



SAINT JOSEPH COLLEGE

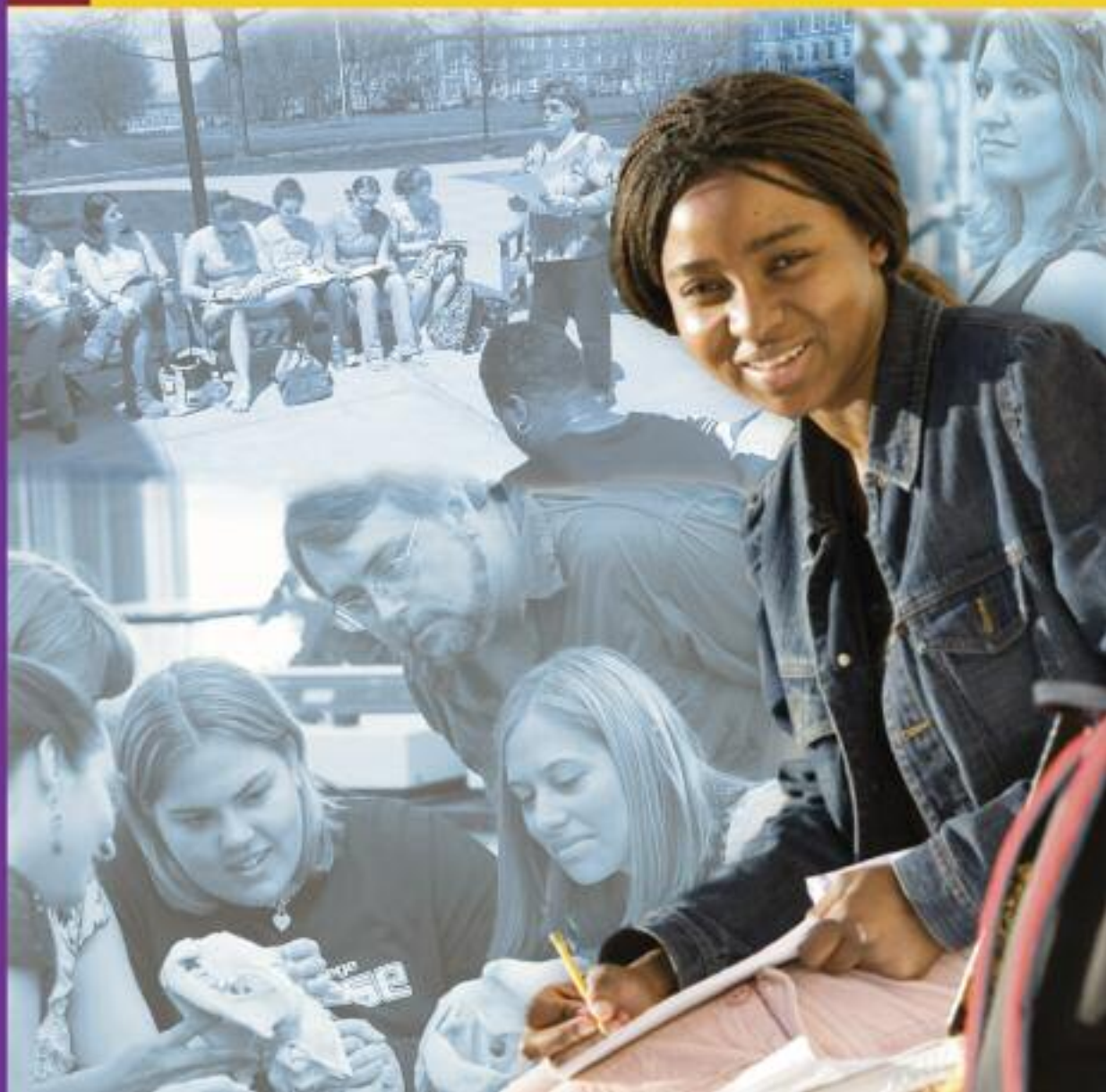
CONNECTICUT



Course Catalog

Undergraduate/Graduate

2007-2009



Correspondence and Inquiries

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graduate@sjc.edu (Graduate)

HOME PAGE: www.sjc.edu

Visitors are always welcome at Saint Joseph College. Student guides are available to all visitors for tours of the campus by appointment. Arrangements may be made through the Office of Admissions. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. Evening hours until 6 p.m. on Thursdays are offered during the fall and spring semesters.

Hours are subject to change. Any questions about the College may be addressed to the officers or staff members in the offices listed on this page.

Office of Admissions – 860.231.5216

- **admissions@sjc.edu**
Undergraduate admissions, catalog requests

Graduate Office – 860.231.5261

- **graduate@sjc.edu**
Graduate School, admissions, catalog requests, records

The Prime Time Program – 860.231.5216

- **admissions@sjc.edu**
Information on admissions and courses of study

Academic Advisement Center – 860.231.5219

- **advise@sjc.edu**
Information on general academic requirements for all undergraduate programs, The Women's College and The Prime Time Program

Bursar – 860.231.5266

- **bursar@sjc.edu**
Tuition, fees, payment of bills

Health Services – 860.231.5272

- **jdavis@sjc.edu**
Medical services and student health

Honors Program – 860.231.5409

- **honors@sjc.edu**

Registrar – 860.231.5225

- **registrar@sjc.edu**
Undergraduate, graduate transcripts and records

Student Financial Services Center – 860.231.5223

- **financialaid@sjc.edu**
Scholarships, financial aid, loan plans

Study Abroad Office – 860.231.5470

- **international@sjc.edu**

Vice President for Academic Affairs/Dean – 860.231.5229

- **baclair@sjc.edu**

Dean of Students – 860.231.5737

- **cbarnard@sjc.edu**
Undergraduate student activities, housing, regulations, campus ministry

Office of Alumnae/i Relations and Annual Giving – 860.231.5363

- **alumnae@sjc.edu**
Alumnae relations, Annual fund

Office of College Relations – 860.231.5334

- **cseehoffer@sjc.edu**
Communications, publications, special events

Vice President for Financial Affairs – 860.231-5314

- **cmann@sjc.edu**

Office of Major Gifts – 860.231-5291

- **mkcox@sjc.edu**
Development, gifts, grants, planned giving

Office of Institutional Advancement – 860.231.5355

- **jfaude@sjc.edu**
College Relations, Alumnae Relations and Annual Giving, and Major Gifts

Security – 860.231.5396

- **scaron@sjc.edu**
Campus Safety, parking

The Pope Piux XII Library – 860.231.5208

- **lgeffner@sjc.edu**

The O'Connell Athletic Center – 860.231.5410

- **bcardarelli@sjc.edu**

The Carol Autorino Center – 860.231.5529

- **rsmith@sjc.edu**
Archives, Art Gallery, Hoffman Auditorium

Office of Information Technology – 860.231.5781

- **helpdesk@sjc.edu**
Media Center, Network Center

Weather Cancellation

Classes are rarely cancelled. Occasionally, however, it may be necessary to do so because of emergencies or hazardous weather situations. Cancellation announcements are made on the College homepage and on the following radio and television stations:

WDRC-AM, FM 1360, 102.9
WKSS-FM 95.7
WELI AM 960
WLAD-AM 800
WHCN-FM 105.9
WRCH-FM 100.5
WTIC-AM, FM 1080, 96.5
WFSB, Channel 3 Television, CBS
WVIT, Channel 30 Television, NBC



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Course Catalog

Undergraduate and Graduate

2007–2009

Learn. Lead. Live.

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Academic Calendar - Women's College and Graduate Programs

Fall Semester 2008

August	23	Sat.	Residence halls open for NEW students at 1:00 p.m.
August	24	Sun.	Residence halls open for RETURNING students at 1:00 p.m.
August	25	Mon.	New Faculty Orientation/Faculty Development Day
August	26	Tues.	Classes begin
August	26	Tues.	Convocation, 11:30 a.m., Connor Chapel
August	28	Thurs.	Last day to drop ONLINE classes
September	1	Mon.	Labor Day – College closed. No classes meet.
September	2	Tues.	Classes meet following a Monday Schedule. Tuesday classes do not meet
September	10	Wed.	Final day to add/drop
September	26	Fri.	Inauguration of President Pamela Trotman Reid
October	10	Fri.	Mid-semester grades for undergraduates due
October	15	Wed.	Final day to withdraw with “W-grade” from classes
October	19	Sun.	Investiture
November	25	Tues.	<ul style="list-style-type: none">• Final day to withdraw with “WP-passing” or “WF-failing”• Residence halls close at 6:00pm
November	26	Wed.	<ul style="list-style-type: none">• Faculty Development Day• Thanksgiving recess begins. No classes meet
November	27–30	Thurs.–Sun.	Thanksgiving recess – College closed. No classes meet.
November	30	Sun.	Residence halls open at 2:00 p.m.
December	5	Fri.	Last day of classes
December	8	Mon.	Reading Day – all divisions. No classes meet
December	9–12	Tues.–Fri.	Final Examinations
December	12	Fri.	Residence halls close at 6:00 p.m.
December	13	Sat.	Winter intersession begins
December	15	Mon.	Final grades due
December	23	Tues.	Degree conferral date for December graduates

Spring Semester 2009

December 2008	13	Sat.	Winter Intersession begins
January 2009	11	Sun.	Winter Intersession ends
January	18	Sun.	Residence halls open at 2:00 p.m.
January	20	Tues.	Classes Begin
January	22	Thurs.	Last day to drop ONLINE classes
February	3	Tues.	Final day to add/drop classes
March	6	Fri.	Mid-semester undergraduate grades due
March	10	Tues.	Final day to withdraw with “W-grade” from classes
March	13	Fri.	Residence halls close at 6:00 p.m.
March	16–20	Mon.–Fri.	Spring Break
March	22	Sun.	Residence halls open at 4:00 p.m.
April	9	Thurs.	Holy Thursday. No classes after 4:00 p.m.
April	10	Fri.	Good Friday. College closed. No classes meet
April	11–13	Sat.–Mon.	Easter Break. No classes meet.

April	12	Sun.	Residence halls open at 2:00 p.m.
April	14	Tues.	Classes meet following a Monday Schedule. Tuesday classes do not meet
April	21	Tues.	Final day to withdraw with “WP-passing” or “WF-failing”
May	5	Tues.	Last day of classes
May	6	Wed.	Reading Day
May	7–12	Thurs.–Tues.	Final examinations
May	11	Mon.	Final grades due for classes with exams given Thurs.– Fri., May 7–8
May	12	Tues.	Residence halls close for NON-SENIORS at 6:00 p.m.
May	14	Thurs.	Final grades due for classes with exams given Mon.–Tues., May 11–12
May	16	Sat.	Baccalaureate Mass
May	17	Sun.	Commencement
May	17	Sun.	Residence halls close for seniors at 6:00 p.m.

Summer 2009

May	18	Mon.	Summer Session I Begins
May	25	Mon.	Memorial Day Holiday - College closed. No classes
June	1	Mon.	Last day to add/drop Summer Session I classes
June	29	Mon.	Final day for Summer Session I classes
June	30	Tues.	Summer Session II classes begin
July	8	Tues.	Last day to add/drop Summer Session II classes
August	11	Tues.	Final day for Summer Session II classes
August	14	Fri.	Degree conferral for August graduates

The College reserves the right to revise this calendar.

Academic Calendar - Prime Time

Fall Semester 2008

August	22 & 23	Fri. & Sat.	Schedules A and C begin full classes
August	26	Tues.	College Convocation, 11:30 a.m., Connor Chapel
August	26	Tues.	Final day to add/drop for schedules A and C
August	29 & 30	Fri. & Sat.	Schedule B begins full classes
September	1	Mon.	Labor Day – College closed
September	2	Tues.	Final day to add/drop for schedule B
September	26	Fri.	Inauguration of President Pamela Trotman Reid
October	7	Tues.	Final day to withdraw with “W-grade” from classes in schedules A and C
October	8	Wed.	Mid-semester grades due for schedules A & C
October	14	Tues.	Final day to withdraw with “W-grade” from classes in schedule B
October	12	Wed.	Mid-semester grades due for schedule B
October	19	Sun.	Investiture
October	28	Tues.	Final day to withdraw with “WP-passing” or “WF-failing” grade for schedules A and C
November	4	Tues.	Final day to withdraw with “WP-passing” or “WF-failing” grade for schedule B
November	14 & 15	Fri. & Sat.	Last day of classes for schedules A and C
November	21 & 22	Fri. & Sat.	Last day of classes for schedule B
November	26	Wed.	Thanksgiving recess begins, no classes meet
November	27–30	Thurs.–Sun.	Thanksgiving Recess – College closed. No classes meet.
December	5–6	Fri.–Sat.	Final examinations for schedules A and C
December	8	Mon.	Final grades due for schedules A and C
December	12–13	Fri.–Sat.	Final examinations for schedule B
December	15	Mon.	Final grades due for schedule B
December	23	Tues.	Degree conferral date for December graduates

Spring Semester 2009

January	9 & 10	Fri. & Sat.	Prime Time Program schedules A and C begin full classes
January	13	Tues.	Final day to add/drop for Prime Time Program, schedules A and C
January	16 & 17	Fri. & Sat.	Prime Time Program schedule B begins full classes
January	20	Tues.	Final day to add/drop for Prime Time Program, Schedule B
February	24	Tues.	Final day to withdraw with “W-grade” from schedules A and C
February	25	Wed.	Mid-semester grades due for schedules A & C
March	3	Tues.	Final day to withdraw with “W-grade” from classes in schedule B
March	4	Wed.	Mid-semester grades due for schedule B
March	16–21	Mon.– Sat.	Spring Break
March	24	Tues.	Final day to withdraw with “WP-passing” or “WF-failing” grade for schedules A & C
March	31	Tues.	Final day to withdraw with “WP-passing” or “WF-failing” grade for schedule B

April	9		Thurs. Holy Thursday - no classes after 4:00 pm.
April	10	Fri.	Good Friday - College closed. No classes meet.
April	11–13	Sat.– Mon.	Easter Break – no classes meet
April	17 & 18	Fri. & Sat.	Last day classes, schedules A and C
April	24 & 25	Fri. & Sat.	Last day of classes, schedule B
May	1 & 2	Fri. & Sat.	Final examinations for, schedules A and C
May	4	Mon.	Final grades due for, schedules A and C
May	8 & 9	Fri. & Sat.	Final examinations for, schedule B
May	11	Mon.	Final grades due for, schedule B
May	16	Sat.	Baccalaureate Mass
May	17	Sun.	Commencement

Summer 2009

May	8 & 9	Fri. & Sat.	Summer Session classes begin
June	26 & 27	Fri. & Sat.	Summer Session classes end

The College reserves the right to revise this calendar.

About Saint Joseph College

Mission

Saint Joseph College, 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 College is a community which 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 Saint Joseph College:

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

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

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

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

Respect/Integrity: Saint Joseph College demonstrates respect and reverence for all people and fidelity in personal witness.

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

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

Degree-Granting Programs

The Women's College (1932), New England's only Catholic four-year women's college, providing preparation for a variety of professions in the context of rigorous liberal arts education.

The Prime Time Program (1985), undergraduate degree programs that provide opportunities for adult women and men to pursue personal enhancement and professional advancement.

Graduate Programs (1959), a coeducational center providing advanced professional training in education, the sciences, human services and the helping professions.

The Women's College

The only four-year college for women in the State of Connecticut offers 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 grounded 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.

Learn. Lead. Live.

Each Saint Joseph College student completes an educational program incorporating liberal arts requirements and the academic requirements of her discipline. Education at Saint Joseph College 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; to identify personal, social and spiritual values, and learn how to make responsible decisions
- grapple with the ultimate questions of the meaning and purpose of human life; to develop relationships that are individually satisfying and mutually responsible

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

The Prime Time Program

Established in 1985, this division provides an option for working women and men who want to earn a baccalaureate degree on weekends and evenings. The courses are designed for motivated, industrious adult students who can study on their own and may not need as much classroom time to master course material as the traditional college learner.

Prime Time programs offered on the weekend are accelerated. These classes allow students to spend less time in class (20-30 hours) and to take more courses (six-10) in a year while attending only on weekends.

Evening courses meet for a traditional semester and allow students to attend class after working during the day. Additional flexibility is available in a shortened winter intersession in January and various summer courses. The same full-time faculty who teach during the day also teach in the evenings and on weekends.

Current bachelor's degree programs offered through Prime Time are: American Studies, Child Study, Family and Consumer Science, Liberal Studies, Management, Psychology, Social Work, and Nursing for students who already hold a valid R.N. license in Connecticut.

Graduate Programs

Graduate Programs, established in 1959, were originally designed to serve the higher education needs of prospective and in-service teachers. Coeducational from the beginning, Graduate Programs have expanded to serve the needs of special educators, scientists, dietitians, counselors, child welfare professionals, nurses, and helping professionals serving the elderly, and others.

For both women and men, these programs lead to advanced master's degrees or graduate certificates in the following areas: Biology, Biochemistry, Chemistry, Counseling, Education, Human Development/Gerontology, Management, Marriage and Family Therapy, Nursing, Nutrition, School Counseling, Special Education and Spirituality in Counseling. The majority of graduate faculty members also teach in the undergraduate programs.

Qualified undergraduate students in their senior year have the option of electing a graduate course which would enhance their undergraduate record and can be transferable for graduate study. Articulated undergraduate - graduate programs are offered in Biology, Chemistry, Child Study/Early Childhood Special Education, Management, Marriage and Family Therapy, Nursing, and Psychology/Counseling. Further information can be obtained from the Graduate Office.

Laboratory Schools

The School for Young Children (1936) is a preschool that provides a high quality, child-centered curriculum to 155 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 208 Steele Road in West Hartford, The School for Young Children serves as a laboratory site for Saint Joseph College students. Students from a wide variety of academic majors use The School for supervised student teaching, internships, child observations, and various projects.

The Gengras Center (1965), an approved, private special education school located on the campus of Saint Joseph College, serves as a training facility for Saint Joseph College students majoring in Special Education, Social Work or Nursing. The 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, and/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 the students for 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 Saint Joseph College with ample opportunities for their students to interact with children and youth with disabilities through on-site observations, fieldwork, and course-related applications. Saint Joseph College 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 Life and Student Services

The Saint Joseph College Student Services staff 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 Student Services Staff 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 which 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 below apply to Fall and Spring while classes are in session. The College reserves the right to make changes as needed.

New Student Orientation

New Student Orientation is a comprehensive program sponsored by the Office of Student Activities and Leadership Development, and the Academic Affairs Office. Orientation is supported by a team of student orientation leaders along with staff, faculty and administration. The program is designed as an introduction to student life and the academic expectations of the college 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.

Convocation and Investiture

Convocation is a college-wide event scheduled during the first week of fall semester; new students and returning students are welcomed in a traditional academic ceremony.

A unique tradition at Saint Joseph College is that of **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 the fall, marks the College’s recognition of the attainment of advanced academic standing of the juniors. 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

Saint Joseph College strives to create an atmosphere of community within its residence halls. The College 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. College residence halls are staffed with Residence Coordinators and student Resident Assistants. Hall staff members guide the students in adjusting to college life, provide them with on-going support, and assist in establishing and maintaining a fully functional residential community.

Returning students reserve rooms during the spring semester each year. A \$250.00 non-refundable room reservation fee is required for a double or for a single. New students are assigned rooms in order of receipt of a \$250 non-refundable deposit to the College. New students do not pay an additional deposit to reserve a room. 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 Contract Form.

All new students requesting to live on campus must complete and submit to Health Services all required health forms by August 1st for the fall semester and January 5th 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 the residence hall.

The College provides room accommodations to resident students when the College 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 examination. All residential students 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 College 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 College 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 Dean of Students have the obligation to require that they live elsewhere.

Commuter Students

The College community is dedicated to serving the needs of its commuter students. All College lounges and dining facilities are available for the comfort and convenience of the commuter population. A lounge designated for commuters is equipped with vending machines, a microwave, a television, lockers, couches and a conference table and is located on the first floor of McGovern Hall. Saint Joseph College parking decals are required for student vehicles and may be purchased at the Office of Campus Safety. A ride board is located on the first floor of McGovern Hall near the bookstore.

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 College. As members of the Student Government Association, commuter students are encouraged to attend meetings.

Student Activities and Leadership Development

The Student Activities and Leadership Development program at Saint Joseph College supports and complements the academic experience of students by providing opportunities for 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 Leadership Development, the Student Programming and Events Council is responsible for providing diverse programming of recreational, social, cultural, and educational activities that reflect the varied interests of Saint Joseph College 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 of the College for consideration and action. In addition, students representing SGA sit as voting members on a number of joint faculty, administration 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.

All undergraduate degree-seeking students are members of the Association and annually elect officers and representatives to the Student Government Association Board. Members of the Board include representatives of the executive, legislative, and judicial areas, as well as chairpersons of standing committees and classes, commuter and residence hall representatives.

The SGA disseminates funds to student organizations through the Budgetary Review Board. Any student who would like to get involved should stop by the SGA office, second floor, McGovern Hall.

Student Organizations

Student organizations, under the umbrella of the Office of Student Activities and Leadership Development 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 center around academics, such as Student Nurse Association and Natural Science Society, and others. Their focus can be on social and global concerns, diversity and cultural issues, and community service. Students can enrich their gifts and talents through the Saint Joseph College Choir, Dance Ensemble, Voices of Praise Gospel Choir, and Yearbook Staff. The Office of Student Activities and Leadership Development encourages students to make suggestions and develop new student organizations that meet their needs and interests.

Students publish a college literary magazine, *Interpretations*, and a college yearbook, *Epilogue*. The Student Government Association constitution, by-laws, and outline of students' rights and responsibilities are published in the *Student Handbook*.

Athletics – O'Connell 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 choose to take part in intercollegiate team sports or intramurals provided by the College. The Saint Joseph College athletic programs have established themselves as regional powers since the introduction of athletics in 1993.

Saint Joseph College is a member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC) and the Great Northeast Athletic Conference (GNAC). In keeping with the College'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 College and

must also maintain full-time undergraduate status for eligibility on a varsity team.

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

Intramural sports consist of: track and field, badminton, basketball, oozeball, soccer, softball, tennis, and volleyball. Recreational programs such as The Holiday Challenge, The Exercise Buddy Contest, aerobics and yoga also exist to provide diverse fitness, health and wellness opportunities to our campus community.

Campus Ministry

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

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 Service to provide volunteer and service opportunities.

Career Development Center

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

The Career Development Center provides the opportunity to create and achieve professional and personal goals to students and alumnae with career development and management needs. The Center offers counseling and coaching to encourage students and alumnae to make more informed career decisions, overcome potential barriers and improve job performance. Experienced counselors provide guidance with winning resume writing techniques, developing effective job search strategies and successful interviewing methods. Additional services include: vocational interest assessment, career workshops, on-campus recruitment, career fairs, internships, graduate school application, and help with selecting an academic major.

Community Outreach and Partnerships

Hours by appointment

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

The goal of community service is to raise the awareness of the College community to social justice issues through hands-on involvement in outreach and service projects. At Saint Joseph College, the belief in the importance of community service stems from the desire to affirm the value and dignity of all people.

Counseling and Psychological Services Center

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

The Counseling and Psychological Services Center's professional staff counselors are available to provide personal counseling, diagnostic and preventative psychological services, and referrals for both residential and commuter Saint Joseph College students in the undergraduate, graduate, and Prime Time programs. Except for emergencies, counseling sessions are scheduled appointments, usually weekly, starting on the hour and lasting for forty-five minutes, which is mutually convenient with usual academic schedules. The number of sessions is determined by the student and the counselor and is based on the individual's needs and therapeutic goals. All counseling sessions on campus are free of charge.

Counseling sessions are privileged and confidential as provided by the professional Code of Ethics and the law. Except in cases of clear and imminent threat of danger to self or others, confidentiality assures that no information regarding use of the Center's services, or personal matters discussed with a counselor, can be released outside the Center except with a student's explicit and written permission.

Students seek counseling for a variety of issues and concerns. These include, but are not limited to, age-related developmental changes, relationship issues, grief and loss, family concerns, and diagnosable clinical mental health problems. Upon recommendation of the Center's professional staff and in agreement with the student, a student may be referred off-campus for medication or treatment evaluation. The fees for off-campus referrals are the responsibility of the student and are generally covered by the student's insurance.

Health Services

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

The College provides health services for resident and commuter students throughout the academic year. All full-time students, including graduate students, who have submitted the Saint Joseph College history and physical form are also eligible to receive treatment on campus. The office is open daily Monday through Friday. The staff is composed of a physician, registered nurse, a nurse practitioner and a nutrition consultant. First aid for injuries and care for minor illnesses is offered. There is no fee for services provided in the office including physical examinations. Upon request, the staff will act as a liaison with a student's personal physician or dentist. Students are referred to nearby medical laboratories, specialists, or hospitals as the need arises.

Students are not permitted to register until proof of immunization to Rubeola and Rubella is received by the Health Services office. International, nursing and dietetics students must provide a record of a baseline tuberculosis skin test. All full time undergraduate students are required to submit a physical examination form at enrollment; residential students must also submit a record of a meningitis vaccination. All full-time undergraduate and all residential students must provide proof of health insurance coverage. A student accident/sickness plan is available for students not covered by another plan. All International students, including part time and graduate students, are required to purchase the College affiliated plan unless verification of a comparable plan is presented.

Americans with Disabilities Act (ADA) Services

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

Tuesday: 8:30 a.m. - 12:30 p.m.

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

The ADA Coordinator directs reasonable accommodations for students with disabilities. As required by law, eligibility for accommodations must be supported by appropriate educational, medical, or psychological documentation. The ADA Coordinator assists students with disabilities in their growth as self-advocates and in arranging for their individualized accommodations.

ID Cards

ID cards and parking permits are issued by Campus Safety, located on the lower level of Mercy Hall. A valid Saint Joseph College ID card is essential for the use of the library and other campus services.

Bookstore

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

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

The Saint Joseph College Bookstore carries a full line of reference books, supplies, clothing, gift items, greeting cards, snacks, health and beauty aids and postage stamps in addition to course required textbooks. Students may purchase their textbooks, as well as select clothing and gift items, through the Bookstore's Website: www.sjc.bkstr.com. The Bookstore buys back textbooks at any time, the price to be determined by supply and demand.

Multicultural Student Services

The Office of Multicultural Student Services offers the Saint Joseph College community opportunities for training, programming and discussion on issues related to multiculturalism and diversity. In particular, it serves as one source of support for students of color and endeavors to create an atmosphere on campus where students of all racial and ethnic backgrounds feel welcomed and valued.



Throughout the academic year, The Office of Multicultural Student Services sponsors programs, workshops and discussions that highlight the contributions of different racial and ethnic groups. These initiatives are undertaken with the belief that by learning to understand, respect and appreciate differences, all members of the College are broadened as individuals, and strengthened as a community.

The Carol Autorino Center for the Arts and Humanities

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

Built in 2000, **The Carol Autorino Center** is home to the College's arts and humanities divisions. The Center annually hosts an array of music, theatre, and dance performances, art exhibitions, films, poetry readings, lectures, classes and seminars. The Bruyette Athenaeum features the 365-seat Hoffman Auditorium, the Saint Joseph College Art Gallery, an audio-visual lecture hall, a grand reception room, the College 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 patio area which provides a popular gathering place for students, faculty and audience members.

Through its extensive programming options, The Center serves both the academic needs of the College and the cultural needs of the greater community. In keeping with the College's rich tradition in the liberal arts, students attend and participate in a wide variety of artistic and cultural events. The Center is home to student performance groups, including the Saint Joseph College Dance Ensemble, Queenes Company Theater and Voices of Praise Gospel Choir.

Additionally, The Center features an exciting subscription series and serves as a venue for several regional arts organizations. Annual events include the performing arts series, art gallery loan exhibitions, and the Summer Shakespeare Festival.

Art Gallery

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

Saturday: 11:00 a.m. - 2:00 p.m.

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

Closed Sunday and Monday

The Saint Joseph College Art Gallery, located in the Bruyette Athenaeum, houses the College's collection of over 1,300 paintings and works of art on paper. 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 Rev. 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 Rev. John J. Kelley in 1966). Later 20th century and contemporary prints comprise a collection established to honor Sister Mary Theodore Kelleher, RSM, former president of the College. 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 of 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.

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 Saint Joseph College. Its collections include, but are not limited to, catalogs, yearbooks, student publications, photographs and artifacts. Use or a tour of the Archives is by appointment.

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.

The Center for Academic Excellence of Saint Joseph College provides students, faculty and staff with a variety of academic services. Tutoring and professional assistance are available to students for writing papers and studying for courses. 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 College's writing portfolio program. A completed portfolio is an undergraduate degree requirement.

The Network Center

Monday - Thursday: 8:00 a.m. - 11:00 p.m.

Friday: 8:00 a.m. - 9:00 p.m.

Saturday: 8:00 a.m. - 4:00 p.m.

Sunday: 12:30 p.m. - 11:00 p.m.

The Network Center provides access to technology and computing support for students, faculty and staff. The Network Center provides four computer classrooms, a faculty development room and a main computer lab. There are over 110 computers, seven laser printers, three color scanners, LCD projectors and an electronic whiteboard for teaching. All computers have access to a high-bandwidth Internet connection. All students can access the network and e-mail by obtaining a user ID and password. The Network Center is located in the lower level of McDonough Hall.

The Pope Pius XII Library

Monday - Thursday: 8:30 a.m. - 10:00 p.m.

Friday: 8:30 a.m. - 8:00 p.m.

Saturday: 10:00 a.m. - 6:00 p.m.

Sunday: 12:30 p.m. - 8:30 p.m.

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

During the academic year the library is open seven days a week for over 80 hours per week. Currently the facility houses over 135,000 books, periodicals, and audio-visual materials. The periodical collection is greatly enhanced by full text online databases. Many of these online databases are available through remote access.

The library of Saint Joseph College supplements its collection by participating in research sharing networks. The library is linked locally through a shared system called Library Connection. Library Connection features the Saint Joseph College online catalog and numerous other local library catalogs. Nationally, membership in the OCLC system allows librarians to interlibrary loan materials from throughout the country.

Alumnae Association

All Saint Joseph College graduates automatically become members of the Alumnae Association which is governed by the Alumnae Council. The Council membership includes representation from the four-year Women's College, the Graduate Programs, the Prime Time Program and the current student body, thus supporting the total population of the College.

The Alumnae Council and the Alumnae Office work together to effectively represent and serve the needs of Saint Joseph College graduates while encouraging their volunteer efforts on behalf of the College.



Admission - Undergraduate [see graduate listings for master's degrees]

Saint Joseph College seeks applicants who want the challenge of an excellent academic program while pursuing the interests and goals which will shape their future lives. Applications are encouraged from interested students of every race, age, and religious affiliation.

The Committee on Admissions operates on the principle that a student's ability, motivation, and maturity should be determined by a careful and individual review of all the applicant's credentials. The Committee looks for evidence of sufficient ability and potential in the academic record, standardized test scores, the letter of recommendation, and an optional written personal statement.

Students who have been officially admitted by the Committee on Admissions are considered degree-seeking, matriculated students, while others may register for courses at the College on a non-matriculated basis. See non-matriculated students section for further information.

First-Year Admission

Candidates for admission should complete a four-year course of study in a regionally 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. A unit represents a year's study in a course which meets four or five times a week.

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

All applicants should submit a completed application by April 1 for the fall semester and December 1 for the spring semester. The Committee on Admissions strongly recommends that applications be submitted in the first semester of the senior year in high school.

1. Submit a completed application with a non-refundable fee of \$50 to the Office of Admissions; the fee is waived if the application is completed online.
2. Send an official transcript of the high school record. In addition, a guidance counselor's or teacher's letter of recommendation is strongly recommended.
3. Submit SAT or ACT scores. Applicants should have the results of these tests sent directly to the Office of Admissions. The code number for Saint Joseph College is 3754 for SAT reporting and 0588 for ACT reporting. Test scores which are posted on the official high school transcript are also acceptable.
4. Arrange for a campus visit to the campus and a meeting with an admissions counselor. The campus visit and admissions counselor meeting are highly recommended as important components of the admission procedure. The applicant is encouraged to have all records sent to the Office of Admissions before the appointment.

Notification

Notification of admission is made on a rolling basis. As soon as an applicant's credentials are complete, they are reviewed by the Committee on Admissions and the applicant is informed of the decision. The Committee's acceptance of a candidate is contingent upon the successful completion of high school work.

To indicate acceptance of the offer of admission, the applicant completes the appropriate confirmation form and submits a non-refundable reservation deposit of \$250 by May 1. This deposit will be credited to the first semester bill.

Transfer Admission

Saint Joseph College considers qualified students for transfer from accredited colleges and universities into The Women's College and The Prime Time Program. Financial aid and registration procedures make it highly desirable that transfer applicants for the spring semester apply by **December 1**; fall semester applicants by **June 1**. Candidates for admission to The Prime Time Program are encouraged to apply by **June 1** for the fall semester and **December 1** for the spring semester.

Application Procedure

An applicant's file will be reviewed by the Committee on Admissions on a rolling basis except those applying for the Nursing Program (check with the Office of Admissions about specific application deadlines) 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 on-line.
2. Official high school transcript or official G.E.D. scores.
3. SAT or ACT scores, if available.
4. Official transcript(s) from the college(s) previously attended, including evidence of degrees earned and/or status at point of separation.
5. Copy or copies of the catalog(s) of the college(s) previously attended corresponding to the years of attendance and indicating the courses taken.
6. A visit to campus and a meeting with an admissions counselor is highly recommended. The applicant is encouraged to have all records submitted to the Office of Admissions prior to the interview or to bring them to the appointment.

Admission to a Second Bachelor's Degree Program

Students who have already received a B.A. or a B.S. degree from an accredited college or university may enroll in selected majors at Saint Joseph College to pursue a second bachelor's degree in another field of study. Students seeking admission under this program must submit a completed application form 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 note: applicants for the second degree nursing program must have a minimum 2.8 cumulative grade point average (GPA) and have completed all or most prerequisite science courses prior to consider-

ation for acceptance to the program. Applicants to the accelerated second degree nursing program will have their applications reviewed by a faculty committee in March.

Readmission

A student who has officially withdrawn from the College and is seeking readmission must make a formal application through the Office of Admissions. A student who has withdrawn in good standing will be considered in the same manner as a regular transfer student.

A student who was not in good academic standing at the point of withdrawal will have the application referred to the Admissions Committee for evaluation and judgment, and will be required to provide evidence of improved ability to assume responsibility for college work.

Notification for Transfer, Second Degree and Students Seeking Readmission

Notification of admission for the admission categories above is made on a rolling basis except those applying for the Nursing Program (check with the Office of Admissions about specific application deadlines). As soon as an applicant's credentials are complete, the application is reviewed by the Committee on Admissions and the candidate is informed of the decision. The Committee's acceptance of a candidate is contingent upon the successful completion of any academic work currently in progress. Following acceptance, a credit evaluation will be done by an evaluator in the Registrar's Office. See "Transfer Credit" section below for further information.

To indicate acceptance of the offer of admission, the applicant completes the appropriate confirmation form and submits a non-refundable deposit which is credited to the first semester's bill.

Home-Schooled Students

Students who have been home schooled must submit:

1. A completed application with a non-refundable fee of \$50.00 (check or money order payable to Saint Joseph College) to the Office of Admissions; the fee is waived if the application is completed on-line.
2. An essay.
3. A letter of recommendation.
4. SAT or ACT scores.
5. A copy of their home school curriculum.

In addition, the student should arrange for a campus visit and meet with an admissions counselor. The campus visit and admissions counselor meeting are highly recommended as important components of the admission procedure. The applicant is encouraged to have all records sent to the Office of Admissions before an appointment.

International Admissions

Candidates for International Admission should submit their application for the fall semester by **April 1** and for the spring semester by **September 1**. An applicant's file will be reviewed by the Committee on Admissions when the following items have been submitted to the Office of Admissions:

1. A completed application with a non-refundable fee of \$50.00 (check or money order payable to Saint Joseph College) to the Office of Admissions; the fee is waived if the application is completed on-line.
2. An official Secondary School record, listing courses taken and examination results. (If the record is not in English it must be translated by an accredited agency).
3. Copies of diplomas and/or certificates, as well as supporting mark sheets leading to the accompanying diploma or certification. If the record is not in English it must be translated and evaluated by World Educational Services (WES). For more information about WES visit their website at www.wes.org.
4. All national examination results, including the Test of English as a Foreign Language (TOEFL) or the SAT or ACT scores.
5. Official transcript(s) of all college, university, or other post-secondary work (must be translated and evaluated by an accredited agency).
6. A college Scholarship Service Certification of Finances form.
7. Two letters of recommendation, preferably from teachers whom the student has known for a length of time.

Visas

Saint Joseph College is permitted by the U.S. Immigration and Naturalization Service to admit non-immigrant students. 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 College:

1. Declaration and Certification of Finances form, with supporting documentation.
2. Request for Certificate of Eligibility (Form I-20).

Notification

Once the applicant has completed the application process, she/he will be notified of the admissions decision on a rolling basis. The applicant will learn of the Committee's decision by a letter from the director of admissions. To indicate acceptance of the offer of admission, the applicant must complete the appropriate form and submit a non-refundable deposit of \$250.00. This deposit will be credited toward the first semester bill. Please note that I-20 forms are issued to students following acceptance for full-time study and verification of sufficient funding.

Transfer Credit

Saint Joseph College recognizes academic credit that has been awarded to students at other regionally and nationally accredited higher education institutions, insofar as courses are of the general nature of courses offered at the College; generally this credit will be applied toward the minimum semester credit-hours required for graduation. Credits taken elsewhere that the student wishes to apply toward the major area of study must be approved by the appropriate departmental faculty.

Only credits of C- or better are accepted in transfer. Saint Joseph College does not grant transfer credit for "Credit by Examination" completed at other colleges. Saint Joseph College 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 a minimum 2.8 cumulative GPA and no grade below a C in any science courses that they wish to transfer to Saint Joseph College.

A matriculated student who wishes to study at another accredited institution must obtain for non-major courses, prior written approval from the advisor and the Registrar; for major courses, approval from the advisor, the appropriate department chairperson, and the Registrar. This policy also governs summer and intersession courses. Approval forms are available in the Office of the Registrar and the Academic Advisement Center.

Articulation Agreements

Saint Joseph College has entered into a number of Articulation Agreements with two-year institutions, both private and community colleges. These agreements expand the opportunities for qualified students to transfer into Saint Joseph College knowing which courses will be applicable to their bachelor's degree program. In some instances, there are very detailed agreements for specific programs including Dietetics, Early Childhood Education, and Nursing.

Saint Joseph College has articulation agreements with all Connecticut community colleges as well as other private two-year colleges. The institutions with whom articulation agreements have been signed are:

- Asnuntuck Community College, Enfield, CT
- Briarwood College, 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, Naugatuck, 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

Saint Joseph College may award up to 15 credit-hours for educational experiences gained outside of courses in accredited colleges and universities. Currently, the College considers 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 are equivalent to existing courses at the College. 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 course work.

Advanced Placement

Students who enter Saint Joseph College with an Advanced Placement score of four or above will be granted advanced placement and credit. A student who has a score of three will ordinarily be given advanced placement only.

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 or Dantes) may be used as the basis for awards. CLEP exams are acceptable for credit for specific courses offered by some departments in the Humanities, Natural Science/Mathematics, and Social Science Divisions, provided a student earns a score of 500 or above. Students who score 500 or above may be granted up to a total of 18 hours of credit in some disciplines through CLEP, toward the satisfaction of core liberal arts requirements; no more than six hours, however, may be applied to satisfy requirements in each of the three designated areas. CLEP English Composition exams are reviewed by the English Department to determine amount of credit awarded.

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 Vice President for Academic Affairs/Dean. A fee schedule pertinent to the evaluation of such experiences is available in the office of the Vice President for Academic Affairs/Dean.

Credit may be awarded to students for prior learning which 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.



Non-Matriculated 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 Saint Joseph College 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 College, including enrollment as a non-matriculated student.

Except for those students involved in the Saint Joseph College High School Challenge Program, all students must have graduated from high school or have acquired a G.E.D. in order to be eligible for enrollment. Although no previous college work is necessary in order 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 College have priority for space in all classes, non-matriculated students are admissible to classes on a space-available basis. All non-matriculated students must meet with an academic advisor who will assess their backgrounds and make appropriate suggestions for academic planning.

The Academic Advisement Center provides advisement for students choosing this option in either The Women's College or The Prime Time Program.

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

Immunization Policy for Graduate and Undergraduate Students

Rubella (German measles) – Rubella (10 day Measles) – Meningitis

All full and part-time matriculated students born after 12/31/56 must provide Health Services with written proof, signed by a physician or nurse, of immunization to Rubella.

Two immunizations are required for Rubella:

1. The first after 1/1/69 and after the first birthday
2. The second after 1/1/80

One immunization for Rubella after 1/1/69 and after the first birthday is required.

Students who are not able to obtain proof of the three immunizations noted above may opt to have their medical care provider order an antibody screen blood test to show proof of immunity to Rubella and Rubella.

All students who plan to be residents must show proof of immunization with meningococcal vaccine, before moving into campus housing.

The Hepatitis B vaccine is recommended for college students, especially athletes and students in pre-professional programs where exposure to blood and body fluids is an anticipated or possible occurrence.

Tuition and Fees, Financial Aid and Scholarships

2007-08 Graduate and Undergraduate Tuition & Fee Schedule

Tuition	Per Year	Per Semester
Full Time UG/Prime Time	\$ 24,040.00	\$ 12,020.00 (12-18 cr.)
Full Time Jr/Sr.Nursing	\$ 5,160.00	\$ 12,580.00 (12-18 cr.)
3/4 Time UG	\$ 18,020.00	\$ 9,010.00 (9-11.5 cr.)
3/4 Jr/Sr.Nursing	\$ 18,870.00	\$ 9,435.00 (9-11.5 cr.)
Part-time per credit charge		\$ 540.00 (less than 9 cr.)
Prime Time per credit charge		\$ 540.00 (less than 11.5 cr.)
Graduate Programs per credit		\$ 550.00

Room & Board

Room :

Single Room	\$ 6,324.00	\$ 3,162.00
Double Room	\$ 4,924.00	\$ 2,462.00
Triple Room	\$ 4,460.00	\$ 2,230.00

Meal Plans:

15 Meal Plan	\$ 5,130.00	\$ 2,565.00
19 Meal Plan	\$ 6,406.00	\$ 3,203.00

Amenities Fee:

Single Room	\$ 600.00	\$ 300.00
Double Room	\$ 550.00	\$ 275.00
Triple Room	\$ 500.00	\$ 250.00

Comprehensive Student Fee

Full time UG & Prime Time	\$ 650.00	\$ 325.00
3/4 Time UG	\$ 480.00	\$ 240.00
Part Time & Graduate		\$ 25.00 (per credit)

Payment is due by **August 1** for the Fall semester and **January 2**, for the Spring Semester.

Students who register after the payment due date of August 1st for the fall semester and January 2nd for the spring semester are requested to make payment at the time of registration.

Payment for Summer classes is due at the time of registration.

Special Fees for Undergraduates

- Advanced Deposit on Tuition \$ 250.00
For incoming full-time first-year and transfer students. Payable as indicated by notice of acceptance. Applicable to first semester's tuition. It is non-refundable.
- Advanced Deposit on Room (non-refundable; will be applied to Room Fee) \$ 250.00
- Application for Admission Fee \$ 50.00
Payable by entering students at the time of application; non-refundable.
- 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.
- Portfolio Development per Credit Fee \$ 175.00
- Applied Music Fees
Additional fee for private instruction per one credit . . . \$ 200.00
per two credits \$ 400.00
- Laboratory Fees
Fees required to offset expenses of expendable items used in laboratories. Fees indicated in the course descriptions. Non-refundable.
- Study Abroad Per Semester Fee
Processing fee for students
studying at an approved program \$ 500.00
One to four week study abroad tours
as part of an SJC course \$ 100.00
Five weeks or more as part of an SJC course or one sponsored by an outside institution \$ 200.00
- Uniform Expenses: Nursing majors are required to purchase uniforms and some miscellaneous equipment.

Auditing Courses (See section on Registration, Auditing Courses)

Special Fees for Graduate Students

- application fee (non-refundable fee for new students) \$ 50.00
- thesis binding fee – first copy No Charge
each additional copy \$15.00
- comprehensive examination – late application fee \$25.00
- comprehensive student fee (per credit): \$25.00
- Transcript requests (per transcript) \$ 4.00

Please note that all costs are for the 2007-2008 Academic Year. The Business Office can provide tuition information, including fees for 2008-2009 as it becomes available.

Tuition Payment Options for Graduates and Undergraduates

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 1st** and Spring semester is **January 2nd**. Contact the Office of the Bursar at 860.231.5266 or email Bursar@sjc.edu with questions about your bill. Online payment by credit card (Master Card, Discover or American Express) or electronic check is available at www.sjc.edu/payonline. There is a processing charge for all online payments.

For registration after the due dates of August 1st and January 2nd, payment is due at the time of registration.

Late payment fees of \$100.00 per month will be assessed on all unpaid accounts beginning 30 days after the due dates of August 1st for the fall semester and January 2nd for the spring semester.

Payment for Summer and Winter Term classes is due at the time of registration. There are no payment plans for Summer or Winter Term classes. When registering by mail, please include full payment.

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

Option 2: Academic Management Services (TuitionPay) enables students to budget all or part of the student's charges over a 5-month period for each semester without interest charges. The AMS Plan offers a life insurance benefit at no additional charge. Please contact AMS TuitionPay directly with questions and for instruction on how to enroll in the plan at www.TuitionPay.com or call 1.888.829.3880. Tuition and fees directly billed and due to Saint Joseph College may be budgeted through this plan. Anticipated expenses for books, supplies and off-campus housing cannot be included in this payment plan.

Option 3: Employer Billing: If the student's employer offers an education benefit, Saint Joseph College will send a bill directly to the employer for payment, provided the College receives written authorization to bill the employer. The authorization must indicate that payment will be made upon receipt of the bill and that proof of payment and/or satisfactory grades are not required for payment. This authorization form must be sent to the Office of the Bursar for processing each semester that employer billing is requested. The College must receive documentation prior to due dates for payment listed above.

Option 4: Employer Reimbursement: Students who receive reimbursement for classes after successfully completing the class may take advantage of a deferred promissory note payment plan. Upon completion of the Promissory Note application, students may make payment over a 3 – 4 month period. Please visit the College website at www.sjc.edu current students, financial services, tuition and fees for details.

Option 5: Waivers. Students receiving any type of tuition waiver must present the completed/authorized waiver form at the time of registration to the Office of the Bursar. All charges not covered by the waiver must be paid by the due dates listed above.

Financial Aid/Student Loans: Financial aid and student/parent loan information is available from Student Financial Services at 860.231.5223 or e-mail FinancialAid@sjc.edu

To calculate out-of-pocket costs, add total charges for the semester and/or year and deduct the Financial Aid package (less any fees for loan processing and work study awards). This will give an estimated amount due. Once all financial aid grants, scholarships, loans and direct payment have been posted, the student account balance should be zero.

Office	Telephone	Website
Bursar	860.231.5266	Bursar@sjc.edu
Student Financial Services Center	860.231.5223	FinancialAid@sjc.edu

Refund Policy on Tuition & Fees

Saint Joseph College refunds tuition and fees based on the Saint Joseph College Institutional Policy. Adjustments made outside the institutional policy may be made by the Vice President for Academic Affairs when extenuating circumstances exist such as illness.

Standard Refund Policy

Non-refundable fees:

Admission deposit
Residence fee
Comprehensive Student Fee
Laboratory Fees
Room Deposit Fee

Refundable fees:

Tuition
Board Fees
Amenities Fees
Applied Music Fees

Refunds cannot be mailed until funds are received and checks have cleared.

Cash/Check Payment: A refund check 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 2-3 weeks for a refund check to be issued.

Credit Card Payments: When the student pays by credit card and there is an adjustment made to the charges paid, the College is required to credit the credit card account used to make the payment. Existing regulations prohibit the College from making a refund in cash or check when payment was made with a credit card.

Financial Aid Refunds: The College cannot disburse financial aid to the student's account until the funds are received by the College. Once received, the funds will be disbursed within three business days. Any excess financial aid will be refunded within 14 business days of disbursement.

No refunds are given after the established drop/add 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.

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.

On Line Class refund policy: Students enrolled in online courses must drop the course within 48 hours of the first class date in order to receive a refund. After that time, there is no refund.

No refunds are given after the established drop/add date for non-standard 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 fees adjustments will be credited in accordance with the published drop/add period when the charges update process is run. Students who drop classes 21 days after the start of the semester 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.

Title IV Financial Aid Recipient Refund Policy

Saint Joseph College 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 College policy for students who borrow through the Federal Stafford 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 will be processed within 45 days of the student's withdrawal date or in the event a student drops out within 45 days that Saint Joseph College determines that the student has dropped out.

Refunds will be allocated to eliminate outstanding balances of the funding sources listed below in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV programs
- Other state, private or institutional student financial assistance
- The student

Financial Restrictions

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

Financial Aid and Scholarships

Financial Aid to Undergraduate Students

The goal of the Saint Joseph College Financial Aid Program is to place higher education within the reach of as many qualified students as possible. The College 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 College draws from a variety of federal, state and institutional programs which include merit scholarships, grants, loans, and employment opportunities. On-campus employment is also available to students through the College's student employment program.

How is Financial Aid Need Determined?

Saint Joseph College calculates a family's ability to pay for college 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, to mention a few. This information is gathered from information the family provides on the Free Application for Federal Student Aid (FAFSA). By using this formula, a figure called the Expected Family Contribution is determined.

To calculate a student's Financial Aid Need, the Expected Family Contribution is subtracted from the Total Cost of Attendance. The Total Cost of Attendance includes both direct and indirect costs. Direct costs include tuition, fees, room, board, while indirect costs include books, supplies, travel and personal expenses. Saint Joseph College 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 opportunities.

The following example is based on the 2007-2008 tuition and fee rates. Contact the Student Financial Services Center for updated figures.

Example: Based on 2007-2008 Figures

Tuition and Fees	\$ 24,040
Room & Board	\$ 10,054
Books, Supplies, Personal	\$ 1,825
Travel/Transportation	\$ 2,000
Total Cost of Attendance	\$ 38,569
Family Contribution	\$ 9,500
Financial Aid Need	\$ 29,069

The Saint Joseph College Student Financial Services Center processes financial aid for full- and part-time students enrolled in The Women's College and The Prime Time Program. 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 Stafford 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. The priority date for filing is **April 15th**.

Eligibility

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

1. have applied to Saint Joseph College and have been formally accepted for admission as a matriculated student in The Women's College or The Prime Time Program
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 according to the guidelines outlined below

Veterans Benefits

VA Benefits are only available for the programs approved by the State Department of Higher Education. Contact the Registrar or the Vice President for Academic Affairs/Dean's Office for a current listing of approved programs.

Satisfactory Academic Progress (SAP)

In order to maintain Satisfactory Academic Progress and be eligible for federal, state and institutional financial aid at Saint Joseph College, 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 are:

- 1.75 after attempting the completion of 12 credit hours
- 1.80 after attempting the completion of 30 credit hours
- 1.90 after attempting the completion of 45 credit hours
- 2.00 after attempting the completion of 60 or more credit hours

The minimum cumulative GPA required for graduation is 2.00.

To remain eligible for financial aid, students must successfully complete the credits required for their degree or certificate with 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.

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 15th** is the priority deadline for Upperclass students; **February 15th** is the priority deadline for new students applying for the Fall semester. New students applying for the Spring semester should apply by **November 15th**.

The Women's College and The Prime Time Program

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 Saint Joseph College 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 receive the Federal Pell Grant and Federal Stafford Loan programs if eligible.

Part-time students: Part-time students matriculated in The Women's College or The Prime Time Program may be eligible for Federal Pell Grants and Federal Stafford 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 registrar's office at the conclusion of the Add/Drop period and funds are adjusted and disbursed accordingly.

Additional Information

Detailed, up-to-date information on the financial aid programs and policies mentioned in this section can be obtained by calling the Student Financial Services Center toll free at 1.866.442.8752, or 860.231.5223, or by e-mail at financialaid@sjc.edu.

Expected amount of student debt for undergraduate students: \$19,000

If a student were to borrow a Federal Stafford loan, one for each year in school progressing from freshmen level through senior level the total borrowing would equal \$19,000.

Scholarships

Below is a list of endowed scholarships and grant awards made available to undergraduate students through generous gifts from alumnae and friends of Saint Joseph College. Upper-class Students who apply for financial assistance are automatically considered for these awards upon review of their financial aid applications.

- Leonard J. and Elizabeth J. Agnew Scholarship
- Carol E. Gourlie A.W.A.R.E. Scholarship
- Dorothy E. Barrett Scholarship
- Kathleen Bednaz '69 Scholarship
- Virginia Collins Bennett '52 Scholarship
- Frances Williams Bent and James E. Bent Scholarship
- Leona Bordwell Scholarship
- Margaret Callaghan Scholarship
- Robert J. Clark Scholarship
- Mary McGurk Collins '36 Scholarship
- Mary E. and Joseph W. Cunningham, Sr. Scholarship
- Lena and Paul N. Cusano Scholarship
- Reverend James Dargan Scholarship
- Margaret Derby '79 Scholarship

Dr. Michael DeVito Scholarship
 DiLena-Cunningham Memorial Scholarship
 Sadie T. Dully Scholarship
 Margaret Collins Flanagan Scholarship
 John Ganter Scholarship
 Helen B. and Harry J. Gray Scholarship
 Marie Graycer Scholarship
 Catherine M. Grimes Scholarship
 Marion and C. Fred Guardo Scholarship
 Haloburdo Knowlden Scholarship
 Dr. James A. Hanaghan Memorial Scholarship
 Harold and Ethel Hart Scholarship
 Mary Baldwin Hart Scholarship
 Wilson C. Jainsen Scholarship
 Cecelia A. Jennings Scholarship
 Sister Mary Theodore Kelleher Scholarship
 Koedding Family Foundation Scholarship
 Norma C. Konefal Scholarship
 Rita A. Konoski '63 Scholarship
 Margaret McKelligott LaMoy '47 Scholarship
 Frank T. Lynch Family Scholarship
 Lisa McCarthy Scholarship
 McCormack Family Scholarship
 Sister Mary Rosa McDonough Scholarship
 Richard F. Mooney and Arline Carroll Mooney Scholarship
 Right Reverend Thomas P. Mulcahy Scholarship
 M. Obregon Scholarship
 O'Connor/Furshay Scholarship
 Mary P. O'Flaherty Scholarship
 Catherine B. O'Sullivan Scholarship
 Lillian J. and George Parsons Scholarship
 Constance Miano Pawlow Scholarship
 Pennington Special Education Scholarships
 Right Reverend John F. Quinn Scholarship
 Catherine A. Roche Scholarship
 Helen Ryan Scholarship
 Clayton H. and Muriel M. Smart Scholarship
 Harvey and Virginia Smith Scholarship
 Beatrice W. Sullivan, Helen V. Sullivan and Sister Helen Marie Sullivan Scholarship
 Sister M. Ethelreda Sullivan Scholarship
 Tucker Fund Scholarship
 Margherita C. Valente Memorial Scholarship
 Teresa and Alfred Verrengia Memorial Scholarship Fund
 Vitamaur Scholarships
 Meredith N. Wetstine Scholarship

Financial Aid for Graduate Students

Financial Aid Eligibility

Graduate students may contact the Student Financial Services Center during the admissions process for information and guidance on financing options available based on each student's individual plan for completing the graduate degree. Contact the Student Financial Services Center by phone at 860.231.5223 or e-mail at financialaid@sjc.edu. The Center is located on the second floor of Mercy Hall and regular office hours are Monday through Friday from 8:30 a.m. - 4:30 p.m., with appointments outside of these hours as needed.

Students who are matriculated in a graduate degree program or have a signed Teacher Certification Planned Program of Study on file in the Education Department are eligible to apply for financial assistance. Please contact Student Financial Services at 860.231.5223 or financialaid@sjc.edu for more information on sources of assistance available and eligibility criteria.

All graduate students accepted to a Graduate Degree Program or enrolled in a Teacher Certification Program and who are enrolled in at least six credits per term are eligible to apply for financial assistance from the College. Most graduate students apply for the Federal Stafford Loan to help meet the cost of tuition. The maximum annual amount a student may borrow through this program is \$18,500. The College also provides payment plan options that can be coordinated with a student's employer paid tuition benefit.

For specific information on the Federal Stafford Loan Program, use this quick link to the U.S. Department of Education's financial aid Website: www.ed.gov/studentaid.gov.

Financial Aid Application Process – Apply Online

The Free Application for Federal Student Aid (FAFSA) is the only form required by Saint Joseph College. 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. For help completing the entire online process, make an appointment with a Student Financial Services Center staff member. The following information should be readily available to complete the FAFSA:

- the Saint Joseph College FAFSA 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

The deadline to apply for the Fall is **August 15** and the deadline to apply for the Spring is **December 15**.

Expected amount of student debt for graduate students: \$19,800.

Continued Financial Aid Eligibility

All graduate students seeking financial aid must maintain satisfactory academic progress as outlined in the catalog. Students not maintaining satisfactory academic progress will be deemed ineligible for financial assistance until their grade point average is increased to a satisfactory level.

Return of Title IV Funds

Saint Joseph College 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 College policy for students who borrow through the Federal Stafford 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 College determines the student to have withdrawn if the student does not notify the College of withdrawal.



Learn. Lead. Live.

The academic program of every Saint Joseph College student is broadly based in the liberal arts to assure each student the opportunity to develop the basic skills to communicate effectively, to appreciate human accomplishment, to perceive inter-relationships, and to acquire knowledge. In order to assure each student the opportunity to acquire in-depth knowledge in at least one area, a variety of majors is provided. The following policies and procedures apply to students in The Women's College and The Prime Time Program.

Academic Advisement

Academic Advisement is considered an integral part of the College 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.

The Academic Advisement Center serves all undergraduate students. First-year students are advised by 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 Saint Joseph College, 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.

Registration

Responsibility to register for the necessary courses in the proper sequence to meet the requirements of one's academic program rests with the student, who prepares a course sequence in consultation with an advisor. Students register on the dates announced in the College calendar. Exceptions can be made only with the permission of the Registrar.

No student is permitted to register until physical examination forms and documentation of measles/rubella immunization are on file in the Health Services Office, and financial debts to the College have been cleared. Exceptions to this policy are by approval of the Office of Health Services and the Bursar's Office, respectively.

Online Registration

Returning students may register online using their Saint Joseph College email address and assigned PIN code. Access to MYSJC is through the Saint Joseph College home page. In addition to registering for classes students may access a variety of administrative functions through this process. More information can be found on the College website at www.sjc.edu.

