized. The course is structured to develop in the student a logical approach and holistic treatment strategy to use when prescribing and evaluating psychotropic medication for a variety of patient populations. The decision-making model outlined in this course is designed to provide the student with a strategy that is relevant for use today and that is adaptable enough to accommodate the ever-increasing body of relevant scientific information.

### **NURS 713 - Advanced Health Assessment for the Doctorate in Nursing Practice**

4 Credits

This health assessment course provides the student with opportunities to develop advanced interviewing and history taking skills. The student will refine physical assessment techniques review of systems, symptom definition, and physical examination. Through seminar discussion and clinical practice the student will apply the skills necessary to perform advanced comprehensive and problem focused health assessments.

### **NURS 714 - Advanced Family Psychiatric and Mental Health Nursing I**

6 Credits

This course explores the role of the Family Psychiatric Mental Health Nurse Practitioner in diagnosis and management of common mental illnesses in psychiatric practice with a variety of patient population groups across the life span. Health promotion and treatment strategies are evaluated through an examination of evidence-based practice. Select psychiatric disorders are studied. The impact of physical illness on mental health is included. Critical thinking processes required for development of differential diagnosis and treatment plans are utilized. Psychotherapeutic techniques focusing on the individual are explored. The course includes 180 hours of clinical practicum with an approved preceptor.

### **NURS 715 - Advanced Family Psychiatric and Mental Health Nursing II**

6 Credits

This course builds on family psychiatric Mental Health Nursing I. This course continues the examination of the role of the Family Psychiatric Mental Health Nurse Practitioner in health promotion and in diagnosis and management of common mental illnesses in psychiatric practice with a variety of patient population groups across the life span. Health promotion and treatment strategies are evaluated through an examination of evidence-based practice.

Select psychiatric disorders are studied. The impact of physical illness on mental health is included. Critical thinking processes required for development of differential diagnosis and treatment plans are utilized. Group psychotherapeutic techniques are explored.

### **NURS 716 - Advanced Family Psychiatric Mental Health Nursing III**

6 Credits

This seminar course requires the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of patients with acute and/or stable chronic mental health conditions. During this course, students will choose a select patient population group as the focus of their learning experience. Using scholarship and evidenced based practice skills, the student will identify and implement strategies to promote health, to prevent illness, to develop, implement and evaluate treatment plans. The student will evaluate the contextual factors that impact the quality of care received by the psychiatric patient and will explore changes in health care delivery that have the potential to improve care. Collaboration with other members of the health care team and continuity of care is emphasized.

### **NURS 717 - Qualitative and Quantitative Methods to Assess the Health of Disadvantaged Populations**

3 Credits

This course examines cultural and community influences on the health and illness of individuals, families, groups, and communities. Discusses theory relevant to the concepts of culture, community, health, illness, and healing. Through case studies, students apply theories to western, under served and non-western communities. Students create an assessment tool and examine the community competence and health of an aggregate of people using epidemiologic and ethnographic methods.

### **NURS 719 - Advanced Physical Assessment**

4 Credits

This health assessment course provides the student with opportunities to develop advanced physical assessment techniques including history taking, review of systems, symptom definition, and physical examination. Through seminar discussion and clinical practice the student will develop the knowledge and skills necessary to perform advanced comprehensive and problem focused health systems.

### **NURS 720 - Advanced Nursing Practice in Family Health I**

6 Credits

This course provides students the opportunity to assess, diagnose and treat adults and their families with primary health and illness problems. Synthesis of previous learning is emphasized in the promotion of health and wellness and in the assessment, diagnosis, and management of common health problems in adults across the life span. A clinical practicum with nurse practitioners is required.

## **NURS 721 - Advanced Nursing Practice in Family Health II**

6 Credits

The focus for this course is on developing the knowledge and skill required to deliver primary health care to children, adolescents, and young adults within the context of their family, community, and culture. Cognitive understandings of health promotion, illness prevention, disease and disease processes will be used to develop effective individual and family treatment plans. In seminar discussions and in the clinical practicum, students will have the opportunity to synthesize previously learned concepts related to child and adolescent development, nursing theory, family theory, research, individual and family health assessment.

## **NURS 722 - Advanced Nursing Practice in Family Health III**

6 Credits

This course provides students the opportunity to examine the role and functions of the advanced practice nurse in delivery of primary health care to women within the context of the individual, family, culture and community. Synthesis of previous learning is emphasized in the promotion of health and wellness and in the assessment, diagnosis, and management of common women's health care providers is required.

## **NURS 723 - Ethics, Health Care Disparities and Social Justice**

3 Credits

Using an ethical framework this course examines traditional moral development and moral reasoning as they have commonly guided ethical concerns in health care. Examination of customary ethical principles that set the stage for articulating an ethic of practice in advanced practice nursing are explored. Students learn the origins of formal principles and perspectives that guide the field of ethics as well as develop an understanding of the clinical intersection where research and health care practices impinge upon deeply held notions of human dignity, value, and justice.

## **NURS 724 - Health Policy and Political Action in Nursing and Health Care**

3 Credits

The major focus of the course is health policy and advanced practice nursing leadership. The development, analysis and impact of public policy on health care will be deconstructed and examined. There is an analysis of the impact of our sociocultural values on the profession and our evolving health care system. The impact that nursing can have on shaping policy will be explored.

## **NURS 725 - Research Translation**

3 Credits

This course will investigate qualitative research methodologies and examine how both quantitative and qualitative research studies are translated into evidence for practice. The processes of evaluating, translating and integrating published research results

into clinical practice are the focus of the course. Systematic reviews, evidenced based practice guidelines, meta-synthesis and meta-analysis will be evaluated and strategies for application of findings discussed. An end of the program proposal will be developed and discussed in the summer residency attached to this course.

## **NURS 726 - Specialty Seminar Residency**

3 Credits

During this on-campus experience, students will be divided into groups based on their specialty. Group activities and classes will be structured for each by the respective specialty faculty. This seminar will include a face-to-face assessment and evaluation by the USJ faculty and will meet with capstone project committee to lay the groundwork and outline for the project.

## **NURS 780 - Capstone Experience and Clinical Practicum I**

5 Credits

The DNP Capstone is a practice immersion experience that is designed to provide the student the opportunity to integrate and synthesize the essentials and specialty requirements necessary to demonstrate competency in an area of specialized nursing practice. The Capstone experience consists of two consecutive courses. It is expected that these courses will be taken successively, without interruption. This immersion experience requires a total of 500 practice hours in the student's specialty focus. The practice hours are divided across the two courses.

During the DNP Capstone courses, the student will plan and complete a final project that uses evidence to improve either practice, patient outcomes or the practice environment. This project may take many forms. For example, the final DNP product might be a practice change initiative, a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, an integrated critical literature review, a manuscript submitted for publication, systematic review, a research utilization project, a practice topic dissemination, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. The final DNP project is a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee.

## **NURS 781 - Capstone Experience and Clinical Practicum II**

8 Credits

This course is a continuation and completion of the DNP Capstone experience. This is an immersion experience, designed to provide the student the opportunity to integrate and synthesize the essentials and specialty requirements necessary to demonstrate competency in an area of specialized nursing practice. The Capstone experience consists of two consecutive courses. This is the second course with 250 hours of clinical and an on line seminar.

## Dietetics and Nutrition

### **NUTR 101 - Survey Careers Nutrition Dietetics**

1 Credits

Examination of the various careers in the field of nutrition and dietetics. Weekly speakers share their insights and experiences from a wide range of career opportunities. Open to all students. One hour a week, first semester.

### **NUTR 130 - Foods**

4 Credits

Utilization of basic principles of food preparation. Increases familiarity with various foods and food products. Open to all students. Two hours lecture, three hours laboratory per week. Laboratory fee: \$50. (SI)

### **NUTR 220 - Fundamentals of Nutrition**

3 Credits

Study of carbohydrates, proteins, fats, vitamins, minerals, energy balance. (LAS) (SI)

*Prerequisite or co-requisite:* CHEM 170 - Principles of Inorganic and Organic Chemistry or BIOL 110 - General Biology or BIOL 116 - Biological Concepts I or permission of instructor. (LAS) (SI)

### **NUTR 236 - Sports Nutrition**

3 Credits

Basic nutritional requirements of active individuals and the relationship of proper nutrition to increased health and human performance. Topics include how nutrients such as carbohydrates and proteins can influence exercise performance; appropriate ways to manage weight; and evaluation of the role of ergogenic aids in human performance.

### **NUTR 245 - Health Promotion Strategies**

3 Credits

Examination of the many issues involved in a holistic approach to health. (LAS)

### **NUTR 295 - Independent Study**

3 Credits

Research project designed by the student with faculty approval and guidance.

Other: Separate form available in the Academic Affairs office must be filed with the faculty advisor.

### **NUTR 305 - Health Coaching**

3 Credits

This course will combine the latest content information and skill-building in the emerging field of health coaching. A knowledge base of health promotion and disease prevention interventions in the areas of nutrition, physical activity, and stress and behavior management will be presented, and applied through relevant laboratory activities. Additionally students will practice wellness assessments and behavior changes techniques integral to health

coaching such as; motivational interviewing, goal setting, and cognitive behavioral therapies.

*Prerequisite(s):* NUTR 220 - Fundamentals of Nutrition , CHEM 170 - Principles of Inorganic and Organic Chemistry , BIOL 110 - General Biology , BIOL 241 - Essentials of Anatomy and Physiology I

### **NUTR 310 - Nutrition Counseling and Communication**

3 Credits

The essential communication skills for nutrition counselors and educators, including the theory and practice of basic helping skills, nutrition interviewing, and counseling/educating clients for eating behavior change.

### **NUTR 311 - Food and Nutrition Management I**

3 Credits

Principles of food service management with emphasis on quantity food production and service. (Formerly: Food Service Management I)

*Prerequisite or co-requisite:* NUTR 130 - Foods .

### **NUTR 315 - Community Nutrition I**

2 Credits

Examination of community health and nutrition needs and problems, intervention programs and techniques, program planning and management, scope of community health and social service agencies, and role of the nutritionist; clinical experience in the application of principles. Two hours lecture per week, first semester.

*Prerequisite(s):* NUTR 220 - Fundamentals of Nutrition

### **NUTR 316 - Medical Nutrition Therapy I**

4 Credits

Study of Nutrition in health and disease; techniques for provision and care. Three hours lecture, plus laboratory three mornings per week, second semester.

*Prerequisite(s):* NUTR 220 - Fundamentals of Nutrition , CHEM 240 - Biochemistry of the Human Body and BIOL 241 - Essentials of Anatomy and Physiology I , BIOL 242 - Essentials of Anatomy and Physiology II .

Other: Laboratory fee \$50

### **NUTR 325 - Nutrition Through the Life Cycle**

2 Credits

A continuation of NUTR 220. Discusses how the need for nutrients changes depending on age and life stage (including pregnancy, lactation, growth).

*Prerequisite(s):* NUTR 220 - Fundamentals of Nutrition or NUTR 380 - Nutrition for Nursing Practice .

### **NUTR 330 - Food Science**

4 Credits

Scientific principles and fundamental processes underlying food preparation and preservation with practical application. Two

hours lecture, three hours laboratory per week, one semester.  
Laboratory fee: \$50.

Prerequisite or co-requisite: NUTR 130 - Foods and CHEM 170 - Principles of Inorganic and Organic Chemistry , or permission of instructor.

*Prerequisite(s):* NUTR 220 - Fundamentals of Nutrition

### **NUTR 380 - Nutrition for Nursing Practice**

3 Credits

Study of all the nutrients, carbohydrates, protein, lipids, vitamins and minerals, including functions and requirements, and the changing nutritional needs in various stages of the lifecycle. Discussion of dietary treatment of specific disease states. Open only to Nursing majors.

*Prerequisite(s):* CHEM 170 - Principles of Inorganic and Organic Chemistry or BIOL 110 - General Biology or BIOL 205 - Introduction to Cellular and Molecular Biology or BIOL 116 - Biological Concepts I . *Corequisite(s):* CHEM 240 - Biochemistry of the Human Body

### **NUTR 410 - Health Care Issues**

1 Credits

Health care history, present status, future trends, and factors influencing health care systems. Emphasis on current issues and events. One hour per week, second semester.

### **NUTR 411 - Food and Nutrition Management II**

3 Credits

Application of management principles to food service operations. Emphasis on food cost control, personnel management, planning, and analysis. (Formerly: Food Service Management II)

*Prerequisite(s):* NUTR 311 - Food and Nutrition Management I or permission of the instructor.

### **NUTR 416 - Medical Nutrition Therapy II**

3 Credits

Advanced study of selected topics of Nutrition in health and disease.

*Prerequisite(s):* NUTR 220 - Fundamentals of Nutrition , CHEM 240 - Biochemistry of the Human Body , BIOL 241 - Essentials of Anatomy and Physiology I and BIOL 242 - Essentials of Anatomy and Physiology II .

### **NUTR 418 - Advanced Nutrition**

3 Credits

In-depth study of macronutrients and examination of current research related to nutrition and health. Cross listed with NUTR 518 - Advanced Nutrition .

*Prerequisite(s):* CHEM 240 - Biochemistry of the Human Body and NUTR 220 - Fundamentals of Nutrition , BIOL 241 - Essentials of Anatomy and Physiology I , and BIOL 242 - Essentials of Anatomy and Physiology II .

### **NUTR 495 - Advanced Independent Study**

3 Credits

Advanced research project designed by the student with faculty approval and guidance.

*Prerequisite(s):* Separate form available in the Academic Affairs office must be filed with the faculty advisor.

### **NUTR 499 - Coordinating Seminar**

3 Credits

Seniors experience working in a setting related to their field of study and carry out a research project. Oral presentation and paper constitute comprehensive examination.

### **NUTR 516 - Health Education Concepts**

3 Credits

Theories, factors, and influences on health behaviors. Explores methods to initiate behavior change in regard to these behaviors. Develops coaching techniques and client education methods.

Other: Availability for real-time teleconferences required approximately 7 - 9:00 P.M. EST.

### **NUTR 518 - Advanced Nutrition**

3 Credits

In-depth study of macronutrients and examination of current research related to nutrition and health. Cross listed with NUTR 418 - Advanced Nutrition .

### **NUTR 525 - Nutritional Therapy Eating Disorders**

3 Credits

A comprehensive approach to diagnostic assessment, nutritional treatment and evaluation of persons with both clinical and sub-clinical eating disorders. The mechanisms, constraints and challenges in providing nutritional therapy along the continuum or eating pathology. Interactive case studies, classroom discussions and research presentations.

### **NUTR 528 - Supplement Savvy**

3 Credits

In depth examination into claims, theories and current research in the explosive field of vitamins, minerals and health promoting compounds. Learn what they do and don't do.

### **NUTR 531 - Maternal Infant Nutrition**

3 Credits

Discussion of nutrient requirements for optimal pregnancy outcome, successful lactation and infant growth and the physiological changes that determine these nutrient needs. Exploration of dietary and non-dietary factors that adversely affect growth and lactation performance.

### **NUTR 532 - Pediatric Nutrition**

3 Credits



A practical approach to nutritional challenges for the pediatric and adolescent population. Explores nutritional needs for normal children, children with handicapping conditions, and children with disease.

### **NUTR 533 - Nutrition and Aging**

3 Credits

An in-depth study of the physiological, social, and environmental factors that affect the nutritional status of older adults. Topics include methods of assessing dietary intake, anthropometric measurements, alterations in physiologic mechanisms, and subsequent changes in nutrient requirements in the aging process, nutritional care in extended care facilities, and resources available in the community.

Other: Availability for real-time teleconferences required (approximately 7-9 p.m. E.S.T. weekdays).

### **NUTR 542 - Advanced Community Nutrition**

3 Credits

Examination of community nutrition program planning, management and evaluation; international, national state, and local needs and existing programs; the role of government and community; identification of needs, and existing programs; intervention strategies/ technique materials.

### **NUTR 550 - Dietetic Internship**

9 Credits

Medical Nutrition Therapy two seminar days per month and 32-40 hours of supervised practicum experience in extended care, hospitals, diabetes, and dialysis facilities. (Formerly: NUTR600)

*Prerequisite(s):* Open only to students in the Dietetic Internship.

### **NUTR 551 - Dietetic Internship**

9 Credits

Food service Management and community Nutrition seminars twice per month and 32-40 hours supervised practicum in school nutrition, food service, health and wellness promotion, WIC, and community nutrition programs. (Formerly: NUTR 601)

*Prerequisite(s):* Open only to students in the Dietetic Internship.

### **NUTR 560 - Special Topics in Nutrition Care**

3 Credits

Diabetes, obesity/renal, g.i./liver, oncology/critical care issues and cardiovascular diseases.

### **NUTR 561 - Obesity**

3 Credits

This course will explore a wide spectrum of issues that contribute to our current knowledge and perspectives on Obesity. These include; definitions and clinical assessment, etiologies, appetite and feeding controls, biopsychosocial consequences, treatment modalities, resources, and the roles of health professionals.

Other: Availability for real time teleconferences may be required (approximately 7-9 p.m. E.S.T. weekdays).

### **NUTR 562 - Nutrition and Cancer**

3 Credits

Examination of epidemiology, physiology, mechanism, and prevention of cancer with an emphasis on the role of nutrition, including antioxidants, dietary fat, red meat, artificial sweeteners, fiber, obesity, folate, alcohol, food additives, bioengineered foods, caloric restriction, and more. Students will learn through interpretation and evaluation of current research articles, presentation and discussion of topics with fellow students, and development of an original hypothesis and study proposal to further our knowledge of the field.

### **NUTR 563 - Renal Nutrition**

3 Credits

Review of pathophysiology of renal diseases in relation to medical nutrition therapy.

### **NUTR 564 - Cardiovascular Nutrition**

3 Credits

Examination of epidemiology, physiology, mechanism, treatment, and prevention of cardiovascular disease with an emphasis on the role of nutrition, including dietary cholesterol, saturated fatty acids, trans fatty acids, fish oils, fiber, sodium, various popular diets, antioxidants, wine, and soy. Students will learn through interpretation and evaluation of current research articles, presentation and discussion of topics with fellow students, and development of an original hypothesis and study proposal to further our knowledge of the field.

### **NUTR 565 - Nutrition in Critical Care**

3 Credits

Focus on patients with metabolic stress and critical illness, especially those requiring enteral or parenteral nutrition. Recommended for those with a clinical background.

*Prerequisite(s):* An advanced Nutrition course and an undergraduate basic medical nutrition therapy course.

### **NUTR 590 - Special Topics in Nutrition**

1-3 Credits

Special Topics in Nutrition.

### **NUTR 591 - Sports Nutrition**

3 Credits

Nutritional concepts relating to how the body uses macronutrients and micronutrients to fuel energy systems will be explored. Learn to evaluate nutrition programs for intense training and sports competition. Popular performance-enhancing supplements are examined.

### **NUTR 595 - Independent Study/Research**

3 Credits

Student selects a topic or project to pursue through independent or small group work. A contract is developed to meet the individual needs of the learner. Required if NUTR 598 or NUTR 599 is not taken.

