



COURSE CATALOG
Undergraduate and Graduate

2009-2011

TABLE OF CONTENTS

Programs Listing, Accreditation	2
Calendars	6
About Saint Joseph College	16
Academic Units	16
Women’s College	16
Weekend Program for Adult Learners	17
Graduate Program.....	17
Other Academic Units	18
Undergraduate and Graduate Policies	
Campus Services and Student Life	20
Admissions - Undergraduate.....	30
Admissions - Graduate.....	40
Tuition and Fees - Undergraduate.....	43
Tuition and Fees - Graduate.....	46
Student Financial Aid - Undergraduate	47
Student Financial Aid - Graduate	49
Student Financial Aid – Application Process	50
Registration	52
Degree Requirements.....	58
Academic Policies and Procedures	67
Undergraduate Programs	81
Major Programs	82
Minors and Certificates not associated with a Major.....	143
Other Program Opportunities.....	151
Honors Program	151
Pre-Professional Interests	153
Weekend Program for Adult Learners	165
Graduate Programs	166
Master’s Programs	166
Independent Certificates	208
Teacher Licensure	209
Professional Programs	216
School of Pharmacy	216
All Course Descriptions	219
Contact Information	343
Addendum	349

SAINT JOSEPH COLLEGE PROGRAMS AND CERTIFICATES

Undergraduate Programs

Major Programs

Accounting
American Studies
Art History
Biochemistry
Biology
Chemistry
Child Study
Dietetics and Nutrition
English
Family Studies
History
Interdisciplinary Studies
International Studies
Liberal Studies
Management
Mathematics
Nursing
Philosophy
Psychology
Religious Studies
Social Work
Spanish
Special Education
Women's Studies

Independent Minors and Certificates

¡Adelante! Certificate in Bilingual Career Development
Dance
Disabilities
French
French Studies
Economics
Gerontology
Juvenile Justice/Human Rights
Leadership Studies
Legal Studies
Music
Performing Arts
Sociology
Sports Studies

Other Program Opportunities

Honors Program
Pre-Professional Interests
Teacher Licensure Programs
Weekend Program for Adult Learners

Graduate Programs

Master's Programs and Certificates

Biochemistry, M.S.
Biology, M.S.
 Emerging Diseases Certificate
Chemistry, M.S.
Counseling-Community Mental Health, M.A.
Early Childhood Education/Special Education, M.A.
Education, M.A. Human Development/
Gerontology, M.A.
Gerontology Certificate
Management, M.S.
 Healthcare Systems Management Certificate
 Homeland Securities Management Certificate
Marriage and Family Therapy, M.A.
Nursing, M.S.
Nutrition, M.S.
School Counseling, M.A.
Special Education, M.A.
 Action Research for the Urban Classroom Certificate
 Autism Spectrum Disorders Certificate
 Urban Applications of Educational Research Certificate

Independent Certificates – not associated with a master's program

Applied Behavior Analysis
Latino Community Practice

Teacher Licensure

Birth - Kindergarten
Nursery- Grade 3
Elementary, K-6
Secondary, 7-12
Family & Consumer Science, Pre-K-12
Special Education, K-12

Professional Programs

School of Pharmacy

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.

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 as February 11, 2010. 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.

WOMEN'S COLLEGE AND GRADUATE SCHOOL

Academic Calendar Fall Semester 2009

August	28	Fri	New Faculty Orientation / Faculty Development Day
August	28	Fri	Residence halls open for NEW students at 1:00pm
August	30	Sun	Residence halls open for RETURNING students at 1:00pm
August	31	Mon	Classes begin
August	31	Mon	Convocation, 11:30 a.m., Connor Chapel
September	2	Wed	Last day to drop ONLINE classes
September	7	Mon	Labor Day – College closed. No classes meet.
September	14	Mon	Last day to ADD/DROP on-campus classes
October	16	Fri	Mid-semester grades due for undergraduates
October	18	Sun	Investiture
October	19	Mon	Final day to withdraw from classes with “W-grade”
November	24	Tues	Final day to withdraw pass (WP) or withdraw fail (WF)
November	25	Wed	<ul style="list-style-type: none"> • Faculty Development Day. No classes meet • Thanksgiving Recess begins.
November	26 -29	Thurs - Sun	Thanksgiving Recess – College closed. No classes meet.
November	29	Sun	Residence halls open at 2:00pm
November	30	Mon	Classes resume
December	11	Fri	Last day of classes
December	14	Mon	Reading Day – all divisions. No classes meet
December	15 - 18	Tues – Fri	Final Examinations
December	18	Friday	Residence halls close at 6:00pm
December	21	Mon	Final grades due
December	23	Wed	Degree conferral date for December graduates
<i>The College reserves the right to revise this calendar.</i>			