Distance Learning

Students registering for Distance Learning courses must register no later than one week prior to the start of the course. Students registering for Distance Learning courses must receive an e-mail address from the Office of Information Technology on campus.

Students must complete the following steps:

1. Access their Saint Joseph College e-mail account on the Web at **mail.sjc.edu**. If you do not have a current Saint Joseph College e-mail account, please visit **www.sjc.edu/itrequests** to create a Saint Joseph College e-mail account.

This will validate the e-mail address and complete the registration for this course. The e-mail address will then be forwarded to the Connecticut Distance Learning Consortium at **www.ctdlc.org**. The CTDLC is the College's partner in delivering online classes. The student will receive further information via e-mail the day before the course is scheduled to begin.

2. Students will need to check their e-mail no later than two days prior to the start of the course. The student will receive an e-mail from the professor which will tell them what textbooks and material are needed and how to access the course.
3. Once enrolled with CTDLC, students may contact them at support@ctdlc.org or 860.832.3887 for all support issues.

*When dropping an online course students will have until 48 hours after the course has started to drop the course without financial penalty. In order to drop a class, the student must fill out a drop form from the Office of the Registrar. Please contact the office at 860.231.5525. Students with questions about their online course may contact the Distance Learning site at **www.ctdlc.org** or the Registrar's Office at registrar@sjc.edu or 860.231.5225.

Consortium Arrangements: Hartford Consortium for Higher Education

Saint Joseph College is part of a consortium arrangement with other colleges located in the Greater Hartford area. Under this agreement, Saint Joseph College students may, with the permission of their advisor and the Registrar, enroll in courses at Trinity College, the University of Hartford, and Hartford Seminary. Courses in selected disciplines may be taken at Capital Community College, Central Connecticut State University and University of Connecticut at Hartford. Courses taken by Saint Joseph College students at these institutions are handled as follows:

In fall or spring semesters: Students must be registered as full-time (combination of Saint Joseph College 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 Saint Joseph College by consortium colleges and are reflected on the Saint Joseph College record. Credit hours are applied as Saint Joseph College 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 Saint Joseph College Registrar. Grades are reflected on the Saint Joseph College record and hours are applied as Saint Joseph College residential credit.

Dropping/Adding Courses

Undergraduate students may add or drop courses during the first two weeks of the semester with the approval of their advisor. PrimeTime students may add or drop courses according to the PrimeTime academic calendar, with approval of their advisor. If a student officially drops a course prior to the deadline, the course will be voided from the record.

Students who withdraw before the end of the seventh week of the semester (or before the midpoint of courses which do not meet the standard semester length) will receive a grade of W. Students who withdraw after the seventh week of the semester (or after the midpoint of courses which do not meet the standard semester length) will receive a WP if passing or a WF if failing. In unusual circumstances, upon the recommendation of the instructor, the Vice President for Academic Affairs/Dean may approve the granting of a W after the midpoint of the course. Students may not withdraw from a class after the 13th week.

Students who do not officially withdraw and who have registered for class after the second week of the semester will receive an F. Students wishing to drop a Distance Learning credit have until 48 hours after the course has started to drop the course without penalty (see section on Distance Learning).

Pass/Fail Option

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 of core liberal arts requirements. Students must declare their intention to enroll on a Pass/Fail basis within the first two weeks of the semester. This declaration may change through the seventh week of classes. 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 which meet requirements for a major or a minor or the General Education curriculum may not be taken on a Pass/Fail basis.

Auditing Courses

Full-time juniors and seniors (including students who have not been formally admitted by the Committee on Admissions) and graduate students may audit one undergraduate course per semester on a space available basis. Part-time students, full-time juniors and seniors who are taking in excess of 36 undergraduate credits in a given academic year, and graduate students must pay one half (1/2) the regular per credit tuition for an audited course.

Prior to the third week of classes, an audited course may be changed to a credited course with the appropriate tuition adjustment or may be added or dropped by completing an Add/Drop form in the Office of the Registrar.

Auditing carries no credit and no grade. Even though the course is entered on the student's transcript it does not affect a student's part-time or full-time status. Audited courses are not eligible for credit earned through proficiency examinations, nor can the audited course be repeated for credit in subsequent semesters.

Alumnae may audit one undergraduate course per semester with tuition waived and upon payment of a comprehensive student fee and any other course related fees.

Residents at the McAuley Retirement Community may audit courses on the same basis as Saint Joseph College alumnae. Fees must be paid for applied music classes.

Course Attendance

Students assume responsibility for attendance at 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. Prolonged absences of one week or more must be reported by the student to the Vice President for Academic Affairs/Dean.

Academic Workload/ Full-Time, Three-Quarter Time, Part-Time Status

Full-time 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 the vice president for academic affairs/dean.

A student who registers for 12 or more credits automatically becomes a full-time student and is subject to full-time student fees. Students who are enrolled in nine to 11.5 credits are considered three-quarter time and must pay the stated tuition and fees. Students enrolled in 8.5 or fewer credits are considered part time and pay by credit hours plus fees.

Final Examinations

Final examinations are scheduled at the conclusion 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 period should petition the vice president for academic affairs/dean for permission to reschedule one exam.

A student who is unable to attend a final examination because of unforeseen circumstances must notify the vice president for academic affairs/dean prior to the scheduled examination. Students absent from the scheduled final examination without approval for rescheduling will receive an F for the examination.

Repeated Courses

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.

Residency Requirement

To apply for a baccalaureate degree at Saint Joseph College, a student must earn at least 45 credits from the College. The last 24 credits counted toward a degree must be earned at Saint Joseph College. Internships or study undertaken at Consortium institutions are considered part of the residency requirement.

Classification of Students

A student is considered a degree-seeking student at Saint Joseph College 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

Degree Requirements - Undergraduate

I. General Education

General Education at Saint Joseph College 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, professional courses as well as courses from the traditional Liberal Arts and Sciences.

For students entering with 24 credits or less, effective Fall 2005

General Education at Saint Joseph College 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 analyses, both orally and in writing
- evaluate and respond to others' ideas and arguments, both orally and in writing

2. Critical Thinking

Students will:

- recognize, explore and analyze abstract ideas
- synthesize theoretical principles to reach conclusions
- analyze and evaluate information, theories and ideas
- identify problems and generate appropriate explanations and solutions
- make decisions and draw conclusions appropriate to a variety of academic disciplines

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

All courses that meet these requirements are designated with an (*) in this catalogue. 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 Saint Joseph College. 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 SAT.

For transfer students: Successful completion of one QR 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 W.

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 webpage
- 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.

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 College; 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 Saint Joseph College, and introduce students to the specialized focus of Saint Joseph College: 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 Saint Joseph College experience which may include the ability to:

- understand the Saint Joseph College 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.

For 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.

For 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:

- demonstrate command of key philosophical terms and distinctions
- identify and respond to fundamental philosophical problems
- analyze philosophical questions and issues and formulate philosophical responses
- distinguish relevant from irrelevant information, and recognize questionable philosophical assumptions

- identify competing philosophical points of view
- reason from stated philosophical premises
- demonstrate sensitivity to important philosophical implications and consequences

Students will meet these requirements by successfully completing a course designated as PH.

For transfer students: For transfer students with 24 credits or more, either a PH course or a VE course (described below under Values and Ethics).

D. Perspectives

Perspectives requirements present a range of academic inquiry among 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: WG, VE, GI, HE, SI, AE.

1. Women, Culture and Society (WS)

Students will acquire a general broad understanding of Women Studies which may include the ability to:

- describe the impact of gender roles, cultural institutions, class, law, and economics on women
- recognize and evaluate the power relations among diverse groups of people, especially female and male
- analyze the conditions and contributions of women
- understand feminist perspectives in an area of study

2. Values/Ethics (VE)

Students will acquire a general broad understanding of ethics and values which may include the ability to:

- understand influential moral perspectives
- consider moral issues from a variety of perspectives
- understand how moral perspectives apply to the complexity of real life
- articulate their own position in relationship to other perspectives
- recognize and address possible objections to their own position

3. Global Issues and International Perspectives (GI)

Students will acquire a general broad understanding of global issues and international perspectives which may include the ability to:

- understand current leading issues in global economic, historical, political, and socio-cultural, 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 which may include 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 may include 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 which may include 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
- explain how the knowledge of American history and culture makes for an informed world citizenry

A list of current courses approved for these requirements is available on the College website.

To complete their General Education requirements students must offer 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 nine credits from a single discipline
- b) coordination seminars, independent studies, internships, practica, and field studies may not be used
- c) Writing Portfolio (described on page 29)

For students entering before Fall 2005

A. General Education Distribution Requirements

Area	Credits
Religious Studies	(6)
Three credits from Belief, three credits from Practice	
Humanities	(12)
Approved courses in the following:	
The arts (Fine Arts, Dance, Music, Theatre)	(3)
Philosophy	(3)
Language/Literature (Classics, Foreign languages, English)	(6)
Social Science	(9)
Approved courses in Economics, History, Political Science, Psychology, Sociology (at least two disciplines represented)	
Natural Science/Mathematics	(6-8)
Approved courses in Biology, Chemistry, Mathematics, Physics	
One lab science and one course in Mathematics	
Physical Education (PE)	(1)
(Only 1 credit of PE may be counted toward degree requirements)	

B. Liberal Arts Electives

The objective of the college requirements, including the liberal arts electives, is to provide each student with a broadly based liberal arts education. The liberal arts electives include 18 semester hour credits, at least nine of which must be from courses at the 200 level or above.

With the exception of coordination courses, independent studies, internships, practica, and field studies, courses from the following departments are liberal arts electives: Biology, Chemistry, Computer Science, English, Fine Arts, Foreign Language, History/Political Science, Mathematical Sciences, Philosophy, Physics, Psychology, Religious Studies, and Sociology/Economics.

Interdisciplinary study courses may be used to satisfy the liberal arts electives only when designated by the Curriculum Committee.

C. Core Theme Area Requirements

Four major themes provide a focus for integrating knowledge from the various liberal arts disciplines: the social and historical context of women's roles; global issues and citizenship in a diverse world; the historical, social and cultural contexts of the scientific enterprise and its connection with technological development; and ethical issues in the disciplines and the professions.

Students take courses in each of these themes during their four years of study at the College. Approved core theme courses are identified by the Curriculum Committee and designated with the course listings in the catalog. Where appropriate, all approved core theme courses in disciplines may double count as a general education distribution requirement, a liberal arts elective, a course toward a major, or as an elective.

II. Writing Portfolio

The achievement of competent writing skills is an integral component of students' undergraduate education at the College. 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 College 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 College uses a portfolio system.

Students submit papers annually. The papers are ones written for courses at the College. 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. Once students complete their portfolios, a notation to this effect appears on their transcripts. The College'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.

Under extraordinary circumstances, students can apply for a waiver. Waivers must be approved by the vice president of academic affairs/dean and the student's academic advisor.

III. Major and Minor

Application for Major Study. Students complete a "major declaration" 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 Saint Joseph College. Ordinarily, the minimum acceptable grade in the major is C-; requirements for each major are included in program descriptions elsewhere in this catalog.

The Department notifies 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.

Change of Major

Students who wish to change majors should consult with the 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.

The student is responsible for obtaining and completing the "Change of Major" application form from the Registrar's Office.

Double Major

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 vice president for academic

affairs/dean. 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.

Self-Designed Interdisciplinary Major

Through the self-designed major option, a student may elect to develop an interdisciplinary major around a particular theme or issue related to her special talents, personal interests, or career goals. Such a major is carefully planned with a faculty advisor and subject to the approval of the vice president for academic affairs/dean. An interdisciplinary major consists of a minimum of 40 credits taken in at least three disciplines. At least 18 of these credits must be taken in upper-level courses. Students interested in this option should contact the director of academic advisement who will direct them toward an appropriate faculty advisor.

Minor

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 (18 to 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. In many disciplines specific departmental requirements and/or restrictions for a minor have been established. Students should make formal application to a department for acceptance into a minor at the time they register for their final semester. For detailed information see the Academic Programs section of this catalog.

IV. Other Degree Requirements

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

1. completion of a minimum of 120 credit-hours of course work contingent upon requirement of major (the equivalent of four years of full-time study)
2. a minimum GPA of 2.00 (a C average in all work completed); some majors and/or programs may require a higher GPA
3. the residency requirement of 45 credits. To apply for a baccalaureate degree at Saint Joseph College, a student earn at least 45 credits from the College. The last 24 credits counted toward a degree must be earned at Saint Joseph College. Internships or study undertaken at Consortium institutions are considered part of the residency requirement.
4. completion of comprehensive examination

Second Bachelor's Degree

To complete a second bachelor's degree, a student must have met 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 and/or programs may require a higher GPA at all times.

Students for a second bachelor's degree are assumed to have fulfilled general education requirements.

Distribution of Credits

The minimum of 120 credits required for a baccalaureate degree is generally distributed among the requirements for a major and electives of the College. Students majoring in certain programs may have additional requirements which decrease the number of electives in their program and/or increase their credit requirements for graduation.

Application for a Degree

A student must complete a degree application and degree audit to assess their eligibility for graduation. Applications and audits should be submitted together to the degree auditor in the Registrar's office by the deadline indicated on the commencement Web site. Degree applications and audits can be found at www.sjc.edu/commencement.

Commencement

Degree completion dates are granted three times within the academic year: December, May and August. One commencement ceremony occurs in May allowing all recipients to participate. Students who complete degree requirements during the summer session after the commencement date or during the fall semester prior to the commencement date may obtain a statement from the Registrar confirming that requirements for the degree have been met and indicating when the degree will be conferred.

A student who expects to complete degree requirements by the end of the summer session in August may petition to participate in the May commencement ceremony. The deadline for the petition to be submitted to the Vice President for Academic Affairs / Dean is the deadline date set for the degree 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. 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 Saint Joseph College.

Graduation with Honors

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

Grades and Grading

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	
WP	Withdrawal Passing - withdrawal after midpoint of course	
WF	Withdrawal Failing - withdrawal after midpoint of course	
I	Incomplete (See p. 33 for policy)	
P	Passing (C- or above)	
NG	No Grade Issued	
NR	No Report from Instructor	
AU	Audit	

Faculty members have sole responsibility for awarding grades.

Academic Credit

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. Each student is expected to complete a minimum of 120 semester credit-hours before graduation.

No student is allowed credit for a course in which one has not been formally registered by the Registrar, nor for 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.

Grade Forgiveness Policy

Students who are readmitted to Saint Joseph College 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 & 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.



Grade Changes

Once a final grade is reported to the Registrar, it can be changed only by the instructor with approval of the vice president for academic affairs/dean. 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)

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.

Credits	Grade	Grade Points	Example
3	A	12.00	36 ÷ 12 = 3.00 (GPA)
3	P	0.00	
3	C-	5.01	
3	B+	9.99	
3	B	9.00	
15		36.00	

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

Grade

Each 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.

Final grades are available online; all current students are able to access grades at MySJC. These grades become a part of the student's record and are entered onto the transcript of work at Saint Joseph College. 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.

Incompletes

Incomplete grades are generally given only in cases of illness or emergency. A request for an incomplete grade form signed by the instructor, the student, and the vice president for academic affairs/dean must be submitted to the Registrar prior to the week of final exams in order for an I grade to be assigned. Course work must be completed by six weeks from the last day of class or by the end of the drop/add period, whichever comes first. If course work is not completed within this time, a grade of F will automatically be assigned. Under special circumstances, students may petition the vice president for academic affairs to extend the time limit in which course work may be completed.

Dean's List of Saint Joseph College

To honor academic achievement, the Dean's List is published at the end of each semester. Members of the undergraduate classes who are full-time students are eligible for this honor provided 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 WF 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 WF grades for those semesters

Notation of Dean's List will be recorded on grade reports and transcripts.

Independent Study

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 vice president for academic affairs/dean 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.

Internships

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 college. 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. Credit hours:

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

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

Study Abroad

Saint Joseph College 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 College also has exchange agreements with institutions in Australia, the Netherlands, and in Great Britain. The College also offers a short-term education, counseling, and community health program in Guyana. In addition, the College 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 vice-president for academic affairs/dean, 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.

Leave of Absence for Matriculated Students

A student in good standing who wishes to interrupt her/his college program may request a leave of absence. Full-time students may have two consecutive semesters; part-time students may have four consecutive semesters (exclusive of summer) from the date of the leave of absence. Leaves of absence are arranged through the Advisement Center. An exit interview is required along with the signature of the director of advisement or designated staff personnel in the Advisement Center. For students going on a leave of absence the Registrar will drop all courses or issue a grade of "W" for all courses if the leave is initiated after the 10-day add/drop period.

The leave of absence option allows the student to re-enroll at the College within the following stated time period without going through the readmission procedures. A student who does not enroll at the end of the leave period will be administratively withdrawn from the College by the Registrar. Should this student later decide to return to Saint Joseph College, it will be necessary to apply for readmission. Extension of a leave, for not more than two semesters, may be obtained for extenuating circumstances by contacting the Advisement Center and completing a form for extension.

Satisfactory Academic Progress

Grade Point Average

A cumulative GPA of at least 2.00 (C) is required for graduation from Saint Joseph College. A student is expected to have achieved this GPA by the time 60 credits of course work have been completed. Prior to junior year, the GPA required is slightly below that standard; however, the expected GPA is increased as a student progresses through the academic program. The minimum cumulative GPAs required for a student to remain in good academic standing at Saint Joseph College are:

- after attempting the completion of 12 credits – 1.75 GPA
- after attempting the completion of 30 credits – 1.80 GPA
- after attempting the completion of 45 credits – 1.90 GPA
- after attempting the completion of 60 credits – 2.00 GPA

While transferred credits are not calculated in the GPA, they are included in the total number of credits reviewed to determine satisfactory academic standing.

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 Saint Joseph College. Some majors and/or programs require a higher GPA at all times.

Academic Integrity

Academic integrity is the responsibility a student assumes for honestly representing all academic work. This responsibility implies the

student will in no way either misrepresent work or unfairly advance academic status and will neither encourage nor assist another student in so doing. Academic work includes quizzes, tests, mid-term examinations, final examinations, research projects, take-home assignments, laboratory work, and all other forms of oral or written academic endeavor.

Academic integrity is inherent in the philosophy of Saint Joseph College and shall be upheld by all members of this community. It is the responsibility of each member of the College to refer any perceived threat to this code to the Committee on Academic Integrity. Questions may also be referred to a member of this committee. For a full statement of the Code of Academic Integrity refer to the *Student Handbook* or *Faculty Handbook*.

Academic Probation

A matriculated, undergraduate student whose cumulative GPA fails to meet the minimum required GPA, after attempting the completion of 12 credit hours at Saint Joseph College, will be placed on academic probation. A student placed on academic probation is not making satisfactory academic progress. A student affected by this action will maintain matriculation status. Students on probation will have their record reviewed by the Records Committee upon completing 12 credit hours. A student on probation whose semester GPA shows significant improvement (minimum of 2.50) but whose cumulative GPA remains below the required level, will receive consideration for one additional semester of probation.

Academic Dismissal

A student whose cumulative GPA fails to meet the minimum required cumulative GPA anytime after the first academic probation will be dismissed, lose matriculation status and must re-apply for admission.

Appeal

A student who has been dismissed may appeal to the vice president for academic affairs/dean and the Records Committee for reinstatement. Appeals must be made in person. If an appeal is heard and granted, the student remains on probation for a stated time. A student whose appeal has been denied may not take courses at Saint Joseph College for two academic semesters following dismissal but may re-apply for admission thereafter. In accordance with due process, a student wishing to appeal any action of the Records Committee should make application to the vice president for academic affairs/dean for a hearing before the committee.

Student Appeals

Students seeking assistance in resolving academic/student life disputes may contact the Student Appeals Board, which gathers facts, researches issues, conducts hearings, requests information, investigates the equity of procedures, and renders decisions which have been properly appealed. The procedure for appealing student grievances is described in the *Student Handbook* and the necessary forms are available in the Student Affairs Office and the Office of the Vice President for Academic Affairs/Dean. Either the Dean of Students or the Vice President for Academic Affairs will assist students in the appeals process. The proceedings are strictly confidential.

Transcript of Academic Work

Current students may obtain their unofficial transcript online at MySJC. Students no longer attending Saint Joseph College must request in writing an unofficial transcript. The unofficial transcript request form can be found on the Saint Joseph College Website.

Official transcripts must be requested in writing by students. The official transcript request form can be found on the Saint Joseph College Website. A \$4.00 fee is charged for each official transcript. All indebtedness to the College must be adjusted before an official transcript of credits will be released. Official transcripts bearing the College seal may be: 1) sent by the College directly to the intended recipient, or 2) picked up by the student. Transcript requests will be processed and mailed within 10 days of written request.

Withdrawal for Matriculated Students

A student wishing to withdraw entirely from the College can obtain withdrawal forms from the Advisement Center. An exit interview must be scheduled with the director of academic advisement or designated personnel in the Advisement Center for undergraduate students. If the withdrawal is initiated within the 10-day add/drop period, the Registrar will drop all courses for which the student is registered. If the withdrawal is initiated after the 10-day add/drop period, the registrar will issue a grade of "W" for registered courses. Students will also be dropped from all pre-registered courses. Students who have withdrawn from the College and later decide to return must apply for readmission.

Administrative Withdrawals of Matriculated Students

The Registrar will administratively withdraw students who do not show registration activity for two consecutive semesters for matriculated Women's College students, and four consecutive semesters for matriculated students in The Prime Time Program and Graduate Programs (exclusive of summer). These students must apply for readmission upon their return; and if accepted are responsible for the curriculum requirements at the time of their new acceptance date. To prevent an administrative withdrawal, matriculated students are strongly encouraged to apply for an official leave of absence if they anticipate an extended absence between semesters.



Undergraduate Programs

American Studies (AMST)

The American Studies major is an interdisciplinary program focusing on American life and culture – its origins, development, and contemporary expression. The program encourages students to think of culture as a dynamic and contested domain. The program is especially suitable for students planning careers in government, law, education, library or museum work, or preparing for graduate study in Literature, History, or American Studies. Internships are available at historical societies, museums, and government agencies.

Undergraduate Degree

Bachelor of Arts, American Studies

Minor

American Studies

Program Outcomes

The student will:

- discuss the significant events, peoples, concepts, and productions relevant to the field of American Studies
- learn about the histories of diverse peoples and cultures and their interaction in America
- discover how the arts and literature express and help to shape American culture and society
- become aware of the diversity of political ideologies and of governmental structures and policy approaches on the national and international level
- engage in interdisciplinary thinking, incorporating appropriate perspectives and theories from the humanities, sciences, and the social sciences
- understand how being knowledgeable about American history and culture makes one a better citizen

Bachelor of Arts, American Studies

Continuation requirements: Students are expected to maintain a B- or better academic average.

Degree Requirements (39 credits)

A. Required courses (9 credits)

Credits

AMST/HIST201	Workshop in History: Going to the Source	(3)
AMST276	Cultural Studies	(3)
AMST499	Coordinating Seminar	(3)

B. 18 credits in a focus area:

- American Economy and Polity (Economics and Political Science)
- American History and Society (History and Sociolog
- American Representations (Art, Literature, and Philosophy)

Some courses applicable toward the American Studies major:

ECON308	American Business and Economic History	(3)
ENGL215	Major American Authors I	(3)
ENGL216	Major American Authors II	(3)
ENGL217	Modern Drama	(3)
ENGL237	African American Women Writers	(3)
ENGL238	Native American Literature	(3)
ENGL310, 410	Special Topics (when related to American authors)	(3)
ENGL401	Major Author Seminar (American author)	(3)
FIAR240	History of American Art	(3)
FIAR241	History of American Antiques	(3)
FIAR244	American Architecture	(3)
FIAR246	Trends in American Art	(3)
FIAR260	Architectural History of Hartford	(3)
FIAR349	French and American Impressionism	(3)
HIST120	The American Scene to 1865	(3)
HIST 121	The American Scene from 1865	(3)
HIST203	History of the American Indian	(3)
HIST247	Women in American History	(3)
HIST303	American Environmental History	(3)
HIST306	Immigration to America	(3)
HIST310	The Civil War	(3)
HIST321	Colonial America to the Revolution	(3)
HIST346	Urban American History	(3)
HIST348	American Society from Hiroshima to the Present	(3)
MUSC230	Survey of Music in America	(3)
PHIL244	American Philosophers	(3)
POLS125	American Government	(3)
POLS225	The American Legal Environment	(3)
POLS330	Constitutional Law	(3)
SOCL202	Black Families in the United States	(3)
SOCL217	Racial and Ethnic Groups	(3)
SOCL219	Women in American Society	(3)
SOCL221	Sociology of the Family	(3)
SOCL227	Inequality in America	(3)
SOCL385	Social Change	(3)

C. Elective courses

(12)

Select four additional courses from the list above or others with the department chair's permission.

American Studies majors seeking elementary or secondary teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Minor in American Studies (18 credits)

- Required:** AMST276 Cultural Studies (3)
- 15 credits from offerings in at least three other disciplines (15)

Biology (BIOL)

As the fields of medical research, environment studies, teaching Biology, forests preservation and wildlife study assume a higher national and international priority, the need for highly-skilled biologists is escalating. Students interested in any aspect of Biology, from molecular and cellular to organismal and ecological, are encouraged to apply. The outstanding curriculum offers courses in the fields of ecology, biotechnology, genetics, immunology, microbiology, zoology, botany, and neuroscience. Moreover, students have numerous opportunities to engage in first-hand research and work alongside professional scientists. Five laboratories use equipment similar to that of major research and corporate institutions, including fluorescent and phase-contrast microscopes, a CO₂ incubator, a laminar flow hood, gel apparatus, an ultra-centrifuge and gene cyclers.

Beyond the College laboratory, student internships at the State Forensic Laboratory, Pfizer Laboratories, UConn Medical Center and Medical School, and Brookhaven National Laboratories have involved a variety of projects, such as herpes virus research, West Nile encephalitis virus, electrophysiology of the heart, and chronic fatigue syndrome. Other students have conducted independent research projects, studying ecological aspects of the Eastern Woodlands, pathogen prevalence in local waters, and water quality of the Farmington River.

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 Dartmouth, Yale, Brandeis, Northeastern, and the University of Connecticut have admitted Saint Joseph College science graduates.

Undergraduate Degrees

Bachelor of Science, Biology

Bachelor of Science, Biochemistry

(see program requirements in Chemistry)

Bachelor of Science, Environmental Science

(see program requirements in Environmental Science)

Minors

Biology

Environmental Studies

(see program requirements in Environmental Science)

Program Outcomes

The student will:

- demonstrate a command of key biological terms and concepts and an ability to identify and solve fundamental biological problems
- realize opportunities for undergraduate research working with faculty mentors in their areas of expertise
- be able to critique logical arguments in Biology and apply quantitative reasoning to biological questions

Bachelor of Science, Biology

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 required science courses.

Degree Requirements (30 credits)

A. Required courses (15 credits)

		Credits
BIOL116	Biological Concepts	(4)
BIOL117	Biological Concepts II	(4)
BIOL250	Introduction to Biological Research	(1)
BIOL485	Internship	(3)
or		
BIOL495	Independent study	(3)
BIOL499	Coordination Seminar	(3)

B. 15 credits in 300/400 level courses, with at least one 400-level course beyond BIOL485 and BIOL499.

C. One semester of research, either in the field or in the laboratory, literature review, or internship.

BIOL485 or BIOL495 satisfies this requirement	(3)
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D. Supporting coursework (32 credits)

CHEM175	Fundamental Chemical Principles I	(4)
CHEM176	Fundamental Chemical Principles II	(4)
CHEM200	Organic Chemistry I	(4)
CHEM210	Organic Chemistry II	(4)
PHYS130	Introductory Physics I	(4)
PHYS140	Introductory Physics II	(4)
MATH170	Calculus I	(4)
MATH180	Calculus II	(4)

OR alternate courses approved by the Biology department chairperson.

E. Comprehensive exam administered during BIOL499 Coordination

F. Biology Portfolio (three papers from coursework in Biology)

CHEM240 Biochemistry may be counted toward the 30-credit requirement for the Biology major or toward the Biology minor.

Associated programs in Pre-medical and Pre-veterinary Studies are described in the Pre-Professional Studies section; Environmental Science is described below.

Biology majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Biology Major Suggested Plan of Study Credits

First Year

BIOL116	Biological Concepts I	(4)
CHEM175	Fundamental Chemical Principles I	(4)
BIOL117	Biological Concepts II	(4)
CHEM176	Fundamental Chemical Principles II	(4)

Sophomore Year

CHEM200	Organic Chemistry I	(4)
MATH170	Calculus I	(4)
BIOL250	Introduction to Biological Research	(1)
	Biology Elective	(3-4)
CHEM210	Organic Chemistry II	(4)
MATH180	Calculus II	(4)

Junior Year

PHYS130	Introductory Physics I	(4)
	Biology Elective	(3-4)
PHYS140	Introductory Physics II	(4)
	Biology Elective	(3-4)

Senior Year

BIOL485	Internship	(3)
BIOL499	Coordination Seminar	(3)
	2 Biology Electives	(6-8)

Bachelor of Science, Biochemistry

(see program requirements in Chemistry)

Minor in Biology (18 credits)

A grade of C- or better in each course

Business Administration (ACCT, MGMT)

Undergraduate Degrees:

Bachelor of Science, Accounting
 Bachelor of Science, Management

Minors:

Accounting
 Management

The Department of Business Administration offers two majors: Accounting and Management. Each 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 graduate management courses in their senior year. 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 standard formats.

Accounting majors have achieved professional certification (CPA, CMA, etc.) and many have gone on to earn graduate degrees. Graduates have worked or interned at both national and local accounting firms, including PriceWaterhouseCoopers, Ernst & Young, and Blum Shapiro & Company. Some have pursued accounting careers in industry and government, including The Phoenix, United Technologies, and the State of Connecticut.

Management majors have gone on to successful careers in industry and government. They have been employed by such companies as The Hartford, United Technologies, Pratt & Whitney, Peoples Bank, CIGNA, J.C. Penny, American Airlines, IBM, the Marriott Corporation, and the Social Security Administration. Many have continued on to earn graduate degrees.

Accounting Program Outcomes

The student will:

- understand accounting principles at a level which 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 Saint Joseph College meets the educational requirements of the Connecticut State Board of Accountancy.

Management Program Outcomes

The student will:

- understand management principles at a level which 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: Accounting/Finances, Human Resources, Marketing, Production/Operations 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 research methodologies utilized in management, including statistical and quantitative methods

Bachelor of Science, Accounting

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.

A student interested in becoming a Certified Public Accountant must complete at least 30 additional hours of coursework aside from the credits required for the bachelor's degree.

Degree Requirements (69 credits)

A1. Accounting Curriculum (39 credits)

	Credits
ACCT201 Principles of Accounting I	(3)
ACCT202 Principles of Accounting II	(3)
ACCT205 Managerial Accounting	(3)
ACCT301 Cost Accounting	(3)
ACCT303 Fundamentals of Federal Income Tax I	(3)
ACCT311 Intermediate Accounting I	(3)
ACCT312 Intermediate Accounting II	(3)
ACCT403 Fundamentals of Federal Income Tax II	(3)
ACCT409 Advanced Accounting I	(3)
ACCT410 Advanced Accounting II	(3)
ACCT415 Auditing I	(3)
ACCT416 Auditing II	(3)
ACCT485 Internship OR	(3-6)
ACCT499 Coordinating Seminar	(3)

A2. Management Curriculum (30 credits)

MGMT101 Business in a Changing World	(3)
MGMT210 Dynamics of Management	(3)
MGMT230 Human Behavior in Organization	(3)
MGMT245 Microcomputer Applications in Business OR	
MGMT345 Advanced Microcomputer Applications	(3)
MGMT250 International Business	(3)
MGMT305 Financial Management	(3)
MGMT325 Quantitative Methods for Managerial Decisions	(3)
MGMT420 Business Law I	(3)
MGMT425 Business Law II	(3)
MGMT450 Business Strategy	(3)

B. Other supporting coursework (12 credits)

ECON101 Principles of Macroeconomics	(3)
ECON102 Principles of Microeconomics	(3)
ENGL205 Business Communication	(3)
MATH110 Elementary Statistics OR	
PSYCH253 Statistics for the Behavioral Sciences	(3)

Internships

Accounting majors may 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.

Bachelor of Science, Management

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)

A. Management Curriculum (60 credits)

	Credits
ACCT201 Principles of Accounting I	(3)
ACCT202 Principles of Accounting II	(3)
ACCT 205 Managerial Accounting	(3)
MGMT101 Business in an Changing World	(3)
MGMT210 Dynamics of Management	(3)
MGMT230 Human Behavior in Organization	(3)
MGMT245 Microcomputer Applications in Business OR	
MGMT345 Advanced Microcomputer Applications	(3)
MGMT250 International Business	(3)
MGMT305 Financial Management	(3)
MGMT325 Quantitative Methods for Managerial Decisions	(3)
MGMT390 Marketing Management	(3)
MGMT400 Operations Management	(3)
MGMT410 Ethical Considerations in Business	(3)
MGMT420 Business Law I	(3)
MGMT425 Business Law II	(3)
MGMT450 Business Strategy	(3)
MGMT485 Internship OR	(3-6)
MGMT 499 Coordinating Seminar	(3)
Three Management electives	(9)

B. Other supporting coursework (12 credits)

ECON101 Principles of Macroeconomics	(3)
ECON102 Principles of Microeconomics	(3)
ENGL205 Business Communication	(3)
MATH110 Elementary Statistics OR	
PSYCH253 Statistics for the Behavioral Sciences	(3)

Internships

Management majors may 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.

Minor in Accounting (24 credits)

ACCT201 Principles of Accounting I	(3)
ACCT202 Principles of Accounting II	(3)
ACCT205 Managerial Accounting	(3)

ACCT301	Cost Accounting	(3)
ACCT303	Fundamentals of Federal Income Tax I	(3)
ACCT311	Intermediate Accounting I	(3)
ACCT312	Intermediate Accounting II	(3)
ACCT415	Auditing I	(3)

Minor in Management (21 credits)

MGMT101	Business in a Changing World	(3)
MGMT210	Dynamics of Management	(3)
MGMT245	Microcomputer Applications in Business	(3)
MGMT300	Legal Environment of Organizations	(3)
	Three Management elective courses	(9)

Chemistry (CHEM)

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.

Undergraduate Degrees

Bachelor of Science, Chemistry

Bachelor of Science, Biochemistry

Bachelor of Science, Environmental Science

(see program requirements in Environmental Science)

Minors

Chemistry

Environmental Studies (see program requirements in Environmental Science)

Bachelor of Science, Chemistry

Continuation requirements: A grade of C or better in each course in the major.

Program Outcomes

The student will:

- demonstrate depth and scope in general, organic, analytical, physical Chemistry and Biochemistry
- demonstrate depth and scope in laboratory skills
- demonstrate ability to do chemical research, including literature review, in-lab research, and presentation of findings at a scientific meeting

Degree Requirements

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:

A. Required Chemistry Courses (37 credits)

CHEM175	Fundamental Chemical Principles I	(4)
CHEM176	Fundamental Chemical Principles II	(4)
CHEM200	Organic Chemistry I	(4)
CHEM210	Organic Chemistry II	(4)
CHEM290	Quantitative Analysis	(4)
CHEM300	Analytical Instrumentation	(4)
CHEM320	Physical Chemistry I	(3)
CHEM330	Physical Chemistry II	(3)
CHEM420	Inorganic Chemistry OR	
CHEM430	Biochemistry	(3)
CHEM496	Thesis	(3)
CHEM499	Coordination Seminar	(1)

B. Supporting coursework (16 credits)

MATH170	Calculus I	(4)
MATH180	Calculus II	(4)
PHYS130	Introductory Physics I	(4)
PHYS140	Introductory Physics II	(4)

Those students seeking direct employment in industry upon completion of the bachelor's degree or those planning on attending graduate school in Chemistry may be certified by the American Chemical Society by majoring in Chemistry with the following courses:

A. Required Chemistry Courses (49 credits)

CHEM175	Fundamental Chemical Principles I	(4)
CHEM176	Fundamental Chemical Principles II	(4)
CHEM200	Organic Chemistry I	(4)
CHEM210	Organic Chemistry II	(4)
CHEM290	Quantitative Analysis	(4)
CHEM300	Analytical Instrumentation	(4)
CHEM320	Physical Chemistry I	(3)
CHEM330	Physical Chemistry II	(3)
CHEM390	Physical Chemistry Laboratory	(2)
CHEM420	Inorganic Chemistry	(3)
	or	
CHEM430	Biochemistry	(3)
CHEM460	Advanced Organic Chemistry	(3)
CHEM490	Advanced Laboratory - Inorganic	(2)
CHEM490	Advanced Laboratory - Biochemistry	(2)
CHEM496	Thesis	(3)
CHEM499	Coordination Seminar	(1)

B. Supporting coursework (16 credits)

MATH170	Calculus I	(4)
MATH180	Calculus II	(4)
PHYS130	Introductory Physics I	(4)
PHYS140	Introductory Physics II	(4)

Chemistry majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Bachelor of Science, Biochemistry**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.

The Biochemistry major is administered by the Chemistry department and requires course work in the Chemistry and Biology departments.

Degree Requirements**A. Required courses (61 credits)**

	Credits
BIOL116	(4)
BIOL117	(4)
BIOL205	(4)
BIOL325	(4)
BIOL350	(4)
CHEM175	(4)
CHEM176	(4)
CHEM200	(4)
CHEM210	(4)
CHEM290	(4)
CHEM300	(4)
CHEM320	(3)
CHEM430	(3)
CHEM490	(2)
CHEM496	(3)
CHEM499	(1)

B. Supporting coursework (16 credits)

MATH170	Calculus I	(4)
MATH180	Calculus II	(4)
PHYS130	Introductory Physics I	(4)
PHYS140	Introductory Physics II	(4)

Biochemistry Major Suggested Plan of Study**First Year**

BIOL116	Biological Concepts I	(4)
CHEM175	Fundamental Chemical Principles I	(4)
BIOL117	Biological Concepts II	(4)
CHEM176	Fundamental Chemical Principles II	(4)

Sophomore Year

CHEM200	Organic Chemistry I	(4)
MATH170	Calculus I	(4)
BIOL205	Molecular Biology	(4)
CHEM210	Organic Chemistry II	(4)
MATH180	Calculus II	(4)
BIOL325	Genetics	(4)

Junior Year

PHYS130	Introductory Physics I	(4)
CHEM290	Quantitative Analysis	(4)
PHYS140	Introductory Physics II	(4)
BIOL350	Cell Biology	(4)

Senior Year

BIOL499	Coordination Seminar	(3)
CHEM499	Coordination Seminar	(1)
CHEM300	Analytical Instrumentation	(4)
CHEM320	Physical Chemistry I	(3)
CHEM430	Biochemistry	(3)
CHEM490	Advanced Lab	(2)
CHEM496	Thesis	
OR		
BIOL495	Advanced Independent Study	(3)
	Biology Elective	(3-4)

Minor in Chemistry

18 credits in Chemistry with one course numbered 290 or higher. A grade of C or better is required in each course.

Minor in Environmental Studies

(see program requirements in Environmental Science)

Disability Studies

Disability occurs worldwide and has both national and global consequences. Its study suggests questions about social institutions, civil rights and social justice, bioethics and health care, 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.

Minor in Disability Studies

18 credits in at least three disciplines beyond the major. Special topics courses in several disciplines may be appropriate, with approval of the coordinator.

Requirements (18 credits) from:	Credits
PSYC/SPEC237 Exceptional Children OR	
PSYC413 Art Therapy with Adults	(3)
SPEC217 Mild Disabilities	(3)
PSYC430 Field Study-Children and Adolescents	(3-6)
BIOL270 Human Heredity and Birth Defects	(4)
HDFS360 Family Relations	(3)
SPEC218 Children with Moderate to Severe Disabilities	(3)
PHIL340 Contemporary Ethical Problems	(3)
PSYC23 5 Social Psychology	(3)
SPEC347 Special Topics	(1-3)
PSYC245 Contemporary Issues in Psychology	(3)
SPEC295 Exploratory Independent Study	(3)
PSYC311 Art Therapy: An Introduction	(3)
SPEC403, 404 Field Experiences in Special Education	(3-6)
PSYC312 Studio Techniques in Art Therapy	(3)
PSYC411 Art Therapy with Children	(3)
SPEC405 Issues and Trends in Special Education	(3)
PSYC412 Art Therapy with Adolescents	(3)
SPEC495 Advanced Independent Study	(3)

Economics and Sociology (ECON, SOCL)

Undergraduate Degrees

Bachelor of Arts, Economics

Bachelor of Arts, Sociology

Minors

Economics

Sociology

Bachelor of Arts, Economics

The current 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 majoring in Economics are prepared to enter fields such as law, business, global affairs, environmental studies, finance, banking, and international financial and governance institutions. Recent alumnae have launched into successful careers in major global corporations with headquarters in the greater Hartford area.

Program Outcomes

The student will:

- understand, interpret and analyze economic behavior in the following sectors of the economy – households, firms, government and international trade activities
- compare and contrast the methodologies that have served as underpinnings in the construction of economic theories
- cultivate an ability to understand economic policies enacted in the major sectors of the economy
- comprehend the relationship between the economy and ecology and thus become informed students of sustainable economics
- gain a foundation for post-baccalaureate studies in the fields of law, business, history, political science and international studies

Degree Requirements (33 credits)

A. Required courses (21 credits)		Credits
ECON101	Principles of Macroeconomics	(3)
ECON102	Principles of Microeconomics	(3)
ECON201	Macroeconomic Theory and Policy	(3)
ECON202	Managerial Economics	(3)
ECON260	Understanding the Global Economy	(3)
ECON290	Financial Institutions, Markets and Money	(3)
ECON499	Senior Coordination	(3)

B. 12 credits from:

- ECON265 Women in the World Economy (3)
- ECON308 American Business and Economic History (3)

AND other selections available within the Consortium or by tutorial arrangements.

C. Supporting coursework (9 credits)

- MATH110 Elementary Statistics (3)
- MATH170 Calculus I (3)
- MATH180 Calculus II (3)

Students interested in a global focus may choose their 12 elective credits from an array of relevant courses offered in the Consortium, by independent study and/or by directed study.

Students interested in pursuing a quantitative focus are advised to consider the Economics/Mathematics major which includes the required Economics courses above AND

- MATH170 Calculus I (4)
- MATH180 Calculus II (4)
- MATH251 Probability and Statistics I (3)
- MATH252 Probability and Statistics II (3)
- MATH320 Linear Algebra (4)

Internships

Arrangements for internships during the junior or senior year will be made in consultation with the Career Counseling Center.

Minor in Economics (18 credits)

ECON101, ECON102, two courses at the 200 level and two courses at the 300 level.



Bachelor of Arts, Sociology

Students develop critical thinking skills in the sociological analysis of current social problems and trends. They join research teams in real-world government or human services agencies in supervised field placements. Majors prepare for a career in service to others where they make a difference. Graduates enjoy a wide variety of careers in research, education, the public sector, business and industry, or attend graduate school in professional studies.

Program Outcomes

The student will demonstrate:

- quantitative reasoning – the ability to understand and develop probabalistic and statistical evidence and reasoning
- qualitative reasoning – the ability to demonstrate critical thinking, sociological analysis of problems, topics, and assertions under study
- research skills – the ability to formulate a research project including literature search, formulation of a thesis, examination of evidence and data, and conclusions logically derived from the research findings
- substantive knowledge of the discipline – the ability to comprehend, apply, and analyze topics in sociological theory, stratification, racial and ethnic relations and other key subspecialties of Sociology

Degree Requirements (33 credits)

A. Required courses (18 credits)

Credits

- SOCL101 Introduction to Sociology (3)
- SOCL375 Research Methods (3)
- SOCL381 Social Thought Through the 19th Century (3)
- SOCL383 Contemporary Sociological Theory (3)
- SOCL481, 483 Practicum in Applied Sociology (3)
- SOCL499 Coordinating Seminar (3)

B. Supporting coursework (3 credits) from

- PSYC253 Statistics for the Behavioral Sciences (3)
- MATH110 Elementary Statistics (3)

C. Electives (15 credits). Majors are encouraged to enroll in a variety of social science courses to add an interdisciplinary dimension to the major

Minor in Sociology

18 credits above the 100 level. SOCL101 is recommended as preparation.

Sociology majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Education (EDUC)

Undergraduate Degree

Bachelor of Science, Special Education

Undergraduate Teacher Licensure:

- Special Education, K-12; Nursery - Grade 3;
- Elementary Education, K-6; Secondary Education, 7-12

Minor

Sports Studies

Saint Joseph College prepares teachers and child/youth professionals who are independent problem-solvers and competent practitioners, as well as being reflective in practice and inquisitive in nature. It is the intent of each program to provide its graduates with various and extensive academic and field experiences. The goal of the department's programs is to help students develop a perspective on the crucial role that both theory and practice play in facilitating the teaching-learning process with diverse populations.

Title II Federal Report

Title II Section 207 of the Higher Education Act (HEA) requires states, as recipients of HEA funds, and all institutions that enroll students receiving federal financial assistance, to prepare annual reports on teacher preparation and licensing. The table that follows was submitted to the Connecticut State Department of Education, as required by federal legislation. A list of teacher licensure program completers for 2005-2006 was submitted in April, 2007. The pass rate for Saint Joseph College for 2005-2006 was 100%.

Undergraduate Teacher Licensure in Special Education

Programs in teacher licensure lead to the student's eligibility to teach children in grades K-12 with special needs. Two programs of study are available, one for students planning to teach at the elementary grades (K-6) and the other students planning to teach in the middle and secondary grades (7-12).

Students planning to teach at the elementary level major in Special Education and complete requirements for dual certification in Elementary Education. This plan of study allows the student to teach in the regular or special education classroom. It also meets the requirements of the "No Child Left Behind" law (NCLB) to be highly qualified in elementary education content through passing the Praxis II examinations in Elementary Education.

Students planning to teach at the middle or secondary level have the option to double major in Special Education and English. This double major in English and Special Education meets the requirements of the "No Child Left Behind" law (NCLB) to be highly qualified in English content for the middle and secondary levels. Students who want to meet the NCLB to be highly qualified in the content areas of Mathematics or Science can major in Special Education and minor in Mathematics or a Science and must pass the Praxis II in their content area.

Laboratory Schools

The Department of Education benefits from two laboratory schools. The Gengras Center and The School for Young Children offer opportunities for on-site observations, field work, practicum and course related applications.

HEA – TITLE II					
2005-2006 Academic Year – Quartile Ranking					
Institution Name	Saint Joseph College		Number of Program Completers Submitted:	127	
Institution Code	3,754		Number of Program Completers found	123	
State	Connecticut		matched, and used in passing rate calculations ¹		
			Number of In-State Program Completers	2,195	
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Institutional Quartile Rank</i>	<i>Statewide Pass Rate</i>
Aggregate – Basic Skills	74	74	100%	1	100%
Aggregate – Professional Knowledge	–				
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	66	66	100%	1	98%
Aggregate – Other Content Areas (Elementary Education, Career/Technical Education, Health Education, etc.)	7				100%
Aggregate – Teaching Special Population (Special Education, ELS, etc.)	44	44	100%	1	100%
Summary Totals and Pass Rates⁵	123	123	100%	1	98%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

April 23, 2007

Bachelor of Science, Special Education

The Special Education Program is designed to prepare professionals who share a common vision regarding individuals with disabilities. That vision, as articulated by the Connecticut Comprehensive System of Personnel Development Council in August of 1992, and endorsed by state agencies, states:

All the people of Connecticut will be valued citizens making personal choices that lead to lives filled with dignity, respect, happiness and opportunities.

All individuals will exercise choices about where they live, work and play; they will develop and maintain meaningful relationships; they will be valued, respected and contributing members of their families and communities.

All individuals will be challenged to function in multiple roles including: family member, worker, learner, citizen, friend and consumer.

Our vision regarding the outcomes for individuals with disabilities is no different than for individuals without disabilities.

Students who seek initial comprehensive (K-12) certification in Special Education major in Special Education. Students also complete coursework in the liberal arts, consistent with College-wide requirements.

Program Outcomes

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

Admission Requirements for Special Education Major with Teacher Licensure

- sophomore standing
- a minimum GPA of 2.67
- a sealed official transcript(s) of all undergraduate work
- Special Education Major
- evidence of successful completion of the Praxis I test. Students 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 student's suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of the Department of Education at Saint Joseph College.

- an essay which 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 that have affected this decision.
- an interview with an Education faculty team
- a planned program of course requirements completed with an Education advisor and signed by the Certification Officer

Admission Procedure for the Special Education Major with Teacher Licensure

By **April 1** of the sophomore year, the student must complete and file an application with the Education department. The application status of a transfer student will be determined when meeting with the academic advisor. Once the application is complete including items 2 through 9 listed above, the accepted student applicant will receive an acceptance letter from the department chairperson. Upon acceptance, the student is expected to maintain quality performance throughout the academic program. If a student is provisionally accepted, the application will be reviewed by the department at the end of the following semester.

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. Students are strongly encouraged to complete the Praxis I requirement before enrolling in any Education course.

The State of Connecticut regulates licensure requirements. Therefore, the College reserves the right to make changes as necessary to meet the state regulations for teacher licensure.

Degree Requirements

1. Supporting coursework	Credits
A survey course in American History	(3)
COMP100 Introduction to Computers	(3)
2. Required Courses and Suggested Plan of Study	
Sophomore year	
SPEC217 Students with Mild Disabilities (fall)	(3)
SPEC218 Students with Moderate to Severe Disabilities (spring)	(3)
Junior year	
SPEC343 Educational Assessment (fall)	(3)
SPEC345 Teaching Students with Disabilities (fall)	(3)
SPEC346 Curriculum & Instruction in Special Education: Adaptive strategies (spring)	(3)
SPEC383 Classroom Management (spring)	(3)
Senior year	
SPEC447 Student Teaching (fall)	(9)
(Other than EDUC430, no other course work can be taken this semester)	
SPEC499 Coordinating Seminar (spring)	(3)

3. Courses for Special Education licensure

Sophomore year

PSYC220	Child Development	(3)
EDUC251	Teaching in Diverse Classrooms	(3)
EDUC265/SPEC265	Elements of Teaching (spring)	(3)
EDUC205	Foundations of Education (fall)	(3)

Junior year

EDUC322	Developmental Reading (fall)	(3)
ENGL340	Children's Literature	(3)

4. Courses for Cross Endorsement in Elementary Education (Grades K-6)

Sophomore year

One additional child development course:

HDFS250 OR HDFS380	(3)
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Junior year

EDUC341	Effective Teaching of Mathematics (fall)	(3)
EDUC343	Process of Teaching Science and Social Studies (spring)	(3)
EDUC370	The Language Arts (spring)	(3)

Senior year

EDUC430	Field Study Grades K-6	(3)
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Students must take Praxis II before student teaching.

Field study must be taken in the semester of student teaching.

No additional course work may be taken during student teaching.

5. Comprehensive Examination. During the semester break of senior year, students will be assessed in a written comprehensive examination.

6. Clinical Teaching Experiences

Only students who have been accepted into the teacher licensure program (see "Criteria for Admission") are eligible to apply for student teaching. Applications for fall student teaching are due by **February 1** of the prior spring semester.

Special Education

Students who complete Teacher Licensure in Special Education at Saint Joseph College complete a carefully designed and supervised sequence of field work with children and youth beginning in the sophomore year and culminating with student teaching in the senior year.

During the sophomore year, students are introduced to programs for children and youth with learning disabilities, behavioral disorders and mental retardation, in a variety of settings which provide an array of services. Field assignments acquaint students with the characteristics of children who require special services and the programs which serve them.

In the junior year, students participate in an intensive, carefully supervised program of pre-student teaching practica. For most students this program occurs on-site at The Gengras Center, or in the West Hartford Public Schools. This experience prepares students to meet the rigors of student teaching, in its focus on the development of instructional designs which take into account the multifaceted

learning needs of children and youth who differ from the norm.

During the first semester of the senior year, students preparing to teach are placed in public school programs for an intensive, full-time student teaching experience in special education, with accompanying field experiences in general education. For most students, 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 atypical children and obtain certification in elementary education as well as special education.

Non-teaching majors participate in specially designed field experiences with special needs children, youth and/or adults.

Undergraduate Teacher Licensure Programs

In conjunction with the various majors offered at the College, students may obtain teacher licensure in these areas:

1. Nursery to Grade 3
2. Elementary Education (K-6)
3. Secondary Education (7-12)
4. Special Subjects: Family and Consumer Science (K-12)
5. Special Education with cross endorsement in Elementary Education (see Special Education section above for further details)

Upon completion of entrance requirements, the prescribed programs and exit requirements, students will be recommended to the State Department of Education for licensure.

Program Outcomes

The student 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
- demonstrate responsibility, initiative and sensitivity in working with children in education-related settings

The Connecticut State Department of Education requires that students be accepted into a teacher certification program after having completed no more than two professional education courses. Students are strongly encouraged to complete the Praxis I requirement before enrolling in any education course.

Progression to Licensure

1. Acceptance to a Teacher Licensure Program (see requirements listed under Special Education Major with Teacher Licensure above.)

2. Continuation in a Teacher Licensure Program

Throughout the teacher licensure sequence, the department reserves the right to recommend withdrawal of any student 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:

- 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 and
- commitment to the mission and philosophy of the Department
- grades of B or better
- Continued GPA of 2.67 minimum
- Grade of B in Tuesday Experience

3. Application to Student Teach

To ensure success during student teaching, no other courses are to be taken during the semester of this experience. Attendance is required at all student teaching seminars. Students who apply for student teaching will be evaluated by the department faculty, who will consider their:

- 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

An application form to student teach may be obtained from the Office of Student Teaching. Completed application forms for fall student teaching are due **February 1**. The application due date for student teaching in the spring semester is **September 15**.

Undergraduate student teaching only takes place during the fall and spring semesters. The application form must be accompanied by:

- the student's official letter of acceptance into the Teacher Certification Program
- an unofficial transcript with most recent semester's grades
- an autobiographical essay of no more than two pages
- completed "Field Experience" document
- continuation of minimum 2.67 GPA
- successful completion of Praxis II (secondary candidates must pass)
- An information sheet for the Cooperating Teacher with the following information:
 - completed courses
 - previous teaching experience

- previous experience with children
- work experience

4. Exit from Teacher Certification Program

A "Certification Program Completer" is a student who has completed all the requirements for her/his proposed certification endorsement area(s), including the successful completion of the Praxis I and Praxis II when required. Therefore, to be recommended to the Connecticut State Department of Education for licensure/certification, applicants must:

- complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for courses and student teaching
- fulfill General Education requirements and content
- complete a successful student teaching experience
- submit successful Praxis II Assessment Results (or for World Language candidates a rating of "intermediate high" on ACTFL assessment)
- show evidence of appropriate educator dispositions
- earn a grade of B or better in student teaching

Requirements for Teacher Licensure

Nursery - Grade 3 Licensure (39-42 credits)

The Nursery to Grade 3 licensure authorizes the teaching of early childhood students in both special and regular education settings for nursery (three- and four-year-old children) through kindergarten, and regular settings only for grades one through three.

Early Childhood teachers have expertise in:

- understanding young children within a developmental, social and cultural context
- appreciating the integrated nature of academic and social competence in the early childhood years
- working collaboratively with families, social service personnel, health care providers and other professionals to meet the individual and comprehensive needs of all children
- designing and implementing developmentally sound and contextually relevant learning experiences for young children

A. Supporting coursework

	Credits
Survey course in American History	(3)
COMP 100 Introduction to Computers	(3)

B. Additional required courses (51-54 credits)

Sophomore year

EDUC205	Foundations of Education (fall)	(3)
*PSYC220	Child Development	(3)
*PSYC237	Exceptional Children	(3)
SPEC265/EDUC265	Elements of Teaching (Spring)	(3)
*HDFS250	Ways of Studying the Developing Child (spring)	(3)
NUTR245	Health Promotion Strategies	(3)

Junior year

EDUC310	Learning, Assessment and Adaptations in Early Childhood (fall)	(3)
EDUC318	Early Childhood Methods: Pre-K-K (fall)	(3)
EDUC322	Developmental Reading in the Elementary School (fall)	(3)
EDUC319	Early Childhood Methods: Primary (spring)	(3)
EDUC323	Emergent Literacy & the Language Arts (spring)	(3)
Tuesday Field Experience (aligned with EDUC319 and 323; all day Tuesday, spring semester in public schools)		
*HDFS350	Children's Expressive Behavior (fall)	(3)
*HDFS360	Family Relations (fall)	(3)

Senior year

EDUC442	Student Teaching Grades 1, 2, or 3, usually in the fall but can be taken in the spring, 10 weeks	(9)
EDUC430	Student Teaching Pre-K-Kindergarten, usually in the fall but can be taken in the spring, five weeks	(3, 6)

Students must take Praxis II before student teaching. No additional course work can be taken during student teaching.

(*) courses are also required for Child Study majors. Students seeking N-3 certification will find that the Child Study major aligns with the Certification program, although N-3 students may also consider subject area majors.

Elementary License Valid for Grades K-6 (48 credits)

A. Supporting coursework

A survey course in American History	(3)
COMP100 Introduction to Computers	(3)

Credits

B. An appropriate subject area major/Interdisciplinary major

C. Required courses

Sophomore year

EDUC205	Foundations of Education (fall)	(3)
EDUC251	Teaching in Diverse Classrooms	(3)
PSYC237	Exceptional Students	(3)
SPEC265/EDUC265	Elements of Teaching (spring)	(3)
PSYC238	Human Development	(3)
ENGL340	Children's Literature (can be taken junior year)	(3)
NUTR245	Health Promotion Strategies	(3)

One additional child development course: PSY220, 315 or 411 (3)

Junior year

EDUC302	Visual and Performing Arts	(1)
EDUC322	Developmental Reading in the Elementary School (fall)	(3)
EDUC341	Effective Teaching of Mathematics (fall)	(3)
EDUC343	Process of Teaching Science & Social Studies (spring)	(3)

Tuesday Field Experience (aligned with EDUC343 and 370; all day Tuesday, spring semester in public schools)

EDUC370	The Language Arts (spring)	(3)
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Senior year

EDUC420	Student Teaching Grades K-6, usually in the fall but can be taken in the spring	(12)
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Students must take Praxis II before student teaching. No additional course work can be taken during student teaching.