*Prerequisite(s):* Application forms for Independent Study/Research are available at the Graduate Studies Program office and must be approved by the project advisor, department chair, and dean of the school and NUTR 597 - Research Methods

### **NUTR 596 - Independent Study/Research**

3 Credits

Student selects a topic or project to pursue through independent or small group work. A contract is developed to meet the individual needs of the learner. Required if NUTR 599 is not taken.

*Prerequisite(s):* Application forms for Independent Study/Research are available at the Graduate Studies Program office and must be approved by the project advisor, department chair, and dean of the school and NUTR 597 - Research Methods

### **NUTR 597 - Research Methods**

3 Credits

Different types of research and evaluation of examples. Students review literature for their project/thesis and complete the design and method to be used.

### **NUTR 598 - Master's Thesis**

3 Credits

Original research project, culminating in a Master's degree. Needs pre-approval.

### **NUTR 599 - Master's Thesis**

3 Credits

Original research project, culminating in a Master's degree. Needs pre-approval.

### **NUTR 601 - Dietetic Internship**

9 Credits

Thirty-six weeks of supervised practice experience in clinical nutrition, food service management and community nutrition and health promotion.

## **Pharmacy**

### **PHCY 701 - Introduction to the Profession of Pharmacy**

2 Credits

This course is a survey of the profession. The first meeting of the class explores pharmacy's colorful history and place in society. Subsequent sessions include an introduction to practice types, career opportunities, ethical foundations, regulation, and contemporary issues.

### **PHCY 703 - Introduction to Self-care Therapeutics**

1 Credits

This course provides an introduction to over-the-counter medications used for self-treating common medical conditions in the community setting. A systematic approach to assessing, triaging and making appropriate treatment recommendation is utilized throughout the course.

### **PHCY 704 - Pharmaceutical Calculations**

3 Credits

This course covers all aspects of pharmaceutical calculations including: interpretation of prescriptions and medication orders, Latin abbreviations and symbols used in the practice of pharmacy, fundamentals of measurements and calculation, measurement systems, dosage and concentration units, detailed calculation of percentages, isotonic solutions, electrolyte solutions, intravenous admixture and rates of flow, and calculations related to compounding, and patient's parameters such as creatine clearance.

### **PHCY 706 - Communication Skills**

1 Credits

This course examines the principles of interpersonal communication, including active listening techniques, verbal and nonverbal communication, effective interviewing, and empathic responding. The course highlights the importance of integrating health literacy and cultural competence to provide quality patient care. It emphasizes the pharmacist's role in using communication skills to improve medication adherence and empower patients to become more involved in their own healthcare.

### **PHCY 710 - Introduction to Pharmacology**

2 Credits

An introduction to pharmacology, including pharmacology, drug biotransformation, structural features of drugs, functional group properties and receptor interactions, fundamentals of pattern recognition that relate chemical structure to pharmacological action, and quantal dose response curves.

### **PHCY 715 - Protein Function**

2 Credits

This course is a study of the basic concepts of biomolecular structure and function with an emphasis on proteins. It provides an introduction to biomolecules and biomolecular reactions, followed by a more detailed examination of bioenergetics, protein chemistry and enzymology.

### **PHCY 716 - Information Metabolism: Nucleic Acids and Cellular Communication**

2 Credits

This course is a study of the basic concepts of information storage, expression and transfer in mammalian systems. Emphasis will be placed on DNA replication and repair, gene expression, transmembrane transport, and signal transduction.

### **PHCY 717 - Carbohydrate, Lipid and Amino Acid Metabolism**

2 Credits

This course is a study of intermediary metabolism in mammalian cells. The digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and amino acids at the cellular level in both the normal and disease states will be included. An emphasis will be placed on fuel molecule metabolism and its regulation at the cellular and organismic levels.

### **PHCY 720 - Pharmacy Administration I**

3 Credits

This course examines the basic principles of management and leadership as they apply to pharmacy practice. These principles include operational planning, financial analysis, organizational design, medication safety and quality, and personnel management. This course provides a background knowledge base, from which managerial decisions can be initiated in different pharmacy environments.

### **PHCY 722 - Biostatistics and Literature Evaluation**

2 Credits

This course builds on basic statistics and introduces the concepts and methods of biostatistics and study design. It develops the ability to critically evaluate the scientific literature and identify findings that have implications for pharmacy practice.

### **PHCY 724 - Drug Information and Literature Evaluation**

2 Credits

This course is designed to introduce the practice of drug information, which includes literature search methodology and techniques, drug literature evaluation, and medical writing as it applies to pharmacovigilance and evidence-based medicine.

### **PHCY 728 - Pharmacy Law**

2 Credits

A study of the basic provisions of State and Federal pharmacy laws and regulations pertaining to pharmacy practice, licensure, controlled substance issues, legal liabilities, laws and regulations of other health care providers, and pharmacy case law.

### **PHCY 730 - Pharmacology of the Autonomic Nervous System**

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs affecting the autonomic nervous system. The drugs' chemical properties, mechanisms of action, routes of administration, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions are covered.

### **PHCY 731 - Pharmacology of the Cardiovascular, Renal and Blood Clotting Systems**

3 Credits

This course presents the basic concepts of pharmacology of drugs affecting the cardiovascular, renal and blood clotting systems. The drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, structure-mechanism based interactions, and clinical applications are covered.

### **PHCY 732 - Pharmacology of Drugs with Actions on Smooth Muscle Systems**

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs that have direct or indirect effects to produce important actions on selected smooth muscle

systems. Specifically, the pharmacology of eicosanoids, histamine, proton pump inhibitors, serotonin, cannabinoids and phosphodiesterase inhibitors are covered. The drugs' chemical properties, mechanisms of action, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions are covered.

### **PHCY 733 - Pharmacology of the Endocrine System**

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs affecting the endocrine system. The drugs' chemical properties, mechanisms of action, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions are covered.

### **PHCY 734 - Pharmacology of the Immune System**

3 Credits

This course presents basic immunology and immunologic applications for diagnosis and treatment of disease. The basic concepts of pharmacology and medicinal chemistry of drugs and vaccines affecting the immune system are discussed. The drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, and structure- and mechanism-based interactions are covered.

### **PHCY 735 - Pharmacology of the Anti-infective Drugs**

3 Credits

This course presents the principles of pathogenicity of major disease-causing bacteria, viruses, fungi, protozoa and helminthes. In addition, the basic concepts of pharmacology and medicinal chemistry of drugs used as anti-infective agents, specifically antimicrobials, antivirals, and antifungals, among others are emphasized to support proper selection of chemotherapeutic agents to treat individual infections. The drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, resistance, and structure- and mechanism-based interactions are covered.

### **PHCY 736 - Pharmacology of the Antineoplastic Agents**

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs to treat neoplasia. In addition, there is an introduction to carcinogenesis and the neoplastic state. The course focuses on the antineoplastic drugs' chemical properties, mechanisms of action, routes of administration, clinical uses, disposition, adverse reactions, drug resistance, and structure- and mechanism-based interactions.

### **PHCY 737 - Pharmacology of the Central Nervous System**

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs targeted to affect the central nervous system. The drugs' chemical properties, mechanisms of

action, routes of administration, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions are covered.

### **PHCY 745 - Herbal Products & Dietary Supplements**

2 Credits

This course addresses the principles and the pharmacotherapeutic application of both herbal products and dietary supplements encountered in pharmacy practice. The course examines the legal, ethical, and policy issues surrounding the use of Complementary and Alternative Medicine (CAM). Emphasis is placed on the ability of the student to provide evidence-based comprehensive patient education of herbal products and dietary supplements.

### **PHCY 750 - Pharmaceutics**

4 Credits

This course provides a basic understanding of the physicochemical and biological properties of pharmaceutical products and application of this knowledge to dosage form design, formulation, performance, and drug delivery systems. It emphasizes how these factors affect the stability, kinetics, bioavailability, and bioequivalence of drugs in dosage forms. It also focuses on the theory, technology, formulation, evaluation and dispensing of aqueous and non-aqueous liquids, disperse systems, semisolids, solids, transdermal, parenteral, ophthalmic, topical, and other dosage forms.

### **PHCY 751 - Pharmacokinetics and Biopharmaceutics**

4 Credits

This course provides a fundamental understanding of the principles of biopharmaceutics and pharmacokinetics that can be applied to evaluation of drug therapy. This course explores the effects of the physicochemical properties of the drug, the dosage form in which it is given, and the route of administration on the rate and extent of drug absorption into the systemic circulation. The course explores the application of pharmacokinetic models that aid in the design and optimization of dosage regimens. Included in this course is a study of the interrelationships of drug absorption, distribution, metabolism, and elimination (ADME).

### **PHCY 752 - Pharmaceutical Sciences Laboratory**

1 Credits

This course applies pharmaceutical principles in the preparation and evaluation of dosage forms, and develops proficiency in compounding such formulations.

### **PHCY 753 - Pharmaceutical Care Lab**

1 Credits

This laboratory is designed to introduce the concepts of pharmaceutical care and the skills necessary to become a competent and caring pharmaceutical care practitioner. Skills included for this introductory experience includes exposure to prescription processing, medication therapy management (MTM), preparation of sterile and non-sterile compounds, patient consultation, and documentation of care.

### **PHCY 761 - Introductory Pharmacy Practice Experience 1**

1 Credits

This course places the student into an actual practice experience in either a community or institutional pharmacy setting. It is the first of five introductory pharmacy practice experiences and consists of one 8-hour day per week over a 5-week period in the fall term of the first professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in the provision of pharmaceutical care. Each introductory pharmacy practice experience is meaningfully interfaced with classroom coursework and continues in a progressive manner leading to entry into the advanced pharmacy practice experiences (APPEs) in the third professional year.

### **PHCY 762 - Introductory Pharmacy Practice Experience 2**

1 Credits

This course places the student into an actual practice experience in either a community or institutional pharmacy setting. Building on PHCY 761, it is the second of five introductory pharmacy practice experiences, and consists of one 8-hour day per week over a 5-week period in the spring term of the first professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in the provision of pharmaceutical care. Each introductory pharmacy practice experience is meaningfully interfaced with classroom coursework and continues in a progressive manner leading to entry into the advanced pharmacy practice experiences (APPEs) in the third professional year.

### **PHCY 763 - Introductory Pharmacy Practice Experience 3**

4 Credits

This course places the student into an actual practice experience in either a community or institutional pharmacy setting. It is the third of five introductory pharmacy practice experiences, and consists of five 8-hour days per week for 4 weeks in the summer term of the first professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in the provision of pharmaceutical care. Each introductory pharmacy practice experience is meaningfully interfaced with classroom coursework and continues in a progressive manner leading to entry into the advanced pharmacy practice experiences (APPEs) in the third professional year.

### **PHCY 795 - First Year Integrative Experience**

2 Credits

The course is composed of several integrated case studies based on material taken from across the first year curriculum. The cases are chosen specifically for their rich multidisciplinary content. For each case students work in teams to analyze the cases and answer a series of integrative study questions based on the first year courses. The proficiency of the students is then assessed.



### **PHCY 803 - Advanced Self-care Therapeutics**

2 Credits

An examination of the principles and application of nonprescription medicine for self-treatable conditions frequently encountered in the community setting. This course refines communication techniques and develops decision-making skills essential for pharmacists to assess patient symptoms and gather targeted patient-specific health histories. Emphasis is placed on the ability of the pharmacist to select proper self-care therapies and provide comprehensive patient education based on a presumed diagnosis and health history.

### **PHCY 805 - Scientific Writing and Communication**

2 Credits

Students apply skills learned in PHCY 724 pertaining to literature searching, evaluation, and referencing. This assignment is designed to give students an opportunity to write a review article in scientific language in a format that would be suitable for publication.

### **PHCY 808 - Practice Integration**

4 Credits

This course is an ongoing review of second year coursework via student-presented case studies. Unlike most courses, PHCY 808 meets intermittently over six months of the P2 year. Case presentations are derived from each student's IPPEs and reflect the therapeutic area just completed. In this course students analyze, assess, and develop case studies. The assessments of the case studies by instructors occur in class. Over the ten day course each student makes at least two formal case presentations demonstrating mastery.

### **PHCY 810 - Principles of Toxicology**

2 Credits

A study of the basic principles of toxicology along with an introduction to clinical toxicology.

### **PHCY 814 - Patient Assessment**

2 Credits

This course introduces patient assessment as it applies to pharmacy practice. It provides an overview of medical terminology, human anatomy, and devices associated with basic physical assessment skills, but is not intended to teach diagnostic techniques.

### **PHCY 821 - Pharmacoeconomics**

2 Credits

A study of the economic, social, and political forces affecting the delivery of health care services. In addition, the effect of these forces on pharmacy practice and the impact of pharmacy on the health care system are explored. Also included are concepts related to people management skills.

### **PHCY 830 - Renal Pharmacotherapy, Fluids & Electrolytes**

2 Credits

This course provides a thorough analysis of the pharmacotherapy of the renal system including common disease states and the therapies used to treat them. Topics covered in this course include: acute and chronic renal failure, electrolyte imbalances, acid/base disorders, secondary parathyroidism, and renal transplant.

### **PHCY 831 - Pharmacotherapy of the Cardiovascular System**

4 Credits

This course provides a thorough analysis of the pharmacotherapy of the cardiovascular system including common disease states and the therapies used to treat them. Topics covered in this course include: acute and chronic heart failure, hypertension, chronic stable angina, acute coronary syndrome, arrhythmias, venous thromboembolism, dyslipidemia, ischemic stroke, and pulmonary hypertension.

### **PHCY 832 - Pharmacotherapy of the Endocrine System**

2 Credits

This course provides a thorough analysis of the pharmacotherapy of the endocrine system including common disease states and the therapies used to treat these conditions. Disease states covered include disorders of the pancreas, thyroid gland, hypothalamus, pituitary gland, the parathyroid glands, and the adrenal glands. Common therapies to manage disease states involving the pineal gland and reproductive organs are addressed in PHCY 745 and PHCY 856, respectively.

### **PHCY 833 - Pharmacotherapy of the Immune System and Ophthalmology**

3 Credits

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as it relates to major immune disorders and diseases involving the eye. Also included are concepts pertaining to immunization.

### **PHCY 834 - Pharmacotherapy of Common Respiratory Disorders**

2 Credits

This course provides a thorough analysis of the pharmacotherapy employed for the treatment of common disorders affecting the respiratory system. Disorders covered include asthma, chronic obstructive pulmonary disease, cystic fibrosis, obstructive sleep apnea, and drug induced respiratory depression.

### **PHCY 835 - Pharmacotherapy of GI & Liver Disorders**

2 Credits

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary

therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as it relates to major gastrointestinal disorders.

### **PHCY 836 - Pharmacotherapy of Infectious Diseases**

6 Credits

A study of the basic principles of antibiotic action including, for each specific antibiotic class, the mechanism of action, routes of administration, disposition, contraindications, adverse reactions, and clinically relevant drug interactions. Also included is an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major infectious diseases.

### **PHCY 837 - Pharmacotherapy of Hematologic and Oncologic Disorders**

3 Credits

A study of the pharmacological principles of chemotherapeutic agents. Also included is an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as it relates to the major neoplastic and hematological diseases.

### **PHCY 838 - Pharmacotherapy of Behavioral Disorders**

2 Credits

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as it relates to major psychiatric disorders, including Depression, Schizophrenia, Anxiety, Attention Deficit Disorder, and Substance Abuse.

### **PHCY 839 - Pharmacotherapy of Neurologic Disorders**

2 Credits

An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as it relates to neurological disorders, including Parkinson's Disease, Pain Management, Multiple Sclerosis, Stroke, and Epilepsy.

### **PHCY 840 - Pharmacotherapy of Selected Populations: Geriatrics**

2 Credits

This is an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use, and review of pertinent drug literature as it relates to the elderly. It

is designed to sensitize the student to the special physiological, psychological, sociological, and economic aspects of aging. In addition, special attention is given to specific drug problems and solutions to these problems.

### **PHCY 842 - Pharmacotherapy of Selected Populations: Pediatrics**

2 Credits

This course is an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative and complementary therapies, pharmacoeconomic issues, medication use, and review of pertinent drug literature as it relates to neonatal and pediatric patients. It is intended to sensitize the student to the special physiological, psychological, sociological, and economic aspects of the young patient. In addition, special attention is given to specific drug problems and solutions to these problems.

### **PHCY 843 - Pharmacotherapy of Common Dermatologic Conditions**

2 Credits

This course provides a thorough analysis of dermatologic pharmacotherapy including common disease states and the therapies employed for them. Disease states covered include acne vulgaris, eczema, atopic dermatitis, psoriasis, cutaneous reactions to drugs, burns, and wound care.

### **PHCY 854 - Clinical Nutrition**

2 Credits

A study of the pathophysiology, administration, pharmacology, patient care, alternative and complementary therapies, and pharmacoeconomic issues used in special populations, and a review of pertinent literature as they relate to the practical applications of nutrition therapy. Coverage includes optimal nutrition for healthy adults and children.

### **PHCY 856 - Pharmacotherapy of Selected Populations: Women's and Men's Health**

2 Credits

This course provides a thorough analysis of the pharmacotherapy of common illnesses that warrant sex/gender differences in the delivery of care or design of treatment regimens. Topics/disease states covered include menstrual health and menstrual-related disorders; contraceptive methods; preconception care; drug principles in pregnancy and lactation; pregnancy-related conditions; pharmacotherapy of labor and delivery; women with HIV infection; hormone therapy in menopause; selected genitourinary disorders; osteoporosis; benign prostatic hyperplasia; sexual dysfunction and infertility. Nonprescription therapies to manage disease states involving these topics/disease states are addressed in PHCY 703 and PHCY 745.

### **PHCY 861 - Introductory Pharmacy Practice Experience 4**

1 Credits

This course places the student into an actual practice experience in either a community or institutional pharmacy setting. Building on the experience in PHCY 762 - Introductory Pharmacy Practice

Experience 2 , it is the fourth of five introductory pharmacy practice experiences, and consists of one 8-hour day per week over a 5-week period in the fall term of the second professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in the provision of pharmaceutical care. Each introductory pharmacy practice experience is meaningfully interfaced with classroom course work and continues in a progressive manner leading to entry into the advanced pharmacy practice experiences (APPEs) in the third professional year.

### **PHCY 862 - Introductory Pharmacy Practice Experience 5** 1 Credits

This course places the student into an actual practice experience in either a community or institutional pharmacy setting. It is the last of five introductory pharmacy practice experiences, and consists of one 8-hour day per week over a 5-week period in the spring term of the second professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in the provision of pharmaceutical care. Each introductory pharmacy practice experience is meaningfully interfaced with classroom coursework and continues in a progressive manner leading to entry into the advanced pharmacy practice experiences (APPEs) in the third professional year.