WEEKEND PROGRAM FOR ADULT LEARNERS

Academic Calendar Fall Semester 2009

Schedules A & C			
August	21 & 22	Fri & Sat	Classes begin
August	24	Mon	Last day to drop ONLINE classes
August	25	Tues	Last day to ADD/DROP on-campus classes
September	29	Tues	Final day to withdraw from classes with "W-grade"
October	5	Mon	Mid-semester grades due
October	27	Tues	Final day to withdraw pass (WP) or withdraw fail (WF)
November	13 & 14	Fri. & Sat.	Last day of classes
December	4 & 5	Fri & Sat	Final exams
December	7	Mon	Final grades due
Schedule B			
August	28/29	Fri. & Sat.	Classes begin
August	31	Mon	Last day to drop ONLINE classes
September	1	Tues	Last day to ADD/DROP on-campus classes
October	6	Tues	Final day to withdraw from classes with "W-grade"
October	12	Mon	Mid-semester grades due
November	3	Tues	Final day to withdraw pass (WP) or withdraw fail (WF)
November	20 & 21	Fri & Sat	Last day of classes
December	11 & 12	Fri & Sat	Final exams
December	14	Tues	Final grades due
Common Scheduling; A, B & C			
August	31	Mon	Convocation, 11:30 a.m., Connor Chapel
September	7	Mon	Labor Day – College closed
October	18	Sun	Investiture
November	25	Wed	Thanksgiving Recess begins, no classes meet
November	26-29	Thurs - Sun	Thanksgiving Recess – College closed. No classes meet.
December	23	Wednesday	December degree conferral
The College reserves the right to revise this calendar.			

WOMEN'S COLLEGE AND GRADUATE SCHOOL

Academic Calendar Spring Semester 2010

January	17	Sun	Residence halls open at 2:00pm
January	19	Tues	Classes Begin
January	21	Thurs	Last day to drop ONLINE classes
February	2	Tues	Last day to ADD/DROP on-campus classes
March	5	Fri	Mid-semester grades due for undergraduate
March	8	Mon	Final day to withdraw from classes with "W-grade"
March	12	Fri	Residence halls close at 6:00pm
March	15-19	Mon-Fri	Spring Break
March	20	Mon	Classes resume
March	21	Sun	Residence halls open at 4:00pm
April	1	Thurs	Holy Thursday. No classes after 4:00 pm
April	2	Fri	Good Friday. College closed. No classes meet
April	3-4	Sat-Sun	Easter Break. No classes meet.
April	4	Sun	Residence halls open at 2:00pm
April	5	Mon	Classes Resume
April	20	Mon	Final day to withdraw pass (WP) or withdraw fail (WF)
May	3	Mon	Last day of classes
May	4	Tues	Reading Day
May	5-10	Wed-Mon	Final examinations
May	10	Mon	Residence halls close for NON-SENIORS at 6:00pm
May	10	Mon	Final grades due for classes with exams given Wed-Fri, May 5-7
May	12	Wed	Final grades due for classes with exams given Mon, May 10
May	15	Sat	Baccalaureate
May	16	Sun	Commencement
May	16	Sun	Residence halls close for seniors at 6:00pm
			The College reserves the right to revise this calendar.