Secondary License Valid for Grades 7-12 (57-60 credits)

A. Supporting coursework

A survey course in American History	(3)
COMP100 Introduction to Computers	(3)

B. An appropriate subject area major/interdisciplinary major

C. Required courses:

Sophomore year

EDUC205	Foundations of Education (fall)	(3)
EDUC251	Teaching in Diverse Classrooms	(3)
PSYC237	Exceptional Students	(3)
SPEC265/EDUC265	Elements of Teaching (spring)	(3)
PSYC241/EDUC241	Adolescent Psychology (fall)	(3)
NUTR245	Health Promotion Strategies	(3)

One of:

SOCL217	Racial and Ethnic Groups	(3)
SOCL227	Inequality in America	(3)
ENGL237	African-American Women Writers	(3)
ENGL238	Native American Literature	(3)
HIST203	History of the American Indian	(3)
HIST306	U. S. Constitution	(3)

Junior year

EDUC350	Teaching and Learning in the Content Areas (fall)	(3)
EDUC320	Reading Development in Secondary Schools (spring)	(3)
EDUC351	Observation, Curriculum & Methods of Secondary School Teaching (spring)	(3)

For English Certification students only:

ENGL390	Literature for Adolescents and Young Adults	(3)
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Senior year

EDUC440	Student Teaching Grades 7-12, usually in fall, but can be taken in the spring	(12)
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Students must pass Praxis II before student teaching. No additional course work can be taken during student teaching.

Special Subject: Family and Consumer Science (Pre-K–12) Licensure

Family and Consumer Science (Grade K-12) (30 credits)

a. Biology. One from:

BIOL223	Human Biology OR	
BIOL241	Anatomy and Physiology	(3)

b. Chemistry (3)

c. Three courses from: (9)

NUTR130	Foods	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR235	Food Service Management	(3)
NUTR311	Using Computers in Nutrition and Family Studies	(3)

d. One from:

HDFS240	Textiles and Clothing OR	
HDFS460	Interior Design	(3)

e. One from:

HDFS350	Resource Management OR	
HDFS375	Financial Planning	(3)

f. Two from Child/Adolescent/Human Development (6)

g. Information Technology (or equivalent experience) (3)

Minor in Sports Studies (SPST) (19 credits)

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 Coaching minor curriculum provides in-depth instruction and preparation for receiving a coaching permit in the state of Connecticut.

A. Required courses (19 credits)	Credits
NUTR245 Health Promotion Strategies	(3)
SPST200 Athletic Injury Care and Prevention	(3)
SPST202 Exercise Physiology	(3)
SPST210/PSYC210 Motivation and Leadership in Sports	(3)
SPST300 Sports Law	(2)
SPST400 Principles of Coaching	(3)
SPST401 Coaching Practicum	(2)

For those unable to complete the in-depth sequence, SPST380 (Practical Topics in Coaching) provides an overview of basic issues related to coaching and enables students to obtain a coaching permit in Connecticut.

English (ENGL)

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 unity, 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.

Undergraduate Degree

Bachelor of Arts, English

Minors

- Literature
- Writing
- Self-designed

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

Bachelor of Arts, English

Degree Requirements (39 credits)

A. Required courses (15 credits)	Credits
ENGL220 Literary Criticism	(3)
ENGL215 OR ENGL216 American Authors	(3)
ENGL225 OR ENGL226 British Writers	(3)
ENGL314 Shakespeare	(3)
ENGL499 Senior Coordination	(3)
B. An upper-level seminar, usually ENGL 401 (Major Author Seminar) OR	
ENGL410 (Special Topics in Literature)	(3)

C. One Cultural Studies or Multi-Cultural course from:

ENGL237	African American Women Writers	(3)
ENGL238	Native American Literature	(3)
ENGL239	Postcolonial Literature	(3)
ENGL275	British Cultural Studies	(3)
ENGL276	Cultural Studies	(3)
ENGL346	Writing Women's Lives: The Construction of the Self	(3)

D. One Drama course from:

DRAM110	Acting Fundamentals I	(3)
DRAM111	Acting Fundamentals II	(3)
DRAM174	Introduction to Theatre	(3)
DRAM200	Special topics in Theatre	(3)
DRAM217	Modern Drama	(3)
DRAM253	History of Theatre I	(3)
DRAM254	History of Theatre II	(3)
DRAM301	From the Page to the Stage	(3)
DRAM305	Directing For the Stage	(3)

E. One Writing course from:

ENGL106	Journalism	(3)
ENGL203	Oral Communication	(3)
ENGL205	Business Communication	(3)
ENGL206	Advanced Writing	(3)
ENGL208	Creative Writing: Fiction	(3)
ENGL209	Creative Writing: Poetry	(3)
ENGL210	Autobiography	(3)
ENGL211	Playwriting	(3)
ENGL308	Advanced Fiction Writing	(3)
ENGL309	Advanced Poetry Writing	(3)

F. English electives (12)

English majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Students interested in Drama or Writing should speak to an appropriate faculty member of the English department.

Minor in Literature (18 credits)

Only one 100-level course may be counted; remaining courses should be 200 level or above. One in-depth author course required.

Minor in Writing (18 credits)

Six courses from:

ENGL106	Journalism	(3)
ENGL203	Oral Communication	(3)
ENGL205	Business Communication	(3)
ENGL206	Advanced Writing	(3)
ENGL208	Creative Writing: Fiction	(3)
ENGL209	Creative Writing: Poetry	(3)

ENGL210	Autobiography	(3)
ENGL211	Playwriting	(3)
ENGL308	Advanced Fiction Writing	(3)
ENGL309	Advanced Poetry Writing	(3)
ENGL495	Advanced Independent Study	(3)

Minor in English, Self-Designed (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.

For the **Minor in Drama** see Fine Arts.

Environmental Science

Throughout the 21st century, environmental issues will become more urgent. Schools, government, businesses and other institutions require trained personnel who are able to understand the relationships between the environment and society.

The Environmental Science/Studies program is interdisciplinary and can be used for many purposes. Students interested in careers as environmental technicians should consider a minor in Chemistry; those interested in environmental policy or environmental law should consider a minor in Economics or Political Science. Future teachers should consider a major in Environmental Science and Teaching Licensure. Those preparing for graduate studies in the Environmental Sciences should consider taking one year of introductory Chemistry and one year of introductory Physics and a course in Statistics.

The graduates of this program are trained to be advocates for the environment, with careers including soil, water and wildlife conservationists; elementary and secondary school teachers; environmental lawyers; corporate environmental officers; environmental technicians; energy specialists; federal and state environmental officials; parks and outdoor recreation specialists; and environmental planning personnel.

The program in Environmental Science/Studies is administered by faculty in the Biology and Chemistry departments.

Undergraduate Degrees

Bachelor of Science, Environmental Science

Program Outcomes

The student will:

- understand the interconnectedness of environmental issues
- realize opportunities for research and study of environmental issues
- understand the relationships among scientific fields that apply to Environmental Science

- specialize in a particular aspect of Environmental Science/
Environmental Studies

Degree Requirements (37 credits)

		Credits
BIOL116	Biological Concepts I	(4)
BIOL117	Biological Concepts II	(4)
BIOL203	Environmental Microbiology OR	
BIOL305	Wildlife Ecology	(4)
BIOL405	Marine Biology	(4)
BIOL485	Internship OR	
BIOL495	Advanced Independent Study	(3)
BIOL499	Coordination	(1)
CHEM130	Environmental Science	(4)
PHYS150	Introduction to Astronomy and Earth Science	(4)
PHIL345	Environmental Ethics	(3)
HIST303	American Environmental History	(3)
POLS325	Environmental Law and Policy: The Decision Making Process	(3)

Supporting coursework (3 credits)

MATH110	Elementary Statistics	(3)
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Environmental Science majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Minor in Environmental Studies (18-20 credits)

Students cannot both major in Environmental Science and minor in Environmental Studies.

Six courses from:

		Credits
BIOL160	Wild and Scenic: Natural History of the Farmington River	(3)
CHEM130	Environmental Science	(4)
PHYS150	Introduction to Astronomy and Earth Science	(4)
HIST303	American Environmental History	(3)
PHIL345	Environmental Ethics	(3)
RELS310	Religion, Science and the Environment	(3)
ECON260	Understanding the Global Economy	(3)
POLS325	Environmental Law and Policy: The Decision Making Process	(3)

Fine Arts (FIAR)

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 Saint Joseph College Art Gallery containing the College's fine art collections. The Gallery presents regular exhibitions and offers a variety of internships and work opportunities for undergraduates.

Undergraduate Degree

Bachelor of Arts, Art History

Minors

Art History
Dance
Drama
Music
Performing Arts
Studio Art

Bachelor of Arts, Art History

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, 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 an 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)

A. Required courses (9 credits)

		Credits
FIAR134	History of Art I	(3)
FIAR135	History of Art II	(3)
FIAR499	Coordinating Seminar	(3)

B. Studio Art (3 credits)

C. Electives (21 credits)

Students are encouraged to enroll for at least nine credits through Consortium colleges and to participate in a museum internship (FIAR485) as part of their major. See concentrations below.

Concentrations

American Art

		Credits
FIAR240	History of American Art	(3)
FIAR241	History of American Antiques	(3)
FIAR244	American Architecture: 17th to 19th Centuries	(3)
FIAR249	American Impressionism	(3)
FIAR259	Legacy of African-American Art	(3)
FIAR260	City Limits: The Architectural History of Hartford	(3)

Ancient Art

FIAR 134	History of Art I	(3)
FIAR341	History of Greek Art	(3)
FIAR351	Art of Egypt	(3)

Modern Art

FIAR245	Survey of Modern Art	(3)
FIAR246	Trends in American Art	(3)
FIAR349	French and American Impressionism	(3)

Museum Studies

FIAR134	History of Art I	(3)
FIAR135	History of Art II	(3)
FIAR485	Art Museum Internship	(3)

Renaissance Art

FIAR135	History of Art II	(3)
FIAR336	Renaissance Art	(3)

Art History majors seeking licensure should speak to the teacher licensure officer about specific course selection requirements.

Minor in Art History (18 credits)

A. Required courses

		Credits
FIAR134	History of Art I	(3)
FIAR135	History of Art II	(3)

B. Additional electives

(12)

Minor in Studio Art (18 credits)

Dance (DANC)

Both on- and off-campus opportunities for performance are available through the Saint Joseph College Dance Group. Students preparing for graduate work in Dance Therapy should consider a major concentration in Psychology and a minor in Dance.

Minor in Dance (18 credits) including nine credits in upper-level courses

Drama (DRAM)

The study of Drama develops communication and creative skills, enhancing the student's employment opportunities as a teacher, artist, lawyer, business leader or counselor.

Minor in Drama (18 credits)

A. Required courses (6 credits)

		Credits
DRAM/ENGL174	Introduction to Theater	(3)
DRAM115	Production Practicum (one and one half hours per semester)	(3)

B. Two (6 credits) from:

DRAM110	Acting Fundamentals I OR	
DRAM111	Acting Fundamentals II	(3)
DRAM/ENGL301	From the Page to the Stage OR	
DRAM305	Directing for the Stage	(3)

C. Two (6 credits) from:

DRAM/ENGL217	Modern Drama	(3)
DRAM/ENGL253	History of Theatre I	(3)
DRAM/ENGL254	History of Theatre II	(3)

Music (MUSC)

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.

Private instruction in voice and instruments is available to all students.

Minor in Music (18 credits)

MUSC126 Fundamental Elements of Music (3)

Students with previous musical experience may substitute another course on approval of music faculty.

B. Two courses in Music History (6 credits) from:

MUSC230 Survey of Music in America (3)

MUSC233 Music of the Romantic Era and Modern Age (3)

MUSC236 History of Music I (3)

MUSC237 History of Music II (3)

C. Electives in history of Music, theory, vocal or instrumental ensemble or applied music (6 credits)

Minor in Performing Arts (18 credits)

An interdisciplinary minor in Dance, Music, and Drama, with a concentration arranged in consultation with the Performing Arts faculty. Courses which 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.



Foreign 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 encourages students 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 College sponsors a program in Spain or Latin America. Information on the program is provided in the detail of the course SPAN331, 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 Degree

Bachelor of Arts, Spanish

Minors

Classical Studies

French Language

French Interdisciplinary Studies

Latin

Spanish

Latino Community Practice

Undergraduate Certificate

Latino Community Practice

Bachelor of Arts, Spanish (SPAN)

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 prepares 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. The Latino Community Practice minor is open to students from a wide variety of fields (Education, Social Work, Nursing, Nutrition and others) and is a unique opportunity to gain hands-on experience in researching the local Latino community and improving oral and written Spanish skills, while earning a professional credential that will be useful in students' chosen fields.

*ACTFL: American Council for the Teaching of Foreign Languages <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 their own. Prospective teachers will be able to share experiences, texts, realia, etc. with their students in an authentic manner
- undertake research and find information in the target language through a number of sources (books and articles, data bases, 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.

A. Required courses (12 credits)

		Credits
SPAN320	Advanced Conversation I OR	
SPAN321	Advanced Conversation II	(3)
SPAN379	Advanced Grammar and Composition I	(3)
SPAN380	Advanced Grammar and Composition II	(3)
SPAN499	Coordination seminar	(3)

B. Electives (15 credits) in civilization, culture and literature, at the 300 level or above.

C. 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.

Concentrations

Peninsular or Spanish-American studies. 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.

Spanish majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Minor in Classical Studies (CLAS): (18 credits)

Two courses in classical languages (see Latin) (6)

B. Electives (12 credits) in Classical Studies or in classical culture

Suggested courses:

FIAR134	History of Art	(3)
FIAR341	History of Greek Art	(3)
HIST115	The Rise of the West	(3)
PHIL241	Greek and Medieval Philosophers	(3)

Minor in French (FREN) (18 credits)

The French program at Saint Joseph College 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 for personal enrichment. French courses meet some general education and International Studies major requirements. Students also follow the ACTFL* National Standards (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

*ACTFL: American Council for the Teaching of Foreign Languages <http://www.actfl.org>

Minor in French Language (18 credits)

Six courses offered in French, including evidence of advanced proficiency, demonstrated through:

- 6 credits of course work in French at the 300 level
- A foreign study or internship experience that involves advanced level foreign language competency
- Proficiency examination

Suggested Courses

1. Starting at the FREN200 level:		Credits
FREN200, 201	Intermediate Conversation and Culture I, II	(6)
FREN260	Exploring the French-speaking World	(3)
FREN262	Discovering France through Its Literature	(3)
FREN302	Focusing on Accuracy: French Grammar and Composition	(3)
FREN304	Developing Advanced Conversation Skills in a Cultural Context	(3)

2. Starting at the FREN100 level:

Two from:

FREN100, FREN101, FREN102	Beginning French I, II, III	(6)
FREN200	Intermediate Conversation and Culture I	(3)

One from:

FREN201	Intermediate Conversation and Culture II OR	
FREN260	Exploring the French-speaking World	(3)
FREN302-303	Focusing on Accuracy: French Grammar and Composition II	(3)

Minor in French Studies: French Connections, Interdisciplinary Studies (18 credits)

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.

Requirements

1. Courses offered in French at the Intermediate or Advanced level (200-Level or above) (9)
2. FREN295: a French Connections project related to major or another academic discipline (3)
3. Additional courses offered in French or French-related courses in English (such as FREN331, FREN/ENGL242; FIAR349; HIST338) or a French-related internship or study abroad experience (6)

French minors are strongly urged to pursue a study abroad experience (a summer, semester, or year) in a French-speaking country or region.

Minor in Latin (LATN): See Classical Studies above.

Minor in Spanish:

(18 credits) including at least two courses at the 300 level.

Minor or Undergraduate Certificate in Latino Community Practice (LCP)

See the Latino Community Practice program below for requirements.

History and Political Science (HIST, POLS)

The department encourages all students to elect at least one History course to acquire that sense of historical perspective which is essential to understanding the world today. To this end, the department offers courses which emphasize the development and interrelationship of cultures, ideas, and institutions.

In addition, the department offers its majors more intensive studies of historical periods and topics, 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 the historical discipline. Among such careers are law, library science, journalism, teaching, and government.

Undergraduate Degree

Bachelor of Arts, History

Minors

History
Political Science
Public Administration

Program Outcomes

The student will:

- acquire a broad-based knowledge of American, European, and non-Western fields of history
- learn the ability to apply a historical perspective to future professional pursuits
- improve writing and reading skills
- be able to think independently, analytically, and formulate opinions/arguments in written and oral mediums
- learn about the richness and diversity of the human experience
- know how to evaluate critically primary sources and use them for independent research projects
- acquire an understanding of historiography and conflicting perspectives of past events
- gain experience in presenting their ideas; research in a public forum
- acquire proficiency in archival/curator skills applicable toward careers related to the historical discipline
- be prepared for future academic, personal, and professional endeavors
- be exposed to possible career choices and will acquire the skills necessary to perform successfully in those vocations

Bachelor of Arts, History

Continuation requirements: Majors in History are expected to maintain a B- or better academic average.

Program Requirements (33 credits)

A. Required courses (18 credits)		Credits
HIST115	Rise of the West	(3)
HIST116	Whither Western Civilization?	(3)
HIST120	The American Scene to 1865	(3)
HIST121	The American Scene from 1865	(3)
HIST201	Workshop in History	(3)
HIST499	Coordinating Seminar	(3)

B. Electives (15 credits), including one course in non-western History

History majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Archives and Museum Skills Concentration for students who are interested in preparing for work in public history archives or research

HIST201	Workshop in History	(3)
HIST301	Advanced Archives and Research Methods	(3)
HIST485	Internship	(3)

Minor in History (18 credits)

No more than six credits at the 100 level.

Minor in Political Science (18 credits)

A. Required courses (6 credits)		Credits
POLS110	How Politics Affects Your Life	(3)
POLS125	American Government	(3)

B. One (3 credits) from:

POLS249	International Politics	(3)
POLS333	Political Philosophy	(3)
POLS345	Comparative Government	(3)

C. Electives (9 credits)

Minor in Public Administration (18 credits)

A. Required courses (9 credits)		Credits
POLS110	How Politics Affects Your Life	(3)
POLS125	American Government (3)	(3)
POLS221	American Public Administration	(3)

B. Three courses (9 credits) applicable to the field of Public Administration

The 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:

- be adept and both participating and leading discussion-based learning
- demonstrate mastery of analysis and synthesis in independent research
- integrate theoretical with practical learning to evaluate implications of ideas and policies
- apply creative and critical thinking skills from diverse perspectives to decision-making and the solution of complex problems
- demonstrate self-awareness of the personal, social and ideological factors influencing their intellectual and emotional perspectives
- demonstrate ethical responsibility to the needs of others and integrity in all aspects of academic work

Program Requirements

- Four Honors courses in arts and sciences which meet general education requirements;
- Honors Independent Study project; and
- Capstone team-taught interdisciplinary course;
- An additional requirement of maintaining of a 3.25 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.

**Honors sections of the following courses are frequently offered:
Credits**

BIOL120	Human Evolution	(3)
BIOL270	Human Heredity and Birth Defects	(3-4)
BIOL 405	Marine Biology	(4)
ENGL110	Thematic Approaches to Literature	(3)
ENGL/PSYC346	Writing Women's Lives: The Construction of Self	(3)
FIAR336	Renaissance Art History	(3)
FIAR341	History of Greek Art	(3)
FIAR351	Art of Egypt	(3)
INTD100	First Year Seminar	(3)
HIST 217	Sex, Freud and Morality: The History and Culture of 1900 Vienna	(3)
PHIL120	Discovering Philosophy	(3)
POLS/PSYC375	Contemporary Topics in Political Psychology	(3)
PSYC101	Introduction to Psychology	(3)

Honors Special Topics are offered in many disciplines.

**Additional Honors courses offered to Honors students and others
with permission of the instructor include:**

INTD375	Honors Independent Study	(3)
INTD377	Honors Service Learning	(3)
PHYS200	Introduction to Astronomy, Astrophysics and Cosmology	(4)

Human Development and Family Studies (HDFS)

The interdisciplinary department of Human Development and Family Studies has a mission to deepen students' understanding of themselves and others through the study of development in the context of family, society and culture. Through a variety of academic and field experiences, the department endeavors to prepare competent professionals who are grounded in theory, who are independent problem-solvers, and who are inquisitive and reflective in their practices with diverse populations. The department offers programs in three areas: Child Study, Family Studies and Gerontology.

Undergraduate Degrees

Bachelor of Arts, Child Study

Integrated Program toward a Master of Arts in Early Childhood Special Education with Birth to Kindergarten Certification

Bachelor of Science, Family Studies with a concentration in Contemporary Family Issues

Bachelor of Science, Family Studies with a concentration in Family and Consumer Science

Minors

Child Study

Family Studies with a Concentration in Contemporary Family Issues
Gerontology

Undergraduate Certificate

Gerontology

Bachelor of Arts, Child Study

The Child Study 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. The major incorporates study in Child Development, Psychology, Sociology, and other related disciplines. This program prepares students to work with children and families in a range of social service or educational settings.

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
- issues of diversity – 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 three laboratory schools which offer opportunities for on-site observations, field work and independent study.

Admission and continuation requirements: Students must have a minimum cumulative GPA of 2.5 at the time of application to the major and are expected to maintain a minimum GPA of 2.5 throughout their academic program.

Degree Requirements (39 credits)

A. Child Study courses (21-27 credits)		Credits
HDFS250	Ways of Studying the Developing Child	(3)
HDFS350	Children's Expressive Behavior	(3)
HDFS360	Family Relations	(3)
HDFS380	Advanced Child Development	(3)
HDFS430	Field Study (may be waived if student teaching is completed before HDFS485)	(3-6)
HDFS450	Cross Cultural Studies of Children and Families	(3)
HDFS485	Internship	(3-6)
HDFS499	Coordination	(3)

B. Supporting coursework (9 credits)

PSYC220	Child Development	(3)
PSYC237	Exceptional Children	(3)
SOCL217	Racial and Ethnic Groups OR	
SOCL227	Inequality in America	(3)

C. Additional courses from approved related courses 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.

D. 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.

Child Study majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Integrated Program toward 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 take one or two graduate courses from the M.A. program during their senior year. Credit for these courses must be used either for the B.A. or M.A. program, but not both.

Child Study Major Suggested Plan of Study

First Year		Credits
PSYC100	Introductory Psychology	(3)
Sophomore Year		
HDFS250	Ways of Studying the Developing Child	(3)
PSYC220	Child Development	(3)
PSYC237	Exceptional Children	(3)
SOCL217	Racial and Ethnic Groups OR	
SOCL227	Inequality in America	(3)

Junior Year

HDFS350	Children's Expressive Behavior (fall)	(3)
HDFS360	Family Relations (fall)	(3)
	Approved Related Courses (fall and spring)*	(6)
HDFS380	Advanced Child Development	(3)

Senior Year

HDFS430	Field Study or Student Teaching (fall)	(3-6)
HDFS485	Internship (spring)	(3-6)
HDFS499	Coordination (spring)	(3)
HDFS450	Cross-Cultural Studies of Children and Families (spring)	(3)
	Approved Related Course (spring)*	(3)

Minor in Child Study (18 credits)

Required courses:

PSYC220	Child Development	(3)
HDFS250	Ways of Studying the Developing Child	(3)
PSYC237	Exceptional Children	(3)
HDFS350	Children's Expressive Behavior	(3)
HDFS360	Family Relations	(3)
SOCL217	Racial and Ethnic Groups OR	
SOC227	Inequality in America	(3)

Bachelor of Science, Family Studies

Students who major in Family Studies concentrate in Contemporary Family Issues or in Family and Consumer Science.

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

Specific areas of understanding include:

A. 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, and race; exceptionalities

B. 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

C. 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

D. 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

Admission and continuation requirements: Students must have a minimum cumulative GPA of 2.5 to be accepted into the Family Studies major. Family Studies majors are expected to maintain a minimum GPA of 2.5 or better throughout their academic program. Students seeking teacher certification should see the Education section of this catalog for the requirements for acceptance into the Teacher Certification Program.

Concentration in Contemporary Family Issues

The Contemporary Family Issues concentration incorporates study in lifespan, development with Psychology, Sociology, and Consumer Science. Additional electives may be chosen from approved courses in Biology, Economics, and Religious Studies. This program prepares students to work with families in a range of social service or educational settings.

Degree Requirements (39 credits)

A. Supporting coursework (6 credits)

		Credits
PSYC100	Introduction to Psychology	(3)
SOCL101	Introduction to Sociology	(3)

B. Core Courses (21-27 credits)

HDFS210	Voices of Development Across the Lifespan	(3)
HDFS356	Family and Consumer Resource Management	(3)
HDFS360	Family Relations	(3)
HDFS430	Field Study	(3-6)
HDFS450	Cross-cultural Study of Children and Families	(3)
HDFS485	Internship	(3-6)
HDFS499	Coordination Seminar	(3)

C. Related Courses (9 credits)

PSYC220	Child Development OR	
PSYC241	Adolescent Development OR	
HDFS110	Introduction to Gerontology	(3)
SOCL221	Sociology of the Family	(3)
SOCL217	Racial and Ethnic Groups OR	
SOCL227	Inequality in America	(3)

D. Additional related and approved courses to complete the 39 credits for the major.

E. 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 a written component.

Family Studies majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Suggested Plan of Study for Family Studies Major with a Concentration in Contemporary Family Issues

<i>First Year</i>		Credits
PSYC100	Introduction to Psychology	(3)
SOCL101	Introduction to Sociology	(3)
Sophomore Year		
HDFS210	Voices of Development Across the Lifespan	(3)
PSYC220	Child Development OR	
PSYC241	Adolescent Development OR	
HDGE110	Introduction to Gerontology	(3)
SOCL221	Sociology of the Family	(3)
SOCL217	Racial and Ethnic Groups OR	
SOCL227	Inequality in America	(3)
Junior Year		
HDFS356	Family and Consumer Resource Management	(4)
HDFS360	Family Relations (spring)	(3)
	Two approved related courses	(6)
Senior Year		
	Approved related course	(3)
HDFS430	Field Study (fall)	(3-6)
HDFS450	Cross-cultural Study of Children and Families (spring)	(3)
HDFS485	Internship (spring)	(3-6)
HDFS499	Coordination Seminar (spring)	(3)

Concentration in Family and Consumer Science

The Family Studies major with a concentration in Family and Consumer Science focuses on the needs of modern families by incorporating study in Child and Family Development with Nutrition, and Consumer Science. This program in conjunction with the secondary teacher certification program offered in the department of Education and Special Education prepares students to teach Family and Consumer Science in public schools.

Degree Requirements (38-39 credits)

A. Supporting coursework (7 credits)		Credits
BIOL116	Biological Concepts	(3)
CHEM170	Principles of Inorganic & Organic Chemistry	(4)

B. Foods and Nutrition (9 credits)

NUTR130	Foods	(3)
NUTR245	Health Promotion Strategies	(3)
NUTR220	Fundamentals of Nutrition OR	
NUTR230	Food Science	(3)

C. Child and Family Development (15 credits)

PSYC100	Introductory Psychology	(3)
HDFS210	Voices of Development Across the Lifespan	(3)
HDFS360	Family Relations	(3)
PSYC220	Child Development	(3)
PSYC241	Adolescent Development	(3)

D. Consumer Science (10-11 credits)

HDFS460	Interior Design OR	
HDFS240	Textiles and Clothing	(3, 4)
HDFS356	Family and Consumer Resource Management	(4)
HDFS499	Coordination Seminar	(3)

D. Two additional related and approved courses to complete the credits for the major.

E. Comprehensive examination. During the second semester of their senior year students will be assessed on the content and skills of the major.

Family Studies majors with a concentration in Family and Consumer Science seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Suggested Plan of Study for the Family Studies Major with a Concentration in Family and Consumer Science

<i>First Year</i>		Credits
BIOL116	Biological Concepts	(3)
CHEM170	Principles of Inorganic & Organic Chemistry	(4)
NUTR130	Foods	(3)
PSYC100	Introduction to Psychology	(3)
Sophomore Year		
NUTR220	Foundations of Nutrition OR	
NUFS230	Food Science	(3)
HDFS210	Voices of Development Across the Lifespan	(3)
PSYC220	Child Development	(3)
Junior Year		
NUTR245	Health Promotion Strategies	(3)
HDFS360	Family Relations	(3)
HDFS356	Family and Consumer Resource Management	(4)
	Approved related course	(3)
Senior Year		
PSYC241	Adolescent Development	(3)
HDFS460	Interior Design OR	
HDFS240	Textiles and Clothing	(3-4)
HDFS499	Coordination Seminar	(3)
	Approved related course	(3)

Minor in Family Studies with a Concentration in Contemporary Family Issues (18 credits)

Distributed as follows or as designated by a Family Studies faculty member:

	Credits
HDFS210	Voices of Development Across the Lifespan (3)
HDFS360	Family Relations (3)
HDFS450	Cross-Cultural Study of Children and Families (3)
PSYC220	Child Development OR
PSYC241	Adolescent Development OR
HDFS110	Introduction to Gerontology (3)
SOCL221	Sociology of the Family (3)
SOCL217	Racial and Ethnic Groups OR
SOCL227	Inequality in America (3)

Human Development/Gerontology (HDGE)

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.

Program Outcomes

The student will:

- understand the lifespan human development of various ages, cultures and cohorts
- read and interpret demographic research and understand related policy regarding older adults
- discern between cultural stereotypes of aging and facts related to the aging process
- present data-driven research, theory and literature of aging to an educational or community audience
- find data on aging-related issues through gerontological resources (including internet) and discern validity and usefulness of these materials
- be familiar with the biological, nutritional, health, psychological and social aspects of the aging person

Minor or Certificate in Gerontology (18 credits)

The minor and the certificate follow the same plan of study, which must be approved by the Gerontology advisor.

A. Required courses (9 credits)	Credits
HDGE110	Introduction to Gerontology (3)
HDGE111	Biology of Aging (1)
HDGE112	Nutrition of Aging (1)
HDGE113	Health of Aging (1)
HDGE310	Seminar on Aging (3)
B. Related coursework (9 credits) from:	
HDFS210	Voices of Development Across the Lifespan (3)
HDGE200	Special Topics in Gerontology (3)
HDGE312	Introduction to Therapeutic Recreation (3)
HDGE485	Internship (3)
PSYC238	Human Development through the Life Span (3)
PSYC242	Psychology of Adulthood and Aging (3)
PSYC311	Art Therapy: An Introduction (3)
SOCL223	Sociology of Work and Leisure (3)
SOCL225	Sociology of Aging (3)
SOCW300	Social Welfare Policy (3)
SOCW382	Human Behavior in the Social Environment (3)
RELS301	Moral Issues in Health Care: A Christian Perspective (3)
RELS307	Death (3)
MGMT210	Dynamics of Management (3)
MGMT220	Human Resource Management (3)

Selected graduate Human Development/Gerontology courses may be taken with permission of the instructor.

International Studies (INTS)

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.

Undergraduate Degree

Bachelor of Arts, International Studies

Minor

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.

Bachelor of Arts, International Studies

Continuation requirements: C- or better in all major courses; C- or better in all minor for students in the minor.

Degree Requirements (18 credits minimum)

A. Foundations (21 credits)

	Credits
INTS100 Global Issues and Perspectives for the 21 st Century	(3)
INTS101 World Geography	(3)
INTS110 Cultural Anthropology	(3)
INTS202 World History	(3)
INTS249 International Politics	(3)
INTS260 Understanding the Global Economy	(3)
INTS499 Capstone Course/Coordination	(3)

B. 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

C. Study Abroad (variable credits) or Internship Abroad Program 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.

D. Concentration (18 credits)

1. Economy/Polity and Society

At least four of the courses at or above the 300 level.

A. Nine credits from any one of the clusters which have more than one course offered.

B. Nine additional credits from the list of courses offered for this option.

INTS200	Special Topics	(3)
ECON265	Women in the World Economy	(3)
ECON/SOCL325	World Systems Theory	(3)
ECON335	Sustainable Economic Development	(3)
POLS325/HIST227	Government and Politics in Latin America	(3)
POLS345	Comparative Government	(3)
POLS346	Government and Politics of Russia	(3)
POLS349	Government and Politics of China	(3)
POLS351	Government and Politics in the Caribbean	(3)
POLS357/HIST357	Israel and Palestine	(3)
POLS370/ECON370	International Political Economy	(3)
HIST 224	Visions of Utopia and Terror	(3)
HIST226, 227	Government and Politics in Latin America	(3)
HIST237	Women in European History	(3)
HIST239	Women in World History	(3)
HIST250	The World of Asia	(3)
HIST253	History of Islamic Peoples	(3)
HIST335	Imperial Russia to the Present	(3)
HIST338	The French Revolution	(3)
HIST357/POLS357	Israel and Palestine	(3)
HIST359	History of Modern Germany	(3)
SOCL325/ECON325	World Systems Theory	(3)
MGMT375/ECON375	International Business	(3)

2. Languages and Culture

At least three courses at or above the 300 level.

A. Nine credits from any language cluster (English, French and Spanish)

B. Nine credits from Religious Studies OR Art History

English language cluster

ENGL214	Cultural Tour of England	(3)
ENGL220	Literary Criticism	(3)
ENGL225	Major British Writers I	(3)
ENGL226	Major British Writers II	(3)
ENGL232	Renaissance Lyric Poetry	(3)
ENGL237	African American Women Writers	(3)
ENGL238	Native American Literature	(3)
ENGL239	Post-Colonial Literature	(3)
ENGL242/FREN242	Love, Romance and Personal Identity: French Literature in Translation	(3)
ENGL253/DRAM253	History of Theatre I	(3)
ENGL254/DRAM254	History of Theatre II	(3)
ENGL275	British Cultural Studies	(3)
ENGL276/AMST276	Cultural Studies	(3)
ENGL346/WMST346	Writing Women's Lives	(3)

French language cluster

FREN161	Special Topics	(3)
FREN242/ ENGL242	Love, Romance and Personal Identity: French Literature in Translation	(3)
FREN260	Exploring the French Speaking World	(3)
FREN261	Special Topics	(3)
FREN262	Discovering France through its Literature	(3)
FREN306	France Today: Issues in Contemporary French Culture	(3)
FREN331	Study Culture Workshop in France, Canada or the Caribbean Region	(1-6)
FREN361	Special Topics	(3)
FREN362	The French Short Story (19th - 20th Century)	(3)

Spanish language cluster

SPAN331	Study Culture Workshop in Spain or Latin America	(1-6)
SPAN360	Spanish American Civilization	(3)
SPAN361	Special Topics in Spanish Language, Literature and Culture	(3)
SPAN390	Spanish American Literature	(3)
SPAN461	Special Topics in Spanish Language, Literature and Culture	(3)

Religious Studies cluster

RELS151	Religions of the West	(3)
RELS207	Women in Christian Tradition	(3)
RELS208	Christian Peacemaking	(3)
RELS209	Christianity and Social Justice	(3)
RELS211	Justice Seekers and Peacemakers	(3)
RELS256	Jewish Life and Thought	(3)
RELS313	Mysticism: East and West	(3)
RELS256	Islam	(3)
RELS266	Christianity/Global Perspectives	(3)

Art History and Performing Arts cluster

FIAR245	Survey of Modern Art	(3)
FIAR299	Vincent Van Gogh	(3)
FIAR336	Renaissance Art History	(3)
FIAR341	History of Greek Art	(3)
FIAR349	French and American Impressionism	(3)
FIAR351	Art of Egypt: Ancient to Coptic	(3)
DANC220	History and Appreciation of Dance	(3)
MUSC233	Music of the Romantic Era to the Modern Age	(3)
MUSC236, 237	History of Music I, II	(3)

3. Self-Designed Major

The student will work closely with the program director to select courses, including Consortium offerings.

International studies majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Minor in International Studies (18 credits)

A. Required courses (9 credits)

		Credits
INTS100	Global Issues and Perspectives for the 21st Century	(3)
INTS249	International Politics	(3)
INTS260	Understanding the Global Economy	(3)

B. Electives (9 credits) from the lists above for the two International Studies concentrations. At 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.

Latino Community Practice (LCPR)

The Latino Community Practice Undergraduate Certificate enhances career opportunities in every major by preparing students to serve diverse Latino communities. Students gain proficiency in Spanish, knowledge of Latino cultures, and experience in community service and social research. Students frequently come from majors in Business Administration, Child Study, Dietetics, Education, Nursing, Nutrition and Resource Management, Human Development and Family Studies, Social Work, and Spanish. Graduates enter bilingual professional positions, develop community programs and services, and pursue graduate study.

Undergraduate Certificate

Latino Community Practice: 12 credits

Program Outcomes

Students will:

- demonstrate oral and written proficiency in Spanish,
- gain knowledge and understanding of the history, traditions, values, religions, family structures, artistic expressions, resources, and needs of a Latino community
- complete a professional internship or community service project
- learn and apply a social research methodology
- plan a social research study with a Latino community
- give a bilingual oral presentation of research

Program Requirements

Students must complete a planned program of study in consultation with a faculty advisor in the Spanish program or the Department of Social Work and Latino Community Practice.

Spanish language proficiency (3 credits)

Choice of one Spanish course at the 300-level or above, and ACTFL Oral Proficiency Interview, Score of Intermediate-High.

Latino community service (240 hours)

Students fulfill this requirement in an approved clinical practice, field practice, student-teaching assignment or other supervised internship associated with an SJC major or minor field of study, an SJC course, and/or a College sponsored community service project.

Latino cultures and cultural diversity (6 credits)

Choice of two courses from the following:

CHST450	Cross-Cultural Studies of Children and Families	(3)
EDUC251	Teaching in Diverse Classrooms	(3)
HIST226, 227	Latin America	(3)
INTD204	Guatemala Immersion Experience	(3)
INTS100	Global Issues and Perspectives for the 21st Century	(3)
INTS110	Cultural Anthropology	(3)
POLS351	Government and Politics in the Caribbean	(3)
RELS302	Social Justice in the City of Hartford	(3)

SOCL 217	Racial and Ethnic Groups	(3)
SOCL225	Inequality in America	(3)
SOCW206	Latina Women and Their Worlds	(3)
SPAN331	Study Culture Workshop in Spain or Latin America	(3)
SPAN360	Spanish American Civilization	(3)
SPAN361	Special Topics in Spanish Language, Literature and Culture	(3)
SPAN390	Spanish American Literature	(3)
SPAN495	Advanced Independent Study	(3)
Additional courses as approved		

SOCW/SPAN340 Latino Community Research (3 credits)

Leadership Studies (LEAD)

The Saint Joseph College Women's Leadership Institute fosters life-long learning and practice of the rich dimensions of women's leadership. Students investigate the theories, history, and ethics of diverse leadership styles and provide opportunities for hands-on experience and reflection. The goal of the program is to empower women of vision, compassion, and integrity who are dedicated to the transformation of society.

Reflecting the Saint Joseph College mission, which emphasizes developing the potential of women and responsiveness to the needs of society, the Women's Leadership Institute (WLI) is one of the few programs nationwide focusing on women's leadership. Students pursuing any major or program of study in the Women's College or The Prime Time program can complete the interdisciplinary program in Leadership Studies and develop the expertise and skills that serve as catalysts for personal growth and positive social change. In addition to enhancing self-awareness and acquiring proficiencies in group process, organization, and negotiation, students earn a Certificate or Minor in Leadership Studies.

Minor

Leadership Studies

Undergraduate Certificate

Leadership Studies

Program Outcomes

The student will:

- acquire a comprehensive understanding of traditional and contemporary models and theories of leadership, especially as these pertain to women
- use written and oral critical thinking and communication skills to explore and apply leadership theories to group projects
- participate in, coordinate, and reflect on service learning projects in the local community

- discover their leadership style, identifying both strengths and areas which need improvement
- develop life-long learning habits in order to continue to work for the transformation of society in the context of their major field of study

Admission and continuation requirements: minimum 2.8 GPA for admission to the program; minimum 2.8 overall GPA to remain in the program.

Concentrations

1. Social Justice, especially suitable for students in Economics, Education, International Studies, Liberal Studies, Political Science, Pre-Law, Religious Studies, Social Sciences, and Social Work.

2. Organizational Leadership, especially suitable for students in Business Administration, Education, Environmental Studies, Gerontology, Human Resources, Latino Community Practice, Management, Nursing, Nutrition and Dietetics, Psychology, Public Administration, and Social Work.

3. Ethics, especially suitable for students in Liberal Studies, Management, Nursing, Pre-Law, Pre-med, Philosophy, Religious Studies, and Social Sciences.

Minor in Leadership Studies (18 credits)

A. Core courses (9 credits)

		Credits
LEAD150	Introduction to Leadership Studies	(3)
LEAD202	Group Dynamics	(3)
LEAD375	Internship	(3)

B. Three discipline-specific leadership courses (9 credits) from:

LEAD200	The Transformative Leader	(3)
LEAD375	Advanced Leadership Internship	(3)
LEAD495	Advanced Independent Research	(3)
MGMT315	Leadership Theory/Practice	(3)
MGMT320	Women in Management	(3)
MGMT410	Ethical Considerations in Business	(3)
MGMT 430	Negotiation	(3)
NURS415,417	Management of Complex Health Problems I, II	(7-14)
NURS424	Professional Issues	(2)
PHIL221	Person in the Community	(3)
PHIL340	Contemporary Ethical Problems	(3)
PHIL345	Environmental Ethics	(3)
POLS310	Political Leadership and Social Justice	(3)
POLS325	Environmental Law and Policy: The Decision-Making Process	(3)
POLS340	Women and Politics	(3)
PSYC/SPST210	Motivation and Leadership in Sports	(3)
PSYC246	Business and Organizational Psychology	(3)

PSYC350	The Psychology of Moral Development	(3)
RELS208	Christian Peacemaking	(3)
RELS209	Christianity and Social Justice	(3)
RELS211	Justice Seekers and Peace Makers	(3)
RELS265	Christian Service and Leadership	(3)
RELS270	Social Justice in the City of Hartford	(3)
RELS301	Moral Issues in Health Care: A Christian Perspective	(3)
SOCW374	Social Research	(3)
SOCW410	Selected Issues in Social Welfare Policy	(3)
SOCL385	Social Changes	(3)
WMST230	Feminist Theories	(3)
ECON265	Women in the World Economy	(3)

C. Supporting Coursework

ENGL203	Oral Communication*	(3)
ENGL205	Business Communication *	(3)

* (applicable to minor but not certificate)

D. Leadership Portfolio documenting development in five core areas of leadership: vision; communication skills; ethical integrity; organization; and assessment skills (of self and others). Students must receive an overall assessment of Satisfactory or better on their Leadership Portfolio in order to receive the Certificate.

Leadership Portfolio Requirements

1. Vision Statement/Mission Statement/Personal Credo: Begun in the 100 level classes and refined through the student's progress through the program.

2. Evaluations along the five core areas, to be completed by instructors at the close of each course. Students then collaborate with instructors to develop a plan for strengthening areas in need of improvement.

3. Evidence of self-awareness: Journal entries, written papers, creative projects.

4. Evidence of risk-taking, through description of participation in an internship or extra-curricular activity demanding such skills.

5. Evidence of ethical reflection, demonstrated through inclusion of work from dedicated classes (i.e., those from the general college curriculum that are designated as ethics courses) or through a component of their internship.

Certificate in Leadership Studies (12 credits)

A. Core courses (9 credits)

		Credits
LEAD150	Introduction to Leadership Studies	(3)
LEAD202	Group Dynamics	(3)
LEAD375	Internship	(3)

B. One discipline-specific leadership course from the list above

C. Leadership Portfolio, described above.

Liberal Studies(LBST)

The Liberal Studies program provides students an opportunity to integrate knowledge from a variety of liberal arts disciplines on a real campus with all the privileges of an on ground student, and a sense of community both online and on ground. Students work closely with an academic advisor to plan their program and maximize their concentration in order to achieve their academic goals. Small classes (maximum 15) ensure that students have real interaction with teachers and fellow learners. This program is offered both online and on campus.

All graduates are guaranteed admission to the College's master of science in Management, and a letter of recommendation to graduate school from the program director.

Undergraduate Degree

Bachelor of Arts, Liberal Studies

Program Outcomes

The students will:

- analyze, synthesize, and evaluate ideas, values, and information
- present a logical argument for their own and others' views
- apply creative and critical thinking skills to decision-making and the solution of complex problems
- integrate theoretical and practical learning
- communicate effectively, both orally and in writing
- access, understand, and use the research of others in an ethically responsible way
- participate responsibly and productively in groups
- lead a group discussion
- reflect thoughtfully upon the contemporary world from diverse ideological and cultural perspectives
- be aware of the cognitive, emotional, and social influences upon themselves
- articulate values and plan skill development for their life purposes
- discern the connections between liberal studies disciplines

Bachelor of Arts, Liberal Studies

Degree Requirements (39 credits)

15 credits must be taken at the 300-400 level:		Credits
LBST120	Foundations in Liberal Studies	(3)
	Math/Science/Technology courses	(10)
	Social Science courses	(9)
	Humanities courses	(9)
	Additional courses in social sciences, humanities, and/or science/technology/math	(6)
LBST499	Integrative Coordination seminar	(3)

Mathematics (MATH)

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 Saint Joseph College 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 Accounting, Management, Information Technology, or Biology. In addition to the traditional Mathematics major, a concentration in Computer Science and a combined major in Mathematics and Economics are available. Graduates pursue diverse career opportunities in fields like education, research and development, insurance, finance, actuarial science, programming, and software engineering.

Undergraduate Degrees

Bachelor of Arts, Mathematics

Bachelor of Arts, Mathematics with a Computer Science Concentration

Bachelor of Arts, Mathematics/Economics

Minors

Mathematics

Computer Science

Information Technology

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

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

Bachelor of Science, Mathematics

Degree requirements (43 credits)

A. Required courses (40 credits)		Credits
MATH165	Discrete Mathematics	I(3)
MATH170	Calculus I	(4)
MATH180	Calculus II	(4)
MATH220	Calculus III	(3)
MATH251	Probability and Statistics I	(3)
MATH252	Probability and Statistics II	(3)
MATH320	Linear Algebra	(4)
MATH405	Complex Analysis	(3)
MATH430	Abstract Algebra	(4)
MATH498, 499	Coordinating Seminar	(3)
COMP110	Computer Programming	(3)
MATH/COMP231	Programming for Scientists	(3)

B. One course (3 credits) from:

MATH230	Geometry	(3)
MATH270	Discrete Mathematics II	(3)

Computer Science Concentration (43 credits)

A. Required courses	Credits
MATH165	Discrete Mathematics I (3)
MATH170	Calculus I (4)
MATH180	Calculus II (4)
MATH251	Probability and Statistics I (3)
MATH252	Probability and Statistics II (3)
MATH270	Discrete Mathematics II (3)
MATH320	Linear Algebra (4)
MATH498, 499	Coordinating Seminar (3)
COMP110	Computer Programming (3)
COMP220	Data Structures (3)
MATH/COMP231	Programming for Scientists (3)
COMP280	Object-Oriented Design and Programming (3)
COMP330	Algorithm Analysis (3)

Mathematics/Economics Major (39 credits)

A. Required courses	Credits
MATH170	Calculus I (4)
MATH180	Calculus II (4)
MATH251	Probability and Statistics I (3)
MATH252	Probability and Statistics II (3)
MATH320	Linear Algebra (4)
ECON101	Principles of Macroeconomics (3)
ECON102	Principles of Microeconomics (3)
ECON201	Macroeconomic Theory (3)
ECON202	Managerial Economics (3)
ECON260	Understanding the Global Economy (3)
ECON290	Financial Institutions, Markets and Money (3)
ECON499	Coordinating Seminar (3)

Mathematics majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Minor in Computer Science (COMP) (18 credits)

A. Required courses	Credits
MATH165	Discrete Mathematics (3)
COMP110	Computer Programming (3)
COMP220	Data Structures (3)
MATH/COMP231	Programming for Scientists (3)
COMP280	Object-Oriented Design and Programming (3)
COMP330	Algorithm Analysis (3)



Minor in Information Technology (INFT) (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.

A. Required courses (15 credits)		Credits
INFT100	Introduction to Computers	(3)
INFT105	Worldwide Information Networks	(3)
INFT215	Information Technology Practicum	(3)
INFT245	Microcomputer Applications in Business	(3)
INFT401	Systems Thinking	(3)
B. One course (3 credits) from:		
INFT110	Computer Programming	(3)
INFT205	Business Communication	(3)
INFT255	Multimedia Communications in the Information Age	(3)
INFT345	Database Design and Development	(3)

Management majors who have not taken MGMT345 must take two of the electives for the minor.

Minor in Mathematics (18 credits)

MATH170	Calculus I	(4)
MATH180	Calculus II	(4)
Additional Math courses (12 credits)		(12)

At least two courses at the 200 level or higher.

Nursing (NURS)

The department/division 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 Degrees

Bachelor of Science, Nursing
 Second Degree/Accelerated Bachelor of Science, Nursing

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. It is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, and the American Association of Colleges of Nursing.

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 division of Nursing. The division 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

- C or above in all Nursing and required natural science courses.
- cumulative GPA of 2.8 or better (3.0 for Accelerated Second Degree students)
- satisfactory clinical performance.
- 90% or better on the Math Proficiency Examination (see Math Policy).
- Please check Saint Joseph College Web site for current criteria.

Application to Nursing Major

By **April 30** of the sophomore year, students complete the "Application to the Nursing Major" form and submit it to their academic advisors, who must write an endorsement to the Student Admission and Progression Committee.

- acceptance into the Nursing major is determined by the division of Nursing faculty.
- transfer students' grades previously earned in Biology and Chemistry courses are assessed by the division of Nursing chairperson, in consultation with the Natural Science division chairperson, when transcripts are reviewed as part of the application process to the Nursing major.
- written response from the division of Nursing chairperson will be sent to all applicants following recommendations made by the Admissions and Progression Committee at the end of the sophomore year.

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

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.

Criminal Background Investigation (CBI)

Effective with the incoming class of 2008, all Nursing students must have a CBI completed prior to the start of junior level clinical. Please refer to *Student Handbook for Nursing Majors* for details.

Continuation requirements

- C or better in all Nursing and required science courses; minimum GPA of 2.33 in Nursing courses.
- if a student earns below a C in any of the required courses, one repeat is permitted
- students must repeat the course before they can progress
- no more than one required natural science or Nursing course may be repeated
- a grade of W/P or W/F is considered a completed course
- a student who does not meet the requirements to progress in the Nursing major will be dismissed from the program.

Reinstatement requirement

The Nursing faculty must approve reinstatement requests.

Students may apply only once for readmission to the Nursing program and only once the Nursing grade point average has been improved to a minimum of 2.33.

Clinical continuation requirement

If, for academic or personal reasons, a student is unable to progress through the required clinical course sequence, the division of Nursing faculty will determine the appropriate plan of clinical study. This plan may include content and clinical work and will involve registering for 3-5 credits of work.

Traditional Nursing Degree Requirements (52 credits)

For students accepted into the College beginning fall 2007

Students who have enrolled prior to 2007 should consult the *Nursing Student Handbook* and their Nursing advisor.

A. Required Courses (52 credits)		Credits
NURS219	Health Assessment	(3)
NURS216	Pathopharmacology I	(3)
NURS218	Pathopharmacology II	(3)
NURS310	Philosophy of Science/Nursing Research	(2)
NURS320	Health of Population	(2)
NURS317	Nursing in Health Promotion and Health Restoration	(8)
NURS318	Foundation of Clinical and Theoretical Nursing	(8)
NURS408	Research Synthesis	(1)
NURS411	Nursing Care for At Risk Populations	(4)
NURS412	Nursing Care of Ill Adults	(8)
NURS417	Management of Complex Health Problems II	(8)
NURS424	Professional Issues	(2)

B. Comprehensive examination: All students must pass a comprehensive examination to graduate from Saint Joseph College. For pre-licensure students (traditional and second degree candidates), a multiple choice examination is offered during the final semester of study.

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 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 which 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

Traditional Program Suggested Plan of Study

First Year	Credits
*CHEM170 Principles of Inorganic and Organic Chemistry (fall)	(4)
*BIOL116 Biological Concepts I OR	
*BIOL110 General Biology (fall)	(4)
PSYC100 Introductory Psychology OR	
SOCL101 Introduction to Sociology (fall)	(3)
*One course is recommended for summer prior to first year	
CHEM240 Biochemistry of the Human Body (spring)	(4)
BIOL241 Anatomy and Physiology I (spring)	(4)
PSYC101 Introductory Psychology OR	
SOCL101 Introduction to Sociology (spring)	(3)
Sophomore Year	
BIOL242 Anatomy & Physiology II (fall)	(4)
PSYC238 Human Development (fall)	(3)
BIOL222 Microbiology (spring)	(4)
NURS216 Pathophysiology and Pharmacology I (spring)	(3)
NURS219 Health Assessment (spring)	(3)

Junior Year

NURS218	Pathophysiology and Pharmacology II (fall)	(3)
NURS318	Nursing in Health Promotion/ Foundations of Clinical and Theoretical Nursing across the Lifespan (fall)	(8)
NUTR380	Nutrition for Nursing Practice (fall)	(3)
NURS317	Nursing in Health Promotion and Restoration (spring)	(8)
NURS310	Philosophy of Science/ Nursing Research (spring)	(2)

Senior Year

NURS320	Health of Populations (fall)	(2)
NURS412/415	Nursing Care of Ill Adults (fall)/ Management of Complex Health Problems I (8/7)	(8)
NURS424	Professional Issues (fall)	(2)
NURS408	Research Synthesis (spring)	(1)
NURS411	Nursing Care for At Risk Populations (spring)	(4)
NURS417	Management of Complex Health Problems II (spring)	(8)

Bachelor of Science in Nursing Prime Time Degree-completion

Admission requirements

Students must apply for admission in their first semester and complete a Declaration of Major form available from The Prime Time Program or the Registrar's Office. Application materials required:

- current Nursing license
- minimum 2.5 GPA
- a minimum score of 550 for ESL students on the Test of English as a Foreign Language (TOEFL)
- interview with a Prime Time Admissions counselor and/or advisor
- completed admissions application form for the Prime Time Program
- high school transcripts or GED equivalency
- all official college transcripts submitted to the Office of Admissions. Official transcripts must be obtained from each high school, college, or diploma Nursing program attended.

Students typically transfer credits from their previous education that satisfy many of the science and liberal arts prerequisites. Upon completion of NURS103, the first Nursing course, an additional 30 credits (validation for prior nursing knowledge) are awarded.

See the *Student Handbook for Nursing Majors* for specific details on articulation agreements.

Continuation requirements

2.33 GPA in Nursing and science courses for progression in the major.

Degree Requirements (57 credits)

A. Transferred supporting coursework (30 credits) Credits

Some or all may meet the lab science and liberal arts electives.

BIOL116	Biological Concepts I	(4)
BIOL222	Microbiology	(4)
BIOL241	Anatomy and Physiology I	(4)
BIOL242	Anatomy and Physiology II	(4)
PSYC238	Human Development	(3)
NUTR380	Nutrition for Nursing Practice	(3)
CHEM170	Principles of Inorganic and Organic and Chemistry	(4)
CHEM240	Biochemistry of the Human Body	(4)

B. Bridge to Nursing sequence (33 credits)

NURS103	Health Care Systems in a Changing World	(3)
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At the completion of NURS103 an additional 30 validation credits will be awarded for prior RN education equivalent to the following courses

NURS216-218	Pathopharmacology I-II	(6)
NURS318/317	Nursing in Health Promotion and Health Restoration I-II	(16)
NURS415	Management of Complex Health Problems I	(3)
NURS417/411	Clinical Practicum (past work experience)	(5)

C. Required Nursing courses (22 credits)

NURS204	Health Assessment	(3)
NURS408	Research Synthesis	(1)
NURS409	Issues in Professional Nursing	(3)
NURS416	Theory Development and Research	(3)
NURS423	Perspectives on Nursing Science	(3)
NURS425	Clinical Laboratory	(1)
NURS435	Health Care of Populations	(5)

Nursing course credits (22) plus validation credits (30) equal the total credits in Nursing (52)

D. Comprehensive examination: Nursing Comprehensive Examination required of all graduating seniors. The exam is essay or oral, requiring students to apply knowledge of research and community health. A practice exam is available from the department of Nursing administrative assistant. Students should contact the division chair to arrange a time to have computer access to write the exam or schedule a time to present to a faculty panel.

Candidates who fail the comprehensive examination 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 requirement as determined by the division of Nursing faculty.

Bachelor of Science in Nursing Accelerated Second Bachelor's Degree

The Accelerated Second Degree (ASD) is designed for college graduates who are interested in earning a degree in Nursing but want to do so more quickly than is possible in the traditional baccalaureate program. The curriculum allows students to complete all Nursing courses in 16 months (two summers and an academic year). Students will have time off during the week following spring term exams, in mid summer, and during the three weeks prior to the start of the fall semester. During the summer sessions students should plan to be in class or clinical four to five full days per week.

Admission and continuation requirements

Students are expected to complete four of five science prerequisites before beginning Nursing 219. The ASD program is highly competitive, and requires a minimum GPA of 3.0 for admission which must be maintained throughout the program. Progression into the senior summer accelerated clinical courses depends upon recommendations of course and clinical faculty. ASD applicants not admitted to the accelerated program who have an overall GPA of 2.8 or better are eligible for the Regular Second Degree (RSD) program.

Any Regular Second Degree (RSD) student in the traditional program with a GPA of 3.0 may apply for placement in the summer ASD class for seniors. Placement in this program is competitive and is available on a space available basis. All second degree students (including accelerated) must receive recommendations for course and clinical faculty and be approved by the division of Nursing ASD committee to progress into the senior summer clinical courses.

Accelerated Second Degree Students entering May 2007 and After

This plan designates only the Nursing courses, and does not include the prerequisite or supporting courses needed by Nursing students. All science prerequisites (BIOL 110, 222, 241, 242, CHEM 170, CHEM 240), NUTR 380 and PSYC 238 (or their equivalents) must be met to earn a bachelor's degree in Nursing.

Degree Requirements (52 credits)

<i>Summer I</i>		Credits
NURS216	Pathopharmacology I	(3)
NURS219	Health Assessment	(3)
Fall		
NURS218	Pathopharmacology II	(3)
NURS318	Nursing in Health Promotion I/Foundations in Clinical and Theoretical Nursing	(8)
NURS416	Theory Development/Research	(3)
Spring		
NURS317	Nursing in Health Promotion and Health Restoration II	(8)
NURS409	Issues in Professional Nursing	(3)
Summer I		
NURS412/415	Nursing Care of Ill Adults/ Management of Complex Health Problems I (8/7)	

Summer II

NURS417	Management of Complex Health Problems II	(8)
NURS408	Research Synthesis	(1)
NURS411	Nursing Care for At Risk Populations	(4)

R.N. to Master of Science in Nursing Dual Degree Option

The Dual Degree RN to M.S. program is designed for the registered nurse (RN) who intends to earn the baccalaureate and master's degrees in Nursing consecutively.

Admission requirements

Admission initially occurs through The Prime Time Program Applicants must have an associate's degree in Nursing or a hospital diploma, be licensed in Connecticut as an RN, and must demonstrate the capacity to be successful with graduate level study. Validation for prior nursing knowledge (up to 30 credits) occurs with satisfactory completion of NURS 103. Clinical practica are arranged individually with course professors. Students in this program will complete up to 12 graduate credits while earning their baccalaureate degree.