### **PHCY 895 - Second Year Integrative Experience** 2 Credits

The course is composed of several integrated case studies based on material taken from across the first and second year curricula. The cases are chosen specifically for their rich multidisciplinary content. For each case students work in teams to analyze the cases and answer a series of integrative study questions based on the first and second year courses. The proficiency of the students is then assessed.

### **PHCY 901 - Advanced Pharmacy Practice Experience in Ambulatory Care** 6 Credits

In this class the student develops professional skills in an ambulatory care practice environment. The student learns to participate effectively in the patient care decision-making process and to function as an integral member of the healthcare team in a variety of clinical activities. Emphasis is placed on the student's ability to demonstrate understanding of common disease states and treatment modalities as well as the ability to provide pharmaceutical care.

### **PHCY 902 - Advanced Pharmacy Practice Experience in Adult Acute Care** 6 Credits

This class promotes student knowledge, skills and abilities and allows the student to participate effectively in the patient care decision-making process in the inpatient institutional setting. During these experiences the student has the opportunity to participate in ongoing clinical activities. The student functions as an integral part of the health care team and gains experience

with patient interviewing techniques, patient monitoring, clinical use of drugs, chemical concentrations in biological fluids, and manual and computerized methods for planning dosing regimens. Emphasis is placed on the student's demonstration and understanding of common disease states and treatment modalities.

### **PHCY 903 - Advanced Pharmacy Practice Experience in Advanced Community Practice** 6 Credits

This class enhances the student's knowledge, abilities, and skills in the community pharmacy setting through effective participation in the patient care decision-making process. Emphasis is placed on disease state management, the development of professional attitudes and the judgment needed to function in this environment.

### **PHCY 904 - Advanced Pharmacy Practice Experience in Advanced Institutional Practice** 6 Credits

The purpose of this class is to allow the student to gain professional skills in the distributive functions of pharmaceutical care in the inpatient setting. This experience includes prescription orders and order entry, dispensing, record-keeping, patient interviewing and counseling, patient profiles, charts, third-party billing, legal requirements, compounding, sterile products, communication with other health care professionals, and inventory control.

### **PHCY 920 - Advanced Pharmacy Practice Experience in Cardiology** 6 Credits

An Advanced Pharmacy Practice Experience elective in Cardiology.

### **PHCY 921 - Advanced Pharmacy Practice Experience in Critical Care** 6 Credits

An Advanced Pharmacy Practice Experience elective in Critical Care.

### **PHCY 922 - Advanced Pharmacy Practice Experience in Geriatric** 6 Credits

An Advanced Pharmacy Practice Experience elective in Geriatrics.

### **PHCY 923 - Advanced Pharmacy Practice Experience in Hematology and Oncology** 6 Credits

An Advanced Pharmacy Practice Experience elective in Hematology and Oncology.

**PHCY 924 - Advanced Pharmacy Practice Experience in Hospice Care**

6 Credits

An Advanced Pharmacy Practice Experience elective in Hospice Care.

**PHCY 925 - Advanced Pharmacy Practice Experience in Home Health/Home Infusion**

6 Credits

An Advanced Pharmacy Practice Experience elective in Home Health Care.

**PHCY 926 - Advanced Pharmacy Practice Experience in HIV/AIDS**

6 Credits

An Advanced Pharmacy Practice Experience elective in HIV and AIDS.

**PHCY 927 - Advanced Pharmacy Practice Experience in Infectious Disease**

6 Credits

An Advanced Pharmacy Practice Experience elective in Infectious Diseases.

**PHCY 928 - Advanced Pharmacy Practice Experience in Long Term Care/Consulting**

6 Credits

An Advanced Pharmacy Practice Experience elective in Long Term Care.

**PHCY 929 - Advanced Pharmacy Practice Experience in Nutrition**

6 Credits

An Advanced Pharmacy Practice Experience elective in Nutrition.

**PHCY 930 - Advanced Pharmacy Practice Experience in Pediatrics**

6 Credits

An Advanced Pharmacy Practice Experience elective in Pediatric Pharmacy.

**PHCY 931 - Advanced Pharmacy Practice Experience in Psychiatry**

6 Credits

An Advanced Pharmacy Practice Experience elective in Psychiatry.

**PHCY 932 - Advanced Pharmacy Practice Experience in Solid Organ Transplant**

6 Credits

An Advanced Pharmacy Practice Experience elective in Solid Organ Transplantation.

**PHCY 933 - Advanced Pharmacy Practice Experience in Trauma/Surgery**

6 Credits

An Advanced Pharmacy Practice Experience elective in Trauma and Surgery.

**PHCY 934 - Advanced Pharmacy Practice in Compounding**

6 Credits

Advanced Pharmacy Practice Experience in Advanced Compounding

**PHCY 960 - Advanced Pharmacy Practice Experience in Compounding**

6 Credits

An Advanced Pharmacy Practice Experience elective in Compounding.

**PHCY 961 - Advanced Pharmacy Practice Experience in Drug Information**

6 Credits

An Advanced Pharmacy Practice Experience elective in Drug Information.

**PHCY 962 - Advanced Pharmacy Practice Experience in Drug Use Policy**

6 Credits

An Advanced Pharmacy Practice Experience elective in Drug Use Policy.

**PHCY 963 - Advanced Pharmacy Practice Experience in Managed Care**

6 Credits

An Advanced Pharmacy Practice Experience elective in Managed Care.

**PHCY 964 - Advanced Pharmacy Practice Experience in Nuclear Pharmacy**

6 Credits

An Advanced Pharmacy Practice Experience elective in Nuclear Pharmacy.

**PHCY 965 - Advanced Pharmacy Practice Experience in the Pharmaceutical Industry**

6 Credits

An Advanced Pharmacy Practice Experience elective in the Pharmaceutical Industry.

**PHCY 966 - Advanced Pharmacy Practice Experience in Pharmacy Informatics**

6 Credits

An Advanced Pharmacy Practice Experience elective in Pharmacy Informatics.



**PHCY 967 - Advanced Pharmacy Practice Experience in Pharmacy Management**

6 Credits

An Advanced Pharmacy Practice Experience elective in Pharmacy Management.

**PHCY 968 - Advanced Pharmacy Practice Experience in Professional Organizations**

6 Credits

An Advanced Pharmacy Practice Experience elective in Professional Pharmacy Organizations.

**PHCY 969 - Advanced Pharmacy Practice Experience in Research**

6 Credits

An Advanced Pharmacy Practice Experience elective in Pharmaceutical Research.

**PHCY 970 - Advanced Pharmacy Practice Experience in Teaching**

6 Credits

An Advanced Pharmacy Practice Experience elective in Pharmacy Education.

**PHCY 995 - Third Year Integrative Experience**

2 Credits

A comprehensive review of the entire curricular experience from the standpoint of professional development and preparation for the professional licensing process. The class includes an assessment similar to that expected for licensure.

## Physical Education

**PHED 100 - Beginning Swimming**

1 Credits

Development of basic swimming skills and conquering the fear of water. Two hours per week. (LAS) (KN)

*Prerequisite(s):* Novice swimmers only.

**PHED 103 - Lifeguard Training**

1 Credits

Training in aquatic rescue and life-guarding skills. American Red Cross certification upon successful completion of the American Red Cross Standard First Aid and CPR. Two and one-half hours once a week. (LAS) (KN)

*Prerequisite(s):* Advanced swimming skills.

**PHED 104 - Water Aerobics**

1 Credits

Water fitness based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Two hours per week. (LAS) (KN)

**PHED 108 - Badminton/Table Tennis**

1 Credits

Skills, rules, and strategies of badminton and table tennis. Two hours per week. (LAS) (KN)

**PHED 110 - Volleyball**

1 Credits

Rules, skills, and strategies of volleyball. Two hours per week. (LAS) (KN)

**PHED 116 - Introduction to Tennis**

1 Credits

Introduction to the fundamentals of tennis. Strokes, etiquette, rules, and strategy. Two hours twice a week, eight weeks. Offered in fall. (LAS) (KN)

**PHED 125 - Safety and Self Awareness**

1 Credits

Basic principles and practice of safety. Two hours per week. (LAS) (KN)

**PHED 142 - Golf**

1 Credits

Skills, rules, and etiquette of golf. Two hours twice a week, eight weeks. (LAS) (KN)

**PHED 149 - Special Topics**

1 Credits

For students to study special topics. By arrangement with the department chair of Physical Education. (LAS)

**PHED 167 - Cardio-Fitness**

1 Credits

Programs of jogging and walking and their benefit to healthy living. Two hours per week. (LAS) (KN)

**PHED 168 - Introduction to Aerobics**

1 Credits

Principles of aerobic exercise and applying them in the class. Total aerobic activity. Hi/lo, step and toning. Two hours per week. (LAS) (KN)

**PHED 188 - Weight Training**

1 Credits

Knowledge, skills and proper technique involved in weight training. Basic understanding of the principles of physical fitness. Two hours per week. (LAS) (KN)

**PHED 190 - Adventure Education**

1 Credits

Adventure, leadership, and fun through the adventure education model. Merging of intellectual, social, physical, and emotional types of learning and development as students go beyond perceived boundaries. Two hours twice a week, eight weeks. (LAS) (KN)

### **PHED 230 - Shintaido**

1 Credits

Unique, interactive exercise program and peaceful martial art. Movements range from soft, quiet, and meditative, to expansive, open, and aerobic. Exercises done individually bring the mind and body into harmony, increase flexibility, and improve strength and endurance. Partner and group exercises increase sensitivity and help develop communication and cooperation with others. One and one-half hours, once a week. (LAS) (KN)

## **Philosophy**

### **PHIL 110 - Logic and Critical Thinking**

3 Credits

Develops skills in recognizing and evaluating different forms of reasoning, with the aim of developing skills in good argumentation. Deductive argument, including basics of symbolic logic. Inductive argument and informal fallacies based on ambiguities of language and inappropriate appeals to emotion. (LAS) (PH)

### **PHIL 120 - Discovering Philosophy**

3 Credits

Introduction to philosophy through an examination of some of the common philosophical questions that arise in daily life, and of some of the answers offered by important philosophers throughout history. Also offered as an Honors course to all students with a minimum 3.25 GPA or with permission of the instructor. (Formerly: Problems in Philosophy) (LAS) (PH)

### **PHIL 225 - Philosophy of the Human Person**

3 Credits

Study of selected primary sources of the meaning of person, the individual as social and moral being, the person in communication with the world, and as religious. (LAS) (PH)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 230 - Special Topics in Philosophy**

3 Credits

Critical, in-depth examination of some philosophical problem, historical figure, or issue. (LAS) (PH) (VE) (GI)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 235 - Philosophy of Race**

3 Credits

Critical examination of the concept of "race" and associated concepts, and exploration of the ways ideas about race influence moral and political frameworks. (LAS) (PH) (VE)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 236 - Ethical Decision Making**

3 Credits

Tools and skills for improving the quality of ethical decisions. Areas of focus: a cross-cultural exploration of major ethical perspectives; understanding the psychological and social roots of ethical decision making; and self-assessment and analysis. (LAS) (PH) (VE)

### **PHIL 240 - Existentialism**

3 Credits

Study of the main Existentialist themes. Philosophers considered include Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Karl Jaspers, Gabriel Marcel, Jean Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty. (LAS) (PH)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 241 - Greek and Medieval Philosophers**

3 Credits

Survey of the major philosophers of ancient Greece and of the Middle Ages, including Plato, Aristotle, Augustine, and Thomas Aquinas. Contributions of these thinkers to the intellectual life of Western civilization. (LAS) (PH)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 244 - American Philosophers**

3 Credits

Study of the major themes and developments in American philosophical thought. Thinkers include Jonathan Edwards, Ralph Waldo Emerson, Josiah Royce, Charles S. Pierce, William James, John Dewey, and contemporary American philosophers. (LAS) (PH) (AE)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 250 - Philosophy of Love and Sex**

3 Credits

Love, friendship, caring, and allied topics in a philosophical setting. (Formerly: Philosophy of Love) (LAS) (PH) (VE)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 295 - Exploratory Independent Study**

3 Credits

Intense and individualized focus on a topic or figure proposed by student and pursued in collaboration with faculty mentor. Includes guided reading and research.

### **PHIL 333 - Political Philosophy**

3 Credits

Examination of some of the writings of several prominent political philosophers. Emphasis on each philosopher's interpretation of pivotal political concepts such as justice,

freedom, and equality. Attention to the relationship between political philosophy and ideology and whether and how politics can be organized to benefit humanity and promote goodness and virtue. Cross listed with POLS 333 - Political Philosophy .(LAS) (PH)

### **PHIL 340 - Contemporary Ethical Problems**

3 Credits

The nature of ethics and some of the most pressing ethical issues of our time: issues in bioethics, war and peace, sexual conduct, and social justice. (LAS) (PH) (VE)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 342 - Modern Philosophers**

3 Credits

Examination of some of the major philosophers from 1600-1800. Thinkers include Rene Descartes, Baruch Spinoza, John Locke, David Hume, Immanuel Kant, and their female contemporaries. (LAS) (PH) (WR)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 345 - Environmental Ethics**

3 Credits

Introduction to the philosophical issues stemming from current environmental problems, controversies, and policies, including examination of important cases. Considers the adequacy of traditional models of ethics for solving these problems and new paradigms in environmental philosophy. (LAS) (PH) (VE)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 350 - Women Philosophers**

3 Credits

The works of several significant women philosophers, showing the variety of interests and methods women have focused on doing philosophy. (LAS) (PH) (WS)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 360 - Philosophies of Beauty and Art**

3 Credits

Questions about the realm of aesthetic experience and value, about beauty and art, and the relation between aesthetic and other forms of value, such as moral value. Reflections on firsthand experience and critical readings of classical and contemporary philosophers. (LAS) (PH) (HE) (WR)

*Prerequisite(s):* PHIL 120 - Discovering Philosophy or permission of instructor.

### **PHIL 401 - Are We Becoming Cyborgs? (Honors Capstone)**

3 Credits

An interdisciplinary exploration of the impact on and implications of new technology for understanding humanity, community and the world. From a biological (neuro-scientific) perspective, we will investigate the effects of such technologies on brain function. Philosophical consideration will include investigation of ethics, ethical agency, and philosophy of mind. (PH) (VE) (WR) Cross listed with INTD 401 - Are We Becoming Cyborgs? (Honors Capstone)

### **PHIL 495 - Advanced Independent Study**

3 Credits

Intense and individualized focus on a topic or figure proposed by student. Includes guided reading and research, with the expectation of a final research project.

### **PHIL 499 - Coordinating Seminar**

3 Credits

Begins with an intensive study of a selected philosophical figure or topic, chosen in consultation with classmates and the professor. Seminar format, including extensive student presentation, conducted in weekly meetings with classmates and professor. Followed by independent research presented in a public symposium at the end of the semester. Second semester.

*Prerequisite(s):* Senior status.

## **Physics and Astronomy**

### **PHYS 101 - Introduction to Physical Science for Elementary School Teachers**

4 Credits

Nature plays by a set of rules usually called the “laws of physics”. In this course, we will explore the cosmos, and humanity’s place in it, as revealed by these fundamental laws of nature. Topics of the laboratory-based course include: motion, force, gravity, work, energy, electricity, magnetism, light, heat, sound, the Sun, the Earth, and the Solar System. The laboratories will be inquiry based experiments which use the scientific method. Since the quest to understand the natural world of one of humanities oldest activities, this course will encompass issues concerning the history and philosophy of science. The main objective of this course is to give future elementary school teachers the opportunity to study physical science at a sufficient level so that they can gain the knowledge that they will need as classroom teachers to teach aspects of physical science. Three hours lecture, three hours laboratory per week. Laboratory Fee: \$50. (LAS) (SI)

*Prerequisite(s):* EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching and MATH 105 - Elementary Mathematics from an Advanced Viewpoint, MATH 110 - Elementary Statistics, or three years of high school math, including a study of algebra, geometry and trigonometry.

## **PHYS 105 - Introduction to Astronomy, Astrophysics and Cosmology**

4 Credits

The natural curiosity of humanity is exemplified in astronomy, where humanity's search for its origin is forever embedded in the search for the origin of the universe that we find ourselves within. Questions such as the following are continuously being answered, asked, and pondered by astronomers: What is the universe? How did it originate or has it always existed? What will be the ultimate fate of the universe? How do we measure the size of the universe? Is it flat or round? What is the origin of the chemical elements and how were they formed in stars? How are stars born, why do they shine and how do they die? What are white dwarfs, neutron stars and black holes? What is "Einstein's Universe" and the large-scale structure of space-time? Does life exist elsewhere in the universe? How can we find out? Since astronomy is the oldest of the sciences, a study of it will encompass issues concerning the history and philosophy of science. Three hours lecture, three hours laboratory per week. Laboratory Fee: \$50.

*Prerequisite(s):* Three years of high school science recommended.

## **PHYS 130 - Introductory Physics I**

4 Credits

Nature plays by a set of rules called the "laws of physics". In this two term sequence, (PHYS 130 and PHYS 140 - Introductory Physics II), we will explore the cosmos, and humanity's place in it, as revealed by these fundamental laws of nature. Topics include: the history and philosophy of science, motion, force, gravity, energy, work, momentum, rotational systems, thermodynamics, and Einstein's general theory of relativity. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50. (LAS) (SI)

*Prerequisite(s):* Three years of high school mathematics including trigonometry; MATH 140 - Applied Calculus I or MATH 170 - Calculus I would be useful, but are not required.

## **PHYS 140 - Introductory Physics II**

4 Credits

Nature plays by a set of rules called the "laws of physics". In this two-term sequence (PHYS 130 - Introductory Physics I and PHYS140), we will explore the cosmos, and humanity's place in it, as revealed by these fundamental laws of nature. Topics include: electric charge and the electric field, voltage, electric current, DC circuits, magnetism, magnetic fields and electromagnetic induction, light optics, quantum theory, nuclear physics, particle physics, astrophysics, Einstein's general theory of relativity, and cosmology. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50. (LAS) (SI)

*Prerequisite(s):* PHYS 130 - Introductory Physics I

## **PHYS 495 - Advanced Independent Study**

3 Credits

Advanced independent study of a topic of student choice mentored by a faculty member.

## **Political Science**

### **POLS 110 - How Politics Affects Your Life: An Introduction to Politics**

3 Credits

An analysis of politics in your life. Topics include the influence of politics upon: family and marriage; education, career, and income; health and safety; and personal freedom and social responsibility. Attention to the ways you can promote justice and community improvement with special emphasis on the importance of political ideology, the structure of government, and international affairs. (LAS) (AE)

### **POLS 125 - American Government**

3 Credits

Principles, structure, processes, and functions of American government. Emphasis on the national government. (LAS) (AE)

### **POLS 200 - Special Topics in Political Science**

3 Credits

Examination of a topic or issue in political science. (LAS) (AE) (GI)

*Prerequisite(s):* Approval by faculty advisor.

### **POLS 204 - Political Themes in Popular American Music**

3 Credits

Examines ways popular music has been used by musicians to offer political messages, galvanize public opinion, and energize or even direct political movements. Focus on political themes in post-World War II American popular music, although some attention given to earlier songs by non-American artists. (LAS) (AE)

### **POLS 205 - American Civil Rights Movement**

3 Credits

Introduces students to different civil rights movements in American history since Reconstruction, with emphasis on the African Americans, women, Mexican Americans, and others. Examination of current state of civil rights, and definitions of civil rights. Cross listed with HIST 205 - American Civil Rights Movement

### **POLS 206 - United States Constitution**

3 Credits

An analysis of the founding principles of the U.S. Constitution and their ongoing relevance through focus on biography, comparative study, and selected topics of contemporary social concern. Cross listed with HIST 206 - United States Constitution. (LAS) (AE)

### **POLS 224 - Visions of Utopia and Terror**

3 Credits

Examination of the themes of utopia and terror and their impact on European history and culture. Areas of study include apocalypse, Utopian Socialism, Science Fiction, Communism



and Fascism, and the European environmental movement. Cross listed with HIST 224 - Visions of Utopia and Terror (LAS) (VE)

### **POLS 225 - The American Legal Environment**

3 Credits

Comprehensive study of the legal system in the United States. Emphasis on the structures and processes of American courts, the legal rights of individuals, and the ways in which law affects individuals, business, and governments.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or permission of instructor.

### **POLS 227 - Latin America and the Caribbean**

3 Credits

Analysis of the governmental and political processes in the countries of Latin America, and their contribution to modern government. Development of inter-American relations. (Formerly: Latin America) Cross listed with HIST 227 - Latin America . (LAS) (AE) (GI)

### **POLS 230 - Juvenile Justice and Human Rights**

3 Credits

An examination of American criminal justice issues as they affect children and adolescents and their families. Topics may include the juvenile justice system, crime control, police, court, and correctional practices, legislative policy, sociological, racial, and familial influences, and community outreach including the efforts of religious organizations. Emphasis will be placed on the rights of minors and on humanitarian approaches to juvenile justice problems. Cross listed with SOCW 230 - Juvenile Justice and Human Rights

### **POLS 249 - International Politics**

3 Credits

Theories and practice of international politics; elements of power; means and methods of foreign policy in the age of conflict. Cross listed with INTS 249 - International Politics . (LAS) (VE) (GI)

### **POLS 255 - Political Psychology**

3 Credits

How citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of political institutions. Topics include political socialization, political personality, attitude formation, and change — including the effects of media and campaigning — and political decision-making. Cross listed with PSYC 255 - Political Psychology .(LAS) (AE)

### **POLS 304 - History and Politics of Modern American Sexuality**

3 Credits

Modern historical movements that have shaped sexuality in contemporary America. Topics include the advent of birth control, the free love movement, the feminist movement, the black power movement, the gay rights movement, the abortion controversy, the transgender movement, and the gay marriage

movement. Primary focus on the history and politics of American sexuality since World War II yet considers the effects of sexual mores and practices since the late 19th century. Cross listed with HIST 304 - History and Politics of Modern American Sexuality .

### **POLS 310 - Political Leadership and Social Justice**

3 Credits

A critical examination of how the American political system deals with social problems such as poverty, illness, abuse, discrimination, and substandard education. Examines the concept of leadership and on how ordinary individuals can advocate or promote change and justice. (LAS) (VE) (WS)

### **POLS 315 - Civil Liberties**

3 Credits

This course is an overview of the scope and limits of the central features of the Bill of Rights. Topics may include: speech, press, assembly, privacy, autonomy, religion, and the rights of the accused and convicted.

### **POLS 325 - Environmental Law and Policy: The Decision-Making Process**

3 Credits

Introduction to environmental policy and the decision-making processes that impact the environment. Through role-playing and case studies, students analyze decisions and learn about the challenging ethical, legal, and scientific choices that face decision makers as they balance issues that affect quality of life against potential environmental impacts. For students who are considering law school or teaching, as well as Environmental Science majors and other students interested in environmental law and policy. (LAS)

### **POLS 330 - Constitutional Law**

3 Credits

Constitutional principles and leading decisions of the United States Supreme Court in the fields of civil liberties, federalism, and economic affairs. Primarily for students who intend to enter law school. (LAS) (VE) (AE)

### **POLS 333 - Political Philosophy**

3 Credits

An examination of the writings of several prominent political philosophers on each philosopher's interpretation of pivotal political concepts such as justice, freedom, and equality. Attention to the relationship between political philosophy and ideology and whether and how politics can be organized to benefit humanity and promote goodness and virtue. Cross listed with PHIL 333 - Political Philosophy .(LAS) (PH) (VE)

### **POLS 345 - Comparative Government**

3 Credits

Historical background and comparative study of constitutional principles, governmental institutions, and politics in selected democratic, industrialized, and developing countries, including Great Britain, France, and Germany. (LAS) (GI)

### **POLS 357 - Israel and Palestine**

3 Credits

The history and politics of the Israeli-Palestinian conflict. Emphasis on the creation of Israel, Israel's various wars with neighbor states, and the evolution of the Palestinian national independence movement including the Palestinian Liberation Organization and Hamas, and the prospects for peace. Cross listed with HIST 357 - Israel and Palestine .(LAS) (GI) (VE)

### **POLS 370 - International Political Economy**

3 Credits

The interplay between the political and economic aspects underlying the functioning of an economy, in this case, the world economy. Introduction to the theoretical underpinnings that have led to the transformation of the world economy into its present shape. Cross listed with ECON 370 - International Political Economy: American Empire (LAS) (AE) (GI)

### **POLS 375 - Contemporary Topics in Political Psychology**

3 Credits

Contemporary topics in political psychology with emphasis on attempts to encourage or facilitate "the good life" via politics. Assignments promote reflection on how politics, with all its flaws, attempts to craft solutions to societal moral dilemmas. Frequently offered as Honors course open to all students with a 3.25 GPA or permission of the instructor. Cross listed with PSYC 375 - Contemporary Topics in Political Psychology . (LAS) (VE) (AE) (WR)

### **POLS 485 - Internship**

3-15 Credits

Participation in the Connecticut General Assembly Legislative Intern Program. Interns selected on a competitive basis. Other opportunities for field experience available in federal and state agencies and local governments.

### **POLS 495 - Directed Reading, Independent Study, and/or Special Project**

1-12 Credits

Student selects topic of interest for a project mentored by a faculty member.

*Prerequisite(s):* Approval by faculty advisor.

## **Psychology**

### **PSYC 100 - Introductory Psychology**

3 Credits

An introduction to the study of behavior and mental processes. Topics such as learning, human development, and psychopathology will be examined in light of scientific method. Prerequisite to all other Psychology courses. (LAS)

### **PSYC 190 - Introduction to Psychological Research**

3 Credits

This honors course takes an experiential and research-based approach to the study of core psychological areas such as the biological bases of behavior, sensation and perception, emotion, psychopathology and social psychology. Using primary sources such as seminal research articles and texts by major psychological theorists, students learn to analyze the strengths and challenges of psychological research. Students will conduct, analyze, present and evaluate small research studies as their culminating project. (LAS)

Other: Course may be used in lieu of PSYC 100 - Introductory Psychology as a prerequisite for other psychology courses.

### **PSYC 201 - Critical Writing and Research in the Social Sciences**

3 Credits

The fundamentals of researching and writing a Social Sciences research paper using the American Psychological Association (APA) style. Students learn to locate and interpret scholarly research material such as journal articles, texts, and credible Web sites and to produce a fully developed paper that presents their research findings and conclusions. (LAS) (WR)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

Other: Psychology majors only.

### **PSYC 209 - Career Development and Prior Learning**

3 Credits

This course provides a foundation for students to begin assessing their life-learning experiences, relate those experiences to college-level learning, and articulate that learning for course equivalent credit. An introduction to adult learning theories fosters students' understanding of their own learning preferences and styles, and enables them to connect past learning experiences to future educational and career goals. Students will develop: (a) a Prior Learning Assessment and (b) a personal learning philosophy paper that is grounded in readings, personal reflection, and additional research, and is written in APA style. (LAS) (WR)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 210 - Motivation and Leadership in Sports**

3 Credits

The principles of motivation, the importance of leadership and the different psychological skills athletes can use to improve performance. Cross listed with SPST 210 - Motivation & Leadership in Sports .

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 220 - Child Development**

3 Credits

A survey of current and classic research in child development from biological, cognitive-developmental, and social-learning

paradigms. The applications of theory and research to social policies and interventions. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 235 - Social Psychology**

3 Credits

Examines how people think, influence, and relate to one another in social settings; how behaviors affect attitudes (and vice versa), conformity, obedience, prejudice, aggression, altruism, persuasion, and group influence. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 236 - Cross-Cultural Psychology**

3 Credits

An overview of the theoretical approaches, research methods and subject matter of cross-cultural psychology. The assumptions of mainstream Western psychological researchers critiqued from the standpoint of studies conducted in non-European and American contexts as students distinguish those traits that are universal across all cultures from those that are culture-specific. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 237 - Exceptional Children**

3 Credits

The growth and development of exceptional children, including children who are gifted and talented and those who may require special education. Methods for identifying, planning for, and working effectively with such children in a regular classroom are examined. Field study required. Cross listed with SPEC 237 - Exceptional Children

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 238 - Human Development Through the Life Span**

3 Credits

Development of the human being throughout the lifespan from conception to old age. Considering the lifecycle as a whole, reviews the physical, cognitive, and psychosocial dimensions of each stage of human life. Special emphasis on the significance of human diversity and its implications for research, theory, and practice. (Formerly: Co-listed SOCW 238) (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 241 - Adolescent Development**

3 Credits

An introduction to the major theories and concepts of adolescent development. Classic and contemporary research on adolescents' physical, social, moral, and cognitive development are considered. Cross listed with EDUC 241 - Adolescent Development. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 242 - Psychology of Adulthood and Aging**

3 Credits

An in-depth study of the developmental issues unique to this phase of the human lifecycle. Adult experiences of love, sexuality, marriage, career management, friendship, family, child care, spirituality, and religion, the aging process, and the psychology of death and dying are the main focus. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 245 - Contemporary Issues in Psychology**

3 Credits

An extensive critical inquiry into one or more of the current areas of advanced research or debate in Psychology, for example: Introduction to School Psychology. May be repeated for credit in different topics. (LAS) (WS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 246 - Business and Organizational Psychology**

3 Credits

Psychology in the workplace and in other organizations. Psychological principles and concepts include worker motivation and attitudes, job satisfaction, women's issues, teams, employee selection, training and appraisal, and other current trends in businesses and organizations. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 247 - Introduction to Autism Spectrum Disorder**

3 Credits

The student will gain an overview and understanding of Autism Spectrum Disorders (ASD) and related co-morbid disorders. Students will learn and apply research-supported strategies for enhancing client skills and intervening with problem behaviors. They will also be introduced to current trends and research in the field. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 248 - Contemporary Issues Psychology II**

3 Credits

Offered on a rotating basis dependent on instructor availability. Extensive inquiry into current areas of advanced research or debate in Psychology. Topics include Women at Midlife, Psychology Goes to Hollywood, Psychology of Art, Psychology of Fear, and Sleep and Dreams. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

Other: Some topics may meet other general education requirements.

### **PSYC 249 - Forensic Psychology**

3 Credits

The practice of forensic psychology with emphasis on the exploration of biological, psychological, social, and environmental causes of criminal behavior. The roles of forensic psychologists, criminal profilers, capital punishment, sexual predators, the death penalty, and domestic violence are explored. (LAS) (VE)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 250 - Psychology of Women**

3 Credits

An introduction to the major theories and concepts of the psychology of gender through examination of classic and contemporary research on gender roles, stereotyping, and discrimination. Examines sex differences in development with a special emphasis on women's intellectual development. (LAS) (WS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 253 - Statistics for the Behavioral Sciences**

3 Credits

Survey of basic descriptive and inferential statistics. Emphasis on those concepts necessary for dealing with and understanding quantitative aspects of behavioral sciences and education. Basic definitions, nature of distributions, samplings, standardized scores, correlation, regression, and hypothesis testing included. Emphasis on the use of the actual procedures for the analysis of data. (LAS) (QR)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 254 - Research Methods in Psychology**

4 Credits

Research strategies in the behavioral sciences. Examination of factors that contribute to competent research designs. Students evaluate published research and apply research.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 253 - Statistics for the Behavioral Sciences

### **PSYC 255 - Political Psychology**

3 Credits

How citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of political institutions. Topics include political socialization, political personality, attitude formation and change — including the effects of media and campaigning — and political decision-making. (LAS) (AE)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research or permission of instructor. Cross listed with POLS 255 - Political Psychology

### **PSYC 258 - Victimology**

3 Credits

This course introduces students to the experience of viewing crime from the perspective of the victim. Critical reflections on the readings, discussions, and speakers will foster an understanding of moral and ethical considerations in the field; as well as of the impact crime has on society. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 260 - Children with Serious Illnesses**

3 Credits

The psychological impact that serious/chronic illness has on a child's individual development and family functioning. Focus on childhood asthma, AIDS, cystic fibrosis, diabetes and cancer. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 295 - Exploratory Independent Study**

3 Credits

For highly motivated students with strong research and writing skills, exploration of a psychological topic area of personal interest. Students work closely with a faculty mentor to identify relevant readings and plan a final project that integrates the students' findings.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research, PSYC 201 - Critical Writing and Research in the Social Sciences, PSYC 253 - Statistics for the Behavioral Sciences, PSYC 254 - Research Methods in Psychology.

Other: Offered by arrangement with instructor.

### **PSYC 299 - Behavior Analysis**

3 Credits

Examination of concepts and procedures used in behavior analysis. Students keep records and analyze their own behavior. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 300 - Brain and Behavior**

3 Credits

An exploration of the neurophysiological foundations of human behavior and consciousness. Topics include the organization and structure of the nervous system, principles of brain functioning, and the sensory and motor systems. Assessment issues and the applications of research findings to diagnosis and treatment of psychopathology are considered. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and junior or senior status.



### **PSYC 310 - Human Sexuality**

3 Credits

Biological, sociological, developmental and cross-cultural aspects of human sexuality. Readings, discussion, and film introduce students to the core knowledge base of the field. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 311 - Art Therapy: An Introduction**

3 Credits

Survey of the history of art therapy and introduction to available literature. Exploration of use of art therapy with children, adolescents, and aging patients. Experience in using art as communication, diagnosis, expression, and self-exploration. (LAS) (HE)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research or permission of instructor.

### **PSYC 312 - Studio Techniques in Art Therapy**

3 Credits

A methodological survey of the materials and practical techniques of art therapy: drawing, painting, and ceramics (clay). An art education component is included.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 311 - Art Therapy: An Introduction or permission of instructor.

### **PSYC 315 - Cognitive Psychology**

3 Credits

Introduction to the field of cognitive psychology. Topics include memory, language, problem solving, reading comprehension and the relationship between cognitive processes and biological functioning. Emphasis on an understanding of the applications of the results of research in cognitive psychology to other contexts. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 327 - The People, Culture, Policies and Programs of the Netherlands**

3 Credits

This joint HAN University/University of Saint Joseph embedded summer course for students in the professional programs includes an on campus component during the spring semester, followed by a two-week summer study abroad trip to the Netherlands. The course offers students the opportunity to gain first-hand experience of Dutch culture, understand the impact of globalization on Dutch culture and policies, meet their Dutch student counterparts, and visit a variety of Dutch schools, social service agencies and health care facilities related to their major area of study. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

Other: Application process required. Additional fee required.

### **PSYC 330 - Criminal Justice and Mental Health**

3 Credits

This course has been designed to examine and provide critical evaluation of the major biological, psychiatric, and psychological explanations of crime and criminal behavior. The focus will be placed on understanding criminal behavior through both scientific and psychological study. Concepts and theories involving biochemical imbalances, biogenetics, social learning, environment, cognitive and moral development, and mental disorders will be considered. Additional attention will be directed toward the psychological explanation of certain behaviors such as aggression and violence, impulsivity crimes, and more heinous crimes such as homicide and sexual offenses. (LAS) (VE)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 368 - Psychopathology

### **PSYC 345 - History and Systems of Psychology**

3 Credits

An inquiry into the persistent problems of psychology as they have arisen throughout the Western intellectual tradition. Examines such problems as mind-body dualism, the relationship between subjectivity and objectivity, knowledge of other minds, free will vs. determinism, and the relationship between the physical, animal, and human orders. Cultural-historical survey applied to a critical interpretation of contemporary 20th century systems of psychology. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 346 - Writing Women's Lives: Construction of the Self**

3 Credits

This course provides an interdisciplinary perspective on the study of women's lives and the construction of human meaning. Readings include memoirs, biographies, and autobiographies. Students choose between Psychology or English credit. Generally offered as Honors capstone. Cross listed with ENGL 346 - Writing Women's Lives: The Construction of the Self. (LAS) (HE) (WS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 349 - Psychology of Personality**

3 Credits

Students will compare and contrast various models such as the Freudian, psycho-biological, existential-humanistic, behavioral, cognitive, and transpersonal approaches to the human personality. Includes various methods for assessing personality traits. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 350 - Psychology of Moral Development**

3 Credits

Moral judgment, emotions, and actions. Topics include moral development, applications of moral development theory to the real world, and morality and gender. Readings include fiction, psychological research, and theory. (LAS) (VE)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 360 - Clinical Psychology**

3 Credits

A conceptual framework for understanding psychological approaches to treatment of psychological disorders and distress. Examines how therapists chose orientations and how they do therapy. Students identify the assumptions and methods of major paradigms of psychotherapy. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 368 - Psychopathology

### **PSYC 367 - Child Psychopathology**

3 Credits

This course will provide a comprehensive study of the characteristics, causes and outcomes of psychopathology in children. Topics include the buffering roles of resiliency and methods of fostering children's resiliency. (LAS)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 368 - Psychopathology**

3 Credits

Examination of mental disorders as defined in the Diagnostic and Statistical Manual of Mental Disorders; criteria of normality/abnormality; defining and diagnosing mental disorders. (LAS)

*Prerequisite(s):* 9 credits in Psychology and junior or senior status.

### **PSYC 375 - Contemporary Topics in Political Psychology**

3 Credits

Contemporary topics in political psychology with emphasis on attempts to encourage or facilitate "the good life" via politics. Assignments promote reflection on how politics, with all its flaws, attempts to craft solutions to societal moral dilemmas. Cross listed with POLS 375 - Contemporary Topics in Political Psychology. (LAS) (AE) (VE) (WR)

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research Generally offered as an Honors capstone course or by permission of instructor.

### **PSYC 411 - Art Therapy with Children**

3 Credits

Clinical issues relevant to this particular stage of the human life-cycle. Integration of theory and practice of Art Therapy to adolescents.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

### **PSYC 412 - Art Therapy with Adolescents**

3 Credits

Clinical issues relevant to this particular stage of the human lifecycle. Integration of theory and practice of art therapy to normal and disabled adolescents.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 311 - Art Therapy: An Introduction or permission of instructor.

### **PSYC 413 - Art Therapy with Adults**

3 Credits

Clinical issues relevant to this particular stage of the human life-cycle. Integration of theory and practice of Art Therapy to adults.