At the completion of the Bachelor of Science a student with a GPA of 3.0 may apply for formal admission as a graduate student. It is expected that a student interested in pursuing a master of science degree in Nursing will apply for matriculation upon completion of six credits. Failure to do so at the time puts into jeopardy credits already earned, should program requirements change.

Plan of Study for RN to BS students listed above.



Nutrition (NUTR)

The department of Nutrition offers several pathways to major in Nutrition and Dietetics: the didactic program, the coordinated program, and a general major in nutrition.

Undergraduate Degree

Bachelor of Science, Nutrition

Minors

- Nutrition
- Food Service
- Sports Nutrition

Bachelor of Science, Nutrition (Three Programs)

Program 1: Didactic Program in Dietetics

The didactic program is a four-year baccalaureate degree leading to the completion of the academic requirements of the American Dietetic Association. 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 the 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.

The Saint Joseph College didactic program is currently granted approval status but will be eligible for developmental accreditation in 2008 by the American Dietetic Association Council on Education, Commission on Accreditation of Dietetics Education (CADE), a specialized accrediting body recognized by the Council on Higher Education (CHEA) and the United States Department of Education.

Didactic Program Outcomes

The student will:

- meet the foundation knowledge and skills requirements for didactic certification
- be eligible to apply for a Dietetic Internship

Program 2: Coordinated Program

As of Spring 2008, the Nutrition Department will no longer accept applications for the Coordinated Program.

The coordinated program prepares students for professional competencies in clinical dietetics, community, and food service management. Upon satisfactory completion of all major requirements, a student is eligible to write the qualifying Registration Examination to become a Registered Dietitian. The planned course of study incorporates the College's core liberal arts requirements and basic science

requirements in the first two years. The student's last two years are professionally oriented with combined didactic and clinical experiences.

Accreditation for the program was granted in 1998 for ten years by the American Dietetic Association Council on Education, a specialized accrediting body recognized by the Council on Higher Education (CHEA) and the United States Department of Education. The next accreditation visit is Fall 2008.

Admission and Continuation Requirements

Entering students must fulfill prerequisite course requirements and meet the standards for academic performance before admission into the professional phase of the program. Application into the coordinated undergraduate program in Dietetics is made in the spring semester of the sophomore year. meet the standards for academic performance before admission into the professional phase of the program. Application into the coordinated undergraduate program in Dietetics is made in the spring semester of the sophomore year.

Coordinated Program Outcomes

The coordinated program will:

- prepare students to become competent entry-level dietitians
- prepare graduates to successfully meet the employment requirements of the registered dietitian

Program Outcomes

General Nutrition, Didactic and Coordinated Programs

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

Admission and continuation requirements

Entering students must fulfill prerequisite course requirements and meet the standards for academic performance before admission into the professional phase of the program. Application into the coordinated undergraduate program in Dietetics is made in the spring semester of the sophomore year. Due to the rigors of the program, paid employment must be limited to 10 hours/week. Students must provide their own transportation to facilities and be responsible for any parking fees.

Students applying for entry into the Coordinated Program or for didactic program verification 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 (CHEM170), Biochemistry, Anatomy and

Physiology (both semesters). A course may be repeated only once to raise the grade.

Application Procedure

- students must meet Saint Joseph College admission requirements as described in the College catalog.
- students who already possess a bachelor's degree in Nutrition may enroll in classes to update their education to meet requirements of the American Dietetic Association. They must meet with a department faculty member, submit official transcripts and maintain a department file as a non-matriculated student.

Program 3: General Nutrition Major Degree Requirements (32 credits)

A. Required courses (21-26 credits)		Credits
NUTR130	Foods	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR235	Using Computers in Nutrition	(3)
NUTR245	Health Promotion Strategies	(3)
NUTR310	Nutrition Counseling and Communication	(3)
NUTR315	Community Nutrition	(2)
NUTR325	Nutrition Through the Life Cycle	(2)
NUTR410	Health Care Issues	(1)
NUTR499	Coordinating Seminar	(1-6)
B. Nutrition electives (9 credits)		
C. Supporting coursework (18-23 credits)		
BIOL110	General Biology	(4)
BIOL223	Human Biology OR	(4)
BIOL341-342	Anatomy and Physiology I-II OR	
BIOL241-242	Principles of Anatomy and Physiology I-II	(8)
CHEM170	Principles of Inorganic and Organic Chemistry	(4)
CHEM240	Biochemistry of the Human Body	(4)
MATH110	Elementary Statistics	(3)

Coordinated 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

BIOL116	Biological Concepts (fall)	(4)
NUTR101	Survey of Careers in Nutrition (fall)	(1)
NUTR130	Foods (fall)	(3)
CHEM170	Principles of Inorganic and Organic Chemistry (spring)	(4)
MATH110	Statistics (spring)	(3)
NUTR220	Fundamentals of Nutrition (spring)	(3)

Sophomore Year

BIOL341	Anatomy & Physiology/Lab* (fall)	(4)
CHEM240	Biochemistry (fall)	(4)
NUTR315	Community Nutrition (fall)	(2)
* BIOL241 and BIOL242 may be substituted.		
BIOL222	Microbiology (spring)	(4)
BIOL342	Anatomy & Physiology/Lab (spring)	(4)
NUTR235	Using Computers NUTR (spring)	(3)
NUTR325	Nutrition Through the Life Cycle (spring)	(2)
NUTR330	Food Science (spring)	(3)

Minor in Sports Nutrition (18 credits)

A. Required courses (9 credits) Credits

NUTR200	Sports Nutrition	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR245	Health Promotion Strategies	(3)
BIOL202/SPST202	Exercise Physiology	(3)
SPST380	Practical Topics in Coaching	(3)

B. Elective in Nutrition or Sports Studies (3 credits) chosen with permission of the Nutrition and Sports Studies departments

Sample elective courses:

SPST200	Athletic Care and Prevention	(3)
SPST210/PSYC210	Motivation and Leadership in Sports	(3)
SPST400	Principles of Coaching	(3)

Junior Year

NUTR310	Nutrition Counseling and Communication (fall)	(3)
NUTR311	Food Service Management I (fall)	(3)
NUTR312	Food Service Management Practicum (fall)	(7)
NUTR316	Medical Nutrition Therapy I/Lab (spring)	(4)
NUTR317	Medical Nutrition Therapy I Practicum (spring)	(7)

Senior Year

NUTR416	Medical Nutrition Therapy II (fall)	(3)
NUTR417	Medical Nutrition Therapy II Practicum (fall)	(7)
NUTR418	Advanced Nutrition (fall)	(3)
NUTR410	Health Care Delivery Issues (spring)	(1)
NUTR411	Food Service Management II (spring)	(3)
NUTR412	Advanced Dietetics Practicum (spring)	(7)

Minor in Nutrition (18 credits)

A. Required courses (6 credits) Credits

NUTR130	Foods	(3)
NUTR220	Fundamentals of Nutrition	(3)

B. Electives (12 credits) chosen in consultation with a department faculty member

Minor in Food Service Management (21 Credits)

NUTR130	Foods	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR311	Food Service Management I	(3)
NUTR411	Food Service Management II	(3)
ACCT201	Principles of Accounting I	(3)
MGMT101	Business in a Changing World	(3)
MGMT230	Human Behavior	(3)

Philosophy (PHIL)

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.

Undergraduate Degree

Bachelor of Arts, Philosophy

Minors

Ethics

Philosophy

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

Bachelor of Arts, Philosophy (30 credits)

A. Required courses (6 credits)		Credits
PHIL120	Discovering Philosophy	(3)
PHIL499	Coordinating Seminar	(3)

B. Electives. Students may complete their major requirements by selecting courses from departmental offerings or the Hartford area Consortium. Recommended courses for majors:

1. PHIL110	Logic	(3)
2. History of Philosophy (9 credits) from:		
PHIL241	Greek and Medieval Philosophers	(3)
PHIL240	Existentialism	(3)
PHIL244	American Philosophers	(3)
PHIL342	Modern Philosophers	(3)

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.

C. Two (6 credits) from:

PHIL340	Contemporary Ethical Problems	(3)
PHIL345	Environmental Ethics	(3)
PHIL333	Political Philosophies	(3)
PHIL360	Philosophies of Art and Beauty	(3)

Philosophy majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Students interested in law should take PHIL110 (Logic) or PHIL230.04 (Logic for the LSAT), PHIL333 (Political Philosophies), and PHIL340 (Contemporary Moral Ethical Problems).

Double majors should take courses that complement their other majors. For example, a major in Philosophy and Psychology should take PHIL225 (Philosophy of the Human Person) and a major in Philosophy and Women's Studies should take PHIL350 Women Philosophers.

Minor in Ethics (18 credits)

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.

A. Required courses (6 credits) from:		Credits
PHIL340	Contemporary Ethical Problems OR	
RELS105	Contemporary Christian Morality	(3)
PHIL/RELS495	Independent Study OR	
PHIL485	Internship in Ethics	(3)

B. Electives (12 credits) selected from courses meeting the Ethics and Values theme or courses related to ethics offered in the Consortium

Suggested courses:

CLAS256	Moral Decision-Making in Greek Drama	(3)
PHIL221	Person in the Community	(3)
PHIL225	Philosophy of the Human Person	(3)
PHIL235	Philosophy of Race	(3)
PHIL236	Ethical Decision Making	(3)
PHIL340	Contemporary Moral Ethical Problems	(3)
PHIL345	Environmental Ethics	(3)
RELS105	Contemporary Christian Morality	(3)
RELS205	The Ecological Challenge	(3)
RELS208	Christian Peace-Making	(3)
RELS209	Christianity and Social Justice	(3)
RELS258	Religion and Race in the United States	(3)
RELS270	Social Justice in the City of Hartford	(3)
RELS301	Moral issues in Health Care	(3)

RELS310	Religion and Science	(3)
MGMT410	Ethical Considerations in Business	(3)

Minor in Philosophy (18 credits)

A student pursuing a minor in Philosophy should inform the chair of the Philosophy department of those plans. Both PHIL110 (Logic) and PHIL120 (Discovering Philosophy) can count toward the minor.

Pre-Professional Studies

Courses in the Humanities and Social Sciences are encouraged. Medical, dental and veterinary schools frequently emphasize the value of a liberal arts education.

Students are responsible for learning about particular professional schools and the medical profession by taking advantage of opportunities to serve either in a voluntary or employed capacity in hospitals, clinics, research laboratories, etc. They should consult with the Pre-med advisory committee on a regular basis for advisement.

Students interested in medical, dental, or veterinary careers should enroll in INTD135 (Explorations of Careers in Medicine or Biomedical Sciences).

Pre-Medical/Pre-Dental Studies

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.

Recommended courses

A. 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:

CHEM175, 176	Fundamental Chemical Principles I & II	(8)
CHEM200, 210	Organic Chemistry I & II	(8)
PHYS130, 140	Introductory Physics I & II	(8)
BIOL116, 117	Biological Concepts I & II	(8)
At least one upper division course in Biology		(4)

B. Many medical schools in the United States and Canada also require a year or Calculus and a year of English. These courses should also be included in the curriculum:

MATH140, 150	Applied Calculus I & II OR	(6)
MATH170, 180	Calculus I & II	(8)
ENGL	Two college level courses in English	(6)

C. Courses equivalent to the following are recommended by most medical schools:

CHEM240 or 430	Biochemistry	(4-3)
PHIL120	Problems in Philosophy	(3)
PSYC100	Introductory Psychology	(3)
SOCL101	Introductory Sociology	(3)

D. The courses listed below are also suggested:

BIOL222	Microbiology	(4)
BIOL310	Immunology	(4)
BIOL313	Developmental Biology	(4)
BIOL325	Genetics	(4)
BIOL341	Anatomy and Physiology I	(4)
BIOL342	Anatomy and Physiology II	(4)
BIOL350	Cell Biology	(4)
BIOL433	Medical Bacteriology	(4)
BIOL435	Neuroscience	(4)
BIOL460	Parasitology	(3-4)
CHEM460	Advanced Organic Chemistry	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR315	Community Nutrition I AND/OR	
NUTR316	Medical Nutrition Therapy I	(2-6)

Pre-Veterinary Studies

Students preparing for veterinary medicine may use the following information as a guide. They are responsible for learning about particular schools. Students should consult the Pre-vet advisor on a regular basis.

Program Requirements

It is strongly recommended students major in Biology or Biochemistry. Students should enroll in INTD135 (Exploration of Careers in Medicine or Biomedical Sciences).

A. Most veterinary schools require:

CHEM175, 176	Fundamental Chemical Principles I & II	(8)
BIOL116, 117	Biological Concepts I & II	(8)
CHEM200, 210	Organic Chemistry I & II	(8)
PHYS130, 140	Introductory Physics I & II	(8)
MATH170	Calculus I OR	(4)
MATH110	Elementary Statistics	(3)

B. Other major courses chosen in consultation with a Pre-Vet advisor

Suggested Plan of Study

<i>First Year/Sophomore Years</i>	Credits	
BIOL116, 117	Biological Concepts I & II	(8)
CHEM175, 176	Fundamental Chemical Principles I & II	(8)
MATH170, 180	Calculus I & II	(8)
PHYS130, 140	Introductory Physics I & II	(8)
Junior Year		
CHEM200, 210	Organic Chemistry I & II	(8)
BIOL485	Internship I & II	(6)

Note: Internships are almost universal for entry into a Pre-Veterinarian program. Students are encouraged to begin an internship no later than their third year.

Senior Year

BIOL499	Coordinating Seminar	(3)
BIOL485	Internship (if not in third year)	(3)

Additional courses suggested for pre-vet students:

BIOL222	Microbiology	(4)
BIOL310	Immunology	(4)
BIOL313	Developmental Biology	(4)
BIOL325	Genetics	(4)
BIOL341	Anatomy & Physiology I	(4)
BIOL350	Cell Biology	(4)
BIOL433	Medical Bacteriology	(3-4)
BIOL460	Parasitology	(3-4)
CHEM430	Biochemistry	(3)
CHEM460	Advanced Organic Chemistry	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR315	Community Nutrition I AND/OR	
NUTR316	Medical Nutrition Therapy I	(2-6)

Pre-Law Studies

The Saint Joseph College programs in the liberal arts and science provide excellent background for the student planning to enter the profession of law. The study and practice of law has such breadth and variety that almost no undergraduate field can be excluded as unsuitable. Some courses in the Social Sciences, those that develop skills in analysis of texts and in expository writing, and basic courses in Logic and Mathematics are clearly beneficial to the student. Students interested in a legal profession should discuss their interest with their advisors and with the College's Pre-Law advisor.

Articulation with Western New England College of Law (Three plus Three Program)

Students complete a bachelor's degree from Saint Joseph College and a Juris Doctor degree from Western New England College of Law (Springfield, Massachusetts) in six years instead of the normal seven. To qualify, students must also score at or above the 50th percentile on the LSAT or at or above the median LSAT for Western New England College of Law matriculants of the previous year, whichever is higher. The Three Plus Three students admitted to Western New England College of Law count their first-year law courses toward the credits for their Saint Joseph College bachelor's degrees. Students interested in this program must work closely with their major-area advisor and with the Saint Joseph College Pre-Law advisor.

Pre-law Curriculum**A. Recommended courses (9 credits)**

		Credits
POLS125	American Government	(3)
POLS330	Constitutional Law	(3)
PHIL110	Logic	(3)

B. Two of the following or their equivalent:

ENGL104, 105	The Art of Effective Writing	(3)
ENGL203	Oral Communication	(3)

An internship in a law-related area is also strongly recommended.

Psychology (PSYC)

Psychology majors receive personalized advising and mentoring from a team of dedicated professors with expertise/interest areas that include forensic psychology, clinical psychology, behavior analysis, the psychology of women, moral development, neuroscience, gerontology, and special education assessment. Exciting special topics courses are offered regularly in areas such as abuse and neglect, art therapy and spirituality, children with serious illnesses, child psychopathology, and sleep and dreams. Professors encourage students to pursue field study and research opportunities that best fit their individual interests and goals. Saint Joseph College 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, Social Work and Counseling; others have enrolled in programs in Medicine and Law. Psychology alumnae currently 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.

Undergraduate Degree

Bachelor of Arts, Psychology

Minor

Psychology

Psi Chi. The Psychology Department is affiliated with *Psi Chi* – the National Academic Honors Society for Psychology. Psychology majors and minors who demonstrate superior scholarship are eligible to apply for membership in the Saint Joseph College *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, when possible, 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*)

Bachelor of Arts, Psychology

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.

Degree requirements (34 credits)

A. Required courses (18 credits)

		Credits
PSYC100	Introductory Psychology	(3)
PSYC201	Critical Writing and Research in the Social Sciences	(3)
PSYC253	Statistics for the Behavioral Sciences	(3)
PSYC254	Research Methods in Psychology	(4)
PSYC345	History and Systems of Psychology	(3)
PSYC499	Coordinating Seminar	(3)

B. One human development course (3 credits) from:

PSYC220	Child Development	(3)
PSYC238	Human Development Through the Lifespan	(3)
PSYC241	Adolescent Development	(3)
PSYC242	Psychology of Adulthood and Aging	(3)

C. One course (3 credits) from:

PSYC300	Brain and Behavior	(3)
PSYC368	Psychopathology	(3)

Suggested Plan of Study

First Year

A. PSYC100	Introductory Psychology (Prerequisite for all other classes)	(3)
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B. One human development course from:

PSYC220	Child Development (El. Ed & SPEC Ed licensure)	(3)
PSYC238	Human Development Through the Life Span (El. Ed. cert.)	(3)
PSYC241	Adolescent Development (Sec. Ed. cert.) OR	
PSYC242	Psychology of Adulthood and Aging	(3)

Sophomore Year

PSYC201	Critical Writing and Research in the Social Sciences	(3)
PSYC253	Statistics for the Behavioral Sciences	(3)
PSYC254	Research Methods in Psychology	(4)
	One additional departmental elective	(3)

Junior Year

Either PSYC368 or 300 is required for the major. Students are encouraged to take both if possible in the junior year.

PSYC368 Introduction to Psychopathology (3)

PSYC300 Brain and Behavior (3)

PSYC430 OR 431 Field Study OR an elective (3-6)

Senior Year

PSYC345 History and Systems of Psychology (3)

PSYC499 Coordinating Seminar (3)

PSYC430 OR 431 Field Study OR an elective (3-6)

Psychology majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

For students interested in Art Therapy

PSYC100 and 368 or permission of the instructor are prerequisites for PSYC311 and subsequent Art Therapy electives.

Minor in Psychology (18 credits)

Only six credits may be transferred towards the minor.

Accelerated Bachelor of Arts in Psychology to Master of Arts in Counseling

Outstanding Psychology students 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, 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
- departmental recommendation
- invitation by the Psychology department to participate

Religious Studies and Theology (RELS)

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, Saint Joseph College 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.

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.

Undergraduate Degree

Bachelor of Arts, Religious Studies

Minors

Catholicism and Culture(s)

Ethics

Justice and Peace

Religious Studies

Undergraduate Certificate

Religious Studies

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

Bachelor of Arts, Religious Studies

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)

A. Required courses (18 credits)

	Credits
RELS105 Contemporary Christian Morality: Methods and Issues	(3)
RELS201 The Church: A Contemporary Study	(3)
RELS251 Hebrew Scriptures	(3)
RELS254 New Testament Gospels	(3)
RELS260 Jesus the Christ in Contemporary Thought	(3)
RELS499 Coordinating Seminar	(3)

B. Electives(15 credits); strongly recommended:

RELS305 Contemporary Christian Thought	(3)
RELS385 Internship	(3)

Concentrations for those who wish to pursue particular interests.

Theology

For general interest or preparation for graduate study in Theology, electives in Theology.

Religion

Electives in the phenomenon of religion or comparative religion

RELS150 Religions of the East	(3)
RELS151 Religions of the West	(3)
RELS152 Religion in America	(3)
RELS257 Islam	(3)
RELS258 Race and Religion in the U.S.	(3)
RELS260 Jesus the Christ in Contemporary Thought	(3)
RELS266 Christianity/Global Perspectives	(3)

Supporting coursework

HIST115/116 Western Civilization	(3-6)
HIST250 The World of Asia	(3)

Learn. Lead. Live.

SOCL207 Sociology of Religion	(3)
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Appropriate courses in International Studies, Philosophy and the Consortium

Religious Education

Electives in catechism and religious education in schools or churches

RELS104 Reading the Bible	(3)
RELS152 Religion in America	(3)
RELS202 Christian Sacraments	(3)
RELS305 Contemporary Theology	(3)
RELS385/386 Internship	(3)

Supporting coursework

EDUC265 The Elements of Teaching	(3)
HDFS250 Ways of Studying the Developing Child	(3)
PSYC220 Child Development	(3)
HDFS450 Cross-Cultural Studies of Children and Family	(3)
PSYC238 Human Development through the Life Span	(3)
ENGL203 Oral Communication	(3)

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

RELS202 Christian Sacraments	(3)
RELS265 Christian Service and Leadership	(3)
RELS307 Death	(3)

Supporting coursework

PSYC235 Social Psychology	(3)
PSYC238 Human Development through the Life Span	(3)
PSYC242 Psychology of Adulthood and Aging	(3)
PSYC311 Art Therapy: An Introduction	(3)
SOCL383 Contemporary Social Theory	(3)
SOCL385 Social Change	(3)
ENGL203 Oral Communication	(3)

Justice and Peace

Electives in Justice and Peace studies and involvement in social ministry or public advocacy

RELS205 The Ecological Challenge	(3)
RELS208 Christian Peacemaking	(3)
RELS209 Christianity and Social Justice	(3)
RELS211 Justice Seekers and Peace Makers	(3)
RELS253 Prophets and Prophecy in Ancient Israel	(3)
RELS258 Race and Religion in the U.S.	(3)
RELS270 Social Justice in the City of Hartford	(3)
RELS310 Religion and Science	(3)

Supporting coursework

SOCL217	Racial and Ethnic Groups	(3)
SOCL227	Inequality in America	(3)
SOCL385	Social Change	(3)
HIST348	American Society from Hiroshima to the Present	(3)

Philosophy and other courses listed under "Christian Living."

Christian Living

Electives in Christian ethics and spirituality

RELS102	Christianity and Spirituality	(3)
RELS104	Reading the Bible	(3)
RELS105	Contemporary Christian Morality	(3)
RELS205	The Ecological Challenge	(3)
RELS207	Women in the Christian Tradition	(3)
RELS208	Christian Peacemaking	(3)
RELS209	Christianity and Social Justice	(3)
RELS211	Justice Seekers and Peace Makers	(3)
RELS250	Prayer-ways of the Psalms	(3)
RELS258	Religion and Race in the United States	(3)
RELS261	Christian Marriage in a Secular Society	(3)
RELS266	Christianity/Global Perspectives	(3)
RELS270	Social Justice in the City of Hartford	(3)
RELS301	Moral Issues in Health Care: A Christian Perspective	(3)
RELS310	Religion and Science	(3)
RELS313	Mysticism: East and West	(3)

Supporting coursework

SOCL101	Introduction to Sociology	(3)
SOCL107	Social Problems	(3)
SOCL385	Social Change	(3)
PSYC100	Introductory Psychology	(3)
PSYC238	Human Development through the Life Span	(3)
POLS110	Introduction to Politics	(3)
POLS125	American Government	(3)
POLS249	International Politics	(3)
PHIL221	Person in the Community	(3)
PHIL225	Philosophy of the Human Person	(3)
PHIL340	Contemporary Ethical Problems	(3)
CHEM130	Environmental Science	(3)

Appropriate courses in International Studies

Scripture

Electives to prepare for graduate studies in Scripture

RELS104	Reading the Bible	(3)
RELS250	Prayer-ways of the Psalms	(3)
RELS251	Hebrew Scriptures	(3)
RELS253	Prophets and Prophecy in Ancient Israel	(3)
RELS254	New Testament Gospels	(3)
RELS255	Saint Paul and the Apostolic Church	(3)
RELS260	Jesus the Christ in Contemporary Thought	(3)
ENGL220	Literary Criticism	(3)

Hebrew and New Testament Greek courses available through the Consortium.

Minor in Catholicism and Culture(s) (18 credits)

The Catholicism and Culture(s) minor at Saint Joseph College 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.

A. Required courses (18 credits)**Credits****A. One foundation course (3 credits) from:**

RELS102	Christian Spirituality	(3)
RELS201	The Church	(3)
RELS208	Christian Peacemaking	(3)
RELS254	New Testament Gospels	(3)
RELS302	Social Justice in the City of Hartford	(3)

B. Four related disciplinary courses (12 credits) from:

MUSC250	Survey of Liturgical Music	(3)
PHIL241	Greek and Medieval Philosophers	(3)
PHIL250	Philosophy of Love and Sexuality	(3)
PHIL235	Philosophy of Race	(3)
ENGL312	Narrative and Belief	(3)

C. CATH499 Coordinating seminar (3)

Students who elect to study abroad for a semester may design an appropriate project to contribute to their Catholicism and Culture(s) minor with permission of the director.

Minor in Ethics (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.

Minor in Religious Studies (18 credits)

A. Required courses (6 credits) from:		Credits
RELS201	The Church: A Contemporary Study	
RELS251	Hebrew Scriptures	
RELS254	New Testament Gospels	(6)

B. Departmental electives (12 credits)

Minor in Justice and Peace (18 credits)

Students should develop their program of studies with an advisor in the Religious Studies department.

A. Required courses (9 credits)		Credits
RELS208	Christian Peacemaking	(3)
RELS209	Christianity and Social Justice	(3)
RELS385	Internship in a justice and peace-related program	(3)

Recommended:

RELS270	Social Justice in the City of Hartford	(3)
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Undergraduate Certificate in Religious Studies (18 credits)

The certificate in Religious Studies is designed to communicate a deeper understanding of contemporary theology for those who are working in ministry or religious education or to anyone who is interested. Students must maintain a C average in these courses. Although certificate students need not be formally admitted to the College, participants must have a high school degree or the equivalent. Students should consult the department chair for course selection.

A. Required courses (6 credits)		Credits
RELS251	Introduction to the Hebrew Scriptures OR	
RELS254	Introduction to the New Testament Gospels	
RELS201	The Church: A Contemporary Study OR	
RELS260	Jesus the Christ in Contemporary Thought	(6)

B. Departmental electives (12 credits)

Social Work (SOCW)

The Social Work Program educates social workers who, guided by professional ethics and standards, use culturally competent research and practice to effect 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.

Social Work is one of the fastest growing professions in the United States, and 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. Saint Joseph College 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 in two years of field practice, and alumnae reach out as mentors and prospective employers. 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 Saint Joseph College 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.

Undergraduate Degree

Bachelor of Science, Social Work

Undergraduate Certificate

Latino Community Practice (See program requirements under Latino Community Practice.)

Graduate Certificate

Latino Community Practice

Program Outcomes

The student will be prepared to:

- explore the interrelationships among people and their environments
- practice culturally competent generalist social work with individuals, families, groups, organizations, and communities
- resist prejudice and discrimination, including discrimination based on race, color, ethnicity, national or social origin, religion, sex, sexual orientation, family structure, disability, or age
- advocate for policies and programs that advance universal human rights, fundamental freedoms, and social and economic opportunities for all persons
- pursue graduate study, professional advancement, and life-long learning.

Social Work Major
Suggested Plan of Study

First Year		Credits
SOCW102	Introduction to Social Work	(3)
MATH110	Elementary Statistics	(3)
PSYC100	Introduction to Psychology	(3)
SOCL101	Introduction to Sociology	(3)
SOCL217	Racial and Ethnic Groups	
OR		
SOCL227	Inequality in America	
OR		
SOCW202	Black Families in the United States	
OR		
SOCW206	Latina Women and Their Worlds	(3)
Sophomore Year		
BIOL223	Human Biology	
OR		
BIOL270	Human Heredity & Birth Defects	
OR		
HDGE111	Biology of Aging	
AND		
HDGE112	Health of Aging	
AND		
HDGE113	Nutrition of Aging	(3)
ECON101	Principles of Macroeconomics	(3)
HDFS210	Voices of Development Across the Lifespan	
OR		
PSYC238	Human Development through the Lifespan	(3)
POLS110	How Politics Affects Your Life	
OR		
POLS125	American Government	
OR		
POLS310	Leadership and Social Justice	(3)

Junior Year

Fall

SOCW382	Human Behavior in the Social Environment	(3)
SOCW396	Social Work Methods I	(3)
SOCW386	Field Practice I (Includes seminar and 8 hrs/wk in field)	(4)

Spring

SOCW300	Social Welfare Policy	(3)
SOCW398	Social Work Methods II	(3)
SOCW388	Field Practice II (Includes seminar and 8 hrs/wk in field)	(4)

Senior Year

Fall

SOCW375	Social Research	(3)
SOCW400	Social Work Methods III	(3)
SOCW482	Field Practice III (Includes seminar and 16 hrs/wk in field)	(7)

Spring

SOCW498	Coordinating Seminar	(3)
SOCW484	Field Practice IV (Includes seminar and 16 hrs/wk in field)	(7)



Women's Studies (WMST)

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.

Undergraduate Degree

Bachelor of Arts, Women's Studies

Minor

Women's Studies

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

Bachelor of Arts, Women's Studies

The Women's Studies major consists of 36 course credits, 18 of which are required.

Degree Requirements (36 credits)

A. Required courses (18 credits)		Credits
WMST120	Women and Society	(3)
WMST210	Global Women's Issues OR	
ECON265	Women in the World Economy	(3)
WMST230	Feminist Theories	(3)
WMST300 OR WMST400	Women's Studies Seminar	(3)
WMST350	Internship	(3)
WMST499	Senior Coordination	(3)

B. 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 coordination. Examples of

possible areas of concentration include: Women in the Arts; Women, Science, and Health; Women and International Studies; Women and Politics.

Courses for a concentration, electives, or the minor

WMST350	Internship	(3)
WMST400	Women's Studies	(3)
WMST499	Senior Coordination	(3)
ENGL245	Renaissance Women	(3)
ENGL401	Major Author Seminar (when focused on women)	(3)
ENGL200/310/410	(when focused on an appropriate topic)	(3)
ENGL/PSYC346	Writing Women's Lives	(3)
ENGL276	American Studies (when focus is on women)	(3)
ECON265	Women in the World Economy	(3)
FIAR272	History of Women Artists	(3)
FIAR200/400	Special Topics (when focus is appropriate)	(3)
FREN346/436	Special Topics (when focus is appropriate)	(3)
HIST237	Women in European History	(3)
HIST239	Women in World History	(3)
HIST247	Women in American History	(3)
HIST257/CLAS 257	Women in Antiquity	(3)
MGMT320	Women in Management	(3)
PHIL350	Women Philosophers	(3)
POLS340	Women and Politics	(3)
POLS200	Special Topics (when focus is appropriate)	(3)
PSYC340	Psychology of Women	(3)
PSYC/ENGL346	Writing Women's Lives	(3)
RELS207	Women in the Christian Tradition	(3)
SOCL219	Women in American Society	(3)
SOCL227	Inequality in America	(3)
SPAN361/461	Special Topics (when focus is appropriate)	(3)

Minor in Women's Studies (18 credits)

A. Required courses (6 credits)		Credits
WMST120	Women and Society	(3)
WMST230	Feminist Theories	(3)
Four related electives (12 credits) from the list above		(12)

Academics - Graduate

Graduate Admission - Matriculation Requirements

Requirements vary by department, but generally consist of:

- Sealed transcripts of a bachelor's degree from a regionally accredited institution, sent from the institution to the Graduate Office at Saint Joseph College; sealed transcripts of any graduate work, also sent directly to the Graduate Office
- a completed application form
- a non-refundable \$50.00 application fee
- two original letters of recommendation
- a planned master's program of study developed in consultation with a faculty member

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).

Measles (Rubeola) and German Measles (Rubella) Immunization

In accordance to Connecticut state law, all matriculated students born after 12/31/56 must provide Health Services with written proof of two Rubeola immunizations (one after 1/1/69 and after the student's first birthday; and one any time after 1/1/80) as well as proof of one Rubella immunization after 1/1/69 and after the student's first birthday. The documents provided to Health Services must be signed by a registered nurse or physician. Proof of immunization may be obtained from a health care provider, high school or previous college. Students who have had one or both types of measles or have been immunized but do not have written proof, can obtain a blood test (antibody screen or titer) that also can serve as proof of immunization. Students must do this to comply with Connecticut Public Act 89-90. This policy applies to all matriculated students although those who anticipate matriculation in the future are strongly encouraged to submit the required documentation as soon as possible.

Students who have a medical condition that prevents immunization must obtain a letter from their physician and submit it to Health Services prior to registration. Students claiming religious exemption against immunization must provide Health Services with a letter of explanation.

Transfer Credits

Ordinarily, a maximum of six credits may be transferred from another accredited graduate school into a Saint Joseph College graduate program. Exceptions to this maximum are noted under specific program descriptions. To be eligible for transfer credit, a course to be transferred must carry a grade of B or higher.

Transfer of credits is not granted automatically. Application forms for transfer of credit are available online. Normally, the course work in such transfer requests must have been completed within the last seven years. An official transcript of the credits and a completed transfer of credit form must be received in the graduate office. 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 been matriculated. Approval is granted by the department chairperson after consultation with student's advisor.

Learn. Lead. Live.

Degree Requirements

Time to Degree

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. For information on specific program requirements, please see the appropriate graduate program in this catalog.

Independent Study/Research

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 and/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 chairs or in the Graduate Office. 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.

Directed Study

In the event that a student registers for a course which is then cancelled due to a lack of enrollment, a directed study may be initiated at the discretion of the department, the instructor, and the graduate dean.

Comprehensive Evaluation

All master's degree students must satisfactorily pass a comprehensive evaluation. 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.

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. Application deadlines are available online at www.sjc.edu/commencement.

Comprehensive exams are generally administered in February and July each year.

Late applications will be accepted up to four weeks after the deadline,

and will be assessed a \$25.00 late fee. There are no exceptions to these deadlines and fees.

Online students will work with the graduate office and department to have their comprehensive examination proctored close to their residence. A valid photo identification card must be presented at the time of the exam.

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

Thesis

Students in master's degree programs are encouraged to undertake a thesis. 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 and/or the beginning of the second semester and the data is analyzed, and the results and conclusions 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 of the thesis.

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

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

Degree Application

Students must file a Diploma Application which is available online at www.sjc.edu/commencement. Diploma applications are due concurrently with submission of the comprehensive exam or thesis applications; please check the commencement Web site for submission due dates.

A student who has successfully passed the comprehensive exam or master's thesis prior to or during the spring semester and will complete no more than one 3 credit course during the summer session may petition to participate in the May Commencement ceremony of the same year. The deadline for the petition to be submitted to the degree auditor in the Office of the Registrar is the same as the date set for the degree application. If the petition is approved and the student is permitted to participate in the commencement ceremony, the student's name will be listed in the commencement program alphabetically and called in normal rotation. An asterisk will appear next to the student's name in the Commencement program indicating degree requirements will be met in August. Students completing their coursework in August will receive a degree conferral date of August 15th. Before a petition will be considered, graduate students must have applied for and passed their comprehensive examinations or Master's thesis prior to May graduation.

A student completing degree requirements by the end of the fall semester prior to May will have a conferral date of December on their diploma. December candidates receive a conferral date of one week after the official end of the Fall semester. Diplomas will be mailed home to students after the May commencement ceremony. Students completing degree requirements in December will be listed in the commencement program alphabetically and are called in the normal rotation at the May commencement ceremony. A double asterisk will appear next to the student's name in the commencement program to denote a December graduate.

Commencement

Degree completion dates are granted three times within the academic year: December, May and August. One commencement ceremony occurs in May allowing all recipients to participate. Students who complete degree requirements during the summer session after the commencement date or during the fall semester prior to the commencement date may obtain a statement from the Registrar confirming that requirements for the degree have been met and indicating when the degree will be conferred.

GPA to Graduate

In addition to department requirements, all students must have a grade point average of 2.67 or better to graduate.

Academic Policies and Procedures

Academic Integrity

Absolute integrity is expected of every student in all academic undertakings. An atmosphere of academic integrity is inherent in the philosophy of Saint Joseph College 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 Saint Joseph College 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:¹

- "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."²

Cheating: “Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.”³

Fabrication: “Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.”⁴

Facilitating Academic Dishonesty: “Intentionally or knowingly helping or attempting to help another to violate any provision of this code.”⁵

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

² Fowler and Aaron, 686.

³ 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.

⁴ Kibler et al., 69-70.

⁵ Kibler et al., 69-70.

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.

An individual with questions concerning the Code of Academic Integrity should consult the vice president for academic affairs/dean. It is the responsibility of each member of the College community to refer any perceived threat to this Code to the vice president for academic affairs/dean.

The chair of the Graduate School Committee will convene an Ad Hoc Graduate Committee on Academic Integrity to record all cases of academic dishonesty within the Graduate Office and review and 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.

A decision is made by majority vote of the Committee.

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.

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.

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

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 as this policy in lieu of all other grievance procedures.

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 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 College

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 and then to the division chair, if necessary. Should further consideration of the issue be required, it is brought to the vice president for academic affairs who then calls together an ad hoc committee consisting of another graduate student, instructor, advisor, department chair, division chair, and dean.

Registration

Returning students may register for graduate courses prior to the start of each semester either by mail, fax, in person at the Office of the Registrar or online via MySJC. Students are encouraged to register online as early as possible.

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

Dropping/Adding Courses

During the first two weeks of the semester, students taking courses on campus may drop and/or add courses. If a student officially drops a class prior to the close of the second week of a semester, the course will be voided from the record. Online courses must be dropped with 48 hours in order for the course to be voided from the record.

Academic Workload/Full-Time/Part-Time Status

A full-time graduate student is enrolled for nine or more credit hours of work each semester. Students enrolled in fewer than nine credit hours are considered part time.

Grading System (Graduate)

Grade	Definition	Grade Points Per Credit
A	100-93	4.000
A-	92-90	3.670
B+	89-87	3.330
B	86-83	3.000
B-	82-80	2.670
C+	79-77	2.330
C	76-73	2.000
C-	72-70	1.670
D+	69-67	1.330
D	66-63	1.000
D-	62-60	.670
F	Less than 60	

C, D or F Grades

A grade of C or below is subject to review by the department in which the student is matriculated. The acquisition of a grade of C or below in two courses necessitates a reconsideration of candidacy. Receipt of 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 passed with an inadequate grade receives additional GPA credits and grade points but does not receive additional graduation credits.

W	Withdrawal – before midpoint of course
WP	Withdrawal Passing – withdrawal after midpoint of course
WF	Withdrawal Failing – withdrawal after midpoint of course
I	Incomplete (See p. 33 for policy)
P	Passing (C- or above)
NG	No Grade Issued
NR	No Report from Instructor
AU	Audit

Faculty members have sole responsibility for awarding grades.

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.

Credits	Grade	Grade Points	Example
3	A	12.00	36 ÷ 12 = 3.00 (GPA)
3	P	0.00	
3	C-	5.10	
3	B+	9.90	
<u>3</u>	B	<u>9.00</u>	
15		36.00	

Incomplete Grades

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 course work within six weeks. Under special circumstances, students may petition the graduate office to extend the time limit in which course work 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 course work, or does not satisfactorily complete the course work as arranged, will receive a grade of F for the course.

Audit Policy

Auditing carries no credit and no grade. The course is entered on the student's transcript, but it does not affect a student's part-time or full-time status. Audited courses may not be repeated for credit in subsequent semesters. Audited courses are billed at half-tuition.

Prior to the third week of classes, an audited course may be changed to a credited course with the appropriate tuition adjustment or may be added or dropped by completing an add/drop form in the Registrar's Office.

Withdrawal from a Course

Withdrawal from a course (W grade) will only be given if the student completes an official Course Withdrawal Form (available from the Office of the Registrar) and is receiving a passing grade in the course at the time of the request. Discontinuance of class attendance and/or notification of the course instructor do not constitute an authorized withdrawal.

When dropping an online course, students will have until 48 hours after the course has started to drop the course without penalty. In order to drop a class, the student must fill out a drop form from the Office of the Registrar.

Students may contact the Distance Learning site at www.ctdlc.org or the Office of the Registrar at Registrar@sjc.edu or 860.231.5225.

Leave of Absence (for matriculated students)

A student in good standing who wishes to interrupt her/his college program may request a leave of absence for up to one year (two semesters exclusive of summer) from the date of the leave of absence. Leaves are arranged through the Office of the Registrar after the dean's approval is obtained. For students going on a leave of absence, the Registrar will drop all current courses or issue a grade of W for all courses if the leave is initiated after the 10-day add/drop period.

The leave of absence option allows the student to re-enroll at the College within the following year without going through the readmission procedures. A student who does not enroll at the end of the leave period will be administratively withdrawn from the College by the Registrar. Should this student later decide to return to Saint Joseph College, it will be necessary to apply for readmission.

Withdrawal from the College (for matriculated students)

A student wishing to withdraw entirely from the College can obtain withdrawal forms from the Office of the Registrar. An exit interview must be scheduled with the dean who will sign the form. If the withdrawal is initiated within the 10-day add/drop period, the Registrar will drop all courses for which the student is registered. If the withdrawal is initiated after the 10-day add/drop period, the Registrar will issue a grade of W for registered courses. Students will also be dropped from all pre-registered courses. Students who have withdrawn from the College and later decide to return must reapply for admission.

Administrative Withdrawals of Matriculated Students

The Registrar will administratively withdraw students who do not show registration activity for four consecutive semesters (exclusive of summer). These students must reapply for admission, meet with their advisor, and provide an updated planned program of study to the Graduate Office upon their return to prevent an administrative withdrawal; matriculated students are strongly encouraged to apply for an official leave of absence if they anticipate an extended absence between semesters.



Graduate Programs

Biology

Graduate Degrees

Accelerated Master of Science, Biology

Master of Science, Biology (online and on-site)

Master of Science, Biochemistry (online - for details, see Department of Chemistry)

Graduate Certificate

Emerging Diseases

Accelerated Master of Science Degree in Biology

The Accelerated Master of Science Degree Program in Biology allows qualified, motivated students to complete a bachelor of science in Biology and a master of science in Biology in five years.

Admission Requirements

- Overall GPA of 3.25 or higher at the end of the sophomore year
- Grades of B or better in all science courses
- Review of application by the Biology faculty, and interview with the Biology Department chair.

Degree Requirements

Students accepted into the program will take one graduate-level course during each semester of their junior and senior years. Students normally complete 12 credits of graduate study prior to receiving their B.S. degree. These graduate credits may NOT be counted toward the 120 credits needed for the B.S. degree. Upon completion of the B.S. degree, students may apply directly for matriculation into the Biology Graduate Program. During the fifth year, students will complete the course of study for the master's degree. A research project leading to a master's thesis is strongly recommended.

Master of Science in Biology (online and on-site)

A master's degree in Biology enables graduate students to increase the depth and scope of their knowledge as well as to prepare for advancement in their chosen careers.

Students may choose to complete their coursework using one of three delivery systems. Students may take 30 credits utilizing the department's online courses, to complete their coursework on the Saint Joseph College campus, or to combine online with on-site courses.

Program Outcomes

The 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 and its meaning
- communicate scientific ideas in both written and oral formats, and to be able to understand and explain principles of biology both conceptually and quantitatively.

Matriculation Requirements

1. a baccalaureate degree in Biology or related field from a regionally accredited institution
2. two letters recommending the candidate for graduate work at Saint Joseph College
3. a sealed official transcript of all undergraduate work
4. an interview with the Biology Department chairperson
5. admission application and admissions fee
6. planned program of study signed by the advisor

Degree Requirements

A. Thesis Option (30 credits)

Credits

1. Required courses (6 credits)

BIOL503	Biometry OR Graduate Level Statistics	(3)
BIOL599	Master's Thesis	(3)

2. Biology electives (24 credits)

B. Non-Thesis Option (30 credits)

1. Biology electives (24 credits)

2. Related courses (6 credits)

Students may select six graduate credits of related course work from any academic department. These courses must be pre-approved by the department chairperson.

C. Comprehensive Examination

All students must pass a comprehensive examination after having completed 24 credits in biology. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive. All students must submit an application for the comprehensive examination.

Biology Electives (24 credits)

BIOL501	Ecology	(3)
BIOL502	Laboratory Techniques for Teachers	(3)
BIOL508	Advanced Physiology	(3)
BIOL509	Advanced Pathophysiology	(3)
BIOL510	Cell Biology	(3)
BIOL517	Animal Behavior	(3)
BIOL518	Endocrinology	(3)
BIOL522	Immunology	(3)
BIOL525	Genetics	(3)
BIOL533	Medical Bacteriology	(4)
BIOL535	Neuroscience	(3)
BIOL560	Parasitology	(4)
BIOL564	Biotechnology	(3)
BIOL590-592	Special Topics	(1-3)
BIOL593	Biology Seminars	(1-3)
BIOL595	Independent Study/Research (limited to three credits)	(1-3)

Master of Science, Biochemistry (online)

for details, see Department of Chemistry below

Graduate Certificate in Emerging Diseases

Requirements (12 credits)

A. Required courses (6 credits)

BIOL540	Public Health	(3)
BIOL505	Emerging Diseases	(3)

B. Electives (6-8 credits) from:

BIOL513	Virology	(3)
BIOL522	Immunology	(3)
BIOL533	Medical Bacteriology	(3-4)
BIOL560	Parasitology	(3-4)

In some cases, a particular Special Topics course may be recommended in place of one of these electives, depending on the student's goals.

Business Administration

Graduate Degree

Master of Science, Management

Graduate Certificates

Healthcare Systems Management

Homeland Security Management

Master of Science in Management

The Master of Science in Management is oriented toward the needs 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 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 of management responsibilities and the specifics of a chosen, focused discipline

Matriculation Requirements

1. a sealed official transcript of all undergraduate work, showing a baccalaureate degree from a regionally accredited institution
2. two letters recommending the candidate for graduate work at Saint Joseph College
3. admissions application and admission fee
4. program of study signed by the advisor

Degree Requirements (36 credits)

A. Core Courses (24 credits)

		Credits
ACCT505	Accounting Strategies for Decision Making	(4)
MGMT501	Managing & Developing the High Performance Organization	(3)
MGMT502	Management Information Technologies	(4)
MGMT506	Marketing & Stakeholder Relations	(3)
MGMT507	Financial Management for Successful Organizations (prerequisite: ACCT505)	(4)
MGMT508	Business Decisions & Ethical Dimensions	(3)
MGMT515	Strategic Management	(3)

B. 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.

Graduate Certificates

Healthcare Systems Management (12 credits)

		Credits
MGMT516	Managing Healthcare Delivery Systems	(3)
MGMT517	Legal Aspects of Healthcare Management	(3)
MGMT518	Third Party Payer Systems and Managed Care	(3)
MGMT519	Joint Ventures and Alliances in Healthcare Management	(3)

Homeland Security Management (12 Credits)

MGMT 520	Introduction to Homeland Security	(3)
MGMT 521	Law Enforcement and Judicial Issues	(3)
MGMT 522	Command Management and Operations	(3)
MGMT 523	Simulation for Homeland Security	(3)

Chemistry

Graduate Degrees

Accelerated Master of Science, Chemistry

Master of Science, Chemistry (on-site)

Master of Science, Biochemistry (online)

Accelerated Master of Science, Chemistry

The Chemistry Department encourages interested students to consider the Accelerated Master of Science Degree Program. This Program will allow students to earn both a bachelor's and a master's degree in five years. The 27-credit Accelerated master's degree will include six graduate credits taken during the senior year. Various options combining course work, research and internships are available during the fifth year. Students who successfully complete this program will enhance their potential for acceptance into doctoral programs and for careers in teaching, industry and business.

Admission to the Accelerated M.S. in Chemistry requires

1. overall GPA of 3.25 or higher by the end of the junior year.
2. grades of B- or better in all chemistry, math and physics courses.
3. review of application by the chemistry faculty, and an interview with the chemistry department chair.

Master of Science, Chemistry

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 the area schools.

Program Outcomes

The student will:

- demonstrate increased depth and scope in biochemistry, inorganic and organic chemistry.
- demonstrate increased depth and scope in related advanced areas of chemistry.
- demonstrate increased depth and scope in laboratory skills, in organic analysis, biochemistry and forensic science.
- (for teachers) demonstrate increased depth and scope in teaching, especially in conceptual development, inquiry and experimentation, and biochemical laboratory methods.



Matriculation Requirements

1. a baccalaureate degree from a regionally accredited institution, in Chemistry or in a closely related discipline
2. science GPA of 2.8 or higher, or completion of six credits in the Chemistry graduate program with grades of B- or better
3. the prerequisites for all graduate courses – undergraduate courses or experience in analytical, organic and physical chemistry
4. two letters of recommendation
5. sealed official undergraduate transcript
6. graduate application and application fee
7. a completed planned program of study following an interview with the program director

Degree Requirements (30 credits)

A. Required courses (9 credits)

		Credits
CHEM520	Inorganic Chemistry	(3)
CHEM530	Biochemistry (online)	(3)
CHEM560	Advanced Organic Chemistry I OR	
CHEM561	Advanced Organic Chemistry II	(3)

B. Electives: Thesis Option (9 credits); Non-Thesis Option (15 credits)

CHEM550	Heterocyclic Chemistry	(3)
CHEM551	Medicinal Chemistry	(3)
CHEM552	Organometallic Chemistry	(3)
CHEM554	Planetary Chemistry (online)	(3)
CHEM556	Conceptual Development in Teaching Science	(3)
CHEM557	Inquiry and Experimentation in Teaching Science	(3)
CHEM570	Instrumental Organic Analysis	(3)
CHEM580	Chemical Instrumentation	(3)
CHEM585	Introduction to the Biochemistry of Cancer	(3)
CHEM586	Biochemical and Instrumental Analysis in Forensic Science	(3)
CHEM587	Environmental Geochemistry (online)	(3)
CHEM589	Inorganic Polymer Chemistry	(3)
CHEM593/594	Advanced Chemistry Seminars	(1-3)
CHEM597	Independent Study	(3)
CHEM598	Research Seminar	(3)
CHEM599	Master's Thesis	(3)
CHEM693/694	Advanced Chemistry Seminars	(1-3)

C. Thesis requirements (6 credits)

CHEM598	Research Planning Seminar	(3)
CHEM599	Master's Thesis	(3)

D. Additional courses (up to six credits) may be taken from other disciplines or two more courses from the electives listed above.

E. Comprehensive Examination

All students in the non-thesis program must pass a written comprehensive examination after having completed 24 credits in Chemistry. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive.

Master of Science, Biochemistry (online)

The Master of Science in Biochemistry is an integrated program, combining coursework in the fields of biology and chemistry. 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:

- recognize the interconnections between biology and chemistry
- relate medical diagnoses and treatment at the molecular level
- interpret the relationship between the physical properties, of the reactants and products, and the reactivity of biological reactions
- analyze biological systems using advance chemical concepts
- examine equilibrium reactions and their biological use in metabolism

- formulate the major intersections between the fields of genetics and biochemistry
- evaluate the research literature in biochemistry
- assess the contributions various sub-disciplines of biology have made to the field of biochemistry

Matriculation Requirements

1. a baccalaureate degree from a regionally-accredited institution in Biochemistry or a closely related discipline
2. a science GPA of 2.8 or higher, or completion of six credits in the chemistry graduate program with grades of B- or better
3. the prerequisites for all graduate courses - undergraduate courses or experience in analytical, organic and physical chemistry
4. two letters of recommendation
5. a sealed official undergraduate transcript
6. graduate application and application fee
7. a completed planned program of study following an interview with the program director

Degree Requirements (30 credits)

A. Required courses (9 credits)

		Credits
CHEM500	Chemical Thermodynamics	(3)
CHEM530	Biochemistry	(3)
BIOL525	Genetics	(3)

B. Electives. Thesis option (9 credits); non-thesis option (15 credits) from:

BIOL510	Cell Biology	(3)
BIOL515	Pharmacology	(3)
BIOL516	Toxicology	(3)
BIOL518	Endocrinology	(3)
BIOL522	Immunology	(3)
CHEM560	Advanced Organic Chemistry I	(3)
CHEM561	Advanced Organic Chemistry II	(3)
CHEM585	Biochemistry of Cancer	(3)
CHEM593	Advanced Seminar I	(3)
CHEM594	Advanced Seminar II	(3)
CHEM597	Independent Study	(3)
CHEM 698/694	Advanced Chemistry Seminar	(3/3)

C. Thesis Requirements (6 credits)

CHEM598	Research Planning Seminar	(3)
CHEM599	Master's Thesis	(3)

D. Additional courses (up to 6 credits) may be taken from other disciplines or two more courses from the electives listed above.

E. 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.

Counselor Education (COUN)

Graduate Degrees

Master of Arts, Community Counseling

Child Welfare Studies

Pastoral Counseling

Master of Arts, School Counseling

Master of Arts, Marriage and Family Therapy

Graduate Certificate

Spirituality

Marriage and Family Therapy

Post-Master's 12-credit Studies of Focus

The Counseling Education Programs are 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.

Accelerated Bachelor of Arts in Psychology to Master of Arts in Counseling

Outstanding Psychology students 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, 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

- second semester junior Psychology major OR minors
- 3.2 GPA
- departmental recommendation
- invitation by the Psychology department to participate

Accelerated Bachelor to Master of Arts in Marriage and Family Therapy

The Accelerated Bachelor to Master of Arts in Marriage and Family Therapy provides motivated Saint Joseph College undergraduate students with the opportunity to enter a field that makes practical application of their liberal arts studies. Candidates for the program are Saint Joseph College undergraduates who wish to prepare themselves to become caring and competent clinicians in the field of marriage and family therapy.

During the fall and spring semesters of their senior year, students enroll in two three-credit graduate courses in marriage and family therapy. Successful completion of these two courses qualifies these students to continue their graduate studies following graduation.

Admission Requirements

- overall GPA of 3.25 or better by the second semester of the junior year

- Recommendation from the major's department based on the student's readiness to participate in advanced clinical classes
- Interview with the Marriage and Family Therapy Department Chair

Master of Arts, Counseling Matriculation Requirements

1. graduate application and application fee
2. official college transcript(s) from a regionally accredited institution, demonstrating a bachelor's degree
School Counseling candidates must have a 2.67 undergraduate cumulative GPA and provide one (1) additional official college transcript to the Counselor Education Office.
3. two letters of professional reference (forms available in the Office of Academic Affairs.)
4. personal entrance essay (request form from Counselor Education for instructions)
5. +Praxis I for M.A. School Counseling candidates. (**Note:** Any students who scored 1100 or more on their SAT may apply for a Praxis I waiver.)
6. an interview arranged through the Counselor Education Office
7. following acceptance to the program, the student must indicate the number of credits to be carried each semester. A planned program of study will be prepared and mailed with instructions for registration and final matriculation.

Master of Arts in Community Counseling

The purpose of a community counselor's intervention is seen as facilitating growth towards one's human potential. It focuses on the wide span of personal problems that confront any individual facing the stresses and strains of modern life. Counselors are prepared to work in community mental health centers, private practice, social service agencies, health services, businesses, and educational or pastoral settings.

Program Outcomes

The student will develop:

- **Skill Competencies:** 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.
- **Case Conceptualization:** skills to formulate a clear understanding of the client's struggle and frame a counseling plan that reflects a theoretical orientation and is respectful of the contextual nature of the client's world view.
- **Counseling Process:** 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.
- **Personal Growth:** an awareness of the aspects of the student's character that enhance work as a counselor, as well as those aspects that serve as obstacles to work as a counselor; skills to

work actively to utilize strengths in addressing any personal obstacles.

Degree Requirements (48 credits)

A. Core courses (42 credits)

Credits

- | | | |
|-------------------------------------|---|-----|
| 1. Human Growth and Development | | |
| COUN543 | Theories of Counseling and Psychology | (3) |
| COUN552 | Developmental Theories and Applications | (3) |
| 2. Social and Cultural Foundations | | |
| COUN514 | Multicultural Counseling | (3) |
| 3. Helping Relationships | | |
| COUN541 | Skills and Techniques in Counseling | (3) |
| 4. Group Work | | |
| COUN531 | Group Process & Dynamics | (3) |
| 5. Career Lifestyle and Development | | |
| COUN533 | Theoretical & Practical Sources for Career/Lifestyle Development | (3) |
| 6. Appraisal | | |
| COUN544 | Mental Health Assessment, Diagnosis, and Treatment Planning | (3) |
| COUN550 | Appraisal and Its Application in Counseling | (3) |
| 7. Research and Program Evaluation | | |
| COUN597 | Applied Research Methods for Counselors | (3) |
| 8. Professional Orientation | | |
| COUN515 | Ethics and Standards of Practice | (3) |
| COUN540 | Professional Orientation to and Foundations of Community Counseling | (3) |
| 9. Practicum/Internship | | |
| COUN568 | Practicum | (3) |
| COUN570 | Internship I | (3) |
| COUN571 | Internship II | (3) |

10. Electives (6 credits) chosen from the list of approved graduate Education courses.

B. Research Thesis

A research project/thesis for those students wishing to enhance their program is available and may serve as three credits of electives in the counseling programs. A student wishing to complete a thesis must confer with a member of the faculty who agrees to be an advisor for the project, then write a proposal and submit it for approval. A reader will be selected from the department in conjunction with the faculty advisor/student choice. Upon approval of the proposal, the student will produce a thesis under the supervision of her/his advisor.

C. 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.

D. 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.

Specialization in Child Welfare Studies

Child Welfare Studies is designed for individuals who are currently working in services for children and their families, or who are preparing to seek employment in services for children, such as social workers in child welfare agencies, teachers, pediatric and school nurses, juvenile court and youth law enforcement personnel, youth counselors, child advocates, day care specialists.

A. Required Courses:		Credits
COUN505	The Maltreated Child	(3)
COUN569	Child Sexual Abuse Assessment, Treatment, and Project (Prerequisite for COUN568 Practicum)	(3)

Specialization in Pastoral Counseling

The specialization in Pastoral Counseling is designed to work towards the professional and personal integration of spirituality and psychology within the context of a counseling program of studies. It challenges the student to work towards a synthesis which includes: a) the body of knowledge common to the field of counseling theory and practice; b) the development of specific counseling skills for facilitating growth in self; and c) an understanding of spiritual development and theological reflection as it relates to human healing and maturity. The goal of the program is to enable students to become knowledgeable and competent practitioners committed to pastoral counseling and/or ministry.

A. Required Courses		Credits
COUN527	Spiritual Care and Community Counseling	(3)
COUN528	Counseling Techniques for the Pastoral Person – Substitute for COUN541	(3)
COUN545	Psychological and Spiritual Development through the Lifespan – Substitute for COUN552	(3)
COUN575	Spiritual Assessment in Counseling (Prerequisite for COUN568 Practicum)	(3)

Master of Arts in School Counseling

The School Counseling Program is committed to training 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 Saint Joseph College 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.