### **PSYC 430 - Field Study- Children and Adolescents**

3-6 Credits

Integration and application of principles and understandings of development in supervised fieldwork with children and/or adolescents in an applied setting.

*Prerequisite(s):* 9 semester hours in Psychology including PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and one development course, a minimum 2.50 GPA and permission of instructor.

### **PSYC 430 - Field Study: Children and Adolescent**

3-6 Credits

Clinical issues relevant to this particular stage of the human life-cycle. Integration of theory and practice of Art Therapy to normal and disabled Children.

Other: Open only to Psychology majors/minors only.

### **PSYC 431 - Field Study Adulthood and Aging**

3-6 Credits

Integration and application of the principles and understandings of the psychology of adulthood and aging in supervised fieldwork in an applied setting.

*Prerequisite(s):* 9 semester hours in Psychology including PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and one developmental course and a minimum 2.50 GPA and permission of instructor.

Other: Open only to Psychology majors/minors only.

### **PSYC 495 - Advanced Independent Study**

3 Credits

For highly motivated students with strong research and writing skills, a continuation of their study of a psychological topic area of personal interest in more depth. Appropriate for students who have already done extensive research in their topic area or who wish to continue an on-going research study. Offered by arrangement with instructor.

*Prerequisite(s):* PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 201 - Critical Writing and Research in the Social Sciences, PSYC 253 - Statistics for the Behavioral Sciences, PSYC 254 - Research Methods in Psychology and permission of instructor.

### **PSYC 499 - Coordinating Seminar**

3 Credits

The capstone intellectual experience of the Psychology major. Students examine, analyze, and evaluate controversial issues in psychology using critical thinking skills and knowledge acquired throughout the program.

*Prerequisite(s):* All other Psychology major requirements or permission of instructor.

## **Religious Studies**

### **RELS 100 - Christian Faith in the Modern World**

3 Credits

Introduction to the essentials of Christian faith and life as understood by several of the best contemporary theologians with particular emphasis on the Roman Catholic tradition. (LAS) (RE)

### **RELS 102 - Christian Spirituality**

3 Credits

Impact of the proclamation of Jesus upon the life of the believer. An understanding of Christian spirituality, its development in the life of a Christian, and its relation to current issues and to prayer. (LAS) (RE)

### **RELS 104 - Reading the Bible**

3 Credits

Introduction to the Bible and to reading the Bible today. Examines select key concepts and themes in the Hebrew scriptures, the Gospels and the New Testament writings. Questions like who wrote the Bible, what are some of the key literary forms in the Bible, how do different Christians interpret the Bible, feminist perspectives on the Bible, and the difference social location makes when interpreting the Bible are considered. (LAS) (RE)

### **RELS 105 - Contemporary Christian Morality: Methods and Issues**

3 Credits

An examination of the nature and purpose of living a good life through broader theological themes of creation, sin, and grace, the communal nature of reality, and the challenges of evil and suffering in the world today. Case studies and analysis of contemporary moral problems. (LAS) (RE) (VE)

### **RELS 110 - Religious Autobiography**

3 Credits

What is religion, and how do specific religious beliefs and experiences influence individuals in their daily lives? In this course we will explore four of the world's greatest religious

traditions (Christianity, Buddhism, Islam, and Judaism) through the autobiographical writings of four influential practitioners. The four engaging religious traditions and individual lives will be explored through the medium of the written word, movies, class discussion, lectures, and student presentations.

### **RELS 150 - Religions of the East**

3 Credits

An introductory survey of the major traditions of India, China, and Japan — Hinduism, Buddhism, Confucianism, and Taoism. Other traditions are reviewed. (Formerly: RELS 221) (LAS) (RE)

### **RELS 151 - Religions of the West**

3 Credits

An introductory survey of the three great Abrahamic traditions: Judaism, Christianity, and Islam, their historical development and interrelations into the 21st century. (Formerly: RELS 222) (LAS) (RE)

### **RELS 152 - Religion in America**

3 Credits

An introduction to the variety of religious groups and activities that make up the American religious landscape today. (LAS) (RE) (AE)

### **RELS 201 - The Church: A Contemporary Study**

3 Credits

The Church in the light of Vatican II and contemporary theological thought.

### **RELS 202 - Christian Sacraments**

3 Credits

Discussion of the meaning of the Christian sacraments and how they function as community celebrations, binding together the members of the Church in a common purpose. (LAS) (RE) (VE)

### **RELS 203 - The Problem of God: Belief and Unbelief**

3 Credits

A consideration of what it means to believe in the contemporary situation of change and unrest; how a person comes to faith; and the interplay between faith and doubt in the believing person. (LAS) (RE) (HE)

### **RELS 205 - The Ecological Challenge**

3 Credits

The ecological challenge through the lenses of Scripture, Christian worship and spirituality, and the theological writings of women in the First and Third Worlds. (LAS) (RE) (VE) (GI)

### **RELS 207 - Women in Christian Tradition**

3 Credits

A study of women in Judeo-Christian tradition. Emphasis on contemporary women's consciousness and spiritual development. Selected readings from biblical, theological, and global perspectives. (LAS) (RE) (WS)

**RELS 208 - Christian Peacemaking**

3 Credits

Christian attitudes toward war and peace. The reality of conflict, violence, war, and weapons in the post-Cold War period. Ways of responding and becoming peacemakers. Non-violent conflict resolution. (LAS) (RE) (VE) (GI)

**RELS 209 - Christianity and Social Justice**

3 Credits

National and global responsibility of Christians. Social and political dimensions of the Gospel, the Church's social teaching, poverty, hunger, sexism, racism, ecology, conflict, and strategies for change. (LAS) (RE) (VE) (GI)

**RELS 211 - Justice Seekers and Peace Makers**

3 Credits

Study of contemporary religious thinkers and activists concerned about justice for the oppressed, bread for the hungry, and peace on earth: Martin Luther King Jr. Dorothy Day, Gandhi, Mother Teresa, and others. (LAS) (RE) (VE)

**RELS 250 - Prayer-Ways of the Psalms**

3 Credits

The nature of the Book of Psalms; their literary types with emphasis on symbol, image, structure, and movement; and the liturgical origins of the Psalms. By exploring the nature of prayer and the Psalms as prayer, suggests ways the Psalms today can nourish personal and communal prayer. (LAS) (RE) (HE)

**RELS 251 - Hebrew Scriptures**

3 Credits

The literature of the Old Testament, based on the history of ancient Israel. Literary, religious, and cultural influences on ancient Hebrew writings. Roots of contemporary Judaism in Scripture explored. (LAS) (RE)

**RELS 253 - Prophets and Prophecy in Ancient Israel**

3 Credits

The nature of prophecy and the place of the prophets in the history of Israel. The prophets considered against the backdrop of the history of their times. Exploration of the relevance of the prophets for contemporary social and religious issues.

**RELS 254 - New Testament Gospels**

3 Credits

General introduction to Christian Scripture with a detailed study of the Gospels. Development of the synoptic tradition emphasized through use of source criticism, form criticism, and redaction criticism. (LAS) (RE)

**RELS 255 - Saint Paul and the Apostolic Church**

3 Credits

Study of the early Christian Church through the Pauline literature and the Acts of the Apostles. Emphasis on the emergence of Christianity in the Judaic and Hellenistic worlds, and the major theological themes in Paul's letters.

**RELS 256 - Jewish Life and Thought**

3 Credits

Judaism as a faith and its connection with Jewish history. The origins of the Jewish people and their earliest religious outlook, from biblical to post-Talmudic times. A study of the way in which Jews understand the Bible, with an emphasis on the differences from the Christian view. (LAS) (RE)

**RELS 257 - Islam**

3 Credits

Designed for students who have little or no knowledge of Islam. Introduction to the origins of Islam and its fundamental principles. Topics include the Prophet Muhammad, the Qur'an, and the beliefs and pillars of Islam, the Shi'a, Sufism, or Islamic mysticism, and women and Islam. (LAS) (RE)

**RELS 258 - Religion and Race in the United States**

3 Credits

The role that religion has played to create, sustain, and critique American racial ideology and racism. Considers the ways in which faith traditions can be resources for contesting racism in Church and society. (LAS) (RE) (VE)

*Prerequisite(s):* An introductory (100 level) course in RELS and permission of instructor.

**RELS 260 - Jesus Christ in Contemporary Thought**

3 Credits

Critical investigation of the historical foundations and the theological content of the mystery of Jesus Christ in the light of modern developments. (LAS) (RE) (AE) (GI)

**RELS 261 - Christian Marriage Secular Society**

3 Credits

Exploration of the meaning of Christian marriage in a contemporary context. Attention to the development of marriage, marriage in the Christian tradition, dating, the stages of a marriage, sexual ethics, responding to crises in marriage. (LAS) (RE)

**RELS 263 - Women and Gender in Early Christianity**

3 Credits

Women's place in early Christian communities from the New Testament period to the fifth century. Various New Testament and early Christian writings are read and carefully analyzed. Examines Mary, the mother of Jesus, as her representation changes over the course of time. The work of feminist interpreters of Christian writings are utilized to examine how the discourse about and around women was played out in the development of Christianity in its first centuries, and what importance this has for women's spirituality. (LAS) (RE) (WS)

**RELS 265 - Christian Service and Leadership**

3 Credits

The history, theology, and models of ministry from the New Testament times to the present with a focus on the laity; particular attention to the way women are re-describing traditional roles in



the church. Pastoral care, worship, education, social action, and administration explored.

*Prerequisite(s):* One course in Religious Studies.

### **RELS 266 - Christianity/Global Perspectives**

3 Credits

The complex phenomenon of global Christianity, with particular attention to the triple dialogue of evangelization of the global south, namely, Africa, Asia, and Latin America; dialogue with the poor; dialogue with local cultures; and dialogue with other religions. (LAS) (RE) (GI)

*Prerequisite(s):* RELS 100 - Christian Faith in the Modern World or permission of instructor.

### **RELS 270 - Social Justice in City of Hartford**

3 Credits

An immersion in the study of religious social ethics in the city of Hartford. Examines how urban public spaces facilitate healthy moral interaction and inequality between the diverse strangers who make up urban environments. Moral questions of violence, environmental degradation, and racial, class, and gender inequality are explored through an experiential service learning project within the City of Hartford. (LAS) (RE) (VE) (AE)

### **RELS 290 - Special Topics in Religious Studies**

3 Credits

An examination of important topics in Religious Studies. (LAS) (RE) (VE)

### **RELS 295 - Exploratory Independent Study**

3 Credits

For Religious Studies majors or minors who wish to pursue topics other than those in listed courses.

### **RELS 301 - Moral Issues in Health Care: A Christ Perspective**

3 Credits

Exploration of moral questions raised by scientific and technological developments in the health care field. Includes patients' rights, euthanasia, abortion, new birth technologies, allocation of scarce resources. Ethical theory and method examined through specific issues and cases. (LAS) (RE) (VE)

*Prerequisite(s):* One course in Religious Studies or permission of instructor.

### **RELS 303 - Buddhism in America**

3 Credits

The complex issues and ideas surrounding the American encounter with Buddhism. Major themes include the history of construction of Western Buddhism, popular esoteric pursuits by Euro-Americans, the arrival of Asian Buddhists to the U.S., and the development of convert and ethnic Buddhism. (LAS) (RE) (AE)

*Prerequisite(s):* RELS 150 - Religions of the East or permission of instructor.

### **RELS 305 - Contemporary Christian Thought**

3 Credits

An exploration of current theological developments within the Christian churches. Representative theologians and movements will be studied, with emphasis on the Catholic and Protestant traditions. The Orthodox tradition and Pentecostal movement may be considered.

### **RELS 307 - Death**

3 Credits

An attempt to understand death in order better to grasp the meaning of life. Particular emphasis on the Christian perspective. (LAS) (RE) (VE) (WR)

### **RELS 313 - Mysticism: East and West**

3 Credits

Exploration of the meaning of mysticism, the roots of Christian mysticism East and West, and new directions for inner growth — the social dimensions of Christian mystical experience today. Characteristics of mystical experiences as well as what hinders and what fosters recognizing mystical events.

### **RELS 385 - Internship**

3-6 Credits

Supervised experience in the area of Religious Studies or Justice and Peace.

*Prerequisite(s):* Approval by faculty advisor and department chair.

### **RELS 386 - Internship**

3-6 Credits

Supervised experience in the area of Religious Studies or Justice and Peace.

*Prerequisite(s):* Approval by faculty advisor and department chair.

### **RELS 495 - Advanced Independent Study**

3 Credits

For Religious Studies majors who wish to pursue a particular theological theme in greater depth.

### **RELS 499 - Coordinating Seminar**

3 Credits

A comprehensive integration of the major themes in Christian theology and/or religions. Includes a research paper or project and for RELS major may include a comprehensive examination. May be taken second semester of the junior year or first semester of the senior year.

*Prerequisite(s):* Required for Religious Studies majors; open to RELS minors and others with permission of the department chair.

## Sociology

### **SOCL 101 - Introduction to Sociology**

3 Credits

Science of social relationships. Study of culture, society, social control, major institutions, social classes, groups, and social processes. (LAS)

### **SOCL 110 - Cultural Anthropology**

3 Credits

Introduction to the field of cultural anthropology. Study of tribal and peasant societies and village communities with special focus upon ethnographic investigations of the total way of life of distinct peoples selected from a diversity of culture areas. Cross listed with INTS 110 - Cultural Anthropology . (LAS) (GI)

### **SOCL 202 - Black Families in the United States**

3 Credits

The Black Families course provides a historical view of African American, West African, and Caribbean American Families; Emphasizing on the life styles and experiences of contemporary families, including their social, economic, and educational status, and ensuing implications in helping relationships. (LAS) (WR) (AE) Cross listed with SOCW 202 - Black Families in the United States

### **SOCL 203 - History of the American Indian**

3 Credits

Attention to the role of Native Americans in selected eras of United States history, governmental policy toward indigenous peoples, and the recent political and ethnic resurgence of Native Americans. Presentation of an interdisciplinary or "ethno-historical" perspective with special focus on distinct tribal histories. Cross listed with HIST 203 - History of the American Indian . (LAS) (AE)

### **SOCL 205 - Special Topics in Sociology**

3 Credits

An interdisciplinary perspective on a variety of topics of sociological interest and subjects not examined by the regular Sociology curriculum.

### **SOCL 206 - Social Problems**

3 Credits

Selected current social problems in the United States such as poverty, mental illness, crime, delinquency, drug abuse, population, aging. Role of sociology in the analysis and treatment of these problems. (LAS)

### **SOCL 217 - Racial and Ethnic Groups**

3 Credits

Study of racial and ethnic groups in the United States. Policies and practices in inter-group relations analyzed. Particular attention to racial and ethnic groups in the Hartford area. (LAS) (AE)

### **SOCL 219 - Women in American Society**

3 Credits

Position and role of women in American society examined. Particular emphasis on sex role socialization and stereotypes, occupations, and the problem of equality. Social-historical consideration of the changing status of women in American society, and comparison of gender roles within diverse cultures. (LAS) (AE) (WS)

### **SOCL 221 - Sociology of the Family**

3 Credits

Structure and functioning of the family as an institution in American society; comparison with other cultures. Study of patterns of behavior and interrelations within the family. (LAS)

### **SOCL 223 - Sociology of Work and Leisure**

3 Credits

Changing definitions of work and leisure in our society, and inter-relations between occupational and recreational institutions. (LAS)

### **SOCL 225 - Sociology of Aging**

3 Credits

An examination of the demographic, economic, medical, and socio-cultural impact of aging on American society with special focus on age-restricted retirement communities, the elderly as a political special interest group, and the changing role of grandparents.

### **SOCL 227 - Inequality in America**

3 Credits

Analysis of structure and processes of stratification in the United States. Focus on theoretical approaches to economic power and lifestyle differentials. (LAS) (AE)

### **SOCL 229 - Urban Sociology**

3 Credits

Urban society, broadly interpreted as inclusive not only of the city, but also of the metropolis. Focus on historical and ecological development of cities, population factors, social institutions and organization, group life, and personality. Opportunities for study of current problems of the city and metropolis provided.

### **SOCL 302 - United States Women and Social Movement**

3 Credits

Examines the work of women as participants in social movements over the 19th and 20th centuries, including moral reform, abolitionism, feminism, suffrage, sexual freedom, and civil rights. Cross listed with HIST 307 - United States Women and Social Movement

### **SOCL 307 - Reading Seminar in Sociology**

3 Credits

Assigned readings on specific aspects of culture and society; emphasis on sociological analysis. (LAS) (AE) (WS)

*Prerequisite(s)*: Open to upper-level majors and non-majors with permission of instructor.

### **SOCL 325 - World Systems Theory**

3 Credits

Presentations of world systems theory as an interdisciplinary framework by which to understand the development of modernity. Special emphasis on the emergence of modern science and technology and the world capitalist economy from the 17th century to the present. Interdisciplinary examination of colonial and neo-colonial expansionism, the rise of the democratic nation-state, and the dynamics of geo-political conflict. Cross listed with ECON 325 - World Systems Theory

*Prerequisite(s)*: SOCL 101 - Introduction to Sociology

### **SOCL 381 - Social Thought through the 19th Century**

3 Credits

Development of Western social thought through the 18th century Enlightenment and Industrial Revolution periods emphasizing major figures. Emphasis on patterns and purposes of the emergence of Sociology as a distinct discipline by 1900. Required of all Sociology majors. (LAS) (VE)

*Prerequisite(s)*: SOCL 101 - Introduction to Sociology

### **SOCL 383 - Contemporary Social Theory**

3 Credits

Development of major perspectives from 1900 to the present. Emphasis on conflict, functionalism, symbolic interactionism, labeling, exchange, critical, and radical approaches.

*Prerequisite(s)*: SOCL 101 - Introduction to Sociology

### **SOCL 481 - Practicum in Applied Sociology**

3 Credits

Field experience and sociological research in a community setting approved by the department. Time to be determined individually.

### **SOCL 483 - Practicum in Applied Sociology**

3 Credits

Field experience and sociological research in a community setting approved by the department. Time to be determined individually.

### **SOCL 495 - Advanced Independent Study**

3 Credits

Student designed directed readings and research project.

*Prerequisite(s)*: Approval by faculty advisor.

### **SOCL 499 - Coordinating Seminar**

3 Credits

Seminar for senior Sociology majors designed to explore significant issues, topics, and perspectives in the social sciences that are not included in the regular curriculum. Offers a summation of the major course topics in review and preparation for the required written comprehensive examination. Spring semester.

## **Social Work**

### **SOCW 102 - Introduction to Social Work**

3 Credits

Explore career opportunities in light of personal and professional values and goals. Topics include the history of social work, traditional and emerging fields of practice, professional ethics, standards for cultural competence, and the relationship of social work with allied professions.

### **SOCW 202 - Black Families in the United States**

3 Credits

The Black Families course provides a historical view of African American, West African, and Caribbean American Families; Emphasizing on the life styles and experiences of contemporary families, including their social, economic, and educational status, and ensuing implications in helping relationships. (LAS) (WR) (AE) Cross listed with SOCL 202 - Black Families in the United States

### **SOCW 206 - Latinas and Their Worlds**

3 Credits

Coming from various social, cultural and economic backgrounds, Latinas on the mainland U.S. face diverse barriers and resources in caring for families and communities, migrating and immigrating, participating in the labor force, advancing educationally, and sustaining health and spiritual life. Explores the intergenerational experiences of Puerto Rican and Latina women in resisting prejudice, negotiating cultures, and promoting positive social change. (LAS) (WR) (WS)

### **SOCW 208 - Social Work Writing Circle**

1-3 Credits

Social Work majors gain supplemental instruction and academic support as they prepare assignments, explore the writing process, and strengthen writing skills. Based on individualized learning plans, students enroll on a Pass/Fail basis for 1 credit per semester for a maximum of 3 credits during the student's college career. Ordinarily 1 hour per week of individual or small group tutorials for each credit earned. For Social Work majors who are enrolled in at least one required Social Work course.

*Prerequisite(s)*: Permission of department chairperson.

### **SOCW 230 - Juvenile Justice and Human Rights**

3 Credits

An examination of American criminal justice issues as they affect children and adolescents and their families. Topics may include the juvenile justice system, crime control, police, court, and correctional practices, legislative policy, sociological, racial, and familial influences, and community outreach including the efforts of religious organizations. Emphasis will be placed on the rights of minors and on humanitarian approaches to juvenile justice problems. Cross listed with POLS 230 - Juvenile Justice and Human Rights

### **SOCW 295 - Social Work Independent Study**

1-3 Credits

### **SOCW 300 - Social Welfare Policy**

3 Credits

Social welfare policies promote or undermine human rights, fundamental freedoms, and social and economic opportunities. Students analyze the effects of social policies on diverse populations, learn a values-based approach to affecting change with and on behalf of clients, and participate in political action, such as legislative advocacy, lobbying, or assisting in an election. Three hours a week, one semester. (LAS) (WR) (AE)

Corequisite(s): ECON 101 - Principles of Macroeconomics , POLS 110 - How Politics Affects Your Life: An Introduction to Politics or POLS 125 - American Government , SOCL 101 - Introduction to Sociology , or permission of instructor.

### **SOCW 302 - Special Topics in Social Work**

3 Credits

This in-depth, interdisciplinary study of an issue, theme, or population relevant to social work may include field practice or ethnographic research, requiring permission of the instructor. (GI) (WS)

### **SOCW 340 - Latino Community Service**

3 Credits

Explores Latino cultures through bilingual readings, class discussions, guest speakers, and research in a Latino community. Students learn and apply social research methods while conducting a Spanish-language research project and giving a bilingual presentation of findings. Required for the Certificate or Minor in Latino Community. Cross listed with SPAN 340 - Latino Community Research . (LAS) (LG) (AE) (WR)

*Prerequisite(s):* Open to juniors and seniors; SPAN 300 - Conversation and Readings I and SPAN 301 - Conversations and Readings II or consent of instructor.

### **SOCW 375 - Social Research**

3 Credits

Use research to build knowledge, influence policy, and evaluate practice by considering qualitative and quantitative research methods; applications of new technologies; issues in professional ethics and human rights; and standards for cultural competence in research. (Formerly: Co-listed SOCL375) (WR)

*Prerequisite(s):* SOCL 101 - Introduction to Sociology and MATH 110 - Elementary Statistics or PSYC 253 - Statistics for the Behavioral Sciences or permission of instructor.

### **SOCW 382 - Human Behavior in the Social Environment**

3 Credits

Human development through the life course is affected by social and cultural diversity, social, political, and economic barriers and opportunities, and the roles and status of women. Students apply theories and evidence-based knowledge on the interrelationships among individuals, families, groups, organizations, communities, and cultures in local, transnational, and international contexts,

including relationships characterized by social conflict, oppression, and violence, and relationships that contribute to human and social development, equity, and peace. Three hours a week, one semester.

*Prerequisite(s):* BIOL 223 - Human Biology , BIOL 270 - Human Heredity and Birth Defects ; SOCL 217 - Racial and Ethnic Groups , SOCL 227 - Inequality in America , SOCW 202 - Black Families in the United States , or SOCW 206 - Latinas and Their Worlds ; HDFS 210 - Voices of Development Across the Life Course or PSYC 238 - Human Development Through the Life Span ; or permission of instructor.

### **SOCW 386 - Field Practice I**

4 Credits

Students help each other integrate field practice experiences with theories and research by framing questions, locating and applying professional literature, identifying ethical issues, and pursuing cultural competence. Two hours of class biweekly, and eight hours per week of supervised field experience in generalist social work practice.

*Prerequisite(s):* SOCW 102 - Introduction to Social Work and admission to the Social Work Program; or permission of the department.

### **SOCW 388 - Field Practice II**

4 Credits

Continuation of SOCW 386 - Field Practice I

*Prerequisite(s):* SOCW 386 - Field Practice I and SOCW 396 - Social Work Methods I ; concurrent: SOCW 398 - Social Work Methods II ; or permission of the department chairperson.

### **SOCW 390 - Children and the Law**

3 Credits

The purpose of this course is to develop an understanding of the legal issues that impact children in society. The course focus is on an examination of children's legal issues in the U.S. and globally. Topics will include: the relationships between the child, parent, and state. Emphasis will be placed on the rights of minors and on humanitarian approaches to child welfare, educational law, family law, juvenile justice, and other legal issues in working with children and adolescents.

### **SOCW 396 - Social Work Methods I**

3 Credits

Begin to explore generalist social work practice with individuals in socially and culturally diverse families and communities, including the professional change process, principles of empowerment and policy practice, and applications of the National Association of Social Work Code of Ethics and Standards for Cultural Competence.

*Prerequisite(s):* SOCW 102 - Introduction to Social Work and admission to the Social Work Program Corequisite(s): SOCW 386 - Field Practice I ; or permission of the department chairperson.



### **SOCW 398 - Social Work Methods II**

3 Credits

Continue to study generalist social work practice with communities and organizations, including strategies for networking and participatory action research, assessing communities and organizations in local and international environments, and analyzing community and organizational values as obstacles and resources for social change.

*Prerequisite(s):* SOCW 396 - Social Work Methods I  
*Corequisite(s):* SOCW 388 - Field Practice II or permission of the department chairperson.

### **SOCW 400 - Social Work Methods III**

3 Credits

Generalist social work with families and small groups includes knowledge, skills, and values in domestic and international social work practice. Students assess socially and culturally diverse families in local and transnational communities, and they identify social, cultural, and economic resources and barriers to meeting the goals of families and their members. Students consider social work with groups as a means for empowering individuals and strengthening families, communities, and organizations. Three hours a week; one semester.

*Prerequisite(s):* SOCW 398 - Social Work Methods II ; or permission of the department chairperson.

### **SOCW 481 - Field Practice III Extended Year**

6 Credits

Students continue to build a professional knowledge base by integrating theories and research-based knowledge with their experiences in the field. In written assignments and class discussions, students frame questions, locate and critically apply relevant professional literature, resolve ethical issues, advance cultural competence, analyze policies, evaluate interventions, and identify goals for further learning. Class discussions provide mutual aid and peer supervision. Two hours of class biweekly, and twelve hours per week of supervised field experience in generalist social work practice.

*Prerequisite(s):* SOCW 388 - Field Practice II and SOCW 398 - Social Work Methods II or permission of department chairperson. Students choosing the extended year curriculum must complete SOCW 483 - Field Practice IV Extended Year and SOCW 485 - Field Practice V  
*Corequisite(s):* SOCW 400 - Social Work Methods III

### **SOCW 482 - Field Practice III**

7 Credits

Students continue to build a professional knowledge base by integrating theories and research-based knowledge with their experiences in the field. In written assignments and class discussions, students frame questions, locate and critically apply relevant professional literature, resolve ethical issues, advance cultural competence, analyze policies, evaluate interventions, and identify goals for further learning. Class discussions provide mutual aid and peer supervision. Classroom seminars , and 16

hours per week of supervised field experience in generalist social work practice. One semester.

*Prerequisite(s):* SOCW 388 - Field Practice II  
*Corequisite(s):* SOCW 400 - Social Work Methods III ; or permission of the department chairperson.

### **SOCW 483 - Field Practice IV Extended Year**

6 Credits

Continuation of SOCW 481 - Field Practice III Extended Year . Two hours of class biweekly, and twelve hours per week of supervised field experience in generalist social work practice.

*Prerequisite(s):* SOCL 481 - Practicum in Applied Sociology and SOCW 400 - Social Work Methods III or permission of the department. *Corequisite(s):* SOCW 498 - Coordinating Seminar

### **SOCW 484 - Field Practice IV**

7 Credits

Continuation of SOCW 482. One semester.

*Prerequisite(s):* SOCW 482 - Field Practice III and SOCW 400 - Social Work Methods III ; or permission of the department chairperson.

### **SOCW 485 - Field Practice V**

2 Credits

Continuation of SOCW 483 - Field Practice IV Extended Year. Two hours of class biweekly, and twelve hours per week of supervised field experience in generalist social work practice.

*Prerequisite(s):* SOCW 483 - Field Practice IV Extended Year

### **SOCW 498 - Coordinating Seminar**

3 Credits

Faculty serve as consultants and mentors as students demonstrate their ability to assess a client system; to propose a policy change and evaluation method; to demonstrate effective use of the professional change process; and to plan for educational and professional advancement in light of a social purpose or vision for social change. Assignments make up the comprehensive Examination in Social Work.

*Prerequisite(s):* SOCW 400 - Social Work Methods III , SOCW 482 - Field Practice III  
*Corequisite(s):* SOCW 484 - Field Practice IV ; or permission of the department chairperson.

## **Spanish**

### **SPAN 100 - Beginning Conversation I**

3 Credits

Fundamentals of speaking, listening, reading, writing with emphasis on oral production; basics of Spanish grammar and syntax. Recommended for students in Humanities, Education, Nursing, History, Political Science, etc. (LAS) (LG)

### **SPAN 101 - Beginning Conversation II**

3 Credits

Fundamentals of speaking, listening, reading, writing with emphasis on oral production; basics of Spanish grammar and syntax. Recommended for students in Humanities, Education, Nursing, History, Political Science, etc. (LAS) (LG)

### **SPAN 102 - Living Spanish I**

3 Credits

An introduction to Spanish language and to Latino cultures, with an emphasis on listening and speaking, cross-cultural communications, and exploration of Latino cultures as lived in the Hartford area. Classes will include field trips, guest speakers, multimedia, and participation in local cultural and community activities. Open to all students; no prior Spanish required. (LAS) (LG)

### **SPAN 103 - Living Spanish II**

3 Credits

An introduction to Spanish language and to Latino cultures, with an emphasis on listening and speaking, cross-cultural communications, and exploration of Latino cultures as lived in the Hartford area. Classes will include field trips, guest speakers, multimedia, and participation in local cultural community activities. (LAS) (LG)

### **SPAN 104 - Intensive Spanish**

6 Credits

Introduction to Spanish Language and culture, for students with little or no prior knowledge of Spanish. Two semesters of Spanish with a compressed time frame for students who want to advance rapidly beyond the 100 level. Special emphasis on listening and speaking skills, with acquisition of beginning-level reading, writing and cultural proficiency.

### **SPAN 153 - Spanish for Educators**

3 Credits

Overview of basic grammar and structure (verbs in past, present, future; pronoun usage; using *ser/estar, gustar*; introduction of command forms). Emphasis on oral skills as well as some writing, with vocabulary themes of interest to those seeking a career in the field of education (speaking with students and parents, basic anatomy and health, basic terminology of class materials and lessons).

*Prerequisite(s)*: Two years of high school Spanish, or one year of college Spanish, or permission of instructor.

### **SPAN 154 - Spanish for Health Professionals**

3 Credits

Overview of basic grammar and structure (verbs in past, present, future; pronoun usage; using *ser/estar, gustar*; introduction of command forms). Emphasis on oral skills as well as some writing, with vocabulary themes of interest to those seeking a career in the health care field (anatomy, nutrition, illness and disease, hospital terminology). (LAS) (LG)

*Prerequisite(s)*: Two years of high school Spanish, or one year of college Spanish, or permission of instructor.

### **SPAN 200 - Intermediate Conversation I**

3 Credits

Focus includes: conversation, using linguistically prepared readings; vocabulary building concerning everyday situations; cultural study; and review of grammar. (LAS) (LG) (GI)

*Prerequisite(s)*: SPAN 101 - Beginning Conversation II or three years of high school Spanish.

### **SPAN 201 - Intermediate Conversation II**

3 Credits

Focus includes: conversation, using linguistically prepared readings; vocabulary building concerning everyday situations; cultural study; and review of grammar. (LAS) (GI) (LG)

*Prerequisite(s)*: SPAN 101 - Beginning Conversation II or three years of high school Spanish.

### **SPAN 204 - Latino Storytelling**

3 Credits

Reflect on your own identity and personal cultural history while making important connections between yourself, your community, and other communities that may differ (sometimes radically) from your own. Class discussion, compositions, and heritage readings and testimonials will help you improve your confidence and competence in the use of Spanish in different setting from informal to professional communication. (LAS) (LG) (HE) (AE)

### **SPAN 300 - Conversation and Readings I**

3 Credits

Conversation based on a wide variety of literary and cultural readings from Spain and Latin America. Cultural study and comparisons with contemporary life in the Spanish-speaking cultures and the U.S. (LAS) (LG) (GI)

*Prerequisite(s)*: SPAN 200 - Intermediate Conversations I , SPAN 201 - Intermediate Conversations II , four years of high school Spanish, or consent of instructor.

### **SPAN 301 - Conversations and Readings II**

3 Credits

Conversation based on a wide variety of literary and cultural readings from Spain and Latin America. Cultural study and comparisons with contemporary life in the Spanish-speaking cultures and the U.S. (LAS) (GI) (LG)

*Prerequisite(s)*: SPAN 200 - Intermediate Conversations I , SPAN 201 - Intermediate Conversations II , four years of high school Spanish, or consent of instructor.

### **SPAN 320 - Advanced Conversation I**

3 Credits

Themes for discussion based on relevant literature, newspaper and magazine articles; and other written and oral sources concerning Spanish language and Hispanic literature and culture. Emphasis on fluent speaking, and on understanding a wide range of spoken and written Spanish. (LAS) (GI) (LG) Cross listed with SOCW 340 - Latino Community Service .

*Prerequisite(s):* SPAN 300 - Conversation and Readings I , SPAN 301 - Conversations and Readings II or permission of instructor.

### **SPAN 321 - Advanced Conversation II**

3 Credits

Themes for discussion based on relevant literature, newspaper and magazine articles; and other written and oral sources concerning Spanish language and Hispanic literature and culture. Emphasis on fluent speaking, and on understanding a wide range of spoken and written Spanish. (LAS) (GI) (LG) Cross listed with SOCW 340 - Latino Community Service .

*Prerequisite(s):* SPAN 300 - Conversation and Readings I , SPAN 301 - Conversations and Readings II or permission of instructor.

### **SPAN 331 - Study Culture Workshop in Spain or Latin America**

1-6 Credits

A visit to Spain or Latin America. Important geographical and historical points of interest and the culture of the people studied. (LAS) (GI) (LG)

Other: Open to all students. Spanish not required. All classes and tours are offered in English.

### **SPAN 340 - Latino Community Research**

3 Credits

Explores Latino cultures through bilingual readings, class discussions, guest speakers, and research in a Latino community. Students learn and apply social research methods while conducting a Spanish-language research project and giving a bilingual presentation of findings. Required for the certificate or minor in Latino Community Practice. (LAS) (WR) (LG) (AE)

*Prerequisite(s):* Open to Juniors and Seniors; SPAN 300 - Conversation and Readings I and SPAN 301 - Conversations and Readings II or permission of instructor.

### **SPAN 360 - Cultural Perspectives of Hispanic Peoples**

3 Credits

Identification of key historical, geographical, cultural and political issues to understand the contribution of Hispanic peoples to the US global diversity map as portrayed in poetry, prose and other literary works, as well as art and other media. Examples include, but are not limited to, testimonios by Latino/a authors; the frescos by Jose Clemente Orozco in Pomona College and Dartmouth College; the Spanish poets of the Generation of 1927 in the USA (Lorca, Cernuda, Salinas; or plays by Latino/a authors represented at the Repertorio Espanol in New York or other venues.

*Prerequisite(s):* One semester or more of 300+ level Spanish, or permission of instructor.

### **SPAN 361 - Special Topics in Spanish Language, Literature and Culture**

3 Credits

Studies for advanced students in specialized topics, area studies, thematic studies.

*Prerequisite(s):* SPAN 300 - Conversation and Readings I , SPAN 301 - Conversations and Readings II or permission of instructor.

### **SPAN 379 - Advanced Grammar and Composition I**

3 Credits

Focus on development of fluency in writing using a variety of styles and ample vocabulary; studies in translating English to Spanish and on fine points of grammar. For students who intend to teach or use Spanish professionally, and for native speakers who wish to refine writing and grammar skills.

### **SPAN 380 - Advanced Grammar and Composition II**

3 Credits

Focus on development of fluency in writing using a variety of styles and ample vocabulary; studies in translating English to Spanish and on fine points of grammar. For students who intend to teach or use Spanish professionally, and for native speakers who wish to refine writing and grammar skills.

### **SPAN 390 - Masterpieces of Hispanic Literature**

3 Credits

Study of key literary works from Spain and Latin America by theme, genre, literary era, etc.

*Prerequisite(s):* Prior study of Spanish at 300+ level, or permission of instructor.

Other: May be taken more than once if the works studied are different.

### **SPAN 495 - Advanced Independent Study**

6 Credits

### **SPAN 499 - Coordinating Seminar**

3 Credits

For senior Spanish majors. Thorough review of history, culture, and literature of Spain and Latin America in preparation for comprehensive exams and student symposium presentation.

### **SPAN 514 - Latino Cultures for the Global Era**

3 Credits

Study of Latino cultures and their impact on the global society.

### **SPAN 579 - Advanced Spanish Grammar and Composition for the Professions**

3 Credits

For native, heritage and strong non-native speakers of Spanish whose goal is refining and perfecting written Spanish for professional uses in the Latino communities, and for professional use in the Latino communities, and for professional research. Includes important grammatical and lexicological points, translation problems, reviews and comments on readings, and writing projects according to the individual interests of students. If students are uncertain whether they possess sufficient oral, reading and or written proficiency in Spanish to succeed in the class, they should consult with the instructor no later than the day after the first class.

Other: Open to students who have been admitted to the graduate certificate in Latino Community Practice or by permission of the instructor.

## Special Education

### **SPEC 217 - Students with Mild Disabilities**

3 Credits

This course examines the academic and social learning characteristics of children with mild disabilities with a focus on contemporary practices in identification and educational planning. Emphasis on inclusionary settings and K-12 students with mild disabilities in the diverse, general education classroom. Includes study of students with special gifts and talents. Field study required.