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, coordinating a counseling service, and the practice of school counseling including program development, implementation, evaluation, and consultation.

The content elements included in this program meet academic standards for school counseling established by the Council for the Accreditation of Counseling and Related Educational Programs and the 2003 Connecticut State Regulations for School Counselor Preparation Programs.

A. Required Courses (51 Credits)		Credits
COUN514	Multicultural Counseling	(3)
COUN515	Ethics and Standards of Practice	(3)
COUN516	Psychology of Exceptional Children	(3)
COUN531	Group Dynamics and Practice	(3)
COUN533	Theoretical and Practical Sources for Career/Lifestyle Development	(3)
COUN540	Foundations of Community and School Counseling	(3)
COUN541	Skills and Techniques in Counseling	(3)
COUN543	Theories of Counseling and Psychology	(3)
COUN544	Mental Health Assessment, Diagnosis and Treatment Planning	(3)
COUN550	Appraisal and Its Application to Counseling	(3)
COUN552	Developmental Theories and Application	(3)
COUN560	Principles, Organization, and Practice of School Counseling Services	(3)
COUN561	Moral Development and Its Application to Mental Health Settings	(3)
COUN597	Applied Research Methods for Counselors	(3)
COUN566	Practicum in School Counseling	(3)
COUN573	Internship in School Counseling (I)	(3)
COUN574	Internship in School Counseling (II)	(3)

Course Required for Students without Teaching Licensure

COUN524	Instruction, Curriculum and Consultation	(3)
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B. 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.

C. Comprehensive Examination

NOTE: School Counseling requirement is normally 300 clock hours on site for each internship semester. If students do not hold a CT teaching certificate and have at minimum 30 months of classroom teaching experience, they must complete a 10-month full-time residency.

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. The student may sit for this examination after completing a minimum of 42 credits in the core course curriculum.

D. Research Thesis

A research project/thesis for those students wishing to enhance their program is available and may serve as three credits of electives in the counseling programs. A student wishing to complete a thesis must confer with a member of the faculty who agrees to be an advisor for the project. A proposal must then be written and submitted for approval. A reader is to be selected from the department in conjunction with the faculty advisor/student choice. Upon approval of the proposal, the student will produce a thesis under the supervision of her/his advisor.

Master of Arts, Marriage and Family Therapy

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. Trainees are encouraged to select and integrate those approaches which 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.

According to a recent survey of program graduates, over 50% of respondents had already obtained state licensure and all remaining respondents planned to do so in the near future. Ninety-seven percent were employed in the therapeutic field or were continuing with further education. For the past several years, 100% of the Marriage and Family Therapy students have graduated with a job secured in the field of Marriage and Family Therapy.

In 2005 the Department of Marriage and Family Therapy was granted re-accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for the next six years. This national accreditation status is vital for those who wish to pursue their state licensure.

Graduate Certificate in Spirituality

The 18-credit certificate in spirituality is designed for the helping professional who wishes to add or integrate spirituality/spiritual care into professional practice, and for the adult student who wishes to better integrate spirituality/spiritual care into research and learning objectives.

Admission Requirements

1. a bachelor's degree from an accredited institution
2. an interview with the program's coordinator

Certificate Requirements

A. Required Courses (9 credits)		Credits
COUN527	Spiritual Care and Counseling	(3)
COUN545	Psychological and Spiritual Development through the Lifespan	(3)
COUN575	Spiritual Assessment in Counseling	(3)
B. Elective Courses (9 credits)		
COUN528	Counseling Techniques for the Pastoral Person	(3)
COUN529	Crisis & Trauma Theory & Counseling	(3)
COUN531	Group Process and Dynamics	(3)
COUN525	Alternative Modes of Healing and Counseling	(3)
COUN546	Psychology and Spirituality of Dreamwork	(2)
COUN547	Addiction Counseling	(3)
COUN548	Psychology and Spirituality of Relationship	(3)
COUN549	Spiritually Based Techniques in Counseling	(3)
COUN558	Grief Loss and Transition	(3)
COUN559	Psychology and Spirituality of Self-esteem	(2)

Graduate level performance is expected of all participants. A grade of B or better is required.

Graduate Certificate in Marriage and Family Therapy (15 credits)

For those students who seek advanced Marriage and Family Therapy training but are unable to commit to a full master's degree program, Saint Joseph College offers a graduate certificate program. Designed to help professionals develop the advanced skills necessary for successful intervention in parent/child, marital and family contexts, the certificate is an advanced, practicum-based experience. Courses successfully completed may be transferred to the master's degree program in Marriage and Family Therapy at Saint Joseph College.

Certificate requirements:		Credits
MFTH560	Communication and Systems Theory	(3)
MFTH561	Family Assessment	(3)
MFTH571	Practicum I: Supervision in Family Therapy	(1)
MFTH562	Family Intervention	(3)
MFTH572	Practicum II: Supervision in Family Therapy	(1)
MFTH563	Couples Therapy	(3)
MFTH573	Practicum III: Supervision in Family Therapy	(1)

Post Master's 12-Credit Studies of Focus

The Counselor Education Department offers 12-credit areas of topical study. These programs are designed for the counselor who is in need of 12 additional credits for licensure in the State of Connecticut. The areas of study include working with children and adolescents, gerontology, and spirituality. Students who are interested in one or more of these topics should contact their advisor.

Education

Saint Joseph College prepares future educators to be independent problem solvers and competent practitioners. Students in the Department of Education understand the crucial role that theory and practice play in facilitating the teaching-learning process with populations of diverse learners across a variety of settings. Guided by a strong belief in meeting the needs of the individual students, the Department of Education offers a high-quality certification program combined with a variety of master's degree options.

Graduate Degrees

Early Childhood/Special Education Integrated Program, Bachelor of Arts in Child Study to Master of Arts, Early Childhood/Special Education

Master of Arts, Education, Specializations:

- Curriculum and Instruction
- Middle level education
- Reading and Language – Elementary
- Reading and Language – Secondary
- Special Education
- Self-designed program
- Education Internship Program with West Hartford Public Schools.
- REACH to Teach
- Urban Education Partnership

Master of Arts, Special Education

- K-12 Teacher-licensure option
- Self-design Option
- Urban Education
- Reading Internship Program with area public schools

Graduate Certificates

Urban Applications of the Educational Research
Action Research in the Urban Classroom

Graduate Teacher Licensure

State Approved Programs in:

- Early Childhood Birth-Kindergarten or Nursery-Grade Three
- Elementary Education (Grades K-6)
- Middle Level Education (Grades 4-8) in Biology, Earth Science, English and Language Arts, Mathematics, General Science, and Social Studies
- 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
- Special Education (Grades K-12)

HEA – TITLE II

2005-2006 Academic Year – Quartile Ranking

Institution Name	Saint Joseph College
Institution Code	3,754
State	Connecticut

Number of Program Completers Submitted:	127
Number of Program Completers found matched, and used in passing rate calculations ¹	123
Number of In-State Program Completers	2,195

Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Institutional Quartile Rank	Statewide Pass Rate
Aggregate – Basic Skills	74	74	100%	1	100%
Aggregate – Professional Knowledge	–				
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	66	66	100%	1	98%
Aggregate – Other Content Areas (Elementary Education, Career/Technical Education, Health Education, etc.)	7				100%
Aggregate – Teaching Special Population (Special Education, ELS, etc.)	44	44	100%	1	100%
Summary Totals and Pass Rates⁵	123	123	100%	1	98%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

April 20, 2007

Admission Requirements for Graduate Programs

1. a bachelor's degree from a regionally-accredited institution
2. a minimum undergraduate GPA of 2.5 (2.67 for Teacher Certification) and an appropriate undergraduate major; Urban Education Partnership (UEP) has a minimum GPA of 2.0 and allows for conditional acceptance based on a grade of B or better in the first two UEP courses.
3. admission application and admission fee
4. supplemental Education Department application
5. sealed official transcripts of all undergraduate work and any prior graduate work
6. two letters of recommendation from individuals who can attest to the student's suitability as a prospective teacher or to work with children and families.

Please note: Recommendations must be obtained from individuals who are not family members or personal friends, or members of the Department of Education at Saint Joseph College.

7. a planned program of study developed by the candidate and the faculty advisor, approved by the department chair

Students must take six graduate credits before matriculating with a grade of B or better to matriculate. Students must receive a grade of B or better in all graduate courses.

Early Childhood Education/Special Education (ECSE)

The graduate programs in Early Childhood Education/Special Education prepare professionals to work with all young children (birth through age 8) and their families in a variety of educational and early intervention settings.

Integrated Program, Bachelor of Arts in Child Study to 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 take one or two graduate courses from the M.A. program during their senior year. Credit for these courses must be used either for the B.A. or M.A. program, but not both.

Program Outcomes

The student will:

- understand historical, social, and political forces influencing values, policies, and practices and their impact on young children and families
- understand factors influencing early physical, psychosocial, communicative, and cognitive development
- effectively collaborate with families, colleagues, and a network of community resources on behalf of young children
- effectively assess development of children with appreciation for their individual differences and the importance of their ecological context
- design and implement effective teaching/learning strategies within a developmentally appropriate milieu

Master of Arts in Early Childhood Education/Special Education

The master's degree program offers two areas of specialization: Birth through Kindergarten and Pre-Kindergarten to Primary. Self-designed options are also available in consultation with program faculty.

Degree Requirements

1. Core Courses (18 credits)

	Credits
ECSE510	Growth and Development in Early Childhood (3)
ECSE530	Parents, Families and Communication (3)
ECSE555	Programs for Young Children (Foundations) (3)
ECSE560	Learning in a Social Context (3)
ECSE587	Pre-K to Kindergarten Curriculum (3)
EDUC515	Educational Research (3)

2. Specialization Requirements Infant/Toddler (12 credits)

ECSE520	Language Development and Emergent Literacy (3)
ECSE541	Assessment: Birth to K (3)
ECSE576	Primary Curriculum (Grade 1-3) (3)
ECSE581	Student Teaching: Infant/Toddler (3)

Nursery to Grade 3 (12 credits)

ECSE520	Language Development and Emergent Literacy (3)
ECSE540	Assessment: Pre-K to Grade 3 (3)
ECSE573	Enhancing the Development of Infants & Toddlers (3)
ECSE580	Student Teaching: Pre-K-K (3)

3. Comprehensive Examination

All students must pass a written comprehensive examination after having completed all of their coursework for the program.

Master of Arts in Education

Degree Requirements (30 credits) Credits

1. Core requirements for all specializations (6 credits):

a. Choose one from (3 credits):

EDUC511	Educational Issues: Contemporary and Historical Perspectives	OR	
EDUC587	Public School Law		(3)
EDUC515	Educational Research (required)		(3)

2. Specializations (may not be chosen from Certification Planned Program)

Curriculum and Instruction

a. Specialization Requirements (9 credits). Three courses from:

EDUC556	Curriculum Development		(3)
EDUC570	Technology in the Classroom		(3)
SPEC539	Curriculum and Instruction: Adaptive Strategies		(3)
EDUC584	Integrating Technology & Literacy		(3)

b. Electives selected in consultation with the faculty advisor (15)

Reading and Language – Elementary

a. Specialization requirements (9 credits):

EDUC521	Action Research in Literacy (capstone)		(3)
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b. Two courses (6 credits) from:

EDUC505	Teaching Literature for Children		(3)
EDUC518	The Writing Process		(3)
EDUC519	Emergent Literacy		(3)
EDUC526	Diagnosis & Remediation in Reading and Language Arts		(3)
SPEC539	Curriculum & Instruction: Adaptive Strategies		(3)
EDUC584	Integrating Technology & Literacy		(3)

c. Electives selected in consultation with the faculty advisor (15)

Reading and Language – Secondary

a. Specialization requirements (9 credits):

EDUC521	Action Research in Literacy (capstone)		(3)
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b. Two courses (6 credits) from:

EDUC506	Adolescent Literature		(3)
EDUC508	Reading and Writing Development in Middle/Secondary Schools		(3)
EDUC518	The Writing Process		(3)
EDUC526	Diagnosis & Remediation in Reading and Language Arts		(3)

c. Electives selected in consultation with the faculty advisor (15)

Middle Level Education

a. Specialization requirements (9 credits):

EDUC 531	Theory and Practice in Middle School		(3)
EDUC 533	Applied Middle School Theory and Practice		(3)

b. One course (3 credits) from:

EDUC 506	Adolescent Literature		(3)
COUN 552	Counseling Adolescents		(3)
EDUC 503	Adolescence		(3)
EDUC 526	Diagnosis & Remediation of Reading/Language Arts		(3)
SPEC 582	Exceptional Adolescents		(3)

c. Electives selected in consultation with a faculty advisor (9)

Special Education

a. Specialization requirements (9 credits) Credits

SPEC517	Students with Mild Disabilities		(3)
Two courses (6 credits) from:			
SPEC534	Classroom Management		(3)
SPEC540	Reading for Inclusive Classrooms		(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction		(3)
SPEC543	Instructional Planning & Interventions: Writing and Study Skills	OR	
SPEC539	Curriculum and Instruction: Adaptive Strategies		(3)
SPEC544	Psychosocial Interventions		(3)

b. Electives selected in consultation with the faculty advisor (15)

REACH to Teach

REACH to Teach is an accelerated graduate program that combines secondary certification with a Master's Degree in one streamlined, cohort program. In five semesters, from spring to spring, REACH certification candidates complete their certification requirements and earn a professional license to teach in Connecticut's public schools. With one additional summer, students can complete a Master of Arts in Education.

Matriculation requirements

1. Minimum undergraduate GPA of 3.0
2. Academic Major of at least 30 credits in English, History, Math, General Science, Biology, Chemistry, Family and Consumer Science or World Language OR 39 credits of interdisciplinary courses as evaluated by the SJC Certification Officer OR a minimum of 21 undergraduate credits in the desired area of certification; accepted students must take nine additional undergraduate credits in the area of certification before they can be fully admitted to the program
3. Two sealed transcripts showing bachelor's degree from a regionally accredited institution
4. Admission Application and application fee
5. Supplementary Application for Education
6. Two typed and signed letters of recommendation on original letterhead or Saint Joseph College Graduate School forms, in sealed envelopes sent to the Certification Officer, addressing the candidate's:

- ability to do concentrated graduate work potential for intellectual growth
- motivation
- suitability as a prospective secondary teacher

Letters from personal friends or family members cannot be accepted.

7. Copy of Praxis I examination results or a waiver for SAT scores of 1100 or higher, submitted to the Certification Officer. More information is available at: www.teachingandlearning.org. Waiver information may be obtained in the Certification Office, Lourdes Hall, Room 10.

8. Required meeting with the Certification Officer, once transcripts and Praxis results have been received; call 860-231-5330 to make an appointment.

9. An essay, the purpose of which is to assess written communication skills in English and suitability for the REACH to Teach program. The essay should briefly describe the student's reasons for wanting to enroll in the secondary teacher certification program and emphasize experiences relevant to teaching.

The essay should speak particularly to the following additional areas:

- The reasons for interest in REACH to Teach
- Experience with diverse populations and commitment to teaching in an inclusive classroom setting
- Organizational and time management skills

The essay should be typed, doubled spaced, signed, no longer than three pages. A scoring rubric will be provided in a meeting with the Saint Joseph College Certification Officer.

10. A professional interview, the purpose of which is to assess personal attributes that relate to teaching performance in the REACH to Teach program. Interviews are by appointment upon notification of your pending acceptance. Interviews last 15 minutes. The candidate will have time to ask questions about the REACH to Teach program. The Certification Office at 860.231.5330 schedules interviews with Dr. Butler for REACH.

11. PRAXIS II - Although not required for admission into the Department of Education, REACH to Teach candidates are encouraged to submit passing PRAXIS II scores with their application. Information on PRAXIS II can be found at the Educational Testing Service website: <http://www.ets.org>. The Certification Officer can give advice on the required PRAXIS II or ACTFL test for areas of certification. Reach candidates must pass Praxis II before student teaching.

Degree Requirements (45 credits)

A. Required courses Credits

Spring I

EDUC503	Adolescence	(3)
EDUC528	Instruction and Curriculum for Secondary Teaching	(3)
SPEC517	Children with Mild Disabilities	(3)

Summer I, session I

EDUC508	Reading and Writing Development/ Secondary Level	(3)
EDUC551	Teaching in the Culturally and Linguistically Diverse Classroom	(3)

Summer I, session II

EDUC544	Classroom Management at the Secondary Level	(3)
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Fall I

EDUC512	Teaching for Learning in the Content Areas	(3)
EDUC512.01	Social Studies	
EDUC512.02	World Language	
EDUC512.03	Mathematics	
EDUC512.04	Science	
EDUC512.05	FACS	
EDUC512.06	English	
EDUC532	Curriculum in the Secondary School	(3)
SPEC541	Collaborative Consultation for School Personnel	(3)

Spring II

EDUC540	Student Teaching	(9)
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All certification coursework listed above must be completed prior to student teaching and successful scores on Praxis II must be received by the Department of Education. The application deadline for student teaching is **September 15** for a REACH to Teach applicant. The application must include the letter of acceptance into the REACH to Teach program. Reach candidates must pass Praxis II before student teaching.

B. Other requirements for the master's degree

EDUC511	Issues, Policy and Law in American Schools	(3)
	Electives	(6)

C. Comprehensive Examination after the completion of all coursework.

Self-Design Option

a. Specialization requirements (9 credits): A rationale for this focus must be developed by the candidate with goals and objectives specified.

b. Electives selected in consultation with the faculty advisor (15)

C. Comprehensive Examination

All students must pass a written comprehensive examination after having completed all of their coursework for the program.

Compensatory Education Internship Program

Saint Joseph College and the West Hartford Public School System offer certified/licensed teachers an innovative training program which combines educational theory and research with applied experience. Interns provide direct service to remedial needs students four days a week and attend a seminar one day a week. Interns receive a fellowship and 15 tuition-free graduate credits toward a master's degree in Education at Saint Joseph College.

Year One

1. Specialization requirements (12 credits): Credits

EDUC515	Educational Research	(3)
EDUC545	Seminar in Instructional Theory	(3)
EDUC511	Educational Issues: Contemporary and Historical Perspectives OR	(3)
EDUC587	Public School Law	(3)
EDUC546	Advanced Seminar in Instructional Theory	(3)
EDUC547	Practicum I: Theory into Practice	(3)
EDUC548	Practicum II: Theory into Practice	(3)

2. Electives selected in consultation with the faculty advisor (12)

First year interns may apply for a second year in the program.

Year Two

1. Specialization requirements (24 credits) Credits

EDUC545	Seminar in Instructional Theory	(3)
EDUC546	Advanced Seminar in Instructional Theory	(3)
EDUC547	Practicum I: Theory into Practice	(3)
EDUC548	Practicum II: Theory into Practice	(3)
EDUC645	Seminar: Early Intervention & the Emergent Reader	(3)
EDUC646	Seminar: Current Research & the Emergent Reader	(3)
EDUC647	Advanced Practicum I: Direct Service Application for Lead Intern	(3)
EDUC648	Advanced Practicum II: Direct Service Application for Lead Intern	(3)

2. Electives selected in consultation with the faculty advisor (6)

Comprehensive Examination

All students must pass a written comprehensive examination after having completed all of their coursework for the program.

Urban Education Partnership (UEP)

A partnership between the Hartford Federation of Teachers and Saint Joseph College, UEP is an innovative program for professional advancement that has been designed for teachers who work with students who are at risk for school failure in Connecticut's urban school districts. The program promotes inquiry-based practice and student-centered instruction for the contemporary urban classroom, based on the American Federation of Teachers' Educational Research and Dissemination (ER&D) program. Teachers who successfully

complete degree requirements for this program will be awarded a Master of Arts in Education from Saint Joseph College. The program may be completed in a three-year period.

Degree Requirements (30 credits)

A. Core requirements in action research (15 credits) Credits

UEPH501	Foundations of Effective Teaching I	(4)
UEPH502	Managing Anti-social Behavior	(3)
UEPH503	Foundations of Effective Teaching II	(3)
UEPH504	The School-Home Connection	(2)
UEPH505	Instructional Strategies that Work	(3)

B. Electives (15 credits)

Five graduate-level courses selected by the student in consultation with a faculty advisor. The student must submit a rationale, with goals of academic study specified, highlighting the content of selected courses. One of the five courses must fulfill the human service requirement below.

C. Human Service Requirement (3 credits)

Courses which fulfill the Human Service Requirement provide the urban educator the knowledge, skills, and perspectives needed to consider the unique needs of children and adolescents in their environment. Each course contributes to a deeper appreciation and understanding of the contemporary psychological, social, and health needs of individuals who are often disadvantaged by life circumstances. The UEP candidate may take any one of the following graduate courses or summer institutes to fulfill this requirement:

COUN505	The Maltreated Child	(3)
COUN506	Effective Communication with Children and Adolescents	(3)
COUN554	Human Motivation and Change	(3)
ECSE520	Language Development and Emergent Literacy	(3)
ECSE560	Learning in a Social Context	(3)
EDUC501	Educational Psychology	(3)
EDUC503	Adolescence	(3)
EDUC511	Educational Issues: Contemporary and Historical Perspective	(3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms	(3)
MFTH545	Treating Addictions in the Family	(3)
MFTH564	Intervention in Larger Systems	(3)
SPEC517	Children with Mild Disabilities	(3)
SPEC518	Children with Moderate to Severe Disabilities	(3)
SPEC535	Laws and Special Education	(3)
SPEC540	Psychosocial Intervention	(3)

4. All students must receive a passing score on a portfolio which contains a self-reflective essay on growth towards learning objectives identified at the beginning of graduate studies. Artifacts will be included to document growth.

Master of Arts in Special Education (SPEC)

The Graduate Programs in Special Education are designed to meet the needs of individuals seeking to be certified as special education teachers or seeking to enhance their teaching and to more effectively meet the needs of at-risk and exceptional learners in the general education classroom. The Master of Arts in Special Education is awarded in the following areas of specialization:

- Teacher Licensure
- Self-Designed Program
- Urban Education

Program Outcomes

Toward this end, the Saint Joseph College Special Education program is designed to prepare professionals who share a common vision regarding individuals with disabilities. That vision, as articulated by the Connecticut Comprehensive System of Personnel Development Council in August of 1992 and endorsed by state agencies, is as follows:

"All the people in Connecticut will be valued citizens making personal choices that lead to lives filled with dignity, respect, happiness and opportunities.

All individuals will exercise choices about where they live, work and play; they will develop and maintain meaningful relationships; they will be valued, respected and contributing members of their families and communities.

All individuals will be challenged to function in multiple roles including: family member, worker, learner, citizen, friend and consumer.

In order to achieve this vision, it is the responsibility of Connecticut's early intervention and education system to ensure that individuals

- 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.

Our vision regarding the outcomes for individuals with disabilities is no different than for individuals without disabilities."

Master of Arts in Special Education Teacher Licensure Option

This program is designed for candidates who want a Master of Arts in Special Education with initial Special Education teacher licensure. Enrollment is available to candidates who currently hold certification in either elementary, middle level, or secondary education as well as to those not currently certified to teach.

The new "No Child Left Behind" (NCLB) law now requires teachers to be certified and highly qualified in the academic content which they are teaching. Special Education teachers at the elementary level need to take and pass the Praxis II examinations in Elementary Education to become highly qualified in elementary education content. To become highly qualified in a content area,

special education teachers at the middle and secondary levels need to have a master's degree or bachelor's degree in Mathematics, English or a Science; or to take and pass the Praxis II examinations in one of these content areas.

Admission Requirements

Criteria for admission into teacher certification must be met prior to the completion of two professional education courses. Please see Graduate Teacher Certification section for more details.

Degree Requirements (43-45 Credits)

A. Core Courses (33 Credits)

	Credits
EDUC507	Developmental Reading/Elementary Level (3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms (3)
SPEC517	Children with Mild Disabilities (3)
SPEC518	Children with Moderate to Severe Disabilities (3)
SPEC524	Instruction and Curriculum (3)
SPEC526	Educational Assessment (3)
SPEC534	Classroom Management (3)
SPEC535	Laws and Special Education (3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction OR (3)
SPEC540	Reading for Inclusive Classrooms (3)
SPEC543	Instructional Planning & Interventions: Writing & Study Skills (3)
SPEC579	Children and Math (3)

B. Student Teaching (10-12 Credits)

SPEC536	Student Teaching: Intellectual Disabilities (4-6)
SPEC537	Student Teaching: Behavioral Disorders (4-6)
SPEC538	Student Teaching: Learning Disabilities (4-6)

C. Comprehensive Examination. All students must pass a written comprehensive examination after having completed all of their planned program.

Master of Arts in Special Education, Self-Designed Option

This degree option allows candidates to develop an interdisciplinary planned program of graduate studies. The self-designed program is developed in consultation with a faculty advisor and capitalizes upon program offerings in Education, Counseling, and Social Work, as well as in specific content areas such as Science.

The self-design option is well suited to candidates who are already certified and desire cross-endorsement in special education. This option is also appropriate for individuals who are interested in private or clinical practice serving students with special needs.

A minimum of 18 credits in Special Education courses is required. Approved electives from other disciplines complete the self-designed degree program of at least 30 credits. A statement of the candidate's specific objectives in pursuing the self-design degree option must be

included on the candidate's planned program of graduate study.

All students must pass a written comprehensive examination after having completed all of their Special Education courses and 80% of their planned program.

Master of Arts in Special Education, Urban Education Option

UEP is designed to enhance the existing knowledge and skill repertoires of certified teachers who work within K-12 inclusionary environments. The course of study includes a series of five 2-credit courses provided by the Educational Research and Dissemination Program (ER&D) of the American Federation of Teachers (AFT) who are partners with Saint Joseph College. This portion of the degree features a cohort design where teachers travel through courses together, building a learning community.

Teachers will also enroll in courses in special education and related fields which support holistic views of child and adolescent development, enabling a rich understanding of individual student differences in cognition, language, and culture, as well as understanding of student variations in social-emotional and academic functioning. Knowledge of these differences will help teachers achieve better alignment between assessment of student learning needs and curriculum and instruction.

Program Requirements (31 credits)

A. Education Research and Dissemination (10 credits)

This series of two-credit courses focuses on theory-practice applications through teach self-reflection, classroom trials and retrospective analysis. Teachers will select specific student, classroom and school-based applications for individual and cooperative study. **Credits**

UEPH501	Foundations I: Managing the Instructional Environment	(2)
UEPH502	Managing Anti-Social Behavior	(2)
UEPH503	Foundations II: Delivering Effective Instruction	(2)
UEPH504	Home-School Connection	(2)
UEPH505	Instructional Strategies that Work	(2)

B. Special Education Courses (18 credits)

1. Two courses on Atypical Growth and Development from:

SPEC517	Students with Mild Disabilities	(3)
SPEC518	Students with Moderate to Severe Disabilities	(3)
SPEC590	Special Topics: Nature and Characteristics of Autism	(3)

2. Two courses on Inclusionary Practice: Social Theme

SPEC544	Psycho-social Interventions for Inclusive Schools	(3)
SPEC xxx	Effective Communication with Children and Adolescents*	(3)

3. Two courses on Inclusionary Practice: Academic Theme

SPEC540	Reading Interventions for Inclusive Schools	(3)
SPEC542	Reading Disabilities: Connecting Assessment and Instruction	(3)
SPEC543	Writing and Study Skills	(3)
SPEC539	Classroom Adaptations	(3)

4. One course on Contemporary Issues from:

MFTH545	Treating Addictions in the Family	(3)
MFTH564	Working with the Larger System	(3)
COUN505	The Maltreated Child	(3)
NUTR510	Health Education Concepts	(3)

*This course is under development and will be run as a special topics course prior to formal approval.

5. Comprehensive Examination. All students must receive a passing score on a portfolio which contains a self-reflective essay on growth towards learning objectives identified at the beginning of graduate studies. Artifacts will be included to document growth.

Graduate Certificates in Urban Education

Two graduate certificates are available: a 10-credit certificate, "Urban Applications of the Educational Research" and a 15-credit certificate, "Action Research for the Urban Classroom."

The 10 credit certificate is open to teachers, as well as educational support staff, who hold at least a bachelor's degree. The 15-credit certificate is open only to teachers who hold at least a provisional state teaching license.

Five courses comprise the certificate. Each will be offered during the academic year – fall and spring, followed by fall and spring again. The last course will be offered in the summer.

Each certificate is linked to a specific master's degree. Successful credit earned under the 10-credit certificate may be applied to a master's degree in special education, while successful credit earned under the 15-credit certificate may be applied to a master's degree in education. Both degrees feature an interdisciplinary approach, with choices in the selection of coursework.

Graduate Certificate in Education Research and Dissemination (10 credits)

This series of two-credit course series focus on theory-practice applications through teach self-reflection, classroom trials and retrospective analysis. Teachers will select specific student, classroom and school-based applications for individual and cooperative study.

Credits

UEPH501	Foundations I: Managing the Instructional Environment	(2)
UEPH502	Managing Anti-Social Behavior	(2)
UEPH503	Foundations II: Delivering Effective Instruction	(2)
UEPH504	Home-School Connection	(2)
UEPH505	Instructional Strategies that Work	(2)

Graduate Certificate in Action Research for the Urban Classroom (15 credits)

To each two-credit course above, a one-credit 'action research' component is added to provide extended application of the principles of Educational Research and Design.

Graduate Teacher Licensure - Initial

The State Department of Education regulates licensure; therefore the College reserves the right to make changes as necessary to meet the state regulations for teacher licensure.

Acceptance Requirements: Graduate Teacher Licensure

Criteria for admission into Graduate Teacher Licensure must be met prior to the completion of two professional education courses.

Students seeking certification must mail all official transcripts from prior coursework and then call 860.231.5330 to schedule an appointment with the licensure officer whose office is located in Lourdes Hall. The purpose of this meeting is to:

- review each candidate's previous program of study (undergraduate and graduate)
- develop a licensure program
- determine a timeline for acceptance into the teacher licensure program and student teaching-in which a student must earn a B or better
- a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.67 and an appropriate undergraduate major
- acceptance to Licensure
- admission application and admission fee.
- supplemental Department of Education application
- two sealed official transcripts of all undergraduate work and any prior graduate work
- evidence of successful completion of the PRAXIS I test. Students are eligible for a waiver for 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 student's suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of the Education Department at Saint Joseph College.
- an essay which 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 that have affected this decision.
- an interview with an Education faculty team
- a planned program of course requirements completed with the licensure officer

Continuation Requirements

Throughout the Teacher Licensure sequence, the Department reserves the right to recommend withdrawal of any student demonstrating insufficient progress toward professional experiences and interpersonal relationships. Evidence of satisfactory progress may be manifested in the following acquisition of knowledge and skills:

- 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 timely completion of assignments and commitment to quality performance and professional growth, and
- commitment to the mission and philosophy of the department
- B or better in all classes

Entitled Requirements for Application to Student Teach

To ensure success during student teaching, no other courses are to be taken during the semester of this experience. Attendance is required at all student teaching seminars. Applications may be obtained from the student teaching office. Applications to student teach must include the following attachments:

- a copy of the official letter of acceptance into the Teacher Licensure Program from the Department chairperson
- evidence of completion of all required Teacher Licensure coursework (an unofficial transcript with most recent semester's grades)
- an autobiographical essay of no more than two pages in length
- completed "Field Experience Placement Record"

Deadlines for application are:

- B or better in all classes
- February 1 for summer and fall student teaching
- September 15 for spring student teaching

Student teaching applications will not be accepted after the deadlines indicated.

Exit from Teacher Licensure Program

A "Certification Program Completer" is a student who has completed all the requirements for her/his proposed certification endorsement area(s), including the successful completion of the Praxis I and Praxis II when required.

Therefore, to be recommended to the Connecticut State Department of Education for licensure/ certification, applicants must:

- B or better in all classes
- complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for courses and student teaching
- fulfill General Education requirements
- complete a successful student teaching experience
- submit successful Praxis II Assessment Results (or for World Language candidates a rating of "intermediate high" on ACTFL examination)

- show evidence of appropriate educator dispositions
- earn a grade of B or better in student teaching

A “Licensure Program Completer” is a student who has completed all the requirements for her/his proposed certification endorsement area(s), including the successful completion of PRAXIS I and PRAXIS II, when required. Title II information is available in the catalog at the beginning of the undergraduate Education section.

Teacher Licensure in Early Childhood — Birth to Kindergarten

This certificate endorses teachers for positions in Birth through Kindergarten programs, in both general and Special Education.

A. Required courses (39 credits)		Credits
ECSE510	Growth & Development in Early Childhood	(3)
ECSE520	Language Development and Emergent Literacy	(3)
ECSE530	Parenting, Families & Communication	(3)
SPEC516	Exceptional & At-Risk Students in Today's Schools	(3)
ECSE555	Programs for Young Children	(3)
ECSE560	Learning in Social Context	(3)
ECSE573	Enhancing the Development of Infants & Toddlers	(3)
ECSE587	Pre-K to Kindergarten Curriculum	(3)
ECSE541	Assessment: Birth to Kindergarten	(3)
ECSE597.01	Student Teaching: Kindergarten (5 weeks)	(3)
ECSE597.02	Student Teaching: Infant/Toddler (10 weeks)	(9)

Teacher Licensure in Early Childhood — Nursery to Grade Three Endorsement

This certificate endorses teachers for positions in Nursery to Grade Three programs, in both general and Special Education.

A. Required courses (39 credits)		Credits
ECSE510	Growth & Development in Early Childhood	(3)
ECSE520	Language Development and Emergent Literacy	(3)
ECSE530	Parenting, Families & Communication	(3)
SPEC516	Exceptional & At-Risk Students in Today's Schools	(3)
ECSE555	Programs for Young Children	(3)
ECSE560	Learning in Social Context	(3)
ECSE576	Primary Curriculum (Grades 1-3)	(3)
ECSE540	Assessment: Pre-K to Grade 3	(3)
ECSE587	Pre-K to Kindergarten Curriculum	(3)
ECSE580	Student Teaching: Pre-K/Kindergarten (five weeks)	(3)
EDUC523	Student Teaching: Primary (10 weeks)	(9)

All certification coursework MUST be successfully completed prior to student teaching.

Teacher Licensure — Elementary Education Grades K-6

A. Required courses (36 credits)		Credits
EDUC501	Educational Psychology OR	
EDUC502	Human Growth & Development	(3)
EDUC507	Developmental Reading in the Elementary School	(3)
EDUC509	The Language Arts in the Elementary School	(3)
EDUC510	Children and Math	(3)
EDUC524	Instruction and Curriculum	(3)
EDUC555	Science and Social Studies as Continuous Inquiry	(3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms	(3)
EDUC561	Integrating the Visual and Performing Arts	(1)
SPEC516	Exceptional and At-Risk Students in Today's Schools	(3)
EDUC522	Student Teaching: Elementary	(9)

All certification coursework MUST be successfully completed prior to student teaching.

Teacher Licensure — Middle Level Education Grades 4-8

A. Required courses (36 credits)		Credits
EDUC502	Human Growth and Development OR	
EDUC503	Adolescence	(3)
EDUC505	Teaching of Literature for Children OR	
EDUC506	Teaching the Adolescent Literature	(3)
EDUC507	Developmental Reading in the Elementary School OR	
EDUC508	Reading & Writing Development in Secondary Schools	(3)
EDUC524	Instruction & Curriculum	(3)
EDUC526.02	Diagnosis & Remediation in Reading & Language Arts - Middle	(3)
EDUC531	Theory & Practice in Middle Schools	(3)
EDUC533	Applied Middle School Theory & Practice: The Integrated Curriculum	(3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms	(3)
SPEC582	Exceptional Adolescents	(3)
EDUC589	Student Teaching: Middle Level	(9)

All certification coursework MUST be successfully completed prior to student teaching.

Note: EDUC509 The Language Arts in the Elementary School (3) is required for students planning to teach English/Language Arts

Teacher Licensure — Secondary Education Grades 7-12

A. Required courses (33 credits)		Credits
EDUC503	Adolescence	(3)
EDUC508	Reading & Writing Development in Secondary Schools	(3)
EDUC512	Teaching for Learning in the Content Areas (see below*)	(3)
EDUC528	Instruction and Curriculum for Secondary School	(3)
EDUC532	Curriculum in the Secondary School	(3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms	(3)
EDUC544	Classroom Management	(3)
SPEC 582	Exceptional Adolescents	(3)
EDUC540	Student Teaching: Secondary School	(9)

B. *One Content Area specialty from:

EDUC512.01	Social Studies & History
EDUC512.02	World Language
EDUC512.03	Mathematics
EDUC512.04	Science
EDUC512.05	Family & Consumer Science
EDUC512.06	English

All certification coursework MUST be successfully completed prior to student teaching.

Teacher Licensure — Special Education Grades K-12

A. Required courses (43-45 credits)		Credits
EDUC507	Developmental Reading/Elementary Level	(3)
EDUC590	Teaching Culturally and Linguistically Diverse Classrooms	(3)
SPEC517	Children with Mild Disabilities	(3)
SPEC518	Children with Moderate to Severe Disabilities	(3)
SPEC524	Instruction and Curriculum	(3)
SPEC526	Educational Assessment	(3)
SPEC534	Classroom Management	(3)
SPEC535	Laws and Special Education	(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)
SPEC543	Instructional Planning & Interventions: Writing and Study Skills	(3)
SPEC579/EDUC510	Children and Mathematics	(3)

B. Select two courses from:

SPEC536	Student Teaching: Intellectual Delay	(4-6)
SPEC537	Student Teaching: Behavioral Disorders	(4-6)
SPEC538	Student Teaching: Learning Disabilities	(4-6)

Student Teaching

To ensure success during student teaching, no other courses are to be taken during the semester of this experience. Attendance is required at all student teaching seminars.

Requirements for Application to Student Teach

Applications may be obtained from the student teaching office. Applications to student teach must include the following attachments:

- Praxis II must be taken prior to student teaching. All secondary education students must pass Praxis II prior to student teaching.
- a copy of the official letter of acceptance into the Teacher Licensure Program from the Department chairperson
- evidence of completion of all required Teacher Licensure coursework (an unofficial transcript with most recent semester's grades)
- an autobiographical essay of no more than two pages in length
- completed "Field Experience Placement Record"

Deadlines for application are:

- **February 1** for summer and fall student teaching
- **September 15** for spring student teaching

Student teaching applications will not be accepted after the deadlines indicated.

Teacher Licensure (Cross-endorsement)

There are several options for certified teachers who wish to add an additional area of endorsement to their teaching credentials. Electives provided under self-design options master's degree in both Education and Special Education may be used to satisfy coursework requirements in a second or third teaching area. Depending on the program of study, up to 30 credits, excluding student teaching, may be used towards cross-endorsement.

Only the Connecticut State Department of Education can determine required coursework. To pursue cross-endorsement:

- Send a written request, specifying current teaching license and desired area of cross-endorsement
- Attach money order or a cashier's check for \$ 50.00
- Send all official undergraduate and graduate transcripts (request through institutions) to:
 - CT Department of Education
Bureau of Educator Preparation and Certification
P. O. Box 150471 – Room 243
Hartford, CT 06115-0471

Internships

Saint Joseph College provides opportunities for graduate students and those seeking teacher licensure to serve as interns in public school classrooms during the school year. The participating schools purchase 18 graduate credits which the intern may apply to tuition costs at Saint Joseph College. In addition, a small stipend is provided for books and materials each semester.

Human Development and Family Studies

Graduate Degree

Master of Arts, Human Development/Gerontology

Graduate Certificate

Gerontology

Master of Arts, Human Development/Gerontology

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 which 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 fuller understanding of human development. To accommodate the full-time working professional, classes are scheduled during late afternoon hours, evenings, and weekends. A summer institute is offered each year.

Program Outcomes

The student will:

- demonstrate grounding in the lifespan human development model and be able to interpret research and theory in relation to this model
- master the demographic and political issues related to the aging population and form educated opinions
- demonstrate basic familiarity with the systems and networks supporting older adults (regional and national)
- demonstrate enhanced self-knowledge of personal development and understand other individuals, families, and communities in relation to lifespan developmental perspective
- provide educational resources and materials on the topic of older adulthood to a wide variety of populations
- understand current policy and cultural paradigms which enhance and support elder development
- demonstrate a firm knowledge base to dispel ageism

Matriculation Requirements

1. Admission application and 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 Saint Joseph College
4. Planned program of study

Degree Requirements (30 credits)

A. Core Courses (21 credits)

		Credits
HDGE501	Systems and Networks Supporting Human Development	(3)
HDFS508	Research Methods	(3)
HDFS518	Human Services Administration	(3)
HDFS555	Families and Development	(3)
HDFS580	Human Development I	(3)
HDGE581	Human Development II	(3)
HDFS585	Integrating Seminar	(3)

B. Gerontology Specialization (9 credits) from:

HDGE502	Psychology of Older Adults	(3)
HDGE503	Social Issues and Aging	(3)
HDGE504	Law and the Elderly	(3)
HDGE510	Practicum	(3-6)
HDGE512	Spiritual Care and Counseling	(3)
HDGE522	Gerontological Studies	(3)
HDGE530	Nutrition of Aging	(1)
HDGE540	Health and Community	(3)
HDGE560	Older Adult as Learner	(3)
HDGE562	Sexuality and Aging	(3)
HDGE590	Special Topics	(1-3)
HDGE593	Gerontological Seminar	(1-3)
HDGE595	Independent Study/Research	(1-3)
HDGE598	Continuing Project Advisement	(1)

C. Comprehensive examination. All students must take a comprehensive examination after completing 21 credits in the program.

Graduate Certificate in Gerontology (18 credits)

A. Required courses (9 credits)

		Credits
HDGE501	Systems and Networks Supporting Human Development	(3)
HDGE580	Human Development I	(3)
HDGE581	Human Development II(3)	

B. Nine credits from electives listed above. A practicum is required for students new to the field.

Latino Community Practice (LCPR)

Graduate Certificate: 18 Credits

The Latino Community Practice Graduate Certificate prepares professionals in healthcare, human services, management, and allied fields for bilingual, multicultural practice with diverse Latino populations. Participants enhance professional credentials and effectiveness for positions in criminal justice, counseling, crisis management and disaster relief, dietetics, education, gerontology, law, management, medicine, nutrition, public health, social work, and related careers. Students complete the 18-credit certificate in two years, part time, by taking one or two courses per semester. Substantial fellowships are available for those who commit to completing the Graduate Certificate and to performing two years or 1,000 hours of post-certificate Latino community practice in employed or voluntary positions.

Program Outcomes

The student will:

1. Demonstrate advanced proficiency in Spanish and English
2. Gain knowledge and understanding of diverse Latino populations
3. Prepare bilingual community education materials for a non-profit organization or community group
4. Conduct community based research
5. Give a bilingual research presentation to a public forum.

Admission Requirements

1. Graduate admissions application and application fee
2. Sealed transcripts of a bachelor's degree from a regionally-accredited institution
3. Conversational proficiency in Spanish and English
4. Two letters of recommendation for graduate study at Saint Joseph College
5. Language proficiency assessment
6. Admissions interview to develop a program of study

A. Core Courses (12 credits)	Credits
LPCR579 Advanced Spanish Grammar & Composition for the Professions	(3)
	OR
LCPR580 Advanced English Communications for the Professions	(3)
LCPR514 Latino Cultures for the Global Era	(3)
LCPR595 Bilingual Community Education and Social Marketing	(3)
	Includes approved internship or employment experience (250 hours)
LPCR598 Latino Community Research I	(3)
LPCR599 Latino Community Research II	(3)

B. Cultural Studies Elective (3 credits) from:

LCPR515	Latina Voices in Literature	(3)
LCPR516	Latino Cultures in Film	(3)
	Other elective as approved	(3)

C. ACTFL Language Proficiency Examinations. Requirements include satisfactory scores on the ACTFL oral proficiency interview (after 6 credits) and written proficiency test (after 18 credits).

Master of Science in Management Degree

Up to 12 credits from the Latino Community Practice Graduate Certificate will apply toward the Master of Science in Management degree.

Marriage & Family Therapy

Graduate Degree

Accelerated Bachelor to Master of Arts, Marriage and Family Therapy
Master of Arts, Marriage and Family Therapy

Graduate Certificates

Marriage and Family Therapy

Accelerated Bachelor to Master of Arts in Marriage and Family Therapy

The Accelerated Bachelor to Master of Arts in Marriage and Family Therapy provides motivated Saint Joseph College undergraduate students with the opportunity to enter a field that makes practical application of their liberal arts studies. Candidates for the program are Saint Joseph College undergraduates who wish to prepare themselves to become caring and competent clinicians in the field of marriage and family therapy.

During the fall and spring semesters of their senior year, students enroll in two three-credit graduate courses in marriage and family therapy. Successful completion of these two courses qualifies these students to continue their graduate studies following graduation.

Admission Requirements

- overall GPA of 3.25 or better by the second semester of the junior year
- Recommendation from the major's department based on the student's readiness to participate in advanced clinical classes
- Interview with the Marriage and Family Therapy Department Chair

Master of Arts, Marriage and Family Therapy

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. Trainees are encouraged to select and integrate those approaches which 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.

According to a recent survey of program graduates, over 50% of respondents had already obtained state licensure and all remaining respondents planned to do so in the near future. Ninety-seven percent were employed in the therapeutic field or were continuing with further education. For the past several years, 100% of the Marriage and Family Therapy students have graduated with a job secured in the field of Marriage and Family Therapy.

In 2005 the Department of Marriage and Family Therapy was granted re-accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) for the next six years. This national accreditation status is vital for those who wish to pursue their state licensure.

Program Outcomes

The student will:

- demonstrate mastery of marriage and family therapy's basic orientation, the General System's Paradigm, through written assignments and oral presentations
- select and effectively integrate the major theoretical approaches covered in the curriculum as a basis for their individual approach to therapy
- demonstrate clinical competence as marriage and family therapists through internships and practica
- successfully complete their supervised internship training requirement of 500 face-to-face clinical hours with individuals, couples and families

Matriculation Requirements

- admission application and admission fee
- Sealed transcripts of all college work, including one acknowledging a bachelor's degree from a regionally accredited institution
- undergraduate GPA of 2.7
- two letters from professionals mailed directly to The Graduate Office recommending the student for graduate work at Saint Joseph College
- statement to the director of the Family Therapy Program indicating the student's motives and professional goals for pursuing a graduate degree in Marriage and Family Therapy
- signed Program of Study

Degree Requirements (52 credits)

A. Theoretical Foundations of Marriage and Family Therapy (9 credits)

		Credits
MFTH550	Theories and Methods of Therapeutic Practice	(3)
MFTH560	Communication and Systems Theory	(3)
MFTH561	Family Therapy I: Theories of Family Assessment	(3)

B. Assessment and Treatment in Marriage and Family Therapy (13 credits)

MFTH545	Treating Addictions	(3)
MFTH549	Psychopharmacology	(1)
MFTH562	Family Therapy II: Intervention Methods	(3)
MFTH563	Family Therapy III: Couples Therapy	(3)
MFTH564	Family Therapy IV: Interventions in Larger Systems	(3)

C. Human Development and Family Studies (12 credits)

MFTH580	Human Development	(3)
MFTH581	Discourses in Psychopathology	(3)
MFTH582	Gender Issues and Diversity in Therapy	(3)
MFTH583	Human Sexuality: Behavior and Treatment	(3)

D. Ethics and Professional Studies (3 credits)

MFTH523	The Law of Marriage and Divorce in Connecticut	(1)
MFTH524	Ethics and Professional Issues in MFT	(2)

E. Research (3 credits)

MFTH597	Research Methods	(3)
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F. Supervised Clinical Practice (12-18 credits)

MFTH571	Marriage and Family Therapy Practicum I	(3)
MFTH572	Marriage and Family Therapy Practicum II	(3)
MFTH573	Marriage and Family Therapy Practicum III	(3)
MFTH574	Marriage and Family Therapy Practicum IV	(3)

Once students have accrued the 500 clinical hours over at least a 12 month period, they do not need additional practica classes.

G. Electives (Optional)

MFTH546	Divorce and Remarriage	(3)
MFTH590	Special Topics in Marriage and Family Therapy	(1-3)

H. Comprehensive Exam. Upon completion of the core courses and at least three practica, students may submit a request to the program director to sit for the Comprehensive Examination. The Comprehensive Examination requires students to demonstrate their competence in the theory and practice of marital and family therapy through a written document and a video case presentation.

Graduate Certificate in Marriage and Family Therapy (15 credits)

For those students who seek advanced Marriage and Family Therapy training but are unable to commit to a full master's degree program, Saint Joseph College offers a graduate certificate program. Designed to help professionals develop the advanced skills necessary for successful intervention in parent/child, marital and family contexts, the certificate is an advanced, practicum-based experience. Courses successfully completed may be transferred to the master's degree program in Marriage and Family Therapy at Saint Joseph College.

Certificate requirements:	Credits
MFTH560	Communication and Systems Theory (3)
MFTH561	Family Assessment (3)
MFTH571	Practicum I: Supervision in Family Therapy (1)
MFTH562	Family Intervention (3)
MFTH572	Practicum II: Supervision in Family Therapy (1)
MFTH563	Couples Therapy (3)
MFTH573	Practicum III: Supervision in Family Therapy (1)

Nursing

Graduate Degree

R.N. to Master of Science in Nursing

Master of Science, Nursing

Family Nurse Practitioner*

Psychiatric/Mental Health Clinical Specialist*

*Leads to certification examination

Please check Department of Nursing Web page for new initiatives.

Dual Degree

The Dual Degree RN to M.S. program is designed for the registered nurse (RN) who intends to earn the baccalaureate and master's degrees in Nursing consecutively.

Admission requirements

Admission initially occurs through The Prime Time Program Applicants must have an associate's degree in Nursing or a hospital diploma, be licensed in Connecticut as an RN, and must demonstrate the capacity to be successful with graduate level study. Validation for prior nursing knowledge (up to 27 credits) occurs with satisfactory completion of NURS 103. Clinical practica are arranged individually with course professors. Students in this program will complete up to 12 graduate credits while earning their baccalaureate degree..

At the completion of the Bachelor of Science a student with a GPA of 3.0 may apply for formal admission as a graduate student. It is expected that a student interested in pursuing a Master of Science degree in Nursing will apply for matriculation upon completion of six credits. Failure to do so at the time puts into jeopardy credits already earned, should program requirements change.

Master of Science in Nursing

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 Clinical Nurse Specialist/Nurse Practitioners in Psychiatric/Mental Health Nursing, Family Health Nursing or 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:

- Internalize knowledge, theory and research from the liberal arts, sciences, and nursing into advanced nursing practice.
- Demonstrate competence in advanced nursing practice in complex health care situations.
- Design, implement and communicate the findings of a research project which contributes to the development of nursing knowledge and therapeutics.
- Influence health care policy.
- Assume responsibility and accountability for advanced nursing practice.
- Establish relationships to promote health based on knowledge of empirics, aesthetics, self-awareness, ethics, and caring.

Matriculation Requirements

1. GPA of 3.0 in the undergraduate program
2. 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
3. a current Connecticut Registered Nurse license
4. essay of 1,000 words on the following topic: Select a caring moment from your practice and describe how personal knowledge and understanding of esthetics or ethical beliefs contributed to that moment. The essay will be evaluated for conceptual development and grammatical expression.
5. 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
6. two letters from professionals recommending the candidate for graduate study at Saint Joseph College
7. an interview with the director of the Advanced Practice Nursing Program
8. admission application and admission fee
9. a planned program of study



NURS530	Neuropsychopharmacology: Diagnosis & Medication Management.	(3)
NURS503	Nursing Practice in Psychiatric Mental Health II	(4)
NURS535	Advanced Pharmacology for PMHNP only	(3)

C. Comprehensive Examination/ Scholarly Research Project

Completion of the scholarly research project fulfills the comprehensive examination requirements for the Department of Nursing. The student conducts an extensive review of the literature and develops a detailed research proposal, which is submitted to the Division of Nursing Research (Human Subjects Review) Committee for review and approval. See the *Nursing Handbook* for details on the Human Subjects Review. Data are then collected and analyzed.

Subsequently, the results and conclusions are written and defended during the second research course. The proposal and research project are written and conducted under the guidance of an advisor. Students must register for NUR598 (1) for each semester while writing proposal, collecting data and writing the final research paper. This process is expected to take two to three semesters.

Second Master's Thesis

At the discretion of the Graduate Faculty Committee, those students in a previous master's program who have previously completed a thesis may have the second thesis waived.

Special Continuation Requirements

- GPA of 3.0 is required throughout the graduate curriculum.
- Malpractice Insurance. All students must carry their own Malpractice Insurance appropriate for APRN students.

Degree Requirements

A. Core courses (20 credits)

Credits

NURS589	Statistics and Quantitative Methods	(3)
NURS540	Ethics	(3)
COUN544	Assessment and Diagnosis OR	
MFTH581	Discourse on Psychopathology	(3)
NURS505	Health Policy and Leadership	(2)
NURS511	Advanced Clinical Practicum	(2)
NURS518	Family Theory and Practice	(3)
NURS597	Advanced Nursing Research	(3)
NURS598	Continuing Scholarly Project Advisement	(1)

B. Specialization requirements

Family Nurse Practitioner (13 credits)

NURS535	Advanced Pharmacology	(3)
NURS508	Nursing Practice in Family Health II	(4)
NURS509	Nursing Practice in Family Health III	(3)
NURS591	Women's Health	(3)

Clinical Educator (6 credits)

Check Department of Nursing Web site for details.

Psychiatric/Mental Health Clinical Specialist (14 credits)

NURS501	Nursing Practice in Psychiatric Mental Health I: Individual Theory & Practice	(4)
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Nutrition

Graduate Degree

Master of Science, Nutrition (online)

Dietetic Internship

Master of Science in Nutrition (online)

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 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.

Matriculation Requirements

- admission application and admission fee
- sealed transcript of a bachelor's degree and any other course work from a regionally accredited institution
- Two letters recommending the candidate for graduate work from professors or professional colleagues
- A planned program of study approved by the graduate program director is required after matriculation

Degree Requirements (30 credits)

Students who have successfully completed an internship at Saint Joseph College may apply nine credits to the Master's degree; for an internship at another site, six credits may be transferred. A verification form from the internship is required.

A. Required courses (6 credits)		Credits
NUTR597	Research Methods	(3)
NUTR 595, 596	Independent Study/Research or	
NUTR598, 599	Master's Thesis	(3)

For those who do not have a BS in Nutrition the following course is required:

NUTR518	Advanced Nutrition	(3)
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B. Electives in Health Promotion, Professional Skills, General Nutrition, Life Cycle and Nutrition and Disease (18 credits)

NUTR518	Advanced Nutrition	(3)
NUTR525	Nutritional Therapy for Eating Disorders	(3)
NUTR526	Health Education Concepts	(3)
NUTR528	Supplement Savvy	(3)
NUTR531	Maternal Infant	(3)
NUTR532	Pediatric Nutrition	(3)
NUTR533	Nutrition and Aging	(3)
NUTR542	Advanced Community Nutrition	(3)
NUTR560-564	Diabetes, Obesity/Renal, GI/Liver, Oncology/ Critical Care Issues, Cardiovascular	(3)

C. Additional electives (up to six credits) from another discipline or two more courses from the list above.

Dietetic Internship Graduate Certificate Program (18 credits)

The Dietetic Internship (DI) is a generalist program that provides supervised practice in dietetics to students who have a baccalaureate degree and who have completed the Didactic Program in Dietetics (DPD) requirements of the American Dietetic Association (ADA).

Upon completion of the Dietetic Internship, graduates can apply for eligibility to take the national examination to become a Registered Dietitian (RD). Interns who successfully complete the program and wish to continue advanced degree work are eligible to receive nine credits upon matriculation into the online M.S. in Nutrition Program at Saint Joseph College.

The DI program consists of more than 900 hours of supervised practice in three major areas: medical nutrition therapy, food service systems management, and ambulatory-community services. During the fall semester students concentrate their training in the clinical area of hospitals, nursing homes, renal and diabetes units. During the spring semester students concentrate on food service management, school lunch programs, health promotion, and ambulatory-community settings.

Each semester begins with a period of orientation at the College. Every other week students meet for discussions and seminars given by specialists in the different areas of dietetics and allied health.

The DI Program at Saint Joseph College is designed to prepare the student to:

- to become a competent entry level Registered Dietitian (RD)
- achieve lifelong professional development
- successfully meet the employment requirements of the Registered Dietitian (RD)

Cost

The cost of the program is based on nine graduate credits per semester for full-time students. There is a \$50 application fee.

Applications are available online or from the DI director in the Department of Nutrition. Applications should be postmarked by **February 15** for fall admission. The Saint Joseph College DI Program uses the computer matching system as mandated by the American Dietetic Association. Information about this process is included in the application letter.

The student must also be prepared to purchase a variety of text and reference books, a lab coat, health liability insurance and hepatitis B inoculation. Students are responsible for transportation to facilities, parking and meals.

Application Requirements

- a bachelor's degree from a regionally accredited institution
- a minimum GPA of 2.8 in major courses.
- didactic (Plan IV/V) course work as described by the American Dietetic Association and verified by the undergraduate institution with a verification statement
- two letters of reference
- personal letter of application
- admission application; admission fee is waived

Course Descriptions 2007–2009



Course Descriptions 2007-2009

Course Numbering System

First level	(100) Beginning Courses
Second level	(200) Intermediate Courses
Third level	(300) Advanced-Intermediate Courses
Fourth level	(400) Advanced Courses
(500 and above)	Graduate Level Courses

Symbol Key

AE	American Experience: Politics, History, Economy and Society
FYS	First Year Seminar Mission
GI	Global Issues and International Perspectives
HE	Human Expression: Literary and Artistic
IT	Information Technology
KN	Kinesthetics
LG	Language
QR	Quantitative Reasoning
PH	Philosophy Mission
RE	Religion Mission
SI	Scientific Inquiry
VE	Values/Ethics
WR	Writing/Reading
WS	Women's Studies

Plus sign (+)	Offered alternate years
Plus signs (++)	Offered periodically
Asterisk (*)	Courses approved for general education requirement
Pound sign (#)	Courses applicable to the field of Public Administration (see Political Science)
Number of credit hours is indicated in parenthesis after each course. For example, (3) means three hours per week, one semester.	

Accounting

ACCT201 Principles of Accounting I (3)

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.