### **SPEC 218 - Children with Moderate to Severe Disabilities**

3 Credits

Examines the physical, intellectual, sensory, health, and social/emotional characteristics of students with moderate to severe disabilities with an emphasis on research-based interventions that promote full participation in school, home and community life. Field study required.

### **SPEC 237 - Exceptional Children**

3 Credits

The growth and development of exceptional children, including children who are gifted and talented and those who may require special education. Methods for identifying, planning for, and working effectively with such children in a regular classroom are examined. Field study required. Cross listed with PSYC 237 - Exceptional Children

*Prerequisite(s):* PSYC 100 - Introductory Psychology

### **SPEC 265 - The Elements of Teaching**

3 Credits

This course provides an introductory look at elements of teaching. Special attention will be paid to learning theories, unit and lesson planning, teaching strategies and models, differentiated instruction, and student evaluation. Additionally, this course integrates the use of related technologies and a required field study. Cross listed with EDUC 265 - The Elements of Teaching

### **SPEC 295 - Exploratory Independent Study**

3 Credits

Offered by arrangement.

### **SPEC 343 - Educational Assessment**

3 Credits

Focus on assessment of children with learning difficulties. Lecture, discussion, demonstration, and practical experience with a range of formal and informal assessment procedures. Emphasis on field experience. Laboratory fee: \$35.

*Prerequisite(s):* SPEC 217 - Students with Mild Disabilities , SPEC 218 - Children with Moderate to Severe Disabilities and SPEC 265 - The Elements of Teaching

### **SPEC 345 - Teaching Students with Disabilities**

3 Credits

Principles of effective instruction for children and adolescents with special education needs presented within the curricular areas of Reading and Mathematics, Language Development and Socialization. Analysis of children's Individualized Education Programs (IEPs) forms the basis for the design, delivery, and evaluation of unit taught in a supervised classroom setting. Practica in teaching children with disabilities required.

*Prerequisite(s):* SPEC 217 - Students with Mild Disabilities , SPEC 218 - Children with Moderate to Severe Disabilities and EDUC 265 - The Elements of Teaching

### **SPEC 346 - Curriculum and Instruction in Spec Ed: Adaptive Strategies**

3 Credits

Examines curricular and instructional modifications for meeting the needs of students with disabilities in a variety of learning environments, including regular education classrooms. Field study required.

*Prerequisite(s):* SPEC 343 - Educational Assessment , SPEC 217 - Students with Mild Disabilities , SPEC 218 - Children with Moderate to Severe Disabilities and SPEC 265 - The Elements of Teaching or EDUC 265 - The Elements of Teaching

### **SPEC 347 - Special Topics**

3 Credits

In-depth exploration of topics, programs, agencies, and services for disabled persons. Combines lecture, discussion, and field trips. Offered by arrangement.

### **SPEC 383 - Positive Behavior Interventions and Supports**

3 Credits

Behavior and classroom management with an emphasis on research-based strategies to support positive academic and social behaviors. Assessment procedures, including functional behavioral analysis, addressed. Field study required.

*Prerequisite(s):* SPEC 217 - Students with Mild Disabilities and SPEC 218 - Children with Moderate to Severe Disabilities

### **SPEC 403 - Field Experiences in Special Education**

3-6 Credits

Experience in supervised agency settings dealing with exceptional children and youth.

### **SPEC 404 - Field Experiences in Special Education**

3-6 Credits

Supervised experience in agency settings dealing with exceptional children and youth.



### **SPEC 405 - Issues and Trends in Special Education**

3 Credits

This course is designed to focus on the issues and trends currently facing special education. The course will address the efficacy of special education and current placement practices; transition practices within school as well as home-school partnerships; staff support; special education accountability in collaborative/consultation roles; and the impact of culturally diverse populations in special education delivery systems. All topics will be addressed in the context of political, economic, and socio-cultural influences. An analysis of current promising practices appropriate to each course topic will also be incorporated in course presentations.

### **SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities**

9 Credits

Special Education student teaching experience required for undergraduate candidates pursuing a license in special education with an elementary cross endorsement. This 10 week practical application of previously studied theory is supervised by qualified special educators in a school setting. Candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with at least two of the following exceptionalities; learning disabilities, intellectual disabilities, and behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops; attend mandatory on-campus seminars.

*Prerequisite(s):* Acceptance into the Education Department at least one semester prior to student teaching semester; completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office; successful completion of student teaching application by February 1 for fall student teaching and September 15 for spring student teaching.

Other: Open to seniors only. This must be taken in the same semester as EDUC 430, the elementary education practicum. No other course work may be taken during this semester. Fee required for Consortium students.

### **SPEC 495 - Advanced Independent Study**

1-3 Credits

Offered by arrangement.

### **SPEC 499 - Coordinating Seminar**

3 Credits

Coordination and integration of prior coursework relative to special education theory and practice. This course examines relevant special education legislation and case law; student evaluation and development of a legally correct Individual Education Programs (IEPs); and the role of special educator in a collaborative IEP team. Presentation of case study via IEP meeting simulations. Field study required.

*Prerequisite(s):* SPEC 217 - Students with Mild Disabilities,

SPEC 218 - Children with Moderate to Severe Disabilities , SPEC 343 - Educational Assessment and SPEC 345 - Teaching Students with Disabilities Corequisite(s): SPEC 346 - Curriculum and Instruction in Spec Ed: Adaptive Strategies and SPEC 383 - Positive Behavior Interventions and Supports

### **SPEC 510 - Growth & Development in Early Childhood**

3 Credits

Growth and development (physical, cognitive, social, and emotional) in all children, conception to grade three, including those who are typically developing, those at risk, and those with mild to profound disabilities. Developmental theories, observational techniques, and interpretation of data are explored. Transactions that support or impede development considered. Field study required. Cross listed with ECSE 510 - Growth and Development in Early Childhood.

### **SPEC 511 - Language Development & Emergent Literacy**

3 Credits

Language acquisition and emergent literacy from birth through five; relation between views of development and intervention techniques; roles of parents, teachers, and clinicians in language and early literacy development; sampling and analysis of language data; use of play in enhancing both normal and delayed language development; process of second language learning; implications of language delay and second language learning. Cross listed with ECSE 520 - Language Development and Emergent Literacy

### **SPEC 512 - Assessment: PreK to Grade 3**

3 Credits

Identification and analysis of the purposes of assessment. Practical experience in selecting, evaluating, administering, and interpreting a variety of assessment devices. Effective communication and use of findings in planning individualized programs for children who have special needs, are at risk, or are developing typically. Laboratory fee and field study required. Cross listed with ECSE 540 - Assessment: Pre-K to Grade 3

*Prerequisite(s):* Two of the following: SPEC 510 - Growth & Development in Early Childhood or ECSE 510 - Growth and Development in Early Childhood , ECSE 520 - Language Development and Emergent Literacy or SPEC 511 - Language Development & Emergent Literacy , ECSE 555 - Programs for Young Children or SPEC 555 - Programs for Young Children or permission of the instructor.

### **SPEC 513 - Assessment: Birth to Kindergarten**

3 Credits

Screening and assessment of young children who are typically developing, at risk, or who have special needs. Emphasis on a collaborative family/ professional process designed to document health and developmental needs and plan developmentally and contextually appropriate individualized programs. Data gathering using a variety of devices and strategies, interviewing techniques, integration, and communication of findings are included. Cross listed with ECSE 541 - Assessment: Birth to Kindergarten

### **SPEC 516 - Exceptional and At-Risk Children in Today's Schools**

3 Credits

The development of children with disabilities and those identified as gifted and talented. Emphasizes learning and behavioral characteristics of children with disabilities. Field study required.

### **SPEC 517 - Students with Mild Disabilities**

3 Credits

This course examines the cognitive, linguistic, academic, and social-emotional characteristics of students with mild disabilities, including intellectual disabilities, learning disabilities, emotional or behavior disorders, attention disorders and autism spectrum disorders, within a response to intervention framework. Issues in assessment, identification, and placement will be discussed. Case study and fieldwork requirement. For initial teacher licensure candidates; study of characteristics and needs of students with special gifts and talents.

### **SPEC 518 - Children with Moderate to Severe Disabilities**

3 Credits

An examination of the characteristics and support requirements for students with low-incidence disabilities. Emphasis on research-based interventions that promote full participation for people with moderate to severe disabilities in school, home, and community life. Focus on development of practical skills for use in a variety of environments. Topics include collaborative partnerships with families and professionals, data-based decision making, self-determination, and transition to adult life. Field study required.

### **SPEC 524 - Instruction and Curriculum**

3 Credits

Content focuses on the interactive functions of the teaching/learning process, as well as the planning, implementing, and evaluating of instruction and curriculum based upon developmentally appropriate practices. Media, technology, and the introduction of specific curricula related to substance abuse. Field study required. Strongly recommended as first methods course. Cross listed with EDUC 524 - Instruction and Curriculum

### **SPEC 526 - Educational Assessment**

3 Credits

This course prepares candidates to administer, score and interpret a range of criterion-referenced, norm-referenced, and Curriculum Based Measurement tools for the purposes of (1) identifying students with specific learning disabilities; (2) generating a series of informed educational recommendations, including goals and related objectives; and, (3) presenting findings and recommendations to parents and professionals. Lecture, discussion, demonstration and practical experiences in test administration, scoring and interpretation practices will be emphasized.

*Prerequisite(s):* SPEC 517 - Students with Mild Disabilities, SPEC 524 - Instruction and Curriculum or EDUC 524

- Instruction and Curriculum and EDUC 507 - Developmental Reading in the Elementary School

Other: Candidates are advised that this course requires a supervised fieldwork component and extensive outside preparation beyond class meeting time.

### **SPEC 530 - Research in Special Education**

3 Credits

This course focuses on research models used in educational settings. Emphasis on interpreting and evaluating educational research and examination of current studies that are representative of the various research models. Includes applications in evidence based practice, role of families in the educational process and effects of disability on lifelong learning. Includes development of a preliminary plan or proposal for research in the field of special education.

### **SPEC 534 - Positive Behavior Interventions and Supports**

3 Credits

This course focuses on effective strategies for encouraging positive academic and social behaviors in a variety of settings. Emphasis on prevention, evaluation procedures and intervening strategies related to reducing challenging behavior and teaching positive, pro-social behaviors. Field study required.

*Prerequisite(s):* SPEC 517 - Students with Mild Disabilities or SPEC 518 - Children with Moderate to Severe Disabilities or SPEC 582 - Exceptional Adolescents

### **SPEC 535 - Laws and Special Education**

3 Credits

The emphasis of this course is on legislation affecting the planning and delivery of services to children with special education needs. Specific reference will be made to federal and state legislation and relevant court decisions. Topics include the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Family Education Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), and No Child Left Behind. Current litigation in special education will be examined. Culminating experience includes development of an Individual Education Program (IEP) plan and IEP meeting simulation.

*Prerequisite(s):* SPEC 516 - Exceptional and At-Risk Children in Today's Schools, SPEC 517 - Students with Mild Disabilities, SPEC 518 - Children with Moderate to Severe Disabilities or SPEC 582 - Exceptional Adolescents

### **SPEC 536 - Summer Practicum: Special Education**

4 Credits

Practicum required for graduate candidates pursuing a license in special education. This 5 week placement is under the supervision of qualified special educators in a school setting. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach in areas of exceptionally; facilitate the inclusion of children in the least

restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office; application received in the Office of Student Teaching and Clinical Experiences by February 1. *Corequisite(s):* Must be taken in conjunction with SPEC 538 - Student Teaching and Student Teaching Seminar: Special Education fall/spring, 10 week student teaching or SPEC 537 - Summer Practicum: Special Education for Licensed Teachers for approved qualified licensed educators.

Other: No other course work may be taken during this semester.

### **SPEC 537 - Summer Practicum: Special Education for Licensed Teachers**

4 Credits

This is the second required 5 week practicum for approved licensed educators choosing to complete requirements over two consecutive summers. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with learning disabilities, intellectual disabilities, and/or behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops.

*Prerequisite(s):* SPEC 536 - Summer Practicum: Special Education; application to the Office of Student Teaching and Clinical Experiences by February 1.

Other: No other course work may be taken during this semester.

### **SPEC 538 - Student Teaching and Student Teaching Seminar: Special Education fall/spring**

6 Credits

Student Teaching required for graduate candidates pursuing a license in Special Education. This 10 week practical application of previously studied theory is supervised by qualified special educators in a school setting. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with learning disabilities, intellectual disabilities, and/or behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops; attend mandatory on-campus seminars.

*Prerequisite(s):* Completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching. *Corequisite(s):* Must be taken in conjunction with SPEC 536 - Summer Practicum: Special Education for Special Education licensure.

Other: No other course work may be taken during this semester. Fee required for Consortium students.

### **SPEC 539 - Curriculum and Instruction: Adaptive Strategies**

3 Credits

Designing curriculum, instruction, and supports to meet the needs of diverse learners in the classroom. Focuses on Universal Design for Learning and linking Individual Education Programs (IEPs) to the general education curriculum. Explores program planning and implications of Response to Intervention (RTI). Field study required.

*Prerequisite(s):* SPEC 516 - Exceptional and At-Risk Children in Today's Schools or SPEC 517 - Students with Mild Disabilities or SPEC 582 - Exceptional Adolescents

### **SPEC 540 - Reading Interventions for Inclusive Schools**

3 Credits

This course focuses on inclusive practices for diverse classrooms. Universal design and evidence-based practices are used to design reading interventions and monitor progress of students who show difficulty meeting grade level expectations, including English Learners, in word study, fluency, vocabulary and comprehension. Individualized Education Programs (IEPs) are used to plan and evaluate instruction for different reading disability profiles.

*Prerequisite(s):* EDUC 507 - Developmental Reading in the Elementary School, SPEC 517 - Students with Mild Disabilities or SPEC 560 - Autism: Nature and Characteristics, EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum or permission of instructor.

Other: Field study application required.

### **SPEC 541 - Collab Consultation School Personnel**

3 Credits

Focuses on current trends and issues related to collaborative planning on behalf of students with disabilities. Explores the roles and responsibilities of interdisciplinary team members in meeting the needs of diverse learners in a variety of settings. Examines co-teaching models, parent-professional partnerships and the leadership role of special educators in Response to Intervention (RtI) models. Field study required.

### **SPEC 542 - Reading Disabilities: Connecting Assessment and Instruction**

3 Credits

Focuses on the identification and treatment of reading difficulties that reflect language or learning disabilities. Programming in special and general education will be considered in the development and delivery of Individualized Education Programs (IEP) and Individualized Reading Plans (IRP). Students will be required to analyze a struggling reader's performance in the essential components of reading, design and deliver an intervention plan, and monitor progress toward stated goals and objectives. Field study required.

*Prerequisite(s):* EDUC 507 - Developmental Reading in the Elementary School, SPEC 517 - Students with Mild Disabilities, EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum or permission of instructor.



### **SPEC 543 - Instructional Planning and Interventions in Spec Ed: Writing and Study Skills**

3 Credits

Interventions in writing and study skills for school-aged children with special needs. Programming in both special education and general education considered in the development, delivery, and evaluation of individualized education plans. Field study required.

*Prerequisite(s):* EDUC 507 - Developmental Reading in the Elementary School , SPEC 517 - Students with Mild Disabilities, EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

### **SPEC 544 - Social Skill Interventions**

3 Credits

Focuses on connecting emotional intelligence and academic learning for K-12 classrooms and schools. An intervention plan with targeted goals, progress monitoring tools and documented follow-up will be developed and presented. Professional learning communities will be used to show how to establish effective school based response to intervention systems.

*Prerequisite(s):* SPEC 516 - Exceptional and At-Risk Children in Today's Schools , SPEC 517 - Students with Mild Disabilities, SPEC 518 - Children with Moderate to Severe Disabilities , SPEC 560 - Autism: Nature and Characteristics or SPEC 582 - Exceptional Adolescents or permission of instructor.

### **SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory**

3 Credits

Seminar for the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates working in instructional settings with students with remedial needs. Instructional models for teaching remedial reading and language arts are included. Consideration of literary assessment and behavior management techniques. Cross listed with EDUC 545 - Seminar and Remedial Reading and Related Instructional Theory

*Prerequisite(s):* Limited to selected interns who hold a Connecticut Educator License.

### **SPEC 546 - Seminar in Writing and Related Instructional Theory**

3 Credits

Advanced seminar for the University of Saint Joseph/Literacy Internship Program for working in instructional settings with students with remedial needs. Instructional models for teaching writing, writing assessment, and alternate approaches to reading and writing instruction are included. The relationship between regular education and supplemental instruction in implementing remedial programs is examined along with curriculum scope and sequence. Cross listed with EDUC 546 - Seminar in Writing and Related Instructional Theory

*Prerequisite(s):* EDUC 545 - Seminar and Remedial Reading and Related Instructional Theory

Other: Limited to selected interns who hold a Connecticut Educator License.

### **SPEC 547 - Practicum I: Theory into Practice**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Selected interns provide direct instruction to students with remedial needs, supplemental to their regular classroom programs. Diagnostic assessment, development of prescriptive education plans, evaluation of program effectiveness, parent conferences, and teacher consultation are additional components of this experience. Fieldwork required four and one half days per week, based on the participating school districts' calendars. Cross listed with EDUC 547 - Practicum I: Theory into Practice.

Other: Limited to selected interns who hold a Connecticut Educator license.

### **SPEC 548 - Practicum II: Theory into Practice**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Continuation and refinement of the clinical experiences described in SPEC 547 - Practicum I: Theory into Practice . Cross listed with EDUC 548 - Practicum II: Theory into Practice

Other: Limited to selected interns who hold a Connecticut Educator License.

### **SPEC 549 - Student Teaching and Student Teaching Seminar: Special Education fall/spring**

12 Credits

For graduate candidates pursuing a license in Special Education. This 16 week practical application of previously studied theory is supervised by qualified special educators in a school setting. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with learning disabilities, intellectual disabilities, and/or behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops; attend mandatory on-campus seminars.

*Prerequisite(s):* Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office; application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during this semester. Fee required for Consortium students.

### **SPEC 555 - Programs for Young Children**

3 Credits

Programs and practices in Early Childhood Education including current issues and perspectives for the inclusion of children with disabilities, birth through grade three. Goals of Early Childhood Education are identified; the expanding role of Early Childhood programs in the broader context of human services is examined; theoretical foundations, historical perspectives, and research



findings are considered. Field study required. Cross listed with ECSE 555 - Programs for Young Children

*Prerequisite(s):* ECSE 510 - Growth and Development in Early Childhood or SPEC 510 - Growth & Development in Early Childhood or permission of instructor.

### **SPEC 560 - Autism: Nature and Characteristics**

3 Credits

This course provides historical and current views regarding the characteristics, etiology, and prognosis of children with Autism Spectrum Disorders in schools. In addition, issues such as diagnostic procedures, classroom structure, research-based instructional strategies, and family involvement are surveyed. This is the first in a five-course series to prepare teachers for instructing children with autism in an inclusive as well as more restrictive environment.

*Prerequisite(s):* Bachelor's degree or teacher certification.

### **SPEC 561 - Autism: Managing Behavior**

3 Credits

This course will examine the factors that contribute to behaviors demonstrated by students with Autism Spectrum Disorders, and the coordinating best practices for analyzing student behavior, developing intervention plans, and evaluating the effectiveness of these plans.

*Prerequisite(s):* SPEC 560 - Autism: Nature and Characteristics

### **SPEC 562 - Autism: Communication and Technology**

3 Credits

This course is designed to help meet the complex communication needs of students with Autism Spectrum Disorder. Emphasis will be on: augmentative alternative communication; the use of visuals, behavior as communication; classroom modifications; assistive technology for communication, reading and writing; play; joint attention and classroom modifications for facilitation of progress in the general education setting.

*Prerequisite(s):* SPEC 560 - Autism: Nature and Characteristics

### **SPEC 563 - Autism: Assessment**

3 Credits

This course will provide advanced training in the assessment of students with Autism Spectrum Disorders (ASD). Instruction will be presented through lecture, coursework, case review, applied assignments, and field-based experiences. Participants will have multiple field-based experiences including observations, interviews with parents, students and educators to complete a variety of assessments with students who have ASD at ages ranging from early childhood to adolescence.

*Prerequisite(s):* SPEC 560 - Autism: Nature and Characteristics and an introductory course in Special Education assessment.

### **SPEC 564 - Autism: Application of Instructional Strategies**

3 Credits

This course addresses teaching methods for students with ASD. Emphasis will be placed on designing and implementing

programs utilizing assessment information from a variety of sources after the determination of measurable Individualized Education Program (IEPs) goals and objectives.

*Prerequisite(s):* SPEC 560 - Autism: Nature and Characteristics

### **SPEC 565 - Autism: Social Interventions**

3 Credits

This course examines the social and mental health challenges commonly associated with Autism Spectrum Disorders. Etiology, assessment and intervention strategies will be discussed as well as their application in a variety of school and community-based settings. Students will be required to complete assessments and develop intervention plans for individuals on the spectrum in both in-class and practicum experiences.

*Prerequisite(s):* SPEC 560 - Autism: Nature and Characteristics and SPEC 563 - Autism: Assessment

### **SPEC 566 - Autism: Sensory and Motor Issues**

3 Credits

This course will provide the student with an understanding of sensory processing and motor challenges that many individuals with ASD experience. Participants will learn strategies to incorporate into their students' classroom environments to promote participation and maximize skill acquisition. Course participants will also define the roles of extended service providers. Instruction will be provided through lecture, coursework, case review and applied assignments.

*Prerequisite(s):* SPEC 560 - Autism: Nature and Characteristics and SPEC 563 - Autism: Assessment

### **SPEC 574 - Seminar: Early Intervention and the Emergent Reader**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. Advanced level, specialized weekly seminars focusing on the constructivist theory of reading, cognitive and metacognitive learning theory, and the research related to these topics. Formal and informal assessment tools and developmentally appropriate intervention strategies will be explored in depth. Cross listed with EDUC 574 - Seminar: Early Intervention and the Emergent Reader

*Prerequisite(s):* SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory, SPEC 546 - Seminar in Writing and Related Instructional Theory, SPEC 547 - Practicum I: Theory into Practice, SPEC 548 - Practicum II: Theory into Practice or comparable experiences. *Corequisite(s):* SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns as part of the University of Saint Joseph Literacy Internship Program.

Other: Limited to selected interns.

**SPEC 575 - Seminar: Current Research and the Emergent Reader**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. Advanced level, specialized weekly seminars exploring the current research in emergent literacy. Topics include models of the reading process, language acquisition, role of text structure, meta-cognitive and schema theory, the role of home background factors, and the translation of research findings to classroom practice. Cross listed with EDUC 575 - Seminar: Current Research and the Emergent Reader

*Prerequisite(s):* SPEC 574 - Seminar: Early Intervention and the Emergent Reader and SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns  
*Corequisite(s):* SPEC 578 - Advanced Practicum II: Direct Service Application for Lead Interns as part of the University of Saint Joseph/Literacy Internship Program.

Other: Limited to selected interns.

**SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. A semester field assignment of four and a half days per week for interns participating in the second year of the University of Saint Joseph program. The emphasis on early intervention strategies in diagnosis and remediation of primary grade remedial-needs students in Reading/Language Arts. Experiences include intensive remedial diagnostic direct instruction to students and professional support for the first-year interns. Cross listed with ECSE 576 - Primary Curriculum (Grades 1-3)

*Prerequisite(s):* SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory , SPEC 546 - Seminar in Writing and Related Instructional Theory , SPEC 547 - Practicum I: Theory into Practice , SPEC 548 - Practicum II: Theory into Practice or comparable experiences. *Corequisite(s):* SPEC 574 - Seminar: Early Intervention and the Emergent Reader

Other: Limited to selected interns.

**SPEC 578 - Advanced Practicum II: Direct Service Application for Lead Interns**

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two year program. Continued supervised experience for the advanced lead intern. A semester field assignment of four and a half days per week for interns participating in the second year of the University of Saint Joseph/Literacy Internship Program. Cross listed with EDUC 578 - Advanced Practicum II: Direct Service Application for Lead Interns

*Corequisite(s):* SPEC 575 - Seminar: Current Research and the Emergent Reader

Other: Limited to selected interns.

**SPEC 579 - Children and Mathematics**

3 Credits

A study of the process of teaching and learning mathematics at the elementary-middle school level. This process includes the planning, implementation, and evaluation of mathematics curriculum at these levels for all students. In this course, we will focus on how students learn mathematics, what pedagogies promote mathematical thinking and how teachers can build a community of learning for mathematics that helps all children to become confident in doing mathematics. The course will also address English Language Learners and students who may be identified with Special Needs in Mathematics. Assignments built into the course are designed to increase student learning through Unit design, lesson planning, the integration of technology into mathematics teaching, and reflection on learning as we progress through the course of study. An 8-10 hour field study is required. Cross listed with EDUC 510 - Children and Mathematics

*Prerequisite(s):* EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

**SPEC 580 - Field Experience Grades PreK or K**

3 Credits

On-site, independent study on the practical aspects of program and curricula development. Seminars and plan of study tailored to the needs and interests of the individual participants. Includes on-site consultations by the course instructor. Cross listed with EDUC 580 - Field Experience Grades PreK or K

**SPEC 582 - Exceptional Adolescents**

3 Credits

The characteristics and needs of exceptional adolescents. Emphasis on how physical, sensory, and intellectual impairments affect psychological/social adjustment and academic achievement. Stresses modification of instruction, classroom, and behavioral management techniques appropriate to inclusionary practices. Field study required.

**SPEC 590 - Special Topics**

1-3 Credits

Special topics courses offered periodically by the department. See semester course bulletin for description of current offerings. No more than six credits in special topics may be applied to a master's degree program in Special Education.

**SPEC 595 - Independent Study/ Research**

1-3 Credits

Students select topic or project to pursue through independent or small group work.

*Prerequisite(s):* Application forms for independent study/research are available in The Graduate Studies Program office and must be approved by the project advisor, department chair, and Dean of the school.

### **SPEC 596 - Independent Study/Research**

1-3 Credits

Students select topic or project to pursue through independent or small group work.

*Prerequisite(s):* Application forms for independent study/research are available in The Graduate Studies Program office and must be approved by the project advisor, department chair, and Dean of the school.

### **SPEC 598 - Thesis**

3 Credits

By arrangement. Guidelines available at The Graduate Studies Program office and must be approved by the project advisor, student's advisor, program director and the Dean of the School of Education.

*Prerequisite(s):* EDUC 515 - Educational Research

### **SPEC 599 - Thesis**

3 Credits

By arrangement. Guidelines available at The Graduate Studies Program office and must be approved by the project advisor, student's advisor, program director and the Dean of the school of Education.

*Prerequisite(s):* EDUC 515 - Educational Research

## **Sports Studies**

### **SPST 200 - Athletic Injury Care and Prevention**

3 Credits

The study of emergency care techniques, basic injury prevention and evaluation. Basic techniques for injury prevention and rehabilitation of injuries are examined and practiced.

### **SPST 202 - Exercise Physiology**

3 Credits

Study of the basic concepts of nutrition, energy, and systems of energy transfer and use in exercise and training. Focus on applications considers energy capacity enhancement, exercise performance and environmental stress, body composition, and energy balance.

### **SPST 210 - Motivation & Leadership in Sports**

3 Credits

The principles of motivation, the importance of leadership, and the different psychological skills athletes can use to improve performance. Cross listed with PSYC 210 - Motivation and Leadership in Sports

*Prerequisite(s):* PSYC 100 - Introductory Psychology

### **SPST 300 - Sports Law**

2 Credits

An introduction of the legal issues specific to organized athletics. Provides coaches with the basic knowledge of their

legal responsibilities as they relate to the performance of their duties. Current legal cases researched and analyzed. Offered as a Directed Study.

### **SPST 380 - Practical Topics in Coaching**

3 Credits

An overview of the principles and concepts of coaching adolescents. Provides basic knowledge of the psychological, legal, and medical aspects associated with coaching. The satisfactory completion of this course, along with a valid CPR and First Aid card, enables students to obtain a coaching permit in the State of Connecticut.

### **SPST 400 - Principles of Coaching**

3 Credits

The role of the coach and the coach's application of principles and concepts, including the development of coaching philosophy, psychological and motivational concepts regarding individuals and teams. Emphasis on coaching ethics, practice, game organization, parental and community strategies, and the comprehension of issues and problems associated with coaching.

### **SPST 401 - Coaching Practicum**

2 Credits

Provides prospective coaches with the opportunity to demonstrate competence in planning, implementing, and evaluating athletic practices and contests. A supervised practicum in which students act as an assistant or head coach of an interscholastic team or a comparable coaching assignment for a minimum of seven weeks. Students attend three seminars in addition to field placement requirements.

*Prerequisite(s):* SPST 200 - Athletic Injury Care and Prevention, SPST 210 - Motivation & Leadership in Sports and SPST 400 - Principles of Coaching

## **Women's Studies**

### **WMST 120 - Women in Society**

3 Credits

A foundations class for students interested in Women's Studies as a major or as an issue. Students study an overview of the interdisciplinary and global issues from a women's studies theoretical perspective. A feminist analysis of the cultural and social history of women forms a basis for the course. Offered every spring. (LAS) (WR) (WS)

### **WMST 230 - Feminist Theories**

3 Credits

A feminist perspective on the current debates in theory and different theoretical approaches applied to the study of women and gender: cultural, essentialist, liberal, socialist, womanist, among others. Students develop their own theories or identify which of the methods of understanding women's position in relation to community, other women, men, patriarchy, the environment, and the global community fits their values and beliefs the most. Offered every fall. (LAS) (WR) (WS)

**WMST 265 - Women in the World Economy**

3 Credits

Locating women in the web of economy, whether it be in a rich industrial economy or in a developing economy. Women as significant economic actors whose status is determined by control over resources, work conditions and the products of labor. Investigates how economic systems and colonization affect gender relations. (LAS) (GI) (WS) Cross listed with ECON 265 - Women in the World Economy

**WMST 295 - Exploratory Independent Study**

1-3 Credits

Faculty-guided research on topics proposed by students.

**WMST 350 - Internship**

1-6 Credits

Theory into practice in an internship with an organization that deals directly with issues pertaining to women's lives. Examples of possible placements: The Connecticut Permanent Commission on the Status of Women; My Sister's Place, a battered women's shelter; YWCA; Interval House.

**WMST 400 - Women's Studies Seminar**

3 Credits

An in-depth study of a particular topic depending on the professor's specialty, such as the grassroots women's economic groups in the two-thirds world, the Suffrage Movement in Britain and the United States, feminist literary theories, or Virginia Woolf. A research paper implementing a theoretical analysis from a Women's Studies methodology required.

**WMST 495 - Women's Studies Advanced Independent Study**

1-6 Credits

Further development of faculty-guided research on topics proposed by students.

**WMST 499 - Senior Coordination**

3 Credits

Students conduct and write a research project related to their interest, implementing theoretical and analytical Women's Studies methods. Addresses larger areas of research that are especially linked to women: the study of nontraditional arts made by women, for example quilting, letters, diaries, pottery; the study of female groups and relationships; female psychology and cultures; birthing and child-rearing; woman's lifecycle.



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Deborah Spencer, M.S.O.B., Director  
Laura Criscuolo, Human Resource Specialist  
Ada Cruz, Assistant Director  
Danielle Russak, M.S., Benefits Coordinator

### Controller's Office

William Hawkins, M.B.A., Associate Vice President for  
Finance and Controller  
Gail Bernaiche, M.A., Bursar  
Valerie DeRitis, M.A., Copy Services Coordinator  
Meghan Geiger, M.S., Accounting Specialist  
Mary Hunt, Financial Analyst  
Sr. Mary Francis McMahan, Accounting Specialist  
Kathryn Lucas, Mail Services Coordinator  
Les Meyer, M.S., C.P.A., Assistant Controller  
Alicja Minko, Accounting Specialist  
Deborah Rhault, Accounting Specialist  
Michelle Singer, Accounting Specialist  
Thomas Suprenant, Mail Services Assistant

### Carol Autorino Center

Robert J. Smith, Director, Ph.D.  
Laura Folker, Events Coordinator  
Howard Kirsner, M.A.E., Auditorium Technical  
Manager

### Facilities

Kevin Cochran, Sodexo, Director  
Michael Briggs, Sodexo, Assistant Director  
Wycliff Brown, Custodian  
Claudette Cross, Custodian  
Rosemarie Codling, Custodian  
Stephen DiScipio, Groundskeeper  
James Doherty, Custodian  
Vincent Draper, Lead Groundskeeper  
Maria Duarte, Custodian  
Maria Felicissimo, Custodian  
Maria Ferrara, Custodian  
Martha Gamble, Custodian  
Kenneth Griffith, Maintenance Specialist  
Edward Gryczewski, Custodian  
Lucas Hernandez, Custodian  
Osbert (Ozzie) Hughes, Maintenance Specialist  
James Kumor, Maintenance Specialist  
Andrew Lucchina, Groundskeeper  
Adelino Mare, Custodian  
Maria Mira, Custodian  
Normina Moura, Lead Custodian  
Elvera Nukic, Custodian

Nelia Pereira, Custodian  
John Proia, Custodian  
Mercedes Rodriguez, Custodian  
Wilfredo Santiago, Groundskeeper  
Marie St. John, Sodexo, Administrative Assistant  
Marguerite Thomas, Custodian  
Oscar Torres, Maintenance Specialist  
Enise Vincent, Custodian

### Information Technology

Jean Madden-Hennessey, M.B.A., Director  
Shane Beatty, Systems Administrator  
Wayne Daignault, Administrative Computing Services  
Manager  
Reid Fontaine, Information Technology Coordinator  
Laurie Gardner, Information Technology Coordinator  
Garth Hallett, M.A., Information Technology  
Coordinator  
Donna Kleckner, Administrative Assistant  
Jesse Lunt, Information Technology Manager  
Adam Lind, Information Technology Coordinator  
Angeline Manijak, Information Technology Coordinator  
Oliver Priesnitz, Information Technology Manager  
Ryan Trimborn, Information Technology Coordinator  
Vacant, Information Technology Coordinator

### Public Safety

Steven Caron, Director of Campus Safety and Risk  
Management  
Angel Alicea, Campus Safety Supervising Officer  
Brian Boccuzzi, Campus Safety Officer  
James Cox, Campus Safety Officer  
Kenneth Estelle, Campusc Safety Officer  
Andrea Eugene, Transportation Assistant  
Vincent Hill, Campus Safety Officer  
Michael Hopson, Campus Safety Officer  
Eric Hutchins, Campus Safety Officer  
Yomaira Marrero, Campus Safety Officer  
Betty McKenzie, Campus Safety Officer  
John Riddell, Campus Safety Officer  
Ross Stewart, Campus Safety Officer  
Jean Vincent, Campusc Safety Officer  
Joseph Rodrigues, Transportation Assistant

### Institutional Advancement

Douglas Nelson, M.B.A., Vice President  
Rita Bayer, Administrative Assistant  
Thomas Borjas, M.A., Director  
Diane Burgess, Major Gifts Officer  
Courtney Ramos Cotto, Annual Giving and Alumnae Affairs  
Coordinator  
Mary Kate Cox, M.Ed., Assistant Vice President  
Karen Hoke, Director

Steve Kumnick, M.S., Institutional Advancement Manager  
Laura Martineau, M.A., Director  
Mary Farley Murphy, Director  
Cristina Osbourne, Development Associate  
Amanda Saccuzzo, Development Associate  
Keri Stevens, Executive Administrative Assistant

## **Marketing and Communications**

Cynthia Mariani, M.S., Director  
Kathryn Gaffney, M.S., Manager of Publications and Design  
Kathleen Kentfield, Website Coordinator  
Keith Knowles, Web Content Manager  
Cheryl Rosenfield, Communications Coordinator  
Laura Sheehan, M.A., Manager of Creative Services  
Caitlin Fitzgerald, Communications Specialist

## **Student Affairs**

Cheryl Barnard, Ph.D., Vice President of Student Affairs/  
Dean of Students  
Missy Anderson, Administrative Assistant  
Rachel D'Antonio, Administrative Assistant

### **Adventure Education**

Justin McGlamery, Coordinator

### **Athletics**

William Cardarelli, Associate Vice President of Student  
Affairs, Director  
Mary L. Cooper, Administrative Assistant  
Debra Fiske, Assistant Athletic Director  
Christopher Legates, Soccer Coach  
Kimberly Martin, Basketball Coach

Kieran Myers Osgood, Aquatics Director  
William Schubert, Communications Coordinator  
Anna Sloan, M.S., ATC, Athletic Trainer  
June Walton, Assistant Coach

## **Community & Civic Engagement**

Beth Fischer, RSM, Coordinator

## **Career Development**

Steve Seaward, M.B.A., Director  
Valerie Wilson, M.A., Employer Relations Coordinator

## **Counseling**

Meredith Yuhas, Ph.D. L.P.C., N.C.C., Director  
Sheila D'Agostino, L.P.C., N.C.C., Personal Counselor  
Jennifer Laptew, M.A., Personal Counselor  
Ellery Smith, L.M.F.T., Personal Counselor

## **Disability Services**

Katherine Thibault, M.A., Coordinator

## **Health Services**

Beth Cocola, A.P.R.N., FNP-BC, Director  
Nancy Kowalski, RN, M.A., Nurse  
Joanne Davis, Administrative Assistant

## **Meetings and Conference Services**

Bettyanne Janelle, Coordinator

## **Residential Life and Housing**

Tamara O'Day-Stevens, M.Ed, Assistant Dean  
Tai Feaster, Residence Coordinator  
Jessica Miller, Residence Coordinator

## **Student Activities and Orientation**

Tracy Lake, M.S., Director

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