ACCT202 Principles of Accounting II (3)

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: ACCT201.*

ACCT205 Managerial Accounting (3)

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: ACCT202.*

ACCT301 Cost Accounting + (3)

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: ACCT205.*

ACCT303 Fundamentals of Federal Income Tax I + (3)

Introduction to the basic concepts of federal income tax through analysis of the Internal Revenue Code. Particular emphasis on the individual taxpayer. *Prerequisite: ACCT202.*

ACCT311 Intermediate Accounting I (3)

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: ACCT202.*

ACCT312 Intermediate Accounting II (3)

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: ACCT311.*

ACCT340 Accounting for Not-For-Profit Organizations ++ (3)

Introduction to accounting within the environment of the not-for-profit sector. Emphasis on governmental program objectives, managerial activities, appropriations, allotments, and funds. *Prerequisite: ACCT205 or permission of instructor.*

ACCT403 Fundamentals of Federal Income Tax II + (3)

Continuation of Fundamentals of Federal Income Tax I. Particular emphasis on corporations. *Prerequisite: ACCT303.*

ACCT409 Advanced Accounting I (3)

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: ACCT312.*

ACCT410 Advanced Accounting II (3)

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. *Prerequisite: ACCT409.*

ACCT415 Auditing I (3)

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, the CPA's legal and ethical considerations. *Prerequisite: ACCT312.*

ACCT416 Auditing II (3)

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: ACCT415.*

**ACCT425 Contemporary Issues
in Accounting ++ (3)**

Study of current developments in accounting theory and literature. Emphasis on pronouncements of the Financial Accounting Standards Board. *Prerequisite: ACCT410 and senior standing.*

ACCT485 Internship (3)

Planned supervised experience with business, industry, or government. Accounting major at the junior or senior level. *Prerequisite: Permission of department chairperson.*

ACCT495 Advanced Independent Study (3)

For accounting majors who wish to pursue a special topic in greater depth. *Prerequisite: Approval by faculty advisor and department chairperson.*

ACCT499 Coordinating Seminar (3)

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 in an oral presentation during the last semester of the senior year. *Prerequisite: Permission of department chairperson.*

Graduate Course**ACCT505 Accounting Strategies
for Decision Making (4)**

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 properly be 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***AMST201 Workshop in History:
Going to the Source
(Also HIST201) + (3) AE, WR**

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.

***AMST276 Cultural Studies
(Also ENGL276) + (3) HE, AE**

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*. May be taken twice for credit.

AMST295 Exploratory Independent Study (3)

Faculty-guided research on interdisciplinary topics proposed by students.

**AMST310 Special Topics
in American Studies (3)**

Examination of important American cultural phenomena. Content varies. May be taken twice for credit.

AMST485 Internship (3-6)

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: Permission of instructor.*

AMST495 Advanced Independent Study (3)

Further development of faculty-guided research on interdisciplinary topics proposed by students.

AMST499 Coordinating Seminar (3)

American Studies majors engage in a study of theory while preparing a paper of original research on an interdisciplinary topic of their choice. Senior year, spring semester.

Biology***BIOL105 Ecology + (4) SI**

The study of the interactions and relationships between living organisms and their environment. Distribution and regulation of populations of organisms, energy relationships, adaptation, community organization, and changes over time. Three hours lecture. Laboratory required. Credit not applicable to a Biology Major.

***BIOL105L Ecology Laboratory + (0) SI**

The laboratory activities focus on the natural history of local New England ecosystems. Required for BIOL 105, and must be taken concurrently. Three hours laboratory per week. Laboratory fee: \$50. *Co-requisite: BIOL105.*

***BIOL106 Field Ornithology (3) SI**

Distance learning techniques will introduce the basic biology, ecology, and life history of birds. The lecture is offered online over the internet and must be taken with the BIOL 106L laboratory concurrently for SI credit. *Prerequisite: Must have computer capabilities and email.*

***BIOL106L Field Ornithology Laboratory (1) SI**

The laboratory and field experience for Biology 106. The field trips to local birding sites will focus on identification of birds. The lab will emphasize form and function of bird structures. Weekend laboratories usually 5 hours each. Must be taken concurrently for SI credit.

***BIOL110 General Biology (4) SI**

A general overview of biology emphasizing key areas and theories. This is a college level experience in cell structure and function, biological diversity, genetics, and basic evolutionary concepts. The laboratory reinforces lecture topics. Credit not applicable to Biology major or minor.

***BIOL110L General Biology Laboratory (0) SI**

The laboratory reinforces lecture topics. Required for BIOL 110, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL116 Biological Concepts I (4) SI**

This course is the background for upper-level biology courses. Emphasis is placed on eukaryotic cellular structure, metabolism, and genetics. Laboratory is required and must be taken concurrently. *Prerequisite: at least one high school biology course and chemistry course.*

***BIOL116L Biological Concepts I Laboratory (0) SI**

The laboratory reinforces lecture topics. Required for BIOL 116. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL117 Biological Concepts II (4)**

This course continues the background for upper level biology and environmental science courses. Emphasis on organismal structure, diversity, ecology, and evolution. Three hours lecture per week. Laboratory required and must be taken concurrently. *Prerequisite: BIOL 116 or equivalent, or permission of instructor.*

***BIOL117L Biological Concepts II Laboratory (0)**

The laboratory reinforces lecture topics. Required for BIOL 117, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50. *Co-requisite: BIOL117.*

***BIOL120 Human Evolution (3) SI**

Principles of evolution and the history of evolutionary thought. Considers the development of biological anthropology and the human fossil record. An account of human evolution presented on an interpretation of the fossil record. Laboratory required for application to SI. Frequently offered as an Honors course open to all students with a minimum 3.25 GPA or permission of the instructor.

***BIOL120L Human Evolution Laboratory (1) SI**

The laboratory reinforces lecture topics. Required for BIOL 120 application to SI, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL160 Wild and Scenic: Natural History of the Farmington River + (3) SI**

Introductory study of the ecology and natural history of the Farmington River. Focuses on field analyses, sampling technique, and organismal biology. Field intensive.

***BIOL160L Wild and Scenic Field Research + (1) SI**

This course puts into practice what is discussed in BIOL 160. Field intensive. Sites include Hogback Dam, People's State Forest, Satan's Kingdom, and Tariffville Gorge. Concurrent enrollment in BIOL160 is required for SI application. Laboratory fee: \$50.

BIOL200 Special Topics in Biology (1-3)

The presentation of courses not currently offered in the Biology curriculum. May be offered for 1-4 credits, and may have a laboratory component (if so, a laboratory fee of \$50 will be assessed).

BIOL203 Environmental Microbiology (4)

An introduction to microbes in the environment, examining microbial ecology and element cycling in soils and aquatic systems. *Prerequisite: BIOL 117 or permission of instructor.*

BIOL203L Environmental Microbiology Laboratory (0)

Lab sessions introduce basic techniques, followed by project-based labs. Required for BIOL 203, and must be taken concurrently. *Prerequisite: BIOL 117 or permission of instructor.* Three hours laboratory per week. Laboratory fee: \$50.

BIOL205 Molecular Biology (4)

An introductory course covering the molecular components of cells and their roles in cellular function, this course focuses on protein function, the production of proteins by cells and the three main cellular processes by which amino acid sequences of proteins are stored. The details of DNA replication, transcription of messenger RNA and translation of messenger RNA into proteins covered for both prokaryotic and eukaryotic organisms. Laboratory required. *Prerequisite: BIOL 117 or permission of instructor.*

BIOL205L Molecular Biology Laboratory (0)

The laboratory reinforces lecture topics, including laboratory exercises in protein and nucleic acid electrophoresis, polymerase chain reactions, DNA fingerprinting and transformation of cells using plasmid vectors. *Co-requisite: BIOL 205, and must be taken concurrently. Prerequisite: BIOL 117 or permission of instructor.* Two hours laboratory per week. Laboratory fee: \$50.

***BIOL220 Zoology + (4)**

An appreciation of the diversity of animal forms. Emphasis will be placed on taxonomy, morphology, and physiology of selected invertebrates and vertebrates. Evolutionary development/trends will also be studied. Laboratory is required. *Prerequisite: BIOL 117 or permission of instructor.*

***BIOL220L Zoology Lab + (0)**

The laboratory reinforces lecture topics. Required for BIOL220, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL221 Introductory Botany + (4) SI**

The plant kingdom is the focus of this course. Major emphasis is placed on the seed plants: morphology, physiology, ecology and taxonomy. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117 or permission of instructor.*

***BIOL 221L Introductory Botany Laboratory + (0) SI**

The laboratory reinforces lecture topics. Required for BIOL 221, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL222 Microbiology (4) SI**

A general introduction to the field of microbiology, topics include prokaryotic structure, microbial nutrition and control, sterile technique, microbial genetics, basic immune systems, and a survey of selected viruses, fungi, protozoa, and bacteria. Clinical and food microbiology are introduced. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 110 or 116.*

***BIOL222L Microbiology Laboratory (0)**

The laboratory introduces basic techniques and example organisms. Required for BIOL 222, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL223 Human Biology (3) SI**

Organ systems of the human body as well as an introduction to human heredity, the course examines the structure and function of organ systems of the body. Laboratory required and must be taken concurrently. Credit not applicable to biology major or to a student who has completed BIOL 341.

***BIOL223L Laboratory in Human Biology (1) SI**

Laboratory exercises surveying the various organ systems of the human body, topics include an examination of integumentary, digestive, musculoskeletal, circulatory, reproductive, nervous, and endocrine systems. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL241 Essentials of Anatomy and Physiology I (4) SI**

This course emphasizes cellular and chemical aspects of physiology, including a study of integumentary, musculoskeletal, nervous systems including sensory systems. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 116 or permission of instructor.*

***BIOL241L Essentials of Anatomy and Physiology I Laboratory (0) SI**

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL242 Essentials of Anatomy and Physiology II (4) SI**

Continuation of BIOL 241 Anatomy and Physiology I. Studies include cardiovascular, immune, respiratory, excretory, digestive, endocrine, and reproductive systems. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL241 or permission of instructor.*

***BIOL242L Essentials of Anatomy and Physiology II Laboratory (0) SI**

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

BIOL250 Introduction to Biological Research (1)

Introduction to biological research, concentrating on the preparation of a research proposal. Provides the foundation for Biology and Environmental Studies students need to go onto Independent Studies or Internships. *Prerequisite: BIOL 117.*

***BIOL270 Human Heredity and Birth Defects (3) SI**

Mendelian principles applied to human genetics and utilizing individual, family, and population studies. Analyses of pedigrees and a consideration of current research in normal and pathological conditions, including genetic engineering, genetic counseling, and the Human Genome Project are included. Credit not applicable to a biology major nor for natural science general education credit. Laboratory is required for SI application and must be taken concurrently. Frequently offered as an Honors course open to all students with a minimum 3.25 GPA or permission of the instructor.

***BIOL270L Human Heredity and Birth Defects (1) SI**

Prerequisite: concurrent enrollment in BIOL 270. Two hours laboratory per week. Laboratory fee: \$50.

BIOL295 Exploratory Independent Study (1-3)

Individual study of topics not offered in the Biology curriculum.

BIOL300 Current Topics in Biology (1)

Examination and discussion of primary literature in biology. Required for Honors students seeking Honors designation for Biology courses.

BIOL305 Wildlife Ecology + (4)

This course is an advanced study of the interactions and relationships between living organisms, their environment and management of resources. The course includes habitat analyses, population characteristics, and field technique. The course is field intensive. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117, MATH 140 or 170, or permission of the instructor.*

BIOL305L Wildlife Ecology Field Experience + (0)

The laboratory reinforces lecture topics. The course is field intensive. Four hours laboratory or field work per week. Laboratory fee: \$50.

BIOL310L Fundamental Concepts of Immunology Laboratory + (0)

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

BIOL313 Developmental Biology + (4)

The course examines the principles of embryology with an emphasis on morphology, physiology, cell biology, and evolution. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117 or equivalent.*

BIOL313L Developmental Biology Laboratory + (0)

The laboratory reinforces lecture topics, concentrating on vertebrate morphogenesis. Two hours laboratory per week. Laboratory fee: \$50.

BIOL325 Genetics + (4)

Fundamental principles of heredity from Mendel to present-day discoveries are examined, with emphasis on molecular aspects. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117 or permission of instructor.*

BIOL325L Genetics Laboratory (0)

The laboratory reinforces lecture topics, concentrating on genetic principles through use of appropriate model systems. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL341 Anatomy and Physiology I (4)**

Integrating human anatomy and physiology, this course emphasizes cellular and chemical aspects of physiology, including a detailed study of integumentary, musculoskeletal, nervous systems including sensory systems. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 116 or permission of instructor.*

***BIOL341L Anatomy and Physiology I Laboratory (0)**

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL342 Anatomy and Physiology II (4)**

Continuation of BIOL 341 Anatomy and Physiology I, the course permits a detailed study of various organ systems including cardiovascular, immune, respiratory, excretory, digestive, endocrine, and reproductive systems. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 341 or permission of instructor.*

***BIOL342 Anatomy and Physiology II Laboratory (0)**

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

BIOL350 Cell Biology + (4)

Survey of basic cellular functions includes organelle structure, the cell cycle, transport mechanisms, second messengers, transcription and translation, respiration and photosynthesis, and tumor biology. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117 or permission of instructor.*

BIOL350L Cell Biology Laboratory (0)

The laboratory reinforces lecture topics, including exercises in histology, cell culture, electrophoresis of proteins and DNA, and cell fractionation. Two hours laboratory per week. Laboratory fee: \$50.

BIOL 370 Biology Seminar I ++ (1-3)

Topical discussions.

BIOL401 Advanced Ecology + (4)

Study of the interactions and relationships between living organisms and their environment. Includes analyses of habitat and environment, characteristics of the biota and their interactions, and the role of human influence and these systems. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117 and BIOL 105 or 305.*

BIOL401L Advanced Ecology Laboratory + (0)

The laboratory reinforces lecture topics, and is field intensive. Four hours laboratory per week. Laboratory fee: \$50.

***BIOL405 Marine Biology + (4) SI**

Study of the interactions and relationships between living organisms and their environment in marine systems. Includes analyses of habitat and environment, characteristics of the biota and their interactions, examination of the terrestrial-marine interface, and the role of human influence and these systems. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or by permission of the instructor. *Prerequisite: BIOL 117, CHEM 175, PHYS 205.*

***BIOL405L Marine Biology + (0)**

The laboratory reinforces lecture topics, and is field intensive. Required for BIOL 405, and must be taken concurrently. Four hours laboratory per week. Laboratory fee: \$50.

BIOL408 Advanced Physiology (3)

Function of major organ systems of the human body and the mechanisms that control and regulate human body activities. Study of the integration of homeostatic mechanisms will be used to provide a broad appreciation for the physiological functions of the whole organism. Offered online or on-site. *Prerequisite: General Biology or Anatomy and Physiology.*

BIOL409 Advanced Pathophysiology (3)

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) will also be discussed. Offered online or onsite. *Prerequisite: Students must pass a competency exam on basic physiological processes prior to the start of the course. BIOL is strongly recommended.*

BIOL410 Fundamental Concepts of Immunology + (4)

Basic areas of modern immunology including humoral and cell-mediated immunity, basic characteristics of antigens and immunoglobulins, B cell receptor and T cell receptor signaling, immunogenetics, MHC function and nonspecific host defense mechanisms. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL 117.*

BIOL413 Virology (3)

Includes the molecular biology, genetics, structure, function, classification, ecology, and epidemiology of viruses in general, with a focus on human pathogens. Student presentations and discussions on student-selected topics will function both as a key activity and important assessment tool. *Prerequisite: BIOL 350, BIOL 222 recommended.*

BIOL433 Medical Bacteriology + (3)

Emphasizes the bacterial infectious diseases of humans. Aspects of cellular structure, physiology, etiology, virulence, epidemiology, immunology, diagnosis and treatment will be discussed. *Prerequisite: BIOL 222.*

BIOL433L Medical Bacteriology Laboratory + (1)

The laboratory reinforces lecture topics; cross-listed with BIOL 533L. Four hours of laboratory per week. Laboratory fee: \$50. *Prerequisite:* *Concurrent enrollment in BIOL 433.*

BIOL435 Neuroscience + (3)

This is the study of the human nervous system from anatomical, cellular, molecular, and biophysical viewpoints. The brain, spinal cord and sensory modalities will be studied at the systems and molecular levels. Emphasis will be placed on the functional connections of the cells that comprise the nervous system and the signaling within and between those cells. Cross-listed with BIOL535. *Prerequisite:* *A college course in cell biology.*

BIOL460 Parasitology + (3)

The study of protozoan and animal species parasitic to humans emphasizes morphology, taxonomy, life cycles and modes of transmission, as well as the interrelationships between host and parasite including pathology, immunity, transmission, and treatment. Cross-listed with BIOL 560. *Prerequisite:* *A college course in cell biology.*

BIOL460L Parasitology Laboratory (also BIOL560L) (1)

The laboratory reinforces lecture topics. Two hours of laboratory. Laboratory fee: \$50. *Prerequisite:* *Concurrent enrollment in BIOL 460.*

BIOL464 Biotechnology (also BIOL564) (3)

Recombinant technology utilizing prokaryotic, eukaryotic and viral DNA will be emphasized. Specifically, the course will entail DNA isolations, transformations, agarose gel electrophoresis, gel staining and photography, restriction mapping, ligation of DNA fragments, gene cloning and DNA blotting. A laboratory intensive course. *Prerequisite:* *A college level course in cell biology, genetics or permission of instructor.*

BIOL485 Internship (3)

Semester internships available at local agencies and laboratories in various fields of biology.

BIOL490 Special Topics - Advanced Level (1-4)

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).

BIOL495 Advanced Independent Study (1-3)

Individual study of topics not offered in the Biology curriculum.

BIOL499 Coordinating Seminar (3)

This seminar includes a discussion of topical events and philosophy in biology, including the application of general statistics. Presentation skills will also be developed. The final for the course includes a comprehensive exam covering selected biological topics. Fall semester.

Graduate Courses

BIOL501 Ecology + (3)

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. Offered online or on-site.

BIOL502 Laboratory Techniques for Teachers ++ (3)

This course will introduce science teachers to current laboratory methods. Sample topics include DNA and protein electrophoresis, environmental analyses, cell culture techniques, and computer modeling. This course will combine theory and practice. Laboratory fee: \$50. Offered on-site only.

BIOL503 Biometry + (3)

Provides an understanding of statistical data analysis for the biological sciences, including experimental design and some multivariate techniques. 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 the results or applying the proper test. Offered online or on-site. *Prerequisite:* *graduate students and advanced undergraduates with permission of instructor.*

BIOL504 Emerging Diseases + (3)

Provides health professionals with a broad overview of emerging and reemerging diseases in the United States. Seventeen of the most prevalent diseases are discussed in detail, as well as special segments covering bioterrorism and immune-compromised populations. Offered online or on-site. *Prerequisite:* *graduate students and advanced undergraduates with permission of instructor.*

BIOL505 Epidemiology + (3)

Examines epidemiologic methods used in infectious disease investigations. Emphasis on understanding the relationships between the host, the parasite and the environment as they relate to disease causation. Offered online or on-site.

BIOL508 Advanced Physiology (3)

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 is used to provide a broad appreciation for the physiological functions of the whole organism. Offered online or on-site. *Prerequisite:* *General Biology or Anatomy and Physiology.*

BIOL509 Advanced Pathophysiology (3)

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. Offered online or on-site. *Prerequisite:* *Students must pass a competency exam on basic physiological processes prior to the start of the course. BIOL 508 is strongly recommended.*

BIOL510 Cell Biology + (3)

Examines the current literature and topics in the field. In-depth discussions of various aspects of cellular structure and function are combined with lectures and multimedia demonstrations. Offered online or on-site.

BIOL513 Virology + (3)

Includes the molecular biology, genetics, structure, function, classification, ecology and epidemiology of viruses in general, with a focus on human pathogens. Offered online or on-site. *Prerequisite: BIOL 350 or BIOL 510. Microbiology recommended.*

BIOL514 Evolution + (3)

Principles of evolution and the history of evolutionary thought. Topics include natural and biological philosophy, classical evolution, punctuated equilibrium, exaptation, and rapid evolutionary change, and associated evolutionary concepts. Offered online or on-site. *Prerequisite: a college course in general biology, population biology, or ecology.*

BIOL515 Pharmacology + (3)

Online course designed to introduce students to the basic concepts and principles of pharmacology. Topics include pharmacokinetics, pharmacodynamics, mechanisms of action, major physiological effects, drug metabolism, distribution and transformation. *Prerequisite: a college course in anatomy and physiology, basic chemistry, and genetics or cell biology.*

BIOL516 Toxicology + (3)

Online course 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.

BIOL517 Animal Behavior + (3)

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. Offered online or on-site.

BIOL518 Endocrinology + (3)

The function and organization of the major endocrine glands, the synthesis and release of their hormone 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 discussed from the standpoint of how that cooperation contributes to the smooth functioning of the human physiology. Offered online or on-site. *Prerequisite: a college level course in cell biology.*

BIOL519 Cancer Biology + (3)

Online course designed to introduce students to the field of cancer biology. Various aspects of this topic, such as tumor initiation, progression, and therapy, studied in depth.

BIOL522 Immunology (3)

Online course covers the organs, cells and molecules that mediate the innate and adaptive aspects of the immune system as they apply to infection. Historical discoveries and technologies related to immunology also covered. Discussions and problem solving geared toward a deep understanding of cellular and molecular processes as they apply to individual host defense mechanisms. *Prerequisite: a college level course in cell biology. A strong background in cell biology, molecular biology, biochemistry and physiology is most helpful.*

BIOL524 Clinical Problem Solving (3)

Problem-based learning course designed to study case-related clinical problems, specifically to help to analyze and integrate the knowledge about the function and structure of the major body systems and to differentiate the major pathophysiologic mechanisms involved in the process of disease or functional abnormality. Clinical interpretation and practical application of patient histories, physical examination, laboratory and diagnostic tests used for differentiation of most inter-related syndromes and conditions in a diagnosis-making process. Improves critical thinking skills and develops clinical analytical skills. Offered online or on-site.

BIOL525 Genetics + (3)

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. Offered online or on-site.

BIOL528 Mammalogy + (3)

Discusses the evolution, taxonomy, ecology, physiology, and behavior of mammalian vertebrates. Offered online or on-site. *Prerequisite: graduate students and advanced undergraduates with permission of instructor.*

BIOL529 Sexually Transmitted Diseases + (3)

This course examines the biology, pathology, and treatment of sexually transmitted diseases. Offered online or on-site.

BIOL533 Medical Bacteriology (Also BIOL533) + (3)

A course emphasizing the bacterial infectious diseases of humans. Aspects of cellular structure, physiology, etiology, virulence, epidemiology, immunology, diagnosis and treatment discussed. Offered online or on-site. *Prerequisite: a basic course in microbiology or permission of instructor.*

BIOL533L Medical Bacteriology Laboratory (Also BIOL433L) + (1)

Laboratory for BIOL 533. Must be taken concurrently with BIOL 533; three hours of laboratory a week. Laboratory fee: \$50. On-site only.

BIOL535 Neuroscience (Also BIOL435) + (3)

The human nervous system from anatomical, cellular, molecular, and biophysical 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. Offered online or on-site. *Prerequisite: A college level course in cell biology.*

BIOL540 Public Health + (3)

Addresses the crux of public health: the assimilation of science and politics, as illustrated by the emergence of AIDS in the United States, the tragedy of 9/11 and the anthrax attacks. Covers an array of public health issues critical for an introductory student, including maternal and child health, clean drinking water, and the aging population. Offered online or on-site. *Prerequisite: graduate students and advanced undergraduates with permission of instructor.*

BIOL551 Clinical Interpretation of Lab Tests + (3)

Designed especially for nurses or other professionals who want to learn how to interpret lab tests, and how to incorporate this important clinical data into daily patient care. Offered online or on-site.

BIOL560 Parasitology (Also BIOL 460) + (3)

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. Offered online or on-site.

BIOL560L Parasitology Laboratory (Also BIOL 460) + (1)

Laboratory for BIOL 560; two hours of laboratory per week. Laboratory fee: \$50.

BIOL564 Biotechnology (Also BIOL464) + (3)

Recombinant technology utilizing prokaryotic, eukaryotic and viral DNA emphasized. Course entails DNA isolations, transformations, agarose gel electrophoresis, gel staining and photography, restriction mapping, ligation of DNA fragments, gene cloning and DNA blotting. Laboratory intensive course. *Prerequisite: A college level course in cell biology, genetics or permission of instructor.*

BIOL565 ECG Readings and Clinical Interpretation + (3)

Comprehensive three-day workshop for nurses or other professionals who want to learn how to interpret ECG rhythm strips and how to incorporate this important clinical data into daily patient care. Offered online or on-site.

BIOL588 Continuing Registration (0)

For students not taking a course during the fall or spring semester. Fee: \$50. Students who attend only summer semesters for their degree work are not required to register for continuing registration.

BIOL590-592 Special Topics (semester title) (1-3)

See semester course bulletin for description of current offerings. Offered online or on-site.

BIOL593 Biology Seminar (semester title) (1-3)

See semester course bulletin for description of current offerings. Emphasis on relevant and contemporary issues in biology. Literature search and formal class presentations. Offered online or on-site.

BIOL595 Independent Study/Research (1-3)

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 School and must be approved by the Project Advisor, Department Chair and Dean. A maximum of 6 credits may be applied toward the non-thesis option, or a maximum of 3 credits toward the thesis option. A maximum of 3 credits may be applied toward required courses. Offered online or on-site.

BIOL598, 599 Master's Thesis (3, 3)

Original research for the thesis-based Master's degree. Offered online or on-site.

Catholicism and Culture

CATH499 Capstone (3)

Seminar structured as a set of directed readings to provide a deeper understanding of the focus and foundations of Catholic and Mercy traditions. Provides opportunities for sustained discussions of issues that contribute to a more profound understanding of compassionate service and women's leadership in the context of the Christian and Mercy tradition, as well as providing an opportunity to integrate the learning from various other Catholicism and Culture courses. Service component required, which may be completed in conjunction with an internship course or field placement in the major or selected one from a number of local or regional sites.

Chemistry

***CHEM130 Environmental Science (4) SI**

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.

***CHEM170 Principles of Inorganic and Organic Chemistry (4) SI**

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.

***CHEM175 Fundamental Chemical Principles I (4) SI**

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. *Prerequisite: High school algebra.*

***CHEM176 Fundamental Chemical Principles II (4) SI**

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. *Prerequisite: CHEM175.*

***CHEM200 Organic Chemistry I (4) SI**

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. *Prerequisite: CHEM175 and 176.*

***CHEM210 Organic Chemistry II (4) SI**

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. *Prerequisite: CHEM200 or equivalent.*

CHEM230 Introduction to Organic Chemistry (2)

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 and amines. Special emphasis on applications to health related fields. *Prerequisite: one semester of college level general/inorganic chemistry. Permission of the department chair only.*

***CHEM240 Biochemistry of the Human Body (4) SI**

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. *Prerequisite: CHEM170 or equivalent.*

CHEM290 Quantitative Analysis + (4)

Fundamental techniques and theoretical background of quantitative analysis including: (1) gravimetric and volumetric methods and (2) separation techniques including chromatography. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50. *Prerequisite or concurrent: CHEM200.*

CHEM295 Exploratory Independent Study (1-3)

Two to six hours per week, one semester. Laboratory fee: \$50.

CHEM300 Analytical Instrumentation + (4)

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. *Prerequisite: CHEM200.*

CHEM320 Physical Chemistry I: Thermodynamics + (3)

Introduction to thermodynamics, including: thermal properties of matter, including a discussion of kinetic theory, equations of state, ideal and real gases; the mathematics of physical chemistry; work, heat and energy; the first law of thermodynamics; entropy and the second law of thermodynamics; and fundamental thermodynamic relationships for closed systems, including a discussion of the criteria for spontaneous processes and for equilibrium. *Prerequisite: CHEM176, PHYS140, and MATH180.*

CHEM330 Physical Chemistry II: Quantum Theory + (3)

Introduction to quantum theory, including the following topics: the wave-particle duality of light, the breakdown of classical theory and the emergence of quantum theory; the wave particle duality of matter and the Schrödinger Equation; the postulates of quantum theory; application of quantum theory to chemical and physical systems. *Prerequisite: CHEM176, PHYS140, and MATH180.*

CHEM390 Physical Chemistry Laboratory ++ (2)

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. *Prerequisite or concurrent: CHEM320.*

CHEM420 Inorganic Chemistry + (3)

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 or concurrent: CHEM320.*

CHEM430 Biochemistry (3)

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: CHEM200, 210, 320 or permission of the instructor.*

CHEM460 Advanced Organic Chemistry + (3)

Discussion of special topics (such as organometallic and heterocyclic compounds and the chemistry of drug synthesis) from a mechanistic and synthetic viewpoint. *Prerequisite: CHEM210 or permission of the instructor.*

CHEM485 Internship (3-9)

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: For advanced students and subject to departmental arrangement and approval.*

CHEM593 Advanced Chemistry Seminar (3)

See semester course bulletin for description of current offerings.

CHEM597 Independent Study (1-3)

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.

Prerequisite: Application forms for independent study are available in the Graduate School and must be approved by the project advisor, department chair and the Vice-President for Academic Affairs.

CHEM598 Research Planning Seminar (3)

An introduction to research design and data evaluation and interpretation. Students must register for this course at least one semester prior to undertaking extensive thesis work.

CHEM599 Master's Thesis (3)

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. Laboratory fee: \$50 per semester.

CHEM693 Advanced Chemistry Seminars (3)

See semester course bulletin for description of current offerings.

Classics**CLAS140 Classical Mythology + (3)**

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.

***CLAS241 From War to Love: Ancient Narrative (Also ENG 241) ++ (3) HE**

Examines the ways that different stories told in antiquity create different versions of human beings and social worlds. Ancient epics, novels, and lives provide the readings.

***CLAS256 Moral Decision Making in Greek Drama (Also ENGL256) (3) HE, VE**

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.

CLAS257 Women in Antiquity (Also HIST257) ++ (3)

Examination of the portrayal of women in the literature of ancient Greece and Rome. Examples taken from epic, drama, history, philosophy, and rhetoric.

CLAS260 Special Topics in Literature (3)

Examination of a particular aspect, literary figure or movement in the ancient world. Variable in content.

Computer Science***COMP100 Introduction to Computers (Also INFT100) (3) IT**

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.

***COMP105 Web Page Development (Also INFT105) (3) IT**

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.

***COMP110 Computer Programming (Also INFT110) (3) IT**

Introduction to structured and object-oriented programming; algorithms, techniques of problem solving with a computer in a high level language.

COMP200 Special Topics in Computer and Information Science (Also INFT200) (3)

Emphasizes current developments in computer and information science. Topics may include databases, informatics tools, bioinformatics, health informatics, information analysis, data mining, and others. *Prerequisite: COMP100 or permission of instructor.*

COMP215 Information Technology Practicum (Also INFT215) (3)

Hands-on experience working with IT staff in the areas of user service, hardware troubleshooting, multimedia, applications, and communications (telephone and network). *Prerequisite: content of COMP100 (or MGMT245) and COMP105.*

COMP220 Data Structures (3)

Data structures and programming techniques, including stacks, queues, linked-lists, trees; hashables, internal searching and sorting. Introduction to data structures in Java Collections. *Prerequisite: COMP110 and MATH165, or permission of instructor.*

COMP231 Programming for Scientists (Also MATH231) + (3)

The study of computer solutions in the areas of science and mathematics. Important numerical techniques are covered. Designed for majors (or minors) in Mathematics, Computer Science, and the sciences. *Prerequisite: COMP110, MATH170, and MATH 180 or permission of the instructor.*

COMP280 Object-Oriented Design and Programming + (3)

A study of the object-oriented design model; concepts and uses of classes and interfaces, data encapsulation, inheritance, dynamic binding, and polymorphism. *Prerequisite: COMP110 or permission of instructor.*

COMP295 Exploratory Independent Study (1-3)

In-depth study of a computer science topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

COMP330 Algorithm Analysis + (3)

Algorithm design and analysis; bounds on computer resources and operations used in the implementation of algorithms; classic algorithms studied. *Prerequisite: COMP220.*

COMP485 Internship (1-3)

Supervised internship experience in business, industry or government setting. *Prerequisite: subject to departmental arrangement and approval.*

COMP495 Advanced Independent Study (1-3)

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.

Counseling

Graduate Course

COUN501 Systems and Networks Supporting Human Development (Also HDGE501) (3)

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.

COUN502 Psychology of Older Adults (Also HDGE502) (3)

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.

COUN505 The Maltreated Child (3)

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.

COUN506 Effective Communication with Children and Adolescents (3)

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.

COUN514 Multicultural Counseling (3)

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: COUN540 and COUN541.*

COUN515 Ethics and Standards of Practice (3)

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.

COUN516 Psychology of Exceptional Children (Special Students) (3)

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.

COUN521 Counseling Immersion Experience: Guyana (3)

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.

COUN524 Instruction and Curriculum (3)

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: COUN560*

COUN525 Alternative Modes of Healing and Counseling (3)

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 acupressure; hypnosis; breathwork; prayer; meditation; visualization; intuition; affirmation; music; vibro-tactile stimulation; technologies for creating; fundamental choices; empowerment; nutrition; massage; bibliotherapy; 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.”

COUN527 Spiritual Care and Counseling (Also HDGE512) (3)

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.

COUN528 Counseling Techniques for the Pastoral Person (3)

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.

COUN529 Crisis and Trauma Theory and Counseling (3)

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, Roberts’ 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.

COUN531 Group Process and Dynamics (3)

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 clock hours) participating in small group experiences. *Prerequisite:* COUN541 or COUN528.

COUN533 Theoretical and Practical Sources for Career/Lifestyle Development (3)

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.

COUN540 Professional Orientation to and Foundations of Community and School Counseling (3)

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.

COUN541 Skills and Techniques in Counseling (3)

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.

COUN543 Theories of Counseling and Psychology (3)

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.

COUN544 Mental Health Assessment, Diagnosis, and Treatment Planning (3)

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:* COUN541 and COUN552.

COUN545 Psychological and Spiritual Development Through the Lifespan (3)

An overview of human development throughout the lifetime in the family, social, cultural, psychological, spiritual and theological context. The individual and family life cycles are viewed as mutually interactive processes which 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. *Prerequisite:* COUN528

COUN546 The Psychology and Spirituality of Dreamwork (2)

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.

COUN547 Addictions Counseling (3)

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.

COUN548 The Psychology and Spirituality of Relationship (3)

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.

COUN549 Spiritually-Based Techniques in Counseling (3)

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).

COUN550 Appraisal and its Applications in Counseling (3)

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.

COUN552 Developmental Theories and Applications (3)

An overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles 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: COUN541.*

COUN554 Human Motivation and Change (3)

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.

COUN558 Grief, Loss, and Transition (3)

A variety of approaches for working with individuals, facilities, 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.

COUN559 The Psychology and Spirituality of Self-Esteem (2)

Self-esteem as a basic human need and building self-esteem in others, friendship and self-esteem, stress and self-esteem. The context is one of holistic growth within a theological perspective.

COUN560 Principles, Organization, and Practice of Counseling Services in School Settings (3)

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.

COUN561 Moral Development and its Applications to Mental Health Settings (3)

Theoretical foundations of moral development and how counselors can apply these principles in the service of clients in community and school settings.

COUN566 Practicum in School Counseling (3)

Students complete supervised practicum experiences that total 100 clock 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.

COUN568 Practicum (3)

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 clock hours. The practicum includes:

- 1) a minimum of 40 hours direct service with clients. Ten of these hours must be in group work.
- 2) a minimum one hour a 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.

COUN569 Child Sexual Abuse: Assessment, Treatment, Research Project (3)

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.

COUN570 Internship I (3)

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. *Prerequisite: COUN568.* 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.

COUN571 Internship II (3)

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. *Prerequisite: COUN570.* Includes:

- 1) a minimum of 120 hours of direct service with clients
- 2) a minimum one (1) 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.

COUN573 Internship I in School Counseling (3)

A supervised internship of 600 clock 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 CT teaching certificate and have at minimum 30 months of classroom

teaching experience, they must complete a 10 month full-time residency.) *Prerequisite: COUN566.* 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 (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor
- 3) two hours and 30 minutes 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.

COUN574 Internship II in School Counseling (3)

Continuation of the Internship experience. (NOTE: School Counseling requirement is normally 300 clock hours on site for each internship semester. If an individual does not hold a CT teaching certificate and have at minimum 30 months of classroom teaching experience, the student must complete a 10 month full-time residency). *Prerequisite: COUN573.* 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.

COUN575 Spiritual Assessment in Counseling (3)

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.

COUN580 Human Development I (Also HDGE580 & MFTH580) (3)

A study of human development from a life-span perspective, birth through death. Emphasis is on developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development are explored.

COUN581 Human Development II (Also HDGE581) (3)

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 COUN580.)

COUN590, 592 Special Topics (1-3)

See semester course bulletin for description of these offerings.

COUN593, 594 Counseling Seminar (1-3)

See semester course bulletin for description of these offerings.

COUN595, 596 Independent Study/Research (1-3)

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 School and must be approved by the project advisor, department chair and the dean.

COUN597 Applied Research Methods for Counselors (3)

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: COUN550.*

COUN598, 599 Master's Thesis (3, 3)

Original research project which culminates a master's degree program.

Dance

DANC110 Introduction to Jazz Dance (1) KN

Exploration of the basic technique and theory of American jazz dance, with emphasis on form and style. Investigation of jazz movement as artistic expression. One and one-half hours per week. May be repeated for additional credit.

DANC111, 211, 311, 411 Performance (1) KN

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. Three hours per week.

DANC112 Fundamentals of Ballet (1) KN

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. One and one-half hours per week. May be repeated for additional credit.

***DANC120 Discovering Dance (3) KN**

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.

***DANC122 Dance as a Fine Art (3) KN, HE**

Dance technique, dance theory, choreography, and an exploration into the significance and communicative power of movement. Explore dance as a performing, theatrical art form.

DANC124 Modern Dance Technique I (1) KN

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. One and one-half hours per week.

DANC200 Special Topics in Dance (1) KN

A studio course designed to provide students with the opportunity to explore the possibilities of a variety of dance genres.

DANC210 Jazz Dance II (1) KN

Continued exploration of American jazz dance technique, with emphasis on alignment, conditioning, style and expression. One and one-half hours per week. May be repeated for additional credit. *Prerequisite: DANC110 or permission of instructor.*

DANC212 Ballet II (1) KN

Continued study of the artistic principles, style, basic skills and techniques of classical ballet. Focus on combining steps into rhythmic dance phrases. One and one-half hours per week. May be repeated for additional credit. *Prerequisite: DANC112 or permission of instructor.*

***DANC220 History and Appreciation of Dance ++ (3) KN, HE**

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 freshmen.

DANC224 Modern Dance Technique II (1) KN

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. *Prerequisite: DANC122 or 124 or permission of instructor.*

DANC295 Exploratory Independent Study (3) KN

DANC324 Modern Dance Technique III (1) KN

Advanced study of American modern dance. Exploration of new forms, new themes, advanced movement technique. One and one-half hours per week. May be repeated for additional credit. *Prerequisite: DANC224 or permission of instructor.*

DANC326 Composition I (1) KN

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. One and one-half hours per week. May be repeated for additional credit. *Prerequisite: DANC224 or permission of instructor.*

DANC485 Internship (3) KN

Internship experiences in dance. Supervised work in a professional dance setting. Ten hours per week, one semester. *Prerequisite: Departmental approval is required.*

DANC495 Advanced Independent Study (3) KN

DANC499 Coordinating Seminar (3) KN

Senior recital or senior thesis. Second semester, senior year.

Drama

*DRAM110 Acting Fundamentals I ++ (3) HE, KN

A beginning acting class that focuses on understanding and representing human behavior. Students engage in workshop activities staging scenes.

*DRAM111 Acting Fundamentals II ++ (3) HE, KN

A continuation of DRAM110, with focus on issues of space, imagination, characterization, and interaction.

DRAM115 Production Practicum (1.5)

Practical production experiences in areas such as acting, stage management, set construction, and costuming. One and a half hours per week, per semester and may be repeated for a maximum of six credits.

*DRAM174 Introduction to Theatre (Also ENGL174) ++ (3) HE, WR

An introduction to the art of theatre through an examination of representative plays.

DRAM200 Special Topics in Theatre (3)

In-depth study of various aspects of theatre and drama.

*DRAM217 Modern Drama (Also ENGL217) ++ (3) HE, WR

Reading of major 20th century American and European dramatists, as well as study of significant dramatic trends during this period.

*DRAM253 History of Theatre I (Also ENGL253) (3) HE

Focuses on the history and development of world theatre from the Greeks to 1700, including a survey of Asian theatrical practices.

*DRAM254 History of Theatre II (Also ENGL254) (3) HE

Investigates the history and development of Western theatre from 1700 to the present.

DRAM295 Exploratory Independent Study (3)

Content varies. In-depth focus on areas not part of the regular curriculum such as advanced direction, costuming, sets, sound, lighting and other theatre topics.

*DRAM301 From the Page to the Stage (Also ENGL301) (3) HE

The course emphasizes the visual and audio interpretation of a script in the tradition of modern directors and designers.

*DRAM305 Directing for the Stage (3) HE

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.

Economics

*ECON101 Principles of Macroeconomics (3) AE

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.

*ECON102 Principles of Microeconomics (3) AE

An introductory survey and analysis of consumer behavior, economics of the firm, market structures, resource pricing, labor policy and current micro-economic issues.

*ECON260 Understanding the Global Economy (Also INTS260) + (3) GI

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.

*ECON265 Women in the World Economy + (3) GI, WS

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.

ECON290 Financial Institutions, Markets and Money + (3)

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.

*ECON308 American Business and Economic History (Also HIST308) ++ (3) WR, AE

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.

ECON375 International Financial Economics (Also MGMT3755) ++ (3)

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:* ECON260, MGMT250 or permission of instructor.

ECON485 Internship (3)

Planned supervision and experience with business, industry or government. Prerequisite: Permission of department chairperson.

ECON499 Coordinating Seminar (3)

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 Special Education

Graduate Courses

ECSE510 Growth and Development in Early Childhood (3)

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. (co-listed EDUC517, SPEC510)

ECSE520 Language Development and Emergent Literacy (Also EDUC520, SPEC511) (3)

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.

ECSE530 Parenting, Families, and Communication (3)

Historical perspectives and review of contemporary issues regarding the nature of families, parenting practices, and relationships among parents, teachers, caregivers, and children. The role of personal and cultural value systems in creating effective communication, consideration for creating more effective advocacy for and communication with children including those with disabilities. Focus on the nature of communication and the factors which inhibit, distort or facilitate it. (co-listed as EDUC530)

ECSE540 Assessment: Pre-K to Grade 3 (Also SPEC512) (3)

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 program for children who have special needs, are at risk, or are developing typically. Laboratory fee and field study are required. *Prerequisite: two of the following: ECSE510, 520 or 555; or permission of the instructor.*

ECSE541 Assessment: Birth to Kindergarten (Also SPEC513) (3)

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. *Prerequisites 510, 555, 573 may be taken concurrently.*

ECSE555 Programs for Young Children (Also SPEC555) (3)

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. *Prerequisite: ECSE510, EDUC517 or SPEC510 or permission of instructor.*

ECSE560 Learning in a Social Context (Also EDUC560) (3)

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.

ECSE573 Enhancing the Development of Infants and Toddlers (3)

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: Two of the following: ECSE510, 520 or 555 or permission of the instructor.*

ECSE576 Primary Curriculum (Grades 1-3) (3)

Methods and materials for teaching primary children (grades 1-3). 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.

ECSE580 Practicum: PreK-K (3)

Observation and direct service to at-risk or disabled and normally developing preschool and/or kindergarten children, three to five, in center and school-based settings. Deadlines for application forms are February 1 for summer or fall practica, and September 15 for spring practica. *Prerequisite: 24 credits including ECSE510, 520, 530, 540, 555, 560, 587, 576 or the equivalent.*

ECSE581 Practicum: Infant/Toddler (3)

Observation and direct service to at-risk or disabled and normally developing infants, toddlers and their families in home and center-based settings, hospitals, and clinical programs. Application must be filed during the registration period of the semester preceding that in which the student intends to take the practicum. *Prerequisite: 24 core credits including ECSE510, 520, 530, 541, 555, 560, 573, 587 or the equivalent.*

ECSE585 Field Research (1-3)

By arrangement with the Early Childhood/Special Education co-directors.

ECSE587 Pre-K to Kindergarten Curriculum (3)

A developmental approach to creating appropriate learning environments in which children, age three 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* 555.

ECSE590 Special Topics (1-3)

Offered periodically. See semester course bulletin for description of current offerings.

ECSE595 Independent Study/Research (1-3)

By arrangement with the Early Childhood/Special Education co-directors.

ECSE597.01 Student Teaching: Kindergarten (3)

Five-week concentrated program of student teaching in an inclusionary kindergarten (i.e., a class in which at least 10% of the students have Individualized Education Programs) under the supervision of a cooperating teacher in the school and a college supervisor from the Education Department. Seminar attendance is required. Deadlines for application forms are February 1 for summer or fall practica, and September 15 for spring practicum. *Prerequisite: all courses required in the certification program.*

ECSE597.02 Student Teaching: Infant/Toddler (9)

Ten week full-time clinical practica in a setting serving infants and toddlers with identified special needs under the supervision of a qualified professional in early intervention and a College supervisor from the Education Department. Work includes participation in transdisciplinary team processes, collaboration with parents and the implementation of IFSPs. Seminar attendance is required. Deadlines for application forms are February 1 for fall practicum, and September 15 for spring practicum. NOTE: Both 597.01 Student Teaching: Kindergarten and 597.02 Student Teaching: Infant/Toddler are required for the Birth-K endorsement of the Early Childhood Teaching Certificate. *Prerequisite: all courses required in the certification program.*

ECSE598, 599 Thesis (3,3)

By arrangement. Guidelines available at The Graduate School and must be approved by the project advisor, student's advisor, department chair, and vice-president of academic affairs. *Prerequisite: EDUC515.*

Education**EDUC201 Special Topics (1-3)****EDUC205 Foundations of Education (3) WR**

Combines a broad survey of the social, historical, and philosophical foundations of education with in-depth study of selected areas pertinent to education in contemporary America. Emphasizes an issues approach to develop a more realistic view of the teaching profession and to foster a better understanding of the major debates in education. Field study required.

EDUC211 Foundations of Early Childhood Education (3)

The philosophical, historical, social, and psychological foundations of early childhood education with special emphasis on current issues concerning parents and families, media, public schools, public policy and legislation, professionalism, diversity, and their implications for program design and curriculum.

EDUC241 Adolescent Development (Also PSYC241) (3)

An introduction to the major theories and concepts of adolescent development. The course introduces the student to both classic and contemporary research on adolescents' physical, social, moral, and cognitive development. *Prerequisite: PSYC100.*

EDUC251 Teaching in Diverse Classrooms (3)

This course focuses on four major themes: 1) The students' own stereotypes, biases and culture, what they are and where they come from; 2) Isms (including racism, ablism, chistianism, sexism, nationalism and agism) and how they are played out in our society and within interactions and expectations of others; and 3) English language acquisition, and bilingual and ESL education; and 4) How all these aspects interact in an educational setting. Included in these discussions and critical analysis are how our society and our own interactions marginalizes and oppresses certain groups especially looking at the GLBTQ (Gay, Lesbian, Bisexual, transgender, questioning) population and people from the low socioeconomics communities, as they are the most oppressed and persecuted in our society today. Field study required.

EDUC265 The Elements of Teaching (Also SPEC265) (3)

An introductory look at elements of teaching: instructional goals and objectives, unit and lesson planning, teaching strategies and models, differentiated instruction, and student evaluation. Field study required.

EDUC295 Exploratory Independent Study (1-3)**EDUC 301 Curricular Applications of Multiple Intelligences Theory (6)**

A partnership with professional artists and/or institutions. Adults learn about the multiple intelligences as they participate in the arts. Adults and children (ages 10-13) will learn together and perform/present a product created under the direction of the guest artists.

EDUC302 Visual and Performing Arts (1)

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, theatre, and the visual arts to better understand the arts as unique opportunities to integrate and differentiate instruction in the elementary school classroom. *Prerequisite: EDUC/SPEC265.*

EDUC310 Learning in Early Childhood Education (3)

This course explores the ways children and adults learn. Students examine theories of learning which have current relevance to early childhood education and relate these theories to classroom observations. Implications of theories for education practices are discussed with particular emphasis on crating a social environment that facilitates learning.

EDUC318 Methods and Materials in Early Childhood Education (3)

This course focuses on developmentally appropriate methods and material for teaching young children. The emphasis is on children ages three years through kindergarten, including children with special educational needs. Topics include classroom arrangement, scheduling, selection of materials, curriculum planning using themes and integrated units. *Prerequisite: EDUC265*

EDUC319 Advanced Methods and Materials in Early Childhood Education (3)

This course is a continuation of EDUC318. It focuses on the methods and materials for teaching young children math, science, and social studies. The emphasis is on the early primary grades (kindergarten through third grade). Approaches that promote active, constructivist learning are highlighted as are performance standards and student assessment in each of the curriculum areas. Additional topics include using technology with children, health, nutrition, physical education and safety. Includes one half day laboratory experience in the schools.

EDUC320 Methods and Materials in Early Childhood Education (3)

This course focuses on developmentally appropriate methods and material for teaching young children. The emphasis is on children ages three years through kindergarten including children with special educational needs. Topics include classroom arrangement, scheduling, selection of materials, curriculum planning using themes and integrated units. *Prerequisite: EDUC265.*

This course is a continuation of EDUC318. It focuses on the methods and materials for teaching young children math, science, and social studies. The emphasis is on the early primary grades (kindergarten through third grade). Approaches that promote active, constructivist learning are highlighted, as are performance standards and student assessment in each of the curriculum areas. Additional topics include using technology with children, health, nutrition, physical education and safety. One half-day laboratory experience in the schools.

EDUC320 Reading and Writing Development in Secondary Schools (3)

An introduction to literacy processes and development in middle and secondary schools by focusing on theory and current research. *Prerequisite: EDUC205 and EDUC/SPEC265.*

EDUC322 Developmental Reading in the Elementary School (3)

An introductory study of the cultural, social and psycholinguistic principles, processes, and practices underlying reading and learning to read in today's society. Included are comprehension, language cueing systems, the reading and writing connection and assessment, as they interrelate and transact. *Prerequisite: EDUC205 and EDUC/SPEC265.*

EDUC323 Emergent Literacy and the Language Arts (3)

A study of curriculum methods and materials in emergent literacy and the language arts which are derived from current theories and research, and which are appropriate for children birth to eight. *Prerequisite: EDUC/SPEC265.*

EDUC341 Effective Teaching of Mathematics (3)

For those who will be teachers in elementary school to help children learn mathematical concepts, skills, attitudes and problem solving techniques. Teaching strategies, techniques and learned 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. *Prerequisite: EDUC/SPEC265.*

EDUC343 Process of Teaching Science and Social Studies (3)

Major science and social studies topics that help those who will be teachers develop how and what to teach children. The focus upon hands-on, minds-on learning experiences helps 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: EDUC/SPEC265. Co-requisite: EDUC 370.*

EDUC350 Teaching and Learning in the Content Areas (3)

Develop and implement ideas for the teaching of a specific subject such as English, Foreign Language, Home Economics, Mathematics, Science, and Social Studies content areas for secondary education. Field study required. *Prerequisite: EDUC205 and EDUC/SPEC265.*

EDUC351 Methods of Secondary School Teaching (3)

Effective teaching methods at the secondary level. Emphasis is placed on planning, organizing, and delivering effective lessons, with special attention on selecting resources, and designing instructional activities that include the use of advanced technology. Examination of various forms of student assessment, including authentic assessment, and effective classroom management strategies are included. Field study required. *Prerequisite: PSYC100 and 241, EDUC205, EDUC/SPEC265, and EDUC350.*

EDUC370 The Language Arts (3)

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 required. *Prerequisite: EDUC322. Co-requisite: EDUC343.*

EDUC420 Student Teaching and Student Teaching Seminar: Elementary (12)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. Concentrated program of student teaching in the elementary grades occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Education Program. Practicum involves two placements that are eight weeks each. Seminar attendance required. Open to seniors only. Eligibility for student teaching is contingent on acceptance into the department one semester prior to placement and the completion of an application form (see section "Procedure for Application to Student Teach"). No other course work may be taken during the student teaching semester. Fee required for consortium students. *Prerequisite: all courses required in the certification program.*

EDUC430 Field Study (3, 6)

Supervised experience at the appropriate certification level with children or young people and/or adults concerned with children or young people. By arrangement.

EDUC440 Student Teaching and Student Teaching Seminar: Secondary (12)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. Concentrated program of student teaching in grades 7-12 occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Education Program. This practicum placement is for a minimum of 15 weeks. Seminar attendance required. Open to seniors only. Eligibility for student teaching is contingent on acceptance into the Department one semester prior to placement and the completion of an application form (see section "Procedure for Application to Student Teach"). No other course work may be taken during the student teaching semester. *Prerequisite: all courses required in the certification program.* Fee required for consortium students.

EDUC442 Student Teaching and Student Teaching Seminar: Primary (9)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. This concentrated program of student teaching in grades 1-3 occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Education Program. This practicum placement is for a minimum of 10 weeks. Seminar attendance required. Open to seniors only. Eligibility for student teaching is contingent on acceptance into the Department one semester prior to placement and the completion of an application form (see section "Procedure for Application to Student Teach"). No other course work may be taken during the student teaching semester. *Prerequisite: all courses required in the certification program.* Fee required for consortium students.

EDUC485 Internship (3, 6)**EDUC495 Independent Study (1-3)****Graduate Courses****EDUC501 Educational Psychology (3)**

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.

EDUC502 Human Growth and Development (3)

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.

EDUC503 Adolescence (3)

Theories of adolescence, the development of identity including gender roles and sexuality, and the issues relating to biological, social, emotional, cognitive and moral development. An examination of the many dimensions of the pre-adolescent, early adolescent, and adolescent with a focus on the role of peers, families, and schools, on the nature of adolescent learning and on the strategies that educators can use to promote understanding of self and others. Observations and interviews with preteens and teens are required.

EDUC505 Teaching of Literature for Children (3)

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.

EDUC506 Teaching the Adolescent Literature (3)

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.

EDUC507 Developmental Reading in the Elementary School (3)

An in-depth study of the cultural, social and psycholinguistic principles and practices underlying reading and learning to read in today's society. Included are constructing meaning, word cueing systems, the reading-writing connection, and assessment as they interrelate and transact. Emphasis on the teacher as researcher. *Prerequisite: EDUC501 or 502, 524. For master's candidates EDUC515 also is a prerequisite.* No Prerequisite for Special Education, initial certification and MA students other than SPEC524.

EDUC508 Reading and Writing Development in Secondary Schools (3)

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 a researcher. *Prerequisite: EDUC501 or 502 or 503, 524 or 528.*

EDUC509 The Language Arts in the Elementary School (3)

A comprehensive review of various principles and methods which integrate the six language arts: speaking, listening, writing, reading, representing, and viewing, with focus on the teacher as researcher. *Prerequisite: EDUC507 or 508.*

EDUC510 Children and Mathematics (Also SPEC579) (3)

A study of mathematics curriculum for elementary grades. Teaching strategies, techniques and learning activities focus on NCTM (National Council of Teachers of Mathematics) standards and topics, manipulative experiences, and constructivist theories. Modifications for exceptional, diverse and at-risk children in the regular classroom are also provided. *Prerequisite: EDUC/SPEC524.*

EDUC511 Educational Issues: Contemporary and Historical Perspectives (3)

Philosophical, historical and social foundations of education on contemporary society. A wide range of curriculum and policy issues is explored and students develop an in-depth understanding of the major debates in the profession.

EDUC512 Teaching for Learning in the Content Areas (3)

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. Includes discussions on learning and teaching styles in the 7-12 classroom, effective higher-level thinking learning strategies, backwards design and content area planning. Students examine 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. *Prerequisite: EDUC524or EDUC 528.*

EDUC515 Educational Research (3)

An introduction to the research processes of locating, designing, evaluating, interpreting and synthesizing research relevant to education. An extensive literature review and research proposal of an educational topic is required. Recommended as first course in master's program.

EDUC518 The Writing Process (3)

A critical survey of current research and theories in writing development. Emphasis on application of selected processes. *Prerequisite: Six credits in foundation literacy courses.*

EDUC519 Emergent Literacy (3)

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: Six credits in foundation literacy courses.*

EDUC521 Action Research in Literacy (3)

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: EDUC515, and two of the following: EDUC505, 506, 518, 519, 526.*

EDUC522 Student Teaching: Elementary (9)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. This concentrated program of student teaching in grades one through six occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Education Program. Seminar attendance is required. Eligibility for student teaching is contingent on acceptance into the department one semester prior to placement and the completion of an application form. Deadlines for application forms are February 1 for fall practicum and September 15 for spring practicum. *Prerequisite: all courses required in the certification program.*

EDUC523 Student Teaching: Primary (9)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. This concentrated program of student teaching in grades one through three occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Education Program. Seminar attendance is required. Eligibility for student teaching is contingent on acceptance into the department one semester prior to placement and the completion of an application form. Deadlines for application forms are February 1 for fall practicum and September 15 for spring practicum. **NOTE:** Both ECSE580 Student Teaching: PreK-K and EDUC523 Student Teaching: Primary are required for the N-3 endorsement of the Early Childhood Teaching Certificate. *Prerequisite: all courses required in the certification program.*

EDUC524 Instruction and Curriculum (Also SPEC524) (3)

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. Recommended as first methods course.

EDUC526 Diagnosis and Remediation in Reading and Language Arts (3)

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. *Prerequisite: EDUC507 or 508.* English and humanities majors seeking Middle School Certification must also take EDUC509 as a prerequisite. Students register by level: .01 – Elementary; .02 – Middle; .03 – Secondary.

EDUC528 Instruction and Curriculum for Secondary Teaching (3)

The interactive functions of the teaching learning process within high schools as well as the planning, implementing, and evaluating of instruction and curriculum at the secondary level. An introduction to technology and an overview of curricula related to substance abuse. Field study is required.

EDUC531 Theory and Practice in Middle School (3)

A framework for the teaching and learning of middle grade students. Four major areas include: (1) historical and current framework of middle schools in the context of adolescent development; (2) role of the middle school teacher; (3) curriculum and instruction overview with examples of exemplary practices; and (4) the psychosocial development of adolescents. Field study required. Overriding themes include: the team process, organization of the middle school, classroom management, multiculturalism, technology, parent-community involvement, and current middle school program evaluation practices. Students submit a monograph detailing exemplary middle school practices. *Prerequisite: EDUC524.*

EDUC532 Curriculum in the Secondary School (3)

Capstone course for secondary certification candidates. Focuses on the theory and practice of curriculum development, on advanced assessment techniques with an emphasis on performance design and multiple measures of assessment. Topics discussed of special significance in the secondary classroom include block scheduling, cooperative learning, motivational strategies with diverse groups of adolescents and service learning. Students develop a culminating integrated curriculum unit. Field study required. *Prerequisite: EDUC501 or 503, and 512.*

EDUC533 Applied Middle School Theory and Practice: The Integrated Curriculum (3)

Models for the curriculum integration process. Specifically addresses the instructional applications in meeting the needs of students at the middle school level. On-site field work required. *Prerequisite: EDUC531.*

EDUC540 Student Teaching: Secondary (9)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. Concentrated program of student teaching in grades 7 through 12 occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Child Study/Education/Special Education Department. Seminar attendance is required. Eligibility for student teaching is contingent on acceptance into the department one semester prior to placement and the completion of an application form. Deadlines for application forms are February 1 for fall practicum and September 15 for spring practicum. *Prerequisite: all courses required in the certification program.*

EDUC544 Classroom Management – Secondary (3)

Different perspectives on the manifestation of behaviors in individual and group settings as well as a variety of classroom management techniques. Students become familiar with the classroom management models developed by Jones, Dreikurs, Canter, Glasser, Kounin, Gathercoal, and Rogers, while developing their own philosophies and systems for classroom management. *Prerequisite: EDUC 503 and EDUC 508.*

EDUC545 Seminar in Remedial Reading and Related Instructional Theory (Also SPEC545) (3)

Seminar for the Saint Joseph College/Reading Internship Program for graduate students working in instructional settings for students with remedial needs. Instructional models for teaching remedial reading and language arts. Consideration of literary assessment and behavior management techniques. *Prerequisite: Limited to selected interns who hold a Connecticut Education License.*

EDUC546 Seminar in Writing and Related Instructional Theory (Also SPEC546) (3)

Advanced seminar for the Saint Joseph College/Reading Internship Program for graduate students working in instructional settings for 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 pro-

grams is examined along with curriculum scope and sequence. *Prerequisite: EDUC545. Limited to selected interns who hold a Connecticut education license.*

EDUC547 Practicum I: Theory into Practice (Also SPEC547) (3)

Part of the Saint Joseph College/Reading Internship Program. 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. Field work four days per week, based on the West Hartford Public School calendar, is required. *Prerequisite: Limited to selected interns who hold a Connecticut Education License.*

EDUC548 Practicum II: Theory into Practice (Also SPEC548) (3)

Part of the Saint Joseph College/Reading Internship Program. Continuation and refinement of the clinical experiences described in EDUC547. *Prerequisite: Limited to selected interns who hold a Connecticut education license.*

EDUC551 Teaching In Culturally and Linguistically Diverse Classrooms (Also EDUC251) (3)

Focuses on the needs and challenges facing diverse learners in today's classrooms. Critically examines candidates' own stereotypes, biases, and cultures. Explores how the overt and unconscious assumptions and expectations of a student or parent affect how they interact with them in an educational setting. Special focus on the two most oppressed groups in our society, people living in socioeconomic settings and the GLBTQ population. The steps of English language acquisition, and Bilingual and EST education are discussed and examined. Field study required.

EDUC555 Science and Social Studies as Continuous Inquiry (3)

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: EDUC524. Strongly recommended: EDUC510.*

EDUC556 Curriculum Development (3)

This course emphasizes the merging of theory and practice as the process of planning and developing curricula is examined. Field study required. *Prerequisite: EDUC501 or 502, 524 or 528.*

EDUC557 Supervision Under Durational Shortage Area Permit (3–6)

Required of any student enrolled in a Saint Joseph College Teacher Certification 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 ten (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 (3-6)

Required of any student enrolled in a Saint Joseph College Teacher Certification 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 ten (10) months of documented successful classroom practice may apply for a waiver of student teaching. Seminar attendance is required. *Prerequisite: EDUC 557.*

EDUC561 Integrating the Arts (1)

Study of methods and materials useful to the elementary teacher in developing and integrating the four major areas of the Creative Arts: Dance, Drama, Music and the Visual Arts. Role of the Creative Arts in learning.

EDUC570 Computers in the Classroom (3)

An overview of computers and their use in and impact on education. Illustration of computer use for different levels (K-12), subject areas, and educational purposes (instruction, practice, assessment, problem solving, record keeping, publishing). Evaluation of software; basic skills in computer use; introduction to building web-pages.

EDUC580 Field Experience (SPEC580) (3)

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.

EDUC584 Integrating Technology and Literacy (3)

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.

EDUC587 Public School Law (3)

Legal and law-related issues that arise in the elementary and secondary schools. Objectives include: 1) awareness of the legal structure of education with respect to local, state and federal government, 2) knowledge and the analytic skills needed to deal effectively with legal issues, and 3) thinking through difficult questions of ethics and policy that legal disputes raise.

EDUC589 Student Teaching: Middle School (9)

Full-time classroom teaching that focuses on the crucial role that both theory and practice play in facilitating the teaching-learning process. Concentrated program of student teaching in a middle school setting occurs under the supervision of a cooperating teacher in the school and a College supervisor from the Education Program. Seminar attendance is required. Eligibility for student teaching is contingent on acceptance into the Department one semester prior to placement and the completion of an application form. Deadlines for application forms are February 1 for fall practicum and September 15 for spring practicum. *Prerequisite: All courses required in the certification program.*

EDUC591, 592 Special Topics (1-3)

See semester course bulletin for description of current offerings.

EDUC595, 596 Independent Study/Research (1-3)

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, department chair and Vice-President of Academic Affairs. *Prerequisite: EDUC515.*

EDUC598, 599 Thesis (3, 3)

By arrangement. Guidelines available at the Graduate School. Must be approved by the project advisor, student's advisor, department chair, and Vice-President of Academic Affairs. *Prerequisite: EDUC515.*

EDUC645 Seminar: Early Intervention and the Emergent Reader (3)

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. *Prerequisite: EDUC545, 546, 547, 548 or comparable experiences.* Limited to selected interns. *Co-requisite: EDUC647 as part of the Saint Joseph College Reading Internship Program.*

EDUC646 Seminar: Current Research and the Emergent Reader (3)

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. *Prerequisite: EDUC645 and 647.* Limited to selected interns. *Co-requisite: EDUC648 as part of the Saint Joseph College Reading Internship Program.*

EDUC647 Advanced Practicum I: Direct Service Application for Lead Interns (3)

A semester field assignment of four and a half days per week for interns participating in the second year of the Saint Joseph College/Reading Internship 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 service to students and professional support for the first-year interns. *Prerequisite: EDUC545, 546, 547, 548 or comparable experiences.* Limited to selected interns. *Co-requisite: EDUC645.*

EDUC648 Advanced Practicum II: Direct Service Application for Lead Interns (3)

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 Saint Joseph College Reading Internship Program. Limited to selected interns. *Co-requisite: EDUC646.*

English

*ENGL104, 105 The Art of Effective Writing (3), WR

Practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works.

*ENGL106 Journalism (3) WR

News writing, feature writing, layout, makeup in conjunction with analysis of current newspaper trends.

*ENGL107 (PTP) Effective Communication (3) WR

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.

*ENGL110 Thematic Approaches to Literature (3) HE, WR

An introduction to the close reading of literary texts. Organized thematically and focuses 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.

*ENG112 Special Topics in Literature (3) HE

Examination of basic literary concepts in a variety of genres and forms. May be taken only once for credit.

*ENGL174 Introduction to Theatre (Also DRAM174) ++ (3) HE, WR

An introduction to the art of theatre through an examination of representative plays.

*ENGL200 Special Topics in Literature ++ (3)

Examination of literary topics in a variety of genres. May be taken twice for credit.

*ENG201 A User's Guide for Speakers of English (3)

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.

*ENGL203 Oral Communication + (3)

Development in public speaking of the articulation, coherence, and confidence indicative of the mature, educated citizen in a democratic society.

*ENGL205 Business Communication (Also INFT205) ++ (3) WR

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

*ENGL206 Advanced Writing + (3) WR, HE

Developing a clear, effective prose style through the study of advanced rhetorical strategies.

*ENGL208 Creative Writing: Fiction (3) HE

An introduction to the art of writing fiction.

*ENGL209 Creative Writing: Poetry (3) HE

An introduction to the art of writing poetry.

*ENGL210 Autobiography ++ (3) HE, WR

Considers the richness in personal lives, shaping and refining experience into form. Students write their own short autobiography as well as study autobiographical models.

*ENGL211 Playwriting + (3) HE

An introduction to the art of writing plays, focusing on dialogue, plot, character, stage directions, and the mechanics of preparing a script.

*ENG214 Cultural Tour of England (3)

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. Meetings during the semester as well as travel time that may vary by the time of year are required.

*ENGL215 American Authors I (3) HE, AE

Survey of major American authors from the colonial period through the 1840s. Authors include Mary Rowlandson, Benjamin Franklin, Frederick Douglass, among others.

*ENGL216 American Authors II (3) HE, AE

Survey of late nineteenth and early twentieth century American novels, stories and poems by major figures such as Mark Twain, Kate Chopin, Henry James, Walt Whitman, and Emily Dickinson.

*ENGL217 Modern Drama (Also Drama 217) ++ (3) HE, WR

Reading of major 20th century American and European dramatists, as well as the study of significant dramatic trends during this period.

*ENGL220 Literary Criticism (3) HE

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.

*ENGL223 Shakespeare on Film + (3) WR, HE

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.

*ENGL224 Jane Austen on Film ++ (3) WS, AE

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.

***ENGL225 Major British Authors I (3) HE, WR**

Survey of major British authors from the Anglo-Saxon period through 1798.

***ENGL226 Major British Authors II (3) HE, WR**

Survey of major British authors from the Romantic period to modern day.

***ENGL230 The Art of the Short Story ++
(3) HE, AE**

A course designed to deepen the reader's critical appreciation of creative artistry at work in the short story genre.

***ENGL231 Poetry ++ (3) HE**

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.

***ENGL232 Renaissance Lyric Poetry +
(3) HE, WR**

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.

***ENGL236 Female Detective Fiction ++
(3) HE, WS**

Study of detective novels written by women, analyzing the author's style, content, and adaptation of the genre.

***ENGL237 African-American Women Writers +
(3)**

A survey of writing by African-American women. Authors and forms studied varies. Among the authors frequently read in the course are Toni Morrison, Alice Walker, and Gwendolyn Brooks.

***ENGL238 Native American Literature +
(3) HE, AE**

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.

***ENGL239 Postcolonial Literature ++
(3) HE, GI, WR**

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.

***ENGL241 From War to Love: Ancient Narrative
(Also CLAS241) ++ (3) HE**

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.

***ENGL242 Love, Romance and Personal
Identity: French Literature in
Translation + (3) WS, WR, HE**

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.

***ENGL245 Renaissance Women (3) WR, WS, HE**

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.

***ENGL253 History of Theatre I
(Also DRAM253) (3) HE**

Focuses on the history and development of world theatre from the Greeks to 1800, including a survey of Asian theatrical practices.

***ENGL254 History of Theatre II
(Also DRAM254) (3) HE**

Investigates the history and development of Western theatre from 1800 to the present.

***ENGL256 Moral Decision-Making in
Greek Drama (Also CLAS256) ++ (3)**

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.

***ENGL275 British Cultural Studies ++ (3)**

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.

***ENGL276 Cultural Studies
(Also AMST276) + (3) AE, HE**

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.

***ENGL295 Exploratory Independent Study (3)**

Faculty-guided project in the study or creation of literature proposed by students. Prerequisite: approval by faculty advisor.

***ENGL301 From the Page to the Stage
(Also DRAM301) (3) HE**

The course emphasizes the visual and audio interpretation of a script in the tradition of modern directors and designers.

***ENGL308 Advanced Fiction Writing + (3) HE**

Continued practice in the art of writing fiction.

***ENGL309 Advanced Poetry Writing + (3)**

Continued practice in the art of writing poetry.

***ENGL310 Special Topics in Literature (3)**

Examination of important literary phenomena. Content varies. May be taken twice for credit.

***ENGL314 Shakespeare (3) HE, WR**

The development of Shakespeare's dramatic art through examination of several plays and performance experiences.

***ENGL328 The English Novel + (3)**

The developing form of the English novel from the 18th to the 20th century.

***ENGL340 Literature for Children (3) HE**

Critical approach to literature for children – its history, function, and value.

***ENGL346 Writing Women's Lives:
The Construction of the Self
(Also PSYC346) (3) WS, HE**

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.

***ENGL390 Literature for Adolescents
and Young Adults + (3)**

Literature appropriate for junior and senior high school students. Its history, function, value, and criteria for judging on various levels considered.

***ENGL401 Major Author Seminar (3)**

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.

***ENGL410 Special Topics in Literature (3)**

Upper level seminar on significant literary phenomena. May be taken twice for credit.

***ENGL485 Internship (4-6)**

Semester internships available in a variety of career areas, such as public relations, corporate communications, journalism, and various aspects of television. 15-20 hours field work per week. *Prerequisite: for junior and senior English majors only.*

***ENGL495 Advanced Independent Study (1-6)**

Further development of a faculty-guided project in the study or creation of literature proposed by students. *Prerequisite: approval of faculty advisor.*

ENGL499 Coordinating Seminar (3)

Seniors prepare a major literary project. Spring semester.

Fine Arts**FIAR110 Drawing I + (3)**

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.

FIAR111 Drawing II + (3)

Advanced study of various drawing media and techniques. One hour lecture, four hours laboratory per week.

FIAR120 Fundamentals of Design + (3)

Study of the elements and principles of art and their practical application to problems of design in everyday living and the environment. Two hours lecture, two hours laboratory per week.

FIAR125 Watercolor + (3)

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.

FIAR130 Introductory Painting + (3)

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.

FIAR131 Painting II + (3)

Advanced approaches to various painting media and techniques. One hour lecture, four hours laboratory per week.

***FIAR134 History of Art I (3) HE, WR**

Reconstruction of the past based on archaeological evidence expressed in painting, sculpture, architecture, and the minor arts from prehistoric times through the Gothic era.

***FIAR135 History of Art II (3) HE, WR**

Ideas and innovations relating to the visual arts which have formed and nurtured Western Civilization from the Early Renaissance to the present.

**FIAR200/400 Special Topics in Art History ++
(2) or (3)**

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.

**FIAR201/401 Special Topics in Studio Art ++
(2) or (3)**

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.

***FIAR341 History of Greek Art + (3) HE, WR**

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.

***FIAR349 French and American Impressionism + (3) HE, WR**

Study of the works of French and American impressionist and post-impressionist painters and their influence on 21th century painting. Visits to museums and galleries required.

***FIAR351 Art of Egypt: Ancient to Coptic + (3) HE, WR**

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.

FIAR485 Art Museum Internship (3-6)

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: 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: permission of department chair.*

FIAR495 Advanced Independent Study ++ (3)**FIAR499 Coordinating Seminar ++ (3)**

A cumulative experience for senior majors in Art History which integrates recent scholarship and research. Topical seminars, discussions, and field trips. Written thesis. Papers are presented in a colloquium. Second semester.

French***FREN100, 101, 102: Beginning French I, II, III (3), (3), (3) LG**

Three-semester elementary sequence features film, audio CD's and short readings to help students quickly learn to listen, speak, read, and write about French culture and discuss their own lives. FREN100 recommended for students with little or no prior knowledge of French; FEN101-102 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.

FREN161 Special Topics ++ (3)

Seminar on specialized topics, area studies, thematic studies. Variable in content. Courses offered in French or in English.

***FREN200, 201 Intermediate Conversation and Culture I, II (3), (3) LG**

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. *Prerequisite: FREN102 or two-three years of high school French.* Three hours per week, one to two semesters.

***FREN242 Love, Romance and Personal Identity: French Literature in Translation (Also ENG 242) + (3) WS, WR, HE**

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.

***FREN260 Exploring the French-speaking World + (3) LG, GI**

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. *Prerequisite: FREN201 or four years of high school French.*

FREN261 Special Topics ++ (3)

Seminar on specialized topics, area studies, thematic studies. Variable in content. Courses offered in French or in English.

***FREN262 Discovering France Through Its Literature + (3) LG, HE**

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. *Prerequisite: Four years of high school French or equivalent.*

FREN295 Exploratory Independent Study (1-3)***FREN302, 303 Focusing on Accuracy: French Grammar and Composition ++ (3), LG, GI**

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. *Prerequisite: FREN201 or equivalent.*

***FREN304 Developing Advanced Conversation Skills in a Cultural Context ++ (3) LG, GI**

Advanced-level conversation skills and their use in appropriate soci-olinguistic 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. *Prerequisite: FREN201 or equivalent.*

***FREN306 France Today: Issues in Contemporary French Culture ++ (3) LG, GI**

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. *Prerequisite: FREN201 or equivalent.*

***FREN361 Special Topics ++ (3) GI, LG**

Seminar on specialized topics, area studies, thematic studies. Courses offered in French or in English.

***FREN362 The French Short Story (19th-20th Century) ++ (3) LG, HE**

Literature seminar (in French) 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. *Prerequisite: Four to five years high school French or equivalent.*

FREN495 Advanced Independent Study ++ (3-6)

FREN499 Coordinating Seminar ++ (3)

Second semester, senior year.

Human Development and Family Studies

***HDFS210 Voices of Development Across the Life Course (3)**

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.

HDFS240 Textiles and Clothing (4)

The study of textiles, from fiber to finish. Laboratory problems in fabric selection, clothing and construction. Identification of fabrics and fibers to aid consumers in purchase and care. Two hours lecture, three hours laboratory. Laboratory fee: \$30.

HDFS250 Ways of Studying the Developing Child (3)

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 hours class, one hour field study per week, spring semester.

HDFS350 Children's Expressive Behavior (3)

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 hours class, one hour field study per week, fall semester. *Prerequisite: HDFS250.*

HDFS356 Consumer and Family Resource Management (4)

Individual and family consumer issues and management processes. Highlights strategies that promote effective use of resources, problems, and practical solutions.

***HDFS360 Family Relations (3) WR**

Contemporary parenting and family relationships from a developmental perspective, focusing on both research findings and professional applications. Fall semester.

HDFS380 Advanced Child Development (3)

An interdisciplinary study of child development with life-course research used as an organizing principle. Emphasis on understanding individual children through application of cognitive, social, affective, physical/neuro-motor, and moral development to individual cases. Special focus on concepts that shed light on various aspects of children growing up in contemporary society. In-depth study, integrated with fieldwork, to understand diverse developmental processes of children in social, cultural, and historic context. Spring semester. *Prerequisite: PSYC220.*

HDFS400 Special Topics (3)

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. *Prerequisite: HDFS360 and HDFS380.*

HDFS430 Field Study (3-6)

Supervised experience with children, families or the elderly. Eight placement hours per week required for 3 credits. *Prerequisite: HDFS380 and permission of instructor.*

***HDFS450 Cross-Cultural Studies of Children and Families (3) WR**

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. *Prerequisite: HDFS380.*

HDFS485 Internship (3-6)

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 3 credits. Spring semester. *Prerequisite: Limited to senior Child Study and Family Study majors. Co-requisite: HDFS499.*

HDFS495 Advanced Independent Study (1-3)

In-depth research project developed in consultation with HDFS faculty member(s).

HDFS499 Coordination Seminar: Children in Contemporary Society (3)

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: Limited to Child and Family Study majors.*

Graduate Courses**HDFS508 Research Methods in Human Development (3)**

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.

HDFS518 Human Services Administration (3)

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, nonprofit and proprietary organizations.

HDFS555 Families and Development (3)

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.

**HDFS580/
COUN580/
MFTH580 Human Growth and Development (3)**

A study of human development from a life-span perspective: birth through death. Emphasis on the developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development explored.

HDFS585 Integrating Seminar (3)

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.

Gerontology***HDGE110 Introduction to Gerontology (3)**

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.

HDGE111 Biology of Aging (1)

Provides an introduction to biological aspects, including environmental, genetic, endocrinological, cellular, and immunological changes in the aging body. Three hours per week, five weeks. *Co-requisites: HDGE112 and 113.*

HDGE112 Nutrition of Aging (1)

Provides an overview of good nutritional habits, age-related nutritional problems, as well as preventive dietary practices. Three hours per week, five weeks. *Co-requisites: HDGE111 and 113.*

HDGE113 Health of Aging (1)

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. *Co-requisites: HDGE111 and 112.*

HDGE200 Special Topics in Gerontology ++ (3)

Examination of current issues in the field of Gerontology.

***HDGE310 Seminar on Aging + (3)**

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.

HDGE312 Introduction to Therapeutic Recreation (3)

Intensive reading and discussion of issues and practices of therapeutic recreation for older adults. Field work required.

HDGE485 Internship (3)

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.

Graduate Courses**HDGE500 Health Related Aspects of Aging (3)**

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.

***HDGE501 Systems and Networks Supporting Human Development (Also COUN501) (3)**

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.

HDGE502 Psychology of Older Adults (Also COUN502) (3)

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.

HDGE503 Social Issues and Aging (3)

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.

HDGE504 Law and the Elderly (3)

An overview of those aspects of the law having a specific reference to older adults, designed to give service professionals a knowledge of legal rights and entitlements of older adults, and available resources.

***HDGE510 Practicum (3)**

A supervised field work experience in aging for a minimum of 150 contact hours.

HDGE512 Spiritual Care and Counseling (Also COUN527) (3)

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.

HDGE522 Gerontological Studies (3)

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.

HDGE530 Nutrition of Aging (1)

An overview of the physiological, social, and environmental factors that impact on the nutritional status of older adults. Includes nutritional requirements of persons 65 years and over, food and feeding problems associated with aging, and resources available to help meet the nutritional needs of this diverse population.

HDGE540 Health and Community (Also NURS550) (3)

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.

HDGE560 Older Adult as Learner (3)

Focus on the theory and research of adult education and older adults in learning situations. Addresses cognition, motivation and experience of learning older adults. Practical strategies for teaching individuals or developing programs for persons over 65 are explored.

HDGE 562 Sexuality and Aging

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.

***HDGE581 Human Development II (Also COUN581) (3)**

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.

HDGE590 Special Topics (1-3)

Topics of particular and current interest to the field of adulthood and aging.

HDGE593 Gerontology Seminar (1-3)

See semester course listings for seminar title.

HDGE595 Independent Study/Research (1-4)

Students select a topic or project to pursue through independent or small group work. Application forms for Independent Study/Research are available at the Graduate School. *Prerequisite: Approval by the project advisor, program director, division chair and the dean.*

HDGE598 Continued Project Advisement (1)

Tutorial addressing work previously accomplished in the classroom which is now extended into publishing or presentation format.

History

***HIST115 The Rise of the West: Western Civilization I (3) GI**

Critical examination of the fundamental ideas, forces, and movements which established Western Civilization from antiquity to the Renaissance.

***HIST116 Whither Western Civilization?: Western Civilization II (3) GI**

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.

***HIST120 The American Scene to 1865 (3) AE**

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.

***HIST121 The American Scene from 1865 (3) AE**

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.

HIST200 Special Topics in History ++ (3)

Examination of a topic or approach to history.

***HIST201 Workshop in History: Going to the Source (Also AMST201) + (3) AE, WR**

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.

***HIST202 World History (Also INTS202) + (3) GI**

An introduction to the historical experiences of the world's major civilizations with attention to periodization, religious and cultural systems, technological change, and the impact of western dominance worldwide.

***HIST203 History of the American Indian (Also SOCL203) (3) AE**

Attention to the role of Native Americans in selected eras of United States history, governmental policy towards indigenous peoples, and the recent political and ethnic resurgence of Native Americans.

***HIST204 Political Themes in Modern Popular American Music ++ (3) AE**

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.

***HIST 206 U.S. Constitution (Also POLS206) +++ (3) AE**

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.

***HIST217 Sex, Freud and Morality: The History and Culture of 1900 Vienna + (3) WS, HE**

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.

***HIST224 Visions of Utopia and Terror + (3) VE**

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.

***HIST226, 227 Latin America (Also POLS227) ++ (3), (3) GI, VE**

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.

***HIST235 Holocaust and Film + (3) HE**

Examines how one of the world's most civilized countries and cultures could systematically execute six 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.

***HIST237 Women in European History ++ (3) WS**

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.

***HIST239 Women in World History + (3) WS, GI**

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.

***HIST244 American Architecture: 17th to 19th Centuries (Also FIAR244) + (3) AE, HE**

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.

***HIST247 Women in American History + (3) WS**

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.

***HIST250 The World of Asia ++ (3) GI**

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.

***HIST253 History of Islamic Peoples ++ (3) GI**

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.

***HIST257 Women in Antiquity (Also CLAS257) ++ (3)**

Examination of the portrayal of women in literature of ancient Greece and Rome. Examples from epic, drama, history, philosophy, and rhetoric.

HIST295 Exploratory Independent Study (1-3)

Faculty-guided research on topics proposed by students.

HIST301 Advanced Archives and Research Methods ++ (3)

Opportunities for further development of basic skills used in archives, museums, and special libraries through directed apprenticeships and classroom practice.

***HIST303 American Environmental History ++ (3) AE, WR**

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.

***HIST304 History and Politics of Modern American Sexuality (Also POLS304) ++ (3) AE, WS**

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.

***HIST305 African American History ++ (3) AE, WR**

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.

HIST308 American Business and Economic History (Also ECON308) ++ (3)

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. *Prerequisite: ECON101 or permission of instructor.*

***HIST310 The Civil War ++ (3) AE**

A study of the causes, course, and outcome of the American Civil War, with attention to social conditions, as well as to political and military action.

***HIST321 Colonial America to the Revolution ++ (3) WR, AE**

An examination of the major topics in colonial history, including the contact of cultures, early settlement, and later political, social, and religious change.

***HIST335 Imperial Russia to the Present + (3) WR**

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.

***HIST338 The French Revolution ++ (3) WR**

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.

***HIST346 American Urban History ++ (3) AE, WR**

An exploration, both chronological and topical, of important themes and problems in the study of American cities. Emphasis on the evolution of selected cities.

***HIST348 American Society from Hiroshima to Present + (3) AE**

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.

***HIST357 Israel and Palestine (Also POLS357) ++ (3) GI, VE**

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.

***HIST359 A History of Modern Germany + (3) WR**

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.

HIST485 Internship (3-6)

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: permission of instructor.*

HIST495 Advanced Independent Study (1-3)

Further development of faculty-guided research on topics proposed by students.

HIST499 Coordinating Seminar (3)

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.

Information Technology

***INFT100 Introduction to Computers (Also COMP100) (3) IT**

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.

***INFT101 Information Literacy (3) IT**

Hands-on overview of information literacy and information architecture in both the workplace and academic contexts. Topics include accessing external sources of information, evaluation 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.

***INFT105 Web Page Development (Also COMP105) (3) IT**

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.

***INFT110 Computer Programming (Also COMP110) (3) IT**

Introduction to structured programming: algorithms, techniques of problem solving with a computer in a high-level language.

***INFT205 Business Communications (Also ENGL205) ++ (3) WR**

Formats and styles used in written communication in the business world. Attention to the development of oral skills, especially those needed for formal presentations.

INFT215 Information Technology Practicum (Also COMP215) (3)

Hands-on experience working with IT staff in the areas of user service, hardware troubleshooting, multimedia, applications, and communications - telephone and network. *Prerequisite: content of COMP100 or MGMT245 and COMP105.*

INFT245 Microcomputer Applications in Business (Also MGMT245) (3) IT

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 Website. *Prerequisite: COMP100 or permission of instructor.*

INFT255 Multimedia Communications in the Information Age (Also MGMT255) ++ (3)

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 Website, create and edit digital images, and learn about new technology used in the delivery of multimedia products over the Internet and internal networks. *Prerequisite: MGMT245 or permission of instructor.*

INFT295 Exploratory Independent Study (1-3)

In-depth study of an information technology topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

INFT345 Database Design and Development (Also MGMT345) + (3)

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. *Prerequisite: MGMT245 or permission of instructor.*

INFT401 Systems Thinking + (3)

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. *Prerequisite: content of COMP100 and COMP105 or permission of instructor.*

INFT485 Internship (1-3)

Supervised internship experience in a business, industry, or government setting. *Prerequisite: departmental arrangement and approval.*

Interdisciplinary Studies

***INTD100 First-Year Seminar (3) FYS**

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 Website for current course listings and special designations.

INTD101 Honors Institute for Leadership in Life (3)

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: Northwest Catholic High School status.*

INTD102 Contemporary Global Issues (3)

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. Students apply and enroll through CREC.

INTD103 Problem-based Learning in Science and Math (3)

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. Students apply and enroll through CREC.

INTD104 Political Studies (3)

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 the Capital Region Education Council. Students apply and enroll through CREC.

INTD135 Explorations of Careers in Medicine and the Biomedical Sciences (1)

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.

INTD201 Guyana Immersion Experience (1)

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.

INTD295 Exploratory Independent Study (3)**INTD305 Study Abroad Experience (variable credits)**

For students accepted for Study Abroad, a record of participation in a recognized program. Registration required for each semester abroad. *Prerequisite: Applications are available in the Study abroad office and must be approved by the program director.*

INTD375 Honors Junior Independent Study (3)

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: Applications may be obtained from the Honors Lounge and must be approved by a faculty advisor and the program director.*

INTD377 Honors Service Learning Seminar (3)

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: Approval of the Service Learning Coordinator and the Honors Program director.*

INTD495 Advanced Independent Study (3)**INTD499 Coordination (credit variable)**

Capstone course/experience for self-designed majors.

International Studies***INTS100 Global Issues and Perspectives for the 21st Century (3) GI**

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.

***INTS101 World Geography (3) GI**

A broad geographical over-view 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.

***INTS110 Cultural Anthropology (Also SOCL110) (3) GI**

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

***INTS200 Special Topics: Women, Work, and Family in the Two-Thirds World (3) WS, GI**

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, micro-finance, trafficking, and human rights in various countries of the two-thirds world.

***INTS202 World History (Also HIST202) (3) GI**

Introduction to some of the world's great civilization systems, the rise of the West, the impact of technological change over time, and the ability to categorize, classify and compare human societies.

***INTS249 International Politics (Also POLS249) + (3) GI**

Theories and practice of international politics; elements of power, means and methods of foreign policy in the age of conflict.

***INTS260 Understanding the Global Economy (Also ECON260) (3) GI**

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.

INTS499 Capstone Course/Coordination (3)

For seniors, an opportunity to conduct research on various disciplinary and interdisciplinary perspectives relating to international studies. Each student presents an innovative research project.

Latino Community Practice (LCPR)

Graduate Courses

LCPR579 Advanced Spanish Grammar and Composition for the Professions (3)

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 chose writing projects according to their individual interests. Prerequisite: Open to students who have been admitted to the Graduate Certificate in Latino Community Practice or by permission of the instructor.

LCPR580 Advanced English Communications for the Professions (3)

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.

LCPR590 Special Topics (3)

LCPR595 Bilingual Community Education and Social Marketing (3)

In this continuation of LCPR579 and LCPR580, 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: LCPR579 or LCPR580 or by permission of the instructor.

LCPR598 Latino Community Research I (3)

In the first of a two-semester, bilingual research course, students continue to advance language proficiency in the context of their professions or fields of practice. Students begin a research study with a Latino community by locating professional literature in Spanish and English, preparing a literature review, and developing an IRB research proposal. Social research methodologies are explored with particular attention to cultural competence and ethical issues in Latino community research. Prerequisite: LCPR595 or by permission of the instructor.

LCPR599 Latino Community Research II (3)

Continuation of LCPR598. Based on IRB approval of their research proposal, students conduct a research study with a Latino community and present their findings in a bilingual oral presentation to a non-profit organization, professional conference, or community group. Prerequisite: LCPR598.

LCPR514 Latino Cultures for the Global Era (3)

Conducted in Spanish and English.

LCPR515 Latina Voices in Literature (3)

Conducted in Spanish and English.

LCPR516 Latino Cultures in Film (3)

Conducted in Spanish and English.

Leadership Studies

LEAD150: Introduction to Leadership Studies (3)

An introduction to some traditional and contemporary theories and models of leadership in general, with specific attention to 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 participate in service learning experiences in the local community.

LEAD200 The Transformative Leader (3)

Self-exploration with emphasis on the transformation that good leadership effects in the leader herself. Readings and lectures, community service, and adventure learning combine to enable students to reflect on their individual profiles as leaders, and their personal and interpersonal skills. Required community project relevant to the student's major. Prerequisite: LEAD150.

LEAD202 Group Dynamics (3)

Effective, imaginative and compassionate group process and dynamics. Develops skills in working with others to identify, achieve, and evaluate common goals. Involves theory, practice, and research in group dynamics. Practicing teamwork, collaborative decision-making, conflict resolution, motivation, visioning, and evaluative processes are also essential elements of student learning. Prerequisite: INTD100 T.E.A.M., INTD100 L.I.N.K.S., LEAD150, PHED190 or permission of the instructor.

LEAD375 Advanced Leadership Internship (3)

Practical application of leadership skills in an organizational setting. Prerequisite: LEAD150 and LEAD202 or permission of the instructor.

LEAD495 Advanced Independent Research (3)

In-depth research on a theoretical issue in Leadership Studies. Students work 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: LEAD150 and LEAD202 or permission of the instructor.

Liberal Studies

***LBST120 Foundations in Liberal Studies (3)**

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.

LBST499 Coordinating Seminar (3)

A study of theory while preparing a paper of original research on a topic of choice. Papers are presented in a colloquium. *Prerequisite: Senior status.*

Mathematics

***MATH104 Contemporary Mathematics (3) QR**

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.

***MATH105 Elementary Mathematics from an Advanced Viewpoint (3) QR**

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.

***MATH110 Elementary Statistics (3) QR**

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 computers is required.

***MATH140 Applied Calculus I (3) QR**

Practical study of calculus techniques. Functions, limits, rate of change, derivatives, differentials. Applications to environmental and social sciences, economics and business.

***MATH150 Applied Calculus II (3) QR**

Anti-derivatives, definite integral, integration techniques for algebraic, exponential, and trigonometric functions. Applications to environmental and social sciences, economics and business. *Prerequisite: MATH140.*

***MATH160 Pre-calculus (3) QR**

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.

***MATH165 Discrete Mathematics I (3) QR**

Sets, logic, functions, equivalence and recurrence relations, countable and uncountable sets, mathematical induction, permutations and combinations, Boolean algebra. *Prerequisite: High school algebra.*

***MATH170 Calculus I (4) QR**

Functions, limits, continuity; exponential, logarithmic, inverse trigonometric, and hyperbolic functions; derivatives and their applications. *Prerequisite: High school algebra and trigonometry.* Three hours lecture, two hours laboratory per week.

***MATH180 Calculus II (4) QR**

Integration techniques and applications; improper integrals; Taylor's formula; infinite sequences and series. *Prerequisite: MATH170 or permission of instructor.* Three hours lecture, two hours laboratory per week.

MATH220 Calculus III + (3)

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: MATH180 or permission of instructor.*

MATH230 Geometry + (3)

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. *Prerequisite: MATH165 or 170.*

MATH231 Programming for Scientists (Also COMP231) + (3)

Computer solutions in the areas of Science and Mathematics and important numerical techniques. For majors (or minors) in Mathematics, Computer Science and the Sciences. *Prerequisite: COMP110, MATH170 and MATH180.*

MATH251 Probability and Statistics I + (3)

Sample spaces and probability, Bayes' theorem; random variables, probability distributions, Law of Large Numbers and the Central Limit Theorem, random processes, forecasting. *Prerequisite: MATH180 or permission of instructor.*

MATH252 Probability and Statistics II + (3)

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: MATH251 or permission of instructor.*

***MATH270 Discrete Mathematics II + (3) QR**

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. *Prerequisite: MATH165.*

MATH295 Exploratory Independent Study (1-3)

In-depth study of a mathematical topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

MATH320 Linear Algebra + (4)

Linear systems, vector spaces, linear transformations, matrices, determinants, characteristic polynomials and eigenvectors, linear programming and other applications. *Prerequisite: MATH165 or 170.*

MATH405 Complex Analysis + (3)

Functions of a complex variable, including analytic functions, Cauchy Integral formula, Taylor and Laurent series, poles and residues, conformal mapping. *Prerequisite: MATH220 or permission of instructor.*

MATH430 Abstract Algebra + (4)

Groups, rings, integral domains, fields; homomorphism and isomorphism, factor groups, quotient fields, unique factorization, principal ideal domains. Euclidean domains, field extensions. *Prerequisite: MATH165, MATH320 (recommended) or permission of instructor.*

MATH485 Internship (1-3)

Supervised internship experience in a business, industry or government setting. *Prerequisite: departmental arrangement and approval.*

MATH495 Advanced Independent Study (1-3)

Advanced in-depth study of a mathematical topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

MATH498, 499 Coordinating Seminar (3)

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 which integrates knowledge from various areas of mathematics. *Prerequisite: Senior status.*

Marriage and Family Therapy

Graduate Courses

MFTH523 The Law of Marriage and Divorce in Connecticut (1)

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.

MFTH524 Ethics and Professional Issues in Marriage and Family Therapy (2)

Ethical and professional issues which arise in marriage and family therapy training, and are pertinent to professional practice in this field. Professional identity and attitudes are addressed.

MFTH545 Treating Addictions in the Family (3)

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.

MFTH546 Divorce and Remarriage (3)

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.

MFTH547 Family Sculpting (1)

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 re-shaping the family.

MFTH549 Psychopharmacology (1)

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.

MFTH550 Theories and Methods of Therapeutic Practice (3)

An overview of therapeutic practice. Introduction to the major theories of personality, as well as to the skills and techniques of therapeutic interviewing. Provides students with basic group leadership skills.

MFTH560 Communication and Systems Theory (3)

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.

MFTH561 Family Therapy I: Theories of Family Assessment (3)

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: MFTH560.*

MFTH562 Family Therapy II: Intervention Methods (3)

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: MFTH560 and 561.*

MFTH563 Family Therapy III: Couples Therapy (3)

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 couples therapy: violence, alcoholism, mental illness, sexual issues, lesbian and gay relationships, as well as ethnic and racial intermarriage. Practicum required. *Prerequisite: MFTH560, 561 and 562.*

**MFTH564 Family Therapy IV:
Working with the Larger System:
A Collaborative Approach (3)**

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: MFTH560, 561, 562, and 563.*

**MFTH571 Marriage and Family Therapy
Practicum I (3)**

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: Permission of the program director.*

**MFTH572 Marriage and Family Therapy
Practicum II (3)**

Continuation of MFTH571. *Prerequisite: Permission of the program director.*

**MFTH573 Marriage and Family Therapy
Practicum III (3)**

Continuation of MFTH572. *Prerequisite: Permission of the program director.*

**MFTH574 Marriage and Family Therapy
Practicum IV (3)**

Continuation of MFTH573. *Prerequisite: Permission of the program director.*

**MFTH575 Marriage and Family Therapy
Practicum V (3)**

Continuation of MFTH574. *Prerequisite: Permission of the program director.*

**MFTH576 Marriage and Family Therapy
Practicum VI (3)**

Continuation of MFTH575. *Prerequisite: Permission of the program director.*

**MFTH580 Human Development
(Also HDGE580) (3)**

A study of human development from a life span perspective: birth through death. Emphasis on the developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development explored.

MFTH581 Discourses in Psychopathology (3)

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.

**MFTH582 Gender Issues and Diversity
in Therapy (3)**

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.

**MFTH583 Human Sexuality:
Behavior and Treatment (3)**

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.

MFTH595 Clinical Supervision (2)

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.

MFTH597 Research Methods (3)

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

MGMT101 Business in a Changing World (3)

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.

MGMT210 Dynamics of Management (3)

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: MGMT101 or permission of instructor.*

MGMT220 Human Resource Management + (3)

A study of the functions of human resource management in the legal and social context of modern business. Topics include planning, recruitment and selection, performance appraisal, compensation, development, and labor-management relations. *Prerequisite: MGMT101.*

MGMT230 Human Behavior in Organizations (3)

Relationship of the existing knowledge of human behavior to organizational life. Focus on individual behavior, interpersonal communications and influence, small group behavior, inter-group conflict and cooperation, complex organizational behavior, and relations between organizations and environments. *Prerequisite: MGMT101.*

MGMT245 Microcomputer Applications in Business (Also INFT245) (3) IT

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 Website. *Prerequisite: COMP100 or permission of instructor.*

MGMT250 International Business (3) GI

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. *Prerequisite: MGMT101.*

MGMT255 Multimedia Communications in the Information Age (Also INFT255) ++ (3)

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 Website, create and edit digital images, and learn about new technology used in the delivery of multimedia products over the Internet and internal networks. *Prerequisite: MGMT245 or permission of instructor.*

MGMT300 Legal Environment of Organizations (3)

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, constitutional law, employment law, and environmental law. *Prerequisite: junior standing.*

MGMT305 Financial Management (3)

Study of the basic principles of business finance, including the management of financial assets, capital budgeting, and financial policies and planning. *Prerequisite: ACCT201, ACCT202, and ACCT205 with a grade of C- or better in each course.*

MGMT 306 Investment Management + (3)

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: MGMT 305 or permission of instructor.*

MGMT 310 Profit Planning and Control + (3)

Comprehensive profit planning and control. Includes thorough coverage of the entire budgeting process. *Prerequisite: MGMT210 and ACCT205 or permission of instructor.*

MGMT 315 Leadership Theory/Practice + (3)

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: junior standing.*

MGMT320 Women in Management ++ (3) WS

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. *Prerequisite: junior standing or permission of instructor.*

MGMT325 Quantitative Methods for Managerial Decisions (3) QR

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. *Prerequisite: PSYC253 or MATH110.*

MGMT330 Labor-management Relations + (3)

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: MGMT210.*

MGMT336 Compensation and Benefits (3)

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: MGMT220.*

MGMT345 Database Concepts and Design (Also INFT345) + (3)

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. *Prerequisite: MGMT245 or permission of the instructor.*

MGMT375 International Financial Economics (Also ECON375) ++ (3)

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: ECON260, MGMT250 or permission of instructor.*

MGMT 381 Entrepreneurial Behavior (3)

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. Three hours a week, one semester.

MGMT 382 Small Business Development (3)

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. Three hours a week, one semester.

MGMT390 Marketing Management (3)

Emphasis on the marketing mix and new product life cycle. Includes new products and services with life style strategies, pricing strategies, distribution channels, and promotional strategies. Extensive case study analysis. *Prerequisite: MGMT210 and ECON102.*

MGMT391 Advanced Marketing Management (3)

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: MGMT390.*

MGMT392 Marketing Research ++ (3)

Marketing research and an environmental scan by students in preparation for the development of a marketing plan for a product or service. The theoretical underpinnings of marketing research, along with practical applications of the fundamentals studied in MGMT390 and MGMT391 will be emphasized. *Prerequisite: MGMT390 and MGMT 391.*

MGMT400 Operations Management (3)

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: all MGMT300 level courses for the major and senior standing.*

MGMT410 Ethical Considerations in Business (3) VE

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. *Prerequisite: senior standing.*

MGMT420 Business Law I (3)

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: junior or senior standing.*

MGMT425 Business Law II (3)

Examination of the Uniform Commercial Code with special emphasis on commercial paper and secured transactions. Modern bankruptcy law and the governing partnership and corporate forms of business organization. *Prerequisite: junior or senior standing.*

MGMT430 Negotiation — Conflict Resolution + (3)

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: senior standing or permission of instructor.*

MGMT450 Business Strategy (3)

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: all core Management courses and senior standing.*

MGMT485 Internship (3-6)

Planned, supervised experience with a business, industry, government or non-profit organization. *Prerequisite: Management major at junior or senior level. Permission of department chairperson.*

MGMT495 Advanced Independent Study (3)

For management majors who wish to pursue a special topic in greater depth. *Prerequisite: Approval by faculty advisor and department chairperson.*

MGMT499 Coordinating Seminar (3)

Students select topics for study subject to the approval of their faculty advisor. Students present their research in writing and in an oral presentation during the last semester of the senior year. *Prerequisite: permission of the department chairperson.*

Graduate Courses

MGMT501 Managing and Developing the High Performance Organization (3)

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.

MGMT502 Management Information Technologies (4)

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.

MGMT506 Marketing and Stakeholder Relations (3)

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 research techniques, advertising, market models and stakeholder relations. The maximizing of revenue and profit, and steady company/organizational growth are also addressed.

MGMT507 Financial Management for Successful Organizations (4)

Major financial and investment decisions made by corporations. Topics include capital budgeting, debt policy, portfolio theory, net present value, and asset pricing. Financial management as a decision-making tool in contemporary, technologically driven organizations. *Prerequisite: ACCT505.*

MGMT508 Business Decisions and Ethical Dimensions (3)

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.

MGMT511 Management and Transformational Leadership (3)

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.

MGMT512 Management, Technology and Change (3)

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.

MGMT513 Managing in a Global Environment (3)

The information, skills and talents needed to guide a company as it competes in the global economy. Topics include global competition, global mindset, global strategy, and cultural issues such as values, ethics, customs, politics, and economics.

MGMT514 Management of Diversity (3)

The skills and behaviors which 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.

MGMT515 Strategic Management (3)

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: completion of all required core Management courses.*

MGMT516 Managing Healthcare Delivery Systems (3)

The skills and knowledge needed today and in the future to effectively manage in the healthcare industry. Covers the many components of the healthcare 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.

MGMT517 Legal Aspects in Healthcare Management (3)

The complex legal problems related to healthcare 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.

MGMT518 Third Party Payer Systems and Managed Care (3)

Managed Care and various other payer systems, the future of managed care, and how these systems will impact the access, availability, and quality of healthcare. Examines methods of managing healthcare systems in the current environment.

MGMT519 Joint Ventures and Alliances in Healthcare Management (3)

Joint ventures, alliances and the effect of intersecting, crossover technologies on healthcare management are explored through case studies. Includes the study of healthcare 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 healthcare system-related merger transaction with the tools provided in this class. *Prerequisite: MGMT516, MGMT517, and MGMT518.*

MGMT520 Introduction to Homeland Security (3)

Homeland security and its impact upon federal, state, and local public safety; 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.

MGMT521 Law Enforcement and Judicial System Issues (3)

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.

MGMT522 Command Management and Operations (3)

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.

MGMT523 Simulation for Homeland Security (3)

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: MGMT520, MGMT521, and MGMT522.* Add starting next line:

MGMT595,596 Independent Study/Research (1-6 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 School and must be approved by your faculty advisor, department chair and the vice-president for academic affairs.*

Music

MUSC111 Saint Joseph College Choir (1)

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.

MUSC112 Instrumental Ensemble (1)

Practical experience in performing ensemble, open to qualified students at the discretion of the instructor. Audition required. May be repeated for additional credit.

MUSC113 Class Piano – Beginner Level (2)

The fundamentals of piano playing in a group setting for beginner level piano students that includes piano playing, related theory and history, and written material. Opportunity for piano ensemble performance is emphasized.

MUSC114 Class Piano – Intermediate Level (2)

The fundamentals of piano playing in a group setting for intermediate level piano students that includes piano playing, related theory and history, and written material. Opportunity for piano ensemble performance is emphasized.

MUSC126 Fundamental Elements of Music (3)

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.

MUSC200 - 300 Special Topics (3)

Study of major musical genres, periods or composers. May be taken twice for credit.

MUSC211 Chamber Choir (2)

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.

MUSC230 Survey of Music in America + (3)

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.

***MUSC236 History of Music I (3) HE, WS**

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.

***MUSC237 History of Music II (3) HE, WS**

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.

MUSC295 Exploratory Independent Study (3)

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 Applied Music (1), (2)

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.

MUFL188 Flute (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUFL199 Flute (2)

One hour a week, each semester. Private instruction fee: \$400.

MUGU188 Guitar (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUGU199 Guitar (2)

One hour a week, each semester. Private instruction fee: \$400.

MUPI188 Piano (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUPI199 Piano (2)

One hour a week, each semester. Private instruction fee: \$400.

MUVO188 Voice (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUVO199 Voice (2)

One hour a week, each semester. Private instruction fee: \$400.

Nursing

Non-nursing students: Non-nursing majors and non-matriculated students are generally not allowed to enroll for credit in nursing courses. See course Prerequisite.

NURS103 Health Care Systems in a Changing World (3)

Survey of the health care system, including an historical analysis of issues and trends from the turn of the century to the present. Social and political influences, including the roles of technology, business and government. Special emphasis on the particular successes, failures and complexities of this industry as we enter a new century. An opportunity to transition from the world of work to academia. Open to licensed Registered Nurse students only.

NURS204 Health Assessment (3)

Focus on health assessment, including development of communication, interviewing, physical assessment and data collection skills. Critical thinking essential to making valid conclusions about observed data is emphasized. Caring skills are stressed as the framework for nursing interventions. Open to licensed Registered Nurse students only.

NURS216 Pathophysiology and Pharmacology I (3)

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: BIOL116, BIOL241, BIOL242, CHEM170, CHEM240. Co-requisite: NURS219, BIOL222.*

NURS218 Pathophysiology and Pharmacology II (3)

Continuation of NURS216. *Prerequisite: NURS219, NURS216, BIOL241, BIOL242. Co-requisite: NURS318.*

NURS219 Health Assessment (3)

Focus on health assessment, including development of communication, interviewing, physical assessment, and data collection skills. Emphasizes critical thinking essential to making valid conclusions about observed data. Stresses caring skills as the framework for nursing interventions. In Spring 2008 NURS 219 (4) replaces NURS 215/217 for all traditional and ASD students. *Prerequisite: CHEM170, CHEM240, BIOL241 and BIOL242. Co-requisite: CHEM240.* Laboratory fee \$200.

***NURS310 Philosophy of Science/Nursing Research (2) SI**

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. *Prerequisite: Junior status*

NURS317 Nursing in Health Promotion and Health Restoration (8)

Continuation of NURS318. *Prerequisite: Completion of all sophomore level Nursing requirements and NURS318. Co-requisite: NURS310.* 12 clinical hours per week. Laboratory fee: \$150. Starting in spring, 2009 clinical requirement is 16 hours/week.

NURS318 Foundations of Clinical and Theoretical Nursing Across the Lifespan (8)

Builds on communication and assessment concepts and skills learned in the previous semester. Introduction to history of nursing and nursing philosophy. Laboratory focus on health assessment and beginning clinical skill acquisition; clinical focus on providing comprehensive nursing care to child-bearing and geriatric patients and their families. *Prerequisite: NURS219 and NURS216.* 16 clinical hours per week. Laboratory fee \$150.

NURS320 Health of Populations (2)

Focus on promoting health among aggregates and populations in community settings, utilizing relevant theory from nursing and public health science. Students consider the effect of the health care delivery system on the health of populations. Students develop an understanding of factors related to the prevention and control of illness, injury and environmental hazards. Builds on the concepts from NURS310 by assisting students to interpret and apply population-based research to practice. Students work in groups to develop and implement a community-based project to promote health and prevent disease. *Prerequisite: NURS310.*

NURS408 Research Synthesis (1)

To facilitate understanding of research, students participate in an authentic research/intervention project. Using the project started in NURS310/ NURS320, students collect and analyze data, report the findings, and critique the results of their intervention. Students submit their research projects for presentation at the Saint Joseph College Annual Student Research Symposium. *Prerequisite: NURS310 and NURS320.*

NURS409 Issues in Professional Nursing (3)

Fosters development of leadership expertise in professional nurses. Theories of leadership, management and healthcare economics are explored in application to clinical settings. Explores legal implications of nursing actions. RN-BS and RN-MS students identify their own learning needs and develop learning contracts to be implemented in clinical setting. Open only to Accelerated Second Degree, RN-BS or RN-MS students. *Prerequisite: NURS 416.*

NURS411 Nursing Care for At-Risk Populations (4)

Analysis of principles and theories of public health nursing and public health national policy. Students implement intervention phase of community project begun in the previous semester. Emphasizes nursing activities that promote and preserve health of populations and proficiency in making clinical judgments and implementing nursing interventions in unstructured settings. Clinical experience facilitates caring for clients/patients in population-focused practice settings. *Prerequisite: NURS412.*

NURS412 Nursing Care of Ill Adults Experiencing Health-Illness Transitions in the Acute Care and Psychiatric Setting (8)

Emphasizes knowledge of both health-illness and situational transitions for patients and families experiencing mental and physical illness. Students provide comprehensive nursing care to patients and families as they restore and integrate an illness experience into their lives. Practical experience focuses on increasing proficiency in making clinical judgments and implementing related nursing interventions. *Prerequisite:* NURS 317. 16 clinical hours per week. Laboratory fee \$100.

NURS415 Management of Complex Health Problems I (7)

Synthesizing previous knowledge, students provide comprehensive nursing care to patients and families, focusing on mental health issues and community practice. Upon evaluation of intervention effectiveness, students reformulate the plan of care and create new nursing interventions as appropriate. Using research findings generated during the junior year, students initiate and implement a community based intervention project. *Prerequisite:* NURS310, NURS317, NURS318 and NURS320. *Co-requisite:* NURS424. Laboratory fee \$100.

NURS416 Theory Development/Research (3) SI

Overview of history of nursing research and detailed description of research process applied to qualitative and quantitative methodologies. Addresses philosophical and theoretic bases for paradigms; also theory development and testing related to research. Students critically evaluate research reports and develop beginning research skills. Open to ASD, RN-BS and RN-MS students only. *Co-requisite:* NURS318 for ASD students.

NURS417 Management of Complex Health Problems II (8)

Continuation of NURS412. Students provide comprehensive nursing care to patients, families and to the community. Evaluation of intervention effectiveness and reformulation of the plans of care and creation of new nursing interventions for patients experiencing complex health problems. Building on research findings generated in NURS412, students evaluate and critique a community based intervention project. *Prerequisite:* NURS412. *Co-requisite:* NURS408. 16 clinical hours per week. Laboratory fee: \$100.

NURS423 Perspectives on Nursing Science (3)

Introduction to the evolution and nature of nursing science. While examining the philosophical basis of nursing, students develop critiquing skills for evaluating past and present nursing models and theories. Emphasis on scholarly endeavors that reflect a willingness to challenge established approaches and to engage in critical and creative thinking. Open to RN-BS and RN-MS students only. Equivalent to NURS500. *Prerequisite:* NURS 103, NURS 219, NURS 409 and NURS 435.

NURS424 Professional Issues (2)

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:* NURS317 and NURS318. *Co-requisite:* NURS412.

NURS425 Clinical Laboratory (1)

Clinical activities to reinforce concepts covered in NURS424. A minimum of 32 hours of clinical with a leadership focus required over the semester. For RN-BS students only. *Co-requisite:* NURS424 or NURS409.

NURS435 Health Care of Populations (5)

Through case studies, clinical practice, readings and class activities, students learn and apply the theories and principles of community-focused/public health nursing. Examination of western and non-western healthcare beliefs. Clinical component focuses on application of public health nursing principles at the population level. Equivalent to NURS550. *Prerequisite:* NURS103, NURS204, NURS416. *Co-requisite:* NURS409. 60 clinical hours over the semester. Students are required to locate appropriate clinical sites.

Graduate Courses

NURS500 Philosophy of Science/Nursing Theory (3)

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.

NURS501 Nursing Practice in Psychiatric-Mental Health Nursing I (4)

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. *Prerequisite:* NURS507, COUN544. 180 clinical hours.

NURS503 Nursing Practice II: Group Theory and Practice (4)

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. *Prerequisite:* NURS507, COUN544. 180 clinical hours.

NURS505 Health Policy and Leadership (2)

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 healthcare.

Prerequisite: Core graduate nursing courses and NURS501, 503, 530 (PSYC mental health students) or NURS508, 509 and 535 (Family Studies students).

NURS507 Advanced Health Assessment (4)

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: \$100. *Prerequisite:* BIOL 409 or 509. Students must register for this course the semester before the start of clinical courses in order to negotiate appropriate clinical sites. 60 clinical hours.

NURS508 Nursing Practice in Family Health III (4)

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. *Prerequisite:* Core graduate nursing courses and BIOL509/NURS507 and NURS535. 180 clinical hours

NURS509 Nursing Practice in Family Health IV (4)

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. *Prerequisite:* Core graduate nursing courses and BIOL509/NURS507. 180 clinical hours.

NURS511 Advanced Clinical Practicum (2)

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. *Prerequisite:* All other graduate clinical courses appropriate to student's track. 120 clinical hours.

NURS518 Family Theory & Practice (3)

The family life cycle, family health behaviors, and family nursing research in interdisciplinary family theory. Theories and models derived from nursing and the social sciences critiqued for their usefulness with families experiencing a variety of problems such as acute and chronic illness, transitions, poverty and violence. Seminar discussion synthesizes family health concepts with concepts from theory and family therapy, and with previously learned concepts for use in practice. Opportunities for identification of areas for further research.

NURS530 Neuropsychopharmacology (3)

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. *Prerequisite:* BIOL509.

NURS535 Advanced Pharmacology (3)

A systematic in-depth survey of physiology and pharmacology as applied in contemporary nursing practice. *Prerequisite:* BIOL509.

NURS540 Ethical Issues in Advanced Practice Nursing (3)

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.

NURS550 Health and Community (Also HDGE540) (3)

Examines cultural and community influences on the health and illness of individuals, families, groups and communities. Students discuss theory relevant to the concepts of culture, community, health, illness, and healing through case studies. Apply theories to selected western and non-western settings through a community assessment project.

NURS589 Statistics and Quantitative Methods (3)

Examination of basic principles of nursing research that relate to quantitative analysis and interpretation of data. 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. *Prerequisite:* Undergraduate nursing research and statistics courses.

NURS591 Women's Health (3)

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: \$100. *Prerequisite:* NURS507 and NURS 535. 60 clinical hours.

NURS597 Advanced Nursing Research (3)

Uses qualitative and quantitative research methods to develop an appropriate approach for scholarly inquiry. Students generate a written proposal for a scholarly project. Approval of completed proposals by the Nursing Division Research Committee for Protection of Human Subjects must be obtained before commencing the project.

NURS598 Continuing Thesis Advisement (1)

Facilitates the student's completion of the research/scholarly project needed for graduation. The student meets with the thesis advisor and second reader to receive feedback, suggestions, and critique. For some students only one semester of this course will be necessary, but for others completion of the scholarly project may take two or more semesters of guidance.

Nutrition

NUTR101 Survey of Careers in Nutrition and Dietetics (1)

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.

NUTR130 Foods (3)

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.

***NUTR220 Fundamentals of Nutrition (3) SI**

Study of carbohydrates, proteins, fats, vitamins, minerals, energy balance. *Prerequisite or co-requisite: CHEM170 or BIOL116 or permission of the instructor.*

***NUTR235 Using Computers in Nutrition and Family Studies (3) IT**

An introductory course on micro-computer use for Nutrition and Food Service Management. Software applications relevant to major interests included.

NUTR236 Sports Nutrition (3)

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.

***NUTR245 Health Promotion Strategies (3)**

Examination of the many issues involved in a holistic approach to health.

NUTR295 Independent Study (1-3)

Research project designed by the student with faculty approval and guidance. *Prerequisite: Separate form available in the Academic Affairs Office must be filed with the faculty advisor.*

NUTR310 Nutrition Counseling and Communication (3)

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.

NUTR311 Food Service Management I (3)

Principles of food service management with emphasis on quantity food production and service. *Prerequisite or co-requisite: NUTR330.*

NUTR312 Food Service Management Practicum (7)

Integrated didactic and clinical experience in the management of food services with particular emphasis on quantity food production and service. Twice-weekly clinical experience, first semester. Laboratory fee: \$50. *Prerequisite: Enrollment limited to students admitted to the Coordinated Undergraduate Program.*

NUTR315 Community Nutrition I (2)

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: NUTR220.*

NUTR316 Medical Nutrition Therapy I (7)

Study of nutrition in health and disease; techniques for provision and care. Three hours lecture, plus laboratory three mornings per week, second semester. *Prerequisite: NUTR220, CHEM240 and BIOL341, BIOL342.*

NUTR317 Medical Nutrition Therapy Practicum I (7)

Practical application for the provision of nutrition care in a variety of health care and community settings. Two days practicum experience, one morning seminar, second semester. *Prerequisite: Enrollment limited to students in the Coordinated Undergraduate Program.*

NUTR325 Nutrition Through the Life Cycle (2)

A continuation of NUTR220. Discusses how the need for nutrients changes depending on age and life stage (such as pregnancy, lactation, growth). *Prerequisite: NUTR220 or NUTR180.*

NUTR330 Food Science (3)

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: NUTR130 and CHEM170, or permission of instructor.*

NUTR380 Nutrition for Nursing Practice (3)

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 life cycle. Discussion of dietary treatment of specific disease states. *Prerequisite: CHEM170 and BIOL116. Co-requisite: CHEM240.* Open only to Nursing Majors.

NUTR410 Health Care Issues (1)

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.

NUTR411 Food Service Management II (3)

Application of management principles to food service operations. Emphasis on food cost control, personnel management, planning, and analysis. *Prerequisite: NUTR311.*

NUTR412 Advanced Dietetics Practicum (7)

Supervised clinical experience in a variety of settings including extended care, food service management, community nutrition and out-patient counseling. Thirty-two hours clinical experience per week, second semester. Laboratory fee: \$50. *Prerequisite: NUTR312.* Enrollment limited to students admitted to the Coordinated Program.

NUTR416 Medical Nutrition Therapy II (3)

Advanced study of selected topics of nutrition in health and disease. *Prerequisite: NUTR316.*

NUTR417 Medical Nutrition Therapy Practicum II (7)

Clinical experience in the provision of nutrition care. Focus on clinical management, functioning as a member of the health care team, use of support personnel, and systems for the provision of care. Thirty-two hours clinical experience in a health care setting per week, 13 weeks, first semester. Laboratory fee: \$50. *Prerequisite: NUTR317.* Enrollment limited to students admitted to the Coordinated Undergraduate Program.

NUTR418-518 Advanced Nutrition (3)

In-depth study of macronutrients and examination of current research related to nutrition and health. *Prerequisite: CHEM240 and NUTR220, BIOL341 and 342.*

NUTR425-525 Nutritional Therapy for Eating Disorders (3)

The nutritional implications of eating disorders and the role of the nutrition therapist in treatment. Students investigate new research on the probable etiology for eating disorders, diagnostic evaluation, management, and treatment methods for recovery. Students engage in dialogue in groups and provide a critical analysis of their discussions and readings through short essays, case study presentations, and bio-behavioral research analysis.

NUTR495 Advanced Independent Study (3)

Advanced research project designed by the student with faculty approval and guidance. *Prerequisite: Separate form available in the in the Academic Affairs Office must be filed with the faculty advisor.*

NUTR499 Coordinating Seminar (1-6)

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.

Graduate Courses**NUTR516 Health Education Concepts (3)**

Theories, factors, and influences on health behaviors. Explores methods to initiate behavior change in regard to these behaviors. Develops teaching techniques and counseling methods.

NUTR518-418 Advanced Nutrition (3)

Current theories and research related to nutrition and metabolism. Evaluation and interpretation of research articles. *Prerequisite: nutrition, biochemistry, physiology.*

NUTR 525-425 (formerly 575) Nutrition Therapy for Eating Disorders (3)

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 nutrition therapy along the continuum of eating pathology. Interactive case studies, classroom discussions and research presentations.

NUTR527 Clinical Nutrition Management (3)

Elements of nutrition care planning, implementation and evaluation, including the development of objective based care plans; strategies and materials; and analysis of the cost/benefit of nutrition care.

NUTR528 Supplement Savvy (3)

In-depth examination of claims, theories and current research in vitamins, minerals and health promoting compounds. Identifies what they do and don't do.

NUTR531 Maternal/Infant Nutrition (3)

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.

NUTR532 Pediatric Nutrition (3)

A practical approach to nutritional challenges for the pediatric and adolescent population. Explores nutritional needs of normal children, children with handicapping conditions, and children with disease.

NUTR533 Nutrition and Aging (3)

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.

NUTR542 Advanced Community Nutrition (3)

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.

NUTR560-564 Special Topics in Nutrition Care (1-3)

Diabetes, obesity/renal, g.i./liver, oncology/critical care issues and cardiovascular diseases.

NUTR595, 596 Independent Study/Research (1-6)

Student selects a topic or project to pursue through independent or small group work. *Prerequisite: Application forms for Independent Study/Research are available at the Graduate School and must be approved by the project advisor, department chair and the Dean.* A contract is developed to meet the individual needs of the learner. Required if NUTR598 or 599 is not taken.

NUTR597 Research Methods

Different types of research and evaluation of examples. Students review literature for their project/thesis and complete the design and method to be used.

NUTR598, 599 Master's Thesis (3, 3)

Original research project, culminating in a master's degree.

NUTR600, 601 Dietetic Internship (9, 9)

Thirty-six weeks of supervised practice experience in clinical nutrition, food service management and community nutrition and health promotion. *Prerequisite: Open only to students in the Dietetic Internship.*

Physical Education

- *PHED100 Beginning Swimming (1) KN**
Development of basic swimming skills and conquering the fear of water. Two hours per week. *Prerequisite: Novice swimmers only.*
- *PHED103 Lifeguard Training (1) KN**
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. *Prerequisite: Advanced swimming skills.*
- *PHED104 Water Aerobics (1) KN**
Water fitness based on an aerobic exercise regimen for improvement of muscle tone, coordination and cardiovascular conditioning. Two hours per week.
- *PHED108 Badminton/Table Tennis (1) KN**
Skills, rules and strategies of badminton and table tennis. Two hours per week.
- *PHED110 Volleyball (1) KN**
Rules, skills and strategies of volleyball. Two hours per week.
- *PHED116 Introduction to Tennis ++ (1) KN**
Introduction to the fundamentals of tennis. Strokes, etiquette, rules, and strategy. Two hours twice a week, eight weeks. Offered in fall.
- *PHED125 Safety and Self Awareness ++ (1) KN**
Basic principles and practice of safety. Two hours per week.
- *PHED142 Golf (1) KN**
Skills, rules, and etiquette of golf. Two hours twice a week, eight weeks.
- PHED149 Special Topics (1) KN**
For students to study special topics. By arrangement with the department chair of Physical Education.
- *PHED167 Walking/Jogging (1) KN**
Programs of jogging and walking and their benefit to healthy living. Two hours per week.
- *PHED168 Introduction to Aerobics (1) KN**
Principles of aerobic exercise and applying them in the class. Total aerobic activity. Hi/lo, step and toning. Two hours per week.
- *PHED188 Weight Training (1) KN**
Knowledge, skills and proper technique involved in weight training. Basic understanding of the principles of physical fitness. Two hours per week.
- *PHED190 Adventure Education (1) KN**
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.
- *PHED230 Shintaido (1) KN**
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.

Philosophy

- *PHIL110 Logic and Critical Thinking + (3) PH**
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.
- *PHIL120 Discovering Philosophy (3) PH**
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.
- *PHIL225 Philosophy of the Human Person + (3) PH**
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. *Prerequisite: PHIL120 or permission of the instructor.*
- PHIL230 Special Topics in Philosophy (3)**
Critical, in-depth examination of some philosophical problem, historical figure, or issue. *Prerequisite: PHIL120 or permission of the instructor.*
- *PHIL235 Philosophy of Race + (3) PH, VE**
Critical examination of the concept of "race" and associated concepts, and exploration of the ways ideas about race influence important moral and political frameworks. *Prerequisite: PHIL120 or permission of the instructor.*
- *PHIL236 Ethical Decision Making (3) PH, VE**
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.
- *PHIL240 Existentialism + (3) PH**
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. *Prerequisite: PHIL120 or permission of the instructor.*
- *PHIL241 Greek and Medieval Philosophers + (3) PH**
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. *Prerequisite: PHIL120 or permission of the instructor.*
- *PHIL244 American Philosophers + (3) PH, AE**
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. *Prerequisite: PHIL120 or permission of the instructor.*

***PHIL250 Philosophy of Love and Sex + (3) PH, VE**

Love, friendship, caring and allied topics in a philosophical setting. *Prerequisite: PHIL120 or permission of the instructor.*

PHIL295 Exploratory Independent Study (3)

Intense and individualized focus on a topic or figure proposed by student and pursued in collaboration with faculty mentor. Includes guided reading and research.

***PHIL333 Political Philosophy (Also POLS333) + (3) PH**

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.

***PHIL340 Contemporary Ethical Problems + (3) PH, VE**

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. *Prerequisite: PHIL120 or permission of the instructor.*

***PHIL342 Modern Philosophers + (3) PH, WR**

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. *Prerequisite: PHIL120 or permission of the instructor.*

***PHIL345 Environmental Ethics + (3) PH, VE**

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. *Prerequisite: PHIL120 or permission of the instructor.*

***PHIL350 Women Philosophers + (3) PH, WS**

The works of several significant women philosophers, showing the variety of interests and methods women have focused on doing philosophy. *Prerequisite: PHIL120 or permission of the instructor.*

***PHIL360 Philosophies of Beauty and Art + (3) PH, HE, WR**

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. *Prerequisite: PHIL120 or permission of the instructor.*

PHIL495 Advanced Independent Study (3)

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.

PHIL499 Coordinating Seminar (3)

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: senior status.*

Physics and Astronomy (PHYS)***PHYS130 Introductory Physics I (4) SI**

Nature plays by a set of rules usually called the "laws of physics." In this two-term sequence (PHYS 130-140), we will explore the beauty, order and majesty of the cosmos as revealed by these fundamental laws of nature. In PHYS130, mechanics, including the universal laws of motion, force, energy, momentum and rotational systems, will be discussed, followed by an introduction to thermodynamics and Einstein's special theory of relativity. Three hours lecture, three hours laboratory per week. *Prerequisite: Three years of high school Mathematics including trigonometry; MATH140 or MATH170 would be useful, but are not required.* Laboratory Fee: \$50.

***PHYS140 Introductory Physics II (4) SI**

The second term of Introductory Physics will begin with the exploration of electricity and magnetism including electric currents, DC circuits, magnetic fields and induction, followed by an investigation into the nature and propagation of light, including geometrical and physical optics. The course will conclude with an introduction to modern physics, including quantum theory, nuclear physics, particle physics and astrophysics. Three hours lecture, three hours laboratory per week. *Prerequisite: PHYS 130.* Laboratory Fee: \$50.

***PHYS200 Introduction to Astronomy (3) ++**

A grand tour of the Cosmos, comprising an introduction to the study of the planets, stars, galaxies and cosmology. Topics to be discussed include the Earth's origin, development, and geological processes; the planetary environments of the other worlds in our solar system; stars and stellar evolution, including white dwarfs, neutron stars and black holes. The course will conclude with a discussion of our Galaxy, other galaxies, the large scale structure of the universe, cosmological theories describing the creation and ultimate fate of the universe, and the search for extraterrestrial life. Three hours lecture per week. *Prerequisite: none. Students can not take both PHYS 150 and PHYS 200 for credit.*

***PHYS 200 Introduction to Astronomy, Astrophysics and Cosmology (4) SI (H)**

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? We will address these questions as well as making direct observations of celestial objects using telescopes. Since astronomy is the oldest of the sciences, a study of it will also encompass issues concerning the history and philosophy of science. Three hours lecture, three hours laboratory per week. *Prerequisite: Three years of High School Science recommended.* Laboratory Fee: \$50. *Students can not take both PHYS 150 and PHYS 200 for credit.*

PHYS495 Advanced Independent Study (1-3)

Advanced independent study mentored by a faculty member; two to six hours per week.

Political Science

***POLS110 How Politics Affects Your Life:
An Introduction to Politics # (3) AE**

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.

***POLS125 American Government # (3) AE**

Principles, structure, processes, and functions of American government. Emphasis on the national government.

**POLS200 Special Topics in Political Science ++
(3)**

Examination of a topic or issue in political science. *Prerequisite: approval by faculty advisor.*

***POLS204 Political Themes in Modern
Popular American Music ++ (3) AE**

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.

***POLS206 U.S. Constitution
(Also HIST206) ++ (3) AE**

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.

**POLS225 The American Legal
Environment # ++ (3) AE**

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.

***POLS227 Latin America
(Also HIST227) ++ (3) GI, AE**

Analysis of the governmental and political processes in the countries of Latin America, and their contribution to modern government. Development of inter-American relations.

***POLS249 International Politics
(Also INTS249) + (3) GI, VE**

Theories and practice of international politics; elements of power; means and methods of foreign policy in the age of conflict.

***POLS255 Political Psychology ++
(Also PSYC255) (3) AE**

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. *Prerequisite: PSYC100 or permission of instructor.*

***POLS304 History and Politics of Modern
American Sexuality
(Also HIST204) ++ (3) AE**

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 nineteenth century.

***POLS310 Political Leadership and
Social Justice + (3) AE, WS, VE**

A critical examination of how the American Political system deals with social problems such as poverty, illness, abuse, discrimination, and standard education. on the concept of leadership and on how ordinary individuals can advocate or promote change and justice.

***POLS325 Environmental Law and Policy:
The Decision-Making Process ++ (3)**

Introduction to environmental policy and the decision-making process 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.

***POLS330 Constitutional Law + (3) AE, VE**

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.

***POLS333 Political Philosophy
(Also PHIL333) + (3) PH, VE**

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.

***POLS345 Comparative Government ++ (3) GI**

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.

***POLS357 Israel and Palestine
(Also HIST357) ++ (3) GI, VE**

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.

POLS370 International Political Economy (Also ECON370) ++ (3)

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.

***POLS375 Contemporary Topics in Political Psychology (Also PSYC375) ++ (3) VE, AE**

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.

POLS485 Internship (3-15)

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.

POLS495 Directed Reading, Independent Study and/or Special Project (1-12)

Student selects topic of interest for a project mentored by a faculty member. *Prerequisite: approval by faculty advisor.*

Psychology***PSYC100 Introductory Psychology (3)**

The approaches, methods and subject matter of psychological inquiry; the fundamental questions of psychology; biological and social basis of consciousness and behavior; psychology of human relations; motivation, perception, learning; nature and determinants of personality; cognition, morality, emotion. *Prerequisite to ALL other Psychology courses.*

***PSYC201 Critical Writing and Research in the Social Sciences (3) WR**

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, dissertations, conference proceedings and credible websites and to produce a fully developed paper that presents their research findings and conclusions. *Prerequisite: PSYC100.*

PSYC210 Motivation and Leadership in Sports (Also SPST210) (3)

The principles of motivation, the importance of leadership and the different psychological skills athletes can use to improve performance. *Prerequisite: PSYC100.*

***PSYC220 Child Development (3)**

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. *Prerequisite: PSYC100.*

***PSYC235 Social Psychology + (3)**

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. *Prerequisite: PSYC100.*

***PSYC236 Cross-Cultural Psychology ++ (3)**

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. *Prerequisite: PSYC100.*

PSYC237/SPEC 237 Exceptional Children (3)

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. *Prerequisite: PSYC100.*

***PSYC238 Human Development Through the Life Span (3)**

Development of the human being throughout the life span from conception to old age. Considering the life cycle 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. *Prerequisite: PSYC100.*

***PSYC241 Adolescent Development (3)**

An introduction to the major theories and concepts of adolescent development. The Classic and contemporary research on adolescents' physical, social, moral, and cognitive development are considered. *Prerequisite: PSYC100.*

***PSYC242 Psychology of Adulthood and Aging ++ (3)**

An in-depth study of the developmental issues unique to this phase of the human life cycle. 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. *Prerequisite: PSYC100 or permission of instructor.*

***PSYC245 Contemporary Issues in Psychology + (3)**

An extensive critical inquiry into one or more of the current areas of advanced research or debate in psychology, for example: Psychology of Leadership and Dance Therapy. May be repeated for credit in different topics. *Prerequisite: PSYC100.*

***PSYC246 Business and Organizational Psychology ++ (3)**

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. *Prerequisite: PSYC100.*

***PSYC248 Contemporary Issues in Psychology II (3)**

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. *Prerequisite: PSYC100.*

***PSYC249 Forensic Psychology + (3) VE**

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, the insanity defense, the death penalty and domestic violence are explored. *Prerequisite: nine credits in psychology.*

***PSYC250 Psychology of Women (3) WS**

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. *Prerequisite: PSYC100.*

***PSYC253 Statistics for the Behavioral Sciences (3) QR**

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. *Prerequisite: PSYC100.*

PSYC254 Research Methods in Psychology (4)

Single organism and group research strategies in the behavioral sciences. Examination of factors that contribute to competent research designs. Students evaluate published research and carry out an original piece of research. *Prerequisite: PSYC100 and PSYC253.*

***PSYC255 Political Psychology (Also POLS255) ++ (3) AE**

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. *Prerequisite: PSYC100 or permission of instructor.*

***PSYC260 Children with Serious Illnesses ++ (3)**

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. *Prerequisite: PSYC100 or permission of the instructor.*

PSYC295 Exploratory Independent Study ++ (3)

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: PSYC100 and offered by arrangement with instructor.*

***PSYC299 Behavior Analysis (3)**

Examination of concepts and procedures used in behavior analysis. Students keep records and analyze their own behavior. *Prerequisite: PSYC100.*

***PSYC300 Brain and Behavior (3)**

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. *Prerequisite: PSYC100 and junior or senior status.*

***PSYC310 Human Sexuality ++ (3)**

Biological, sociological, developmental and cross-cultural aspects of human sexuality. Readings, discussion and film introduce students to the core knowledge base of the field. *Prerequisite: PSYC100.*

PSYC311 Art Therapy: An Introduction (3)

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. *Prerequisite: PSYC100 and PSYC368 (may be taken concurrently) or permission of instructor.*

PSYC312 Studio Techniques in Art Therapy (3)

A methodological survey of the materials and practical techniques of art therapy: drawing, painting, and ceramics (clay). An art education component is included. *Prerequisite: PSYC100 and 311 or permission of instructor.*

***PSYC315 Cognitive Psychology ++ (3)**

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. *Prerequisite: PSYC100.*

***PSYC345 History and Systems of Psychology (3)**

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. *Prerequisite: PSYC100. Senior status; junior status with permission of instructor.*

***PSYC346 Writing Women's Lives: The Construction of the Self (Also ENGL346) ++ (3) WS, HE**

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. *Prerequisite: PSYC100 or permission of instructor. Generally offered as Honors capstone.*

***PSYC349 Psychology of Personality + (3)**

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. *Prerequisite: PSYC100.*

***PSYC350 Psychology of Moral Development (3) VE**

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. *Prerequisite: PSYC100.*

***PSYC360 Clinical Psychology + (3)**

A conceptual framework for understanding psychological approaches to treatment of psychological disorders and distress. Outside speakers explain how they chose their orientations and how they do therapy. Students identify the assumptions and methods of major paradigms of psychotherapy. *Prerequisite: PSYC100 and PSYC368 recommended.*

***PSYC367 Child Psychopathology ++ (3)**

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. *Prerequisite: PSYC100*

***PSYC368 Psychopathology (3)**

Examination of mental disorders as defined in the Diagnostic and Statistical Manual of Mental Disorders; criteria of normality/abnormality; defining and diagnosing mental disorders. *Prerequisite: nine credits in psychology and junior or senior status.*

***PSYC375 Contemporary Topics in Political Psychology (Also POLS375) ++ (3) VE, AE**

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. Generally offered as an Honors capstone course or to students with a minimum 3.25 GPA by permission of the instructor.

PSYC412 Art Therapy with Adolescents ++ (3)

Clinical issues relevant to this particular stage of the human life-cycle. Integration of theory and practice of Art Therapy to normal and disabled adolescents. *Prerequisite: PSYC100 and 311 or permission of instructor.*

PSYC430 Field Study - Children and Adolescents (3-6)

Integration and application of principles and understandings of development in supervised fieldwork with children and/or adolescents with physical and/or adjustment problems. *Prerequisite: nine semester-hours in psychology including PSYC100 and either 220, 238 or 241; junior or seniors status and permission of the instructor.*

PSYC431 Field Study - Adulthood and Aging (3-6)

Integration and application of the principles and understandings of the psychology of adulthood and aging in supervised fieldwork in an applied setting. *Prerequisite: PSYC100 and 238 or 242; junior or senior status and permission of instructor.*

PSYC495 Advanced Independent Study ++ (3)

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. *Prerequisite: PSYC100. Offered by arrangement with instructor.*

PSYC499 Coordinating Seminar (3)

The capstone intellectual experience of the Psychology major. Controversial issues in psychology are examined to enhance critical thinking skills and knowledge acquired throughout the program. *Prerequisite: PSYC100, 254; Psychology majors with senior status.*

Religious Studies

***RELS100 Christian Faith in the Modern World (3) RE**

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.

***RELS102 Christian Spirituality (3) RE**

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.

***RELS104 Reading the Bible (3) RE**

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.

***RELS105 Contemporary Christian Morality: Method and Issues (3) RE, VE**

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.

***RELS110 Religious Autobiography (3)**

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. Three hours per week, one semester.

***RELS150 Religions of the East ++ (3) RE**

An introductory survey of the major traditions of India, China, and Japan — Hinduism, Buddhism, Confucianism, and Taoism. Other traditions are reviewed.

***RELS151 Religions of the West ++ (3) RE**

An introductory survey of the three great Abrahamic traditions. Judaism, Christianity, and Islam their historical development and interrelations into the 21st century.

***RELS152 Religion in America ++ (3) RE, AE**

An introduction to the variety of religious groups and activities that make up the American religious landscape today.

***RELS201 The Church: A Contemporary Study (3) RE**

The Church in the light of Vatican II and contemporary theological thought.

***RELS202 Christian Sacraments (3) RE, VE**

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.

***RELS203 The Problem of God: Belief and Unbelief (3) RE**

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.

***RELS205 The Ecological Challenge (3) RE**

The ecological challenge through the lenses of scripture, Christian worship and spirituality, and the theological writings of women in the first and third worlds.

***RELS207 Women in Christian Tradition + (3) RE, WS**

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.

***RELS208 Christian Peacemaking + (3) RE, VE, GI**

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.

***RELS209 Christianity and Social Justice (3) RE**

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.

***RELS211 Justice Seekers and Peace Makers + (3) RE, VE**

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.

***RELS250 Prayer-Ways of the Psalms + (3) RE, HE**

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.

***RELS251 Hebrew Scriptures (3) RE**

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.

***RELS253 Prophets and Prophecy in Ancient Israel (3) RE**

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.

***RELS254 New Testament Gospels (3) RE**

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.

***RELS255 Saint Paul and the Apostolic Church**
(3) RE

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.

***RELS256 Jewish Life and Thought +** (3) RE

Judaism as a faith and its connection with Jewish history. The origins of the Jewish people and its 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.

***RELS257 Islam** (3) RE

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.

***RELS258 Religion and Race in the United States** (3) RE, WS

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. *Prerequisite: an introductory (100 level) course in RELS and permission of the instructor.*

***RELS260 Jesus the Christ in Contemporary Thought** (3) RE, GI, AE

Critical investigation of the historical foundations and the theological content of the mystery of Jesus Christ in the light of modern developments.

***RELS261 Christian Marriage in a Secular Society** (3) RE

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.

***RELS263 Women and Gender in Early Christianity +** (3) RE, WS

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.

***RELS265 Christian Service and Leadership** (3) RE

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: one course in Religious Studies.*

***RELS266 Christianity/Global Perspectives**
(3) RE, GI

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. *Prerequisite: RELS100 or permission of the instructor.*

***RELS270 Social Justice in the City of Hartford**
(3) RE, VE, AE

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.

***RELS290 Special Topics in Religious Studies ++** (3), (3) RE

An examination of important topics in Religious Studies.

***RELS295 Exploratory Independent Study ++** (3)

Prerequisite: For Religious Studies majors or minors who wish to pursue topics other than those in listed courses.

***RELS301 Moral Issues in Health Care: A Christian Perspective** (3) RE, VE

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. *Prerequisite: one course in Religious Studies or permission of the instructor.*

***RELS303 Buddhism in America** (3) RE, GI

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. *Prerequisite: RELS150 or permission of the instructor.*

***RELS307 Death** (3) RE, WR, VE

An attempt to understand death in order better to grasp the meaning of life. Particular emphasis on the Christian perspective.

***RELS313 Mysticism: East and West +** (3) RE

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. *Prerequisite: one course in Religious Studies or permission of the instructor.*

RELS385-386 Internship (3-6)

Supervised experience in the area of Religious Studies or Justice and Peace. *Prerequisite: approval by faculty advisor and department chair.*

RELS495 Advanced Independent Study ++ (3)

Prerequisite: For Religious Studies majors who wish to pursue a particular theological theme in greater depth.

RELS499 Coordinating Seminar (3)

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: Required for Religious Studies majors; open to RELS minors and others with permission of the Department Chair.*

Sociology

***SOCL101 Introduction to Sociology (3)**

Science of social relationships. Study of culture, society, social control, major institutions, social classes, groups, and social processes.

***SOCL110 Cultural Anthropology (Also INTS110) (3) GI**

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.

***SOCL203 History of the American Indian (Also HIST203) (3) AE**

Attention to the role of Native Americans in selected eras of United States history, governmental policy towards 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.

SOCL205 Special Topics in Sociology (3)

An interdisciplinary perspective on a variety of topics of sociological interest and subjects not examined by the regular Sociology curriculum.

***SOCL206 Social Problems (3)**

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.

***SOCL217 Racial and Ethnic Groups (3) AE**

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.

***SOCL219 Women in American Society (3) WS, AE**

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.

***SOCL221 Sociology of the Family (3)**

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.

***SOCL223 Sociology of Work and Leisure ++ (3)**

Changing definitions of work and leisure in our society, and inter-relations between occupational and recreational institutions.

***SOCL227 Inequality in America (3) AE**

Analysis of structure and processes of stratification in the United States. Focus on theoretical approaches to economic power and life-style differentials.

***SOCL229 Urban Sociology ++ (3)**

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

SOCL307 Reading Seminar in Sociology ++ (3)

Assigned readings on specific aspects of culture and society; emphasis on sociological analysis. *Prerequisite: Open to upper-level majors and non-majors with permission of instructor.*

***SOCL325 World Systems Theory (Also ECON325) (3)**

Presentations of world systems theory as an interdisciplinary framework by which to understand the development of modernity. Special 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. *Prerequisite: SOCL101.*

SOCL381 Social Thought Through the 19th Century (3)

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. *Prerequisite: SOCL101.*

SOCL383 Contemporary Social Theory (3)

Development of major perspectives from 1900 to the present. Emphasis on conflict, functionalism, symbolic interactionism, labeling, exchange, critical and radical approaches. *Prerequisite: SOCL101.*

SOCL481, 483 Practicum in Applied Sociology (3),(3)

Field experience and sociological research in a community setting approved by the Department. Time to be determined individually. *Prerequisite: SOCL375.*

SOCL495 Advanced Independent Study (3)

Student designed directed readings and research project. *Prerequisite: approval by faculty advisor.*

SOCL499 Coordinating Seminar (3)

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

SOCW102 Introduction to Social Work (3)

Do you have a future in the social work profession? In this course, students explore career opportunities in social work with respect to their personal and professional values and goals. Topics include the history of social work, contributions of culturally diverse individuals and groups, professional ethics and standards for cultural competence, traditional and emerging fields of practice, and the relationship of social work with allied professions. Three hours a week, one semester.

SOCW202 Black Families in the United States (3)

Families of African heritage who live in the U.S. have diverse histories, traditions, national and ethnic backgrounds, religions, economic resources, family structures, and forms of artistic expression, but they share the experience of resisting oppression. This course explores the resources, resilience, and diversity of Black families and communities with implications for empowerment and social change. Open to all students. Three hours a week, one semester.

*SOCW206 Latina Women and Their Worlds (3) WI

Explore the experiences and contributions of Puerto Rican and Latina women who live on the mainland U.S. Latinas face social, political, economic, and cultural barriers and opportunities as they migrate or immigrate, care for families and communities, participate in the labor force, advance educationally, and sustain health and spiritual life. This course considers Latinas' strengths in resisting prejudice and discrimination, living in multiple cultures, and promoting positive social change. Open to all students. Three hours a week, one semester.

SOCW208 Social Work Writing Circle (1-3)

Social Work Writing Circle is open to Social Work majors who are enrolled in at least one required Social Work course. Individualized and small group tutorials provide supplemental instruction and academic support as students plan assignments, explore the writing process, and strengthen writing skills. Based on an individualized learning plan, students enroll on a Pass/Fail basis for 1-3 credits per semester for a maximum of 3 credits during the student's college career. Ordinarily students participate in 1 hour per week of tutorials for each credit earned. *By permission of the department.*

SOCW300 Social Welfare Policy (3) WR, AE

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. *Prerequisite: ECON101, POLS110 or 125, SOCL101 or by permission of the instructor.* Three hours a week, one semester.

SOCW302 Special Topics in Social Work (1-3)

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.

*SOCW340 Latino Community Research (Also SPAN340) (3) L, AE

Explore Latino culture through bilingual readings, class discussions, and guest presentations and conduct a research study in Spanish with a Latino community. In this bilingual course, students enhance research skills in their major field of study and strengthen oral and written proficiency in the Spanish language. *Prerequisite: Open to juniors and seniors; SPAN300 and 301 or consent of instructor.*

SOCW 375 Social Research (3) WR

Social workers use research to build knowledge, influence policy, and evaluate practice. Students consider qualitative and quantitative research methods; examine applications of new technologies; explore issues in professional ethics and human rights; apply standards for cultural competence; and gain experience in evaluation research. *Prerequisite: SOCL 101 and MATH 110 or PSYC253 or by permission of the instructor.* Three hours a week, one semester.

SOCW 382 Human Behavior in the Social Environment (3)

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. *Prerequisites: BIOL223, BIOL270 or GERO111, 112 and 113; SOCL217, SOCL227, SOCW202, or SOCW206; HDFS210 or PSYC238; or by permission of the instructor.* Three hours a week, one semester.

SOCW 386 Field Practice I (4)

Field seminars support students as they integrate theories and research-based knowledge with their experiences in the field. In written assignments and class discussions, students frame questions, locate and apply relevant professional literature, identify ethical issues, and pursue cultural competence. Classes afford opportunities for mutual aid and collaborative learning. Two hours of class biweekly, and eight hours per week of supervised field experience in generalist social work practice. *Prerequisite: SOCW102 and admission to the Social Work Program; concurrent: SOCW396; or by permission of the department.* One semester.

SOCW 388 Field Practice II (4)

Continuation of SOCW 386. *Prerequisite: SOCW386 and SOCW396; concurrent: SOCW398; or by permission of the department.*

SOCW396 Social Work Methods I (3)

Generalist social work practice with individuals includes principles of empowerment and policy practice. Students are introduced to the professional change process with individuals in socially and culturally diverse families and communities, and they examine and apply the NASW Code of Ethics and Standards for Cultural Competence. *Prerequisite: SOCW102 and admission to the Social Work Program; concurrent: SOCW386; or by permission of the department.* Three hours a week, one semester.

SOCW398 Social Work Methods II (3)

Generalist social work practice with communities and organizations includes strategies for networking and participatory action research. Students assess socially and culturally diverse communities and organizations in local and international environments, including inter-group and inter-organizational relationships; prejudice, discrimination, and differential opportunities; formal and informal leaders, support systems, and service providers; and community and organizational values as obstacles and resources for social change. *Prerequisites:* SOCW396; *concurrent:* SOCW398; *or by permission of the department. Three hours a week; one semester.*

SOCW400 Social Work Methods III (3)

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. *Prerequisites:* SOCW398; *concurrent:* SOCW 482; *or by permission of the department. Three hours a week; one semester.*

SOCW482 Field Practice III (7)

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 sixteen hours per week of supervised field experience in generalist social work practice. *Prerequisite:* SOCW 388, 398; *concurrent:* SOCW400; *or by permission of the department. One semester.*

SOCW484 Field Practice IV (7)

Continuation of SOCW 482. *Prerequisite:* SOCW482 and SOCW400; *concurrent:* SOCW498; *or by permission of the department. One semester.*

SOCW498 Coordinating Seminar (3)

Assignments in this course make up the Comprehensive Examination in Social Work. 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 analyze an ethical issue; to assess their cultural competence; and to demonstrate effective use of the professional change process. Students plan for educational and professional advancement in light of a social purpose or vision for social change. *Prerequisites:* SOCW400, SOCW482; *concurrent:* SOCW498; *or by permission of the department. Three hours a week, one semester.*

Spanish***SPAN100, 101 Beginning Conversation I, II (3), (3) LG**

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.

SPAN153 Spanish for Educators (3)

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:* two years of high school, or one year of college Spanish, or permission of instructor.

SPAN154 Spanish for Health Professionals (3)

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 healthcare field (anatomy, nutrition, illness and disease, hospital terminology). *Prerequisite:* Two years of high school, or one year of college Spanish, or permission of instructor.

***SPAN200, 201 Intermediate Conversation I, II (3), (3) LG, GI**

Conversation, using linguistically prepared readings. Vocabulary building concerning everyday situations. Cultural study. Review of grammar. *Prerequisite:* SPAN150, 151 or three years of high school Spanish.

***SPAN300, 301 Conversation and Readings I, II (3), (3) LG, GI**

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. *Prerequisite:* SPAN200, 201, four years of high school Spanish, or by consent of instructor.

***SPAN320, 321 Advanced Conversation I, II (3), (3) LG, GI**

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. *Prerequisite:* SPAN300, 301 or consent of instructor.

SPAN331 Study Culture Workshop in Spain or Latin America (1-6)

A visit to Spain or Latin America. Important geographical and historical points of interest and the culture of the people studied. Open to all students. Spanish not required. All classes and tours offered in English.

***SPAN340 Latino Community Research**
(Also SOCW340) (3) LG, AE, WR

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. *Prerequisite: 300-level Spanish or permission of the instructor.*

SPAN360 Spanish American Civilization+ (3)

History, geography, customs, literature, and people of Spanish America. *Prerequisite: SPAN300, 301 or consent of instructor.*

SPAN361 Special Topics in Spanish Language, Literature and Culture (3)

Studies for advanced students in specialized topics, area studies, thematic studies. *Prerequisite: SPAN300, 301 or permission of the instructor.*

SPAN379, 380 Advanced Grammar and Composition I, II (3), (3)

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.

SPAN390 Spanish American Literature + (3)

Development of Spanish American literature from the discovery of America to the present; main literary figures and trends; readings in the novel, drama, and poetry. *Prerequisite: SPAN300, 301 or consent of instructor.*

SPAN495 Advanced Independent Study (3-6)

SPAN499 Coordinating Seminar (3)

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.

Graduate Course

SPAN579 Advanced Grammar and Composition for the Professions
(Also SOCW579) (3)

For native, heritage and strong non-native speakers of Spanish whose goal is refining and perfecting written Spanish 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.

Special Education

SPEC217 Students with Mild Disabilities (3)

Historical and contemporary perspectives related to identification of, and planning and programming for, children with mild disabilities as well as children who are gifted and talented. Inclusion of exceptional children in general education settings emphasized. Learning and behavioral characteristics of children with mild disabilities including learning disabilities, speech and language disorders, emotional and behavioral disorders, mild mental retardation, high spectrum autism, non-verbal learning disabilities and Asperger's Syndrome, as well as children who are gifted and talented. Field study required.

SPEC 205 Foundations of Education
(Also EDUC 205) (3)

A broad survey of the social, historical, and philosophical foundations of education and in-depth study of selected areas pertinent to education in contemporary America. Emphasizes an issues approach to develop a more realistic view of the teaching profession and to foster a better understanding of the major debates in education. Field study required.

SPEC218 Students with Moderate to Severe Disabilities (3)

An examination of the characteristics and special requirements of persons with moderate to severe disabilities including mental retardation, neurobiological disorders such as autism, attention deficit disorder, schizophrenia, and traumatic brain injury. Causes of these disabilities and their implications for education and life at home and in the community are discussed. Concepts of functional education and contextual learning are explored. Field study required.

SPEC265 The Elements of Teaching
(Also EDUC265) (3)

An introduction to the elements of teaching: instructional goals and objectives, unit and lesson planning, teaching strategies and models, differentiated instruction, and student evaluation. Field study required.

SPEC295 Exploratory Independent Study
Offered by arrangement (3)

SPEC343 Educational Assessment (3)

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: SPEC217, 218, 265.*

SPEC345 Teaching Students with Disabilities (3)

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 Plans (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: SPEC217, 218, EDUC265.*

SPEC346 Curriculum and Instruction in Special Education: Adaptive Strategies (3)

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: SPEC343, 345.*

SPEC347 Special Topics (3)

In-depth exploration of topics, programs, agencies, and services for disabled persons. Combines lecture, discussion, and field trips. Offered by arrangement.

SPEC383 Classroom Management (3)

Theoretical perspectives of behavior and management are reviewed with an examination of materials and techniques utilized in group and individual settings and effective strategies for management of academic and social behaviors. Emphasis on evaluation procedures and intervening strategies relative to maladaptive behavior and enhancement of self-control. Field study required.

SPEC403 Field Experiences in Special Education (3-6)

Supervised experience in agency settings dealing with exceptional children and youth.

SPEC447 Student Teaching: Students with Disabilities (9)

Focus on application of instructional theory via practicum experience in observation, teaching and evaluation involving individuals, small groups and total classes with emphasis on specialization in learning disabilities, mental retardation and/or behavioral disorders. *Prerequisite: SPEC217, 218, 343, 345, 346, 383. Open to seniors only.* Eligibility for student teaching is contingent on acceptance into the Department one semester prior to placement. Completed application form must be submitted by February 1 for the following fall student teaching placement. Fee for consortium students.

SPEC495 Advanced Independent Study Offered by arrangement (1-3)

SPEC499 Coordinating Seminar (3)

Coordination and integration of prior course work relative to special education theory and practice. Focus on examination of relevant legislation and litigation, including confidentiality and liability; student evaluation and development of individualized education programs (IEP); and presentation of case study via planning and placement team (PPT) simulations. Field study required. *Prerequisite: SPEC 217, 218, 343 and 345; SPEC 346 and 383 are Prerequisite or corequisite.*

Graduate Courses

SPEC510 Growth and Development in Early Childhood (Also ECSE510, EDUC517) (3)

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.

SPEC511 Language Development and Emergent Literacy (Also ECSE520, EDUC520) (3)

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.

SPEC512 Assessment: PreK to Grade 3 (Also ECSE540) (3)

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.

SPEC513 Assessment: Birth to Kindergarten (Also ECSE541) (3)

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 included.

SPEC516 Exceptional and At-Risk Children in Today's Schools (3)

The psychosocial development of children with disabilities and those identified as gifted and talented. Emphasizes learning and behavioral characteristics of children with disabilities. Field study required.

SPEC517 Students with Mild Disabilities (3)

Learning and behavioral characteristics of children with mild disabilities and includes issues of identification, program design, and integration within the general education classroom. Consideration of the special needs of the gifted and talented. Field study required.

SPEC518 Children with Moderate to Severe Disabilities (3)

Characteristics and special requirements of persons with moderate to severe disabilities and other low prevalence disabilities. Topics include history, etiologies, medical considerations, normalization and family issues. Implications for assessment, and intervention as well as the areas of interpersonal relatedness, communication, mobility, cognition and activities of daily living considered. Life span issues including vocational, recreational, residential and health care resources explored. Field study required.

SPEC524 Instruction and Curriculum (Also EDUC524) (3)

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.

SPEC526 Educational Assessment (3)

Planned educational evaluations for children perceived to have learning difficulties. Includes lecture, discussion, demonstration, and practical experiences with a wide range of teacher administered procedures. Emphasis on field experiences utilizing a variety of assessment approaches. Laboratory fee required. *Prerequisite: SPEC517, SPEC/EDUC 524, EDUC 507, SPEC 579.*

SPEC534 Classroom Management (3)

Issues and legal constraints in employing classroom management strategies. Focuses on a range of techniques applicable in both regular and special education settings for individuals and groups. Techniques include behavior management, group discussion dynamics, problem solving, social skills and counseling strategies. Field work required. *Prerequisite: SPEC517 or 516 or 582.*

SPEC535 Laws and Special Education (3)

Legislation affecting the delivery of services to exceptional children and adults. Specific reference to federal and state legislation and relevant court decisions. Topics include PL 102-119, IDEA and subsequent amendments, ADA, 504 regulations, CT 10-76, confidentiality, and teacher liability in negligence, intentional interference, and constitutional infringement cases. Current litigation in Special Education will be presented. Culminating experience includes PPT simulations and IEP development. *Prerequisite: SPEC517 or 516 or 582.*

SPEC536 Student Teaching: Intellectual Disabilities (4-6)

Field Study Required.

SPEC537 Student Teaching: Behavioral Disorders (4-6)**SPEC538 Student Teaching: Learning Disabilities (4-6) (12 Credit Placement Fall and Spring)**

Students pursuing certification in Special Education observe, plan for, and teach children in two areas of exceptionality and facilitate the integration of children in mainstream general education settings. Every student teacher begins with observation of the children, the physical setting, the cooperating teacher and other staff members, and gradually begins to work one-to-one with students, conducting small group lessons, leading to total program planning, instruction, and management. Student teachers also attend planning and placement (PPT) meetings, parent conferences, faculty meetings and inservice workshops whenever possible, and facilitate the integration of children in mainstream settings. Attendance at periodic seminars and inservice training on campus required. *Prerequisite: All courses required in the certification program.* Application deadlines are February 1 for summer and fall practica, and September 15 for spring practica.

SPEC539 Curriculum and Instruction: Adaptive Strategies (3)

Curricular and instructional adaptations examined to accommodate diverse student needs in a variety of learning environments. Focus on instructional modifications and content enhancements, professional collaboration, and approaches to study skills, reasoning/thinking skills, comprehension of text and writing. Field study required. *Prerequisite: SPEC517 or 516 or 582.*

SPEC 540 Reading Interventions for Inclusive Schools (3)

Challenges faced by general and special education teachers who work with students who have difficulty constructing meaning due to language delays, differences or processing deficits. Features interventions in word study and spelling, fluency, vocabulary and comprehension with attention to student motivation. Instructional approach which monitors student response to instruction, underlies the study and evaluation of interventions that vary in intensity. Course content geared toward at-risk and special populations, including English learners.

SPEC541 Collaborative Consultation for School Personnel (3)

Explores a delivery system in which school-based professionals work independently in a variety of learning environments. Stresses coordination of direct and indirect service roles and responsibilities so that the needs of learners with mild disabilities or learners who are "at risk" can be met. Competencies, procedures, organization, and documentation needed for effective and efficient student and program changes discussed and applied by participants. Field study required.

SPEC542 Reading Disabilities: Linking Assessment and Instruction (3)

Focus on the prevention, diagnosis and treatment of reading problems which reflect language or learning disabilities. An in-depth analysis of children's performance in word identification, spelling and comprehension, and the development of instructional interventions derived from these assessments. Clinical work with a child experiencing literacy difficulties and her or his family required. *Prerequisite: EDUC507, SPEC 517, EDUC/SPEC524 or permission of instructor.*

SPEC543 Instructional Planning and Interventions in Special Education: Writing and Study Skills (3)

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: EDUC507, SPEC517, EDUC/SPEC524. EDUC509 strongly recommended.*

SPEC544 Psycho-Social Development (3)

Focuses on challenges faced by elementary, middle and secondary teachers in working with students who either lack social skills or possess maladaptive behaviors. Examination of ways to prevent and treat social problems draw upon research in social cognition, psycholinguistics and educational psychology. An array of interventions that vary in intensity will be covered. Course content is geared toward general and special education teachers, as well as school support staff interested in at-risk and special populations (3 credits). *Prerequisite: SPEC 516, 517, 518 or 582 or permission of instructor.*

SPEC545 Seminar in Remedial Reading and Related Instructional Theory (Also EDUC545) (3)

Seminar for the Saint Joseph College/West Hartford Public School's Internship Program for graduate students working in instructional settings for students with remedial needs. Instructional models for teaching remedial reading and language arts. Consideration of

literary assessment and behavior management techniques. *Prerequisite: Limited to selected interns who hold a Connecticut Education License.*

SPEC546 Seminar in Writing and Related Instructional Theory (Also EDUC546) (3)

Advanced seminar for the Saint Joseph College/West Hartford Public School's Internship Program for graduate students working in instructional settings for 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. *Prerequisite: EDUC545. Limited to selected interns who hold a Connecticut education license.*

SPEC547 Practicum I: Theory into Practice (Also EDUC547) (3)

Part of the Saint Joseph College/West Hartford Public School's Internship Program. 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. Field work four days per week, based on the West Hartford Public School calendar, is required. *Prerequisite: Limited to selected interns who hold a Connecticut Education License.*

SPEC548 Practicum II: Theory into Practice (Also EDUC548) (3)

Part of the Saint Joseph College/West Hartford Public School's Internship Program. Continuation and refinement of the clinical experiences described in EDUC547. *Prerequisite: Limited to selected interns who hold a Connecticut education license.*

SPEC555 Programs for Young Children (Also ECSE555) (3)

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. *Prerequisite: ECSE510, EDUC517 or SPEC510, or permission of the instructor.*

SPEC579 Children and Mathematics (Also EDUC510) (3)

A study of mathematics curriculum for elementary grades. Teaching strategies, techniques and learning activities focus on National Council of Teachers of English standards and topics, manipulative experiences, and constructivist theories. Modifications for exceptional, diverse and at-risk children in the regular classroom are also provided. *Prerequisite: EDUC/SPEC524.*

SPEC580 Field Experience (Also EDUC580) (3)

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.

SPEC582 Exceptional Adolescents (3)

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 and classroom and behavioral management techniques appropriate to inclusionary practices.

SPEC590 Special Topics (1-3)

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.

SPEC595, 596 Independent Study/Research (1-3)

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 School and must be approved by the project advisor, department chair and the vice-president of academic affairs.*

SPEC598, 599 Thesis (3, 3)

By arrangement. *Prerequisite: EDUC515.* Guidelines available at The Graduate School and must be approved by the project advisor, student's advisor, department chair, and the vice-president of academic affairs.

SPEC645 Seminar: Early Intervention and the Emergent Reader (3)

Part of the Saint Joseph College/West Hartford Public Schools Internship Program. Advanced level, specialized weekly seminars focusing on the constructivist theory of reading, cognitive and meta-cognitive learning theory and the research related to these topics. Formal and informal assessment tools and developmentally-appropriate intervention theories explored in-depth. *Prerequisite: SPEC545, 546, 547, 548 or comparable experiences. Limited to selected interns. Co-requisite: SPEC647.*

SPEC646 Seminar: Current Research and the Emergent Reader (3)

Part of the Saint Joseph College/West Hartford Public Schools Internship 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. *Prerequisite: SPEC645 and 647. Limited to selected interns. Co-requisite: SPEC648.*

SPEC647 Advanced Practicum I: Direct Service Application for Lead Interns (3)

For interns participating in the second year of the Saint Joseph College/West Hartford Public Schools Internship Program. A semester field assignment of four and a half days per week. Emphasis on early intervention strategies in diagnosis and remediation of primary grade remedial need students in Reading/Language Arts. Experiences include intensive remedial diagnostic direct service to students and professional support for the first-year interns. *Prerequisite: SPEC545, 546, 547, 548 or comparable experiences. Limited to selected interns. Co-requisite: SPEC645.*

UEPH505 Instructional Strategies That Work (2-3)

Practical applications of instructional strategies that are outlined in the research base on effective instruction and that have been proven to support student learning, if implemented systematically and routinely in the classroom. Cognitive strategies that foster critical thinking and transferability of acquired skills. Students learn how to evaluate curriculum materials for any content area, organize content for learning, and develop or evaluate scoring guides for student tasks. *Prerequisite for Section .02: UEPH501.*

Women's Studies

***WMST120 Women and Society (3) WR, WS**

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.

***WMST230 Feminist Theories (3) WS, WR**

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.

WMST295 Exploratory Independent Study (1-3)

Faculty-guided research on topics proposed by students.

WMST350 Internship (1-6)

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.

WMST400 Women's Studies Seminar (3)

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.

WMST495 Women's Studies Advanced Independent Study (1-3)

Further development of faculty-guided research on topics proposed by students.

WMST499 Senior Coordination (3)

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 life cycle.



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Kathryn Britton, *Marriage and Family Therapy*
B.A., Wellesley College
M.A., Saint Joseph College

- Adrienne Brown, *Performing Arts and Education*
B.A., University of Hartford
M.S., Central Connecticut State University
- Mary Ellen Campbell, *Nutrition*
B.S., Saint Joseph College
M.S., University of Connecticut
- Gail Champlin, *Social Work*
B.A., University of Hartford
M.S.W., University of Connecticut
- Mark Chiang, *Business Administration*
B.S., M.S., M.B.A., Rensselaer Polytechnic Institute
- Loretta J. Costa, *Interdisciplinary Studies*
B.A., Ithaca College
M.S., Central Connecticut State University
- Jill Cristo, *Marriage and Family Therapy*
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M.A., Saint Joseph College
- Ellen Daley, *Nutrition*
B.A., Boston College
B.S., Framingham State College
M.S., Finch University of Health Sciences
- Amanda Dall, *Biology*
B.A., University of Connecticut
- James DeFelice, *Physical Education*
B.S., University of Connecticut
- Nicole DeRonck, *Counselor Education*
B.A., Gettysburg College
M.S., State University of New York at Albany
Ph.D., University of Illinois at Chicago
- Barbara DiOrio, *Fine Arts*
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M.F.W., Wesleyan University
- Nancy Drew, *Nursing*
B.S., M.S. N., Northern Illinois University
Ph.D., University of Illinois at Chicago
- Tina F Dugdale, *Nutrition*
B.S., Saint Joseph College
M.S., University of Connecticut
- Bernice Duhl, *Marriage and Family Therapy*
B.A., Brandeis University
M.Ed., Ed.D., University of Massachusetts
- Sheri Eklund, *Nursing*
B.S.N., Southeastern Massachusetts University
M.S.N., Boston College, School of Nursing
- Akram Erik-Soussi, *Business Administration*
M.A.L.S., Wesleyan University
Dott.Arch., University of Florence, Italy
- Laurel B. Fey, *Nutrition, Human Development and Family Studies*
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- Eileen Fielding, *Biology*
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- Marie Fischetti, *Education*
B.A., University of Tennessee
M.A. Emerson College
- Charles Frazier, *Social Work*
B.A., Hampton University
M.S.W., University of Connecticut
- Edward Freeman, *Mathematics*
B.A., Yeshiva University
M.S., New York University
J.D., University of Connecticut School of Law
- Philip Freemer, *Education*
B.A., University of Connecticut
M.A., University of Hartford
- Bridget Gallant, *Psychology*
B.F.A., School of Visual Arts
M.A., Albertus Magnus
- Mary Ann Gauthier, *English*
B.A., Saint Joseph College
M.S., Southern Connecticut State University
- Sue Gebo, *Nutrition*
B.S., Cornell University
M.P.H., University of Michigan
- Michael B. Gessford, *Physical Education*
B.S., Plymouth State University
M.S., Central Connecticut State University
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M.A., Longy School of Music
- William Godburn, *Business Administration*
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M.S., Rensselaer Polytechnic University
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B.S., M.A., University of Connecticut
- Jordan Grossman, *Education*
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M.S., Central Connecticut State University
Ed.D., University of Connecticut
- Cynthia Gruman, *Gerontology*
M.S.W., M.S.G., University of Southern California
M.S., Ph.D., University of Massachusetts
- Irene K. Guttilla, *Biology*
B.S., M.S., University of New Haven
- Lynn Hoffman, *Marriage and Family Therapy*
B.A., Radcliffe College
M.S.W., Adelphi University
- Lucy Anne Hurston, *Sociology*
B.A., Central Connecticut State University
M.A., Ohio State University
- Lieve Keeney, *French*
Institut Pedagogique de Berkendael, Belgium
- Linda Labbadia, *Education*
B.A., Saint Joseph College
M.Ed., University of Hartford
J.D., Western New England School of Law
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M.Ed., Lesley College
- Joan A. Leach, *Human Development and Family Studies*
M.S.N., M.Ed., University of Connecticut

- George Lechner, *Fine Arts*
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M.A., Bryn Mawr College
- Jon Lender, *English*
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- Maria E. Lisboa, *Nursing*
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B.S., Saint Joseph College
M.S.W., Fordham University
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- Robert Markowicz, *Mathematics/Computer Science*
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Ph.D., Fordham University
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B.S., Plymouth State College
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J.D., University of Connecticut School of Law
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B.S., Seattle Pacific University
- Cynthia Niedbala, *Education*
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M.S., Southern Connecticut State University
- James O'Leary, *Psychology*
B.A., University of Wisconsin
M.Ed., Colorado State University
- Alan Paluck, *Psychology*
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- Frank M. Parisi, *Management Sciences*
B.S., Bryant College
M.S., Rensselaer Polytechnic Institute
- Debby Paul, *Nursing*
B.S., University of Pune, India
M.S., Annamalai University, India
M.S.N., University of Hartford
- Patricia Lynn Pelzar, *Biology*
B.S., Trinity College
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- Ashley K. Phenix, *Biology*
B.S., M.S., University of Vermont
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B.S., M.A., University of Hartford
M.S.W., University of Connecticut School of Social Work
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- James Quinlan, *Chemistry*
B.A., Keene State College
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Ph.D., S.T.D., Catholic University of America
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B.A., Michigan State University
M.B.A., University of Florida
- Stephen Seaward, *Business Administration*
B.S., University of Massachusetts
M.B.A., Anna Maria College

- John T. Seddon, III, *Religious Studies*
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 M.A., Maryknoll School of Theology
 Ph.D., Fordham University
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 Ph.D., St. Petersburg State University, Russia
 Ph.D., University of Connecticut
- Herbert Shedroff, *Education*
 B.S., M.S., Eastern Connecticut State University
- Ann Sievers, *Education*
 B.A., Wellesley College
 M.A., Boston University
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 M.S., Southern Connecticut State University
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 Ph.D., University of Illinois
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 S.S.L., Pontifical Biblical Institute, Rome, Italy
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 B.A., Saint Joseph College
 M.A., Hartford Seminary
- Stewart Tinturin, *Biology*
 B.S., University of Connecticut
 B.A., Fairfield University
 M.A., University of Hartford
 M.H.S., Quinnipiac University, College of Health Sciences
- Kristen Trezza, *Nutrition*
 B.S., M.S., University of Connecticut
- Elizabeth Udeh, *Nursing*
 B.S., Pharm.D., Texas Southern University
- Diane Wadsworth, *Nursing*
 B.S., College of Our Lady of the Elms
 M.S., Saint Joseph College
- Jeanne C. Warner, *Education*
 B.S., University of Connecticut
 M.S., Central Connecticut State University
- Steven A. Weinberg, *Education*
 B.S., The City College of New York
 M.A., Wesleyan University
- Patricia Weise, *Fine Arts*
 B.F.A., University of Wisconsin
 M.F.A., Hartford Art School
- Barry Wells, *Biology*
 B.S., M.S., Georgia Southern University
- Beata Winnicka, *Biology*
 B.S., Trinity College
- Joan Wojciehowski, *Education*
 B.S., University of Massachusetts
 M.S., Westfield State College
- Jessica York, M.A.
- Meredith Yuhas, *Counselor Education*
 B.A., M.A., Ph.D., University of Connecticut
- Eric Zematis, *Computer Science/Information Technology*
 B.A., University of Connecticut
 M.S., Rensselaer Polytechnic Institute

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Accreditation

Saint Joseph College 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 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 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 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, Massachusetts 01730-1433
617.271.0022

The College is also accredited by the Board of Higher Education for the State of Connecticut. The College 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 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 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, and the American Association of The Master of Art 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).

As of April 2008 the Saint Joseph College Didactic Program was granted developmental accreditation status by The

American Dietetic Association Council on Education, Division of Education Accreditation/Approval, the specialized accrediting body recognized by the Council on Postsecondary Accreditation and The United States Department of Education.

The Saint Joseph College Dietetic Internship program is currently granted accreditation status by the Commission on Accreditation (CADE) of the American Dietetic Association (ADA), a specialized body recognized by the Council on Higher Education Accreditation (CHEA) and the United States Department of Education.

The audited financial statement for the College is available by request in the Pope Pius XII library.

Student Characteristics Based on Academic Year 2006-2007

Undergraduate Enrollment:	1042
Minority Students:	312
In-state Students:	958
Residential Students:	344
Bachelor's Degrees Awarded, 2006-07:	220

Approximately 45% of the students who begin their first year at Saint Joseph College graduate from Saint Joseph College four years later. An additional 10% earn their degrees in their fifth academic year.

Fall 2000 cohort	
4-yr grad rate	46%
5-yr grad rate	58%
6-yr grad rate	59%

Graduate Enrollment:	761
Master's Degrees Awarded, 2006-07:	177

Directions to the Campus

By air via national and regional carriers to the Hartford/Springfield airport (Bradley International) 17 miles from campus. By train via Amtrak service to Hartford. By bus via local and interstate carrier to Hartford. By car via Interstate 84 to exit 43. Turn right at traffic light at end of ramp then take an immediate left at next light onto Trout Brook Drive. At the fifth traffic light, turn right onto Asylum Avenue, then take the first left onto the Saint Joseph College campus.

Statement of Non-Discrimination

Saint Joseph College 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.

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 Saint Joseph College. The College 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.

Saint Joseph College 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. None shall be construed as an abridgement or limitation of any rights, powers, or privileges of the Board of Trustees.



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Undergraduate Minors

Programs have a variety of minors to choose from in order to enhance the educational experience. Visit the programs of interest to review the options. The following minors are associated with alternative major programs: Disabilities Studies - 41; Sports Studies - 43.

Undergraduate Certificates

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Graduate Certificates

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