WEEKEND PROGRAM FOR ADULT LEARNERS

Academic Calendar Spring Semester 2010

Spring I		
Wed & Fri	January 20 & 22	Classes Begin
Fri	February 12	Mid-semester grades due for Wednesday Spring I classes
Mon	February 15	Mid-semester grades due for Friday Spring I classes
Wed & Fri	March 3 & 5	Last Day of Classes
Wed & Fri	March 10 & 12	Final Examinations
Fri	March 12	Final grades due Wednesday Spring I classes
Mon	March 15	Final grades due Friday Spring I classes
Spring II		
Wed & Fri	March 24 & 26	Classes Begin
Fri	April 2	Good Friday - college closed. No classes meet.
Fri	April 9	Mid-semester grades due for Wednesday Spring II classes
Mon	April 19	Mid-semester grades due for Friday Spring II classes
Wed	April 28	Last day of Wednesday Spring II classes
Wed	May 5	Final Exams for Wednesday Spring II classes
Fri	May 7	Last day of Friday Spring II classes. Final grades due for Wednesday Spring II classes
Fri	May 14	Final exams for Friday Spring II classes
Mon	May 17	Final grades due for Friday Spring II classes
Schedule A		
Sat	January 23	Classes Begin
Mon – Sat	March 15- 20	Spring Break
Tue	March 16	Mid-semester grades due
Sat	April 3	Easter Break - college closed. No classes meet.
Sat	April 24	Last day of classes
Sat	May 8	Final Examinations
Tuesday	May 11	Final grades due
Schedule B		
Sat	January 30	Classes Begin
Mon - Sat	March 15 – 20	Spring Break
Tue	March 16	Mid-semester grades due
Sat	April 3	Easter Break - college closed. No classes meet.
Sat	May 1	Last day of classes
Sat	May 15	Final Examinations
Tues	May 18	Final grades due

WOMEN'S COLLEGE, GRADUATE SCHOOL AND WEEKEND PROGRAM FOR ADULT LEARNERS

Academic Calendar Summer Sessions I & II 2010

Summer Session – Weekend Program or Adult Learners			
May	8 & 9	Sat & Sun	Summer Session begins
May	10	Mon	Last day to drop ONLINE classes
May	11	Tues	Final day to Add / Drop classes
May	31	Mon	Memorial Day; College Closed
June	1	Tues	Last day to withdraw and receive a 'W' grade
June	26	Sat	Final day for summer session
Summer Session I – Women's College and Graduate School			
May	17	Mon	Summer Session I Begins
May	19	Wed	Last day to drop ONLINE classes
May	24	Mon	Last day to Add / Drop Summer I classes
May	31	Mon	Memorial Day Holiday - College closed. No classes
June	7	Mon	Last day to withdraw and receive a 'W' grade
June	28	Mon	Final day for Summer Session I classes
Summer Session II– Women's College and Graduate School			
June	29	Tues	Summer Session II begins
July	1	Thurs	Last day to drop ONLINE classes
July	5	Mon	Independence Day observed. College closed; no classes
July	6	Tues	<ul style="list-style-type: none"> • 1st Monday class meeting. • Tuesday classes do not meet; this week ONLY
July	7	Wed	Last day to Add / Drop Summer Session II classes
July	20	Tues	Last day to withdraw and receive a 'W' grade
August	10	Tues	Final day for Summer Session II classes
The College reserves the right to revise this calendar.			

WOMEN'S COLLEGE AND GRADUATE SCHOOL

Academic Calendar Fall Semester 2010

August	27	Fri	<ul style="list-style-type: none"> • New Faculty Orientation / Faculty Development Day • Residence halls open for new students – 1:00 p.m.
August	28	Sat	Residence halls open for returning students – 1:00 p.m.
August	30	Mon	Classes begin Convocation, 11:30 am, Connor Chapel
September	1	Wed	Last day to add/drop on-line classes
September	6	Mon	Labor Day – College closed. No classes meet.
September	13	Mon	Last day to add/drop on-campus classes
October	11	Mon	Last day to withdraw from classes with a 'W' grade
October	17	Sun	Investiture
October	18	Mon	Mid-semester grades due
November	1	Mon	Last day to withdraw from classes with a 'WP/WF' grade
November	24	Wed	<ul style="list-style-type: none"> • Faculty Development Day • Thanksgiving Recess begins – no classes meet
November	25 & 26	Thurs & Fri	Thanksgiving Recess – College closed
November	27	Sat	Thanksgiving Recess – no classes meet
November	28	Sun	Residence halls open – 2:00 p.m.
December	10	Fri	Last day of classes
December	13	Mon	Reading Day – all divisions. No classes meet.
December	14-17	Tues – Fri	Final Examinations
December	20	Mon	All final grades due
December	30	Thurs	December degree conferral
The College reserves the right to revise this calendar.			

WEEKEND PROGRAM FOR ADULT LEARNERS

Academic Calendar

Fall Semester 2010

FALL SEMESTER ADD /DROP AND WITHDRAW INFORMATION

Online courses: all online courses must be dropped within **48 hours** of the first class meeting to receive a full refund

On-Campus courses:

- **Add / Drop** will be processed through the close of business on the day following the **2nd** class meeting.
- **Withdraw** will be processed through the close of business on the day following the **3rd** class meeting.
- **Withdraw Pass or Fail (WP)(WF)** - please contact the Office of the Registrar for dates

Schedule A			
August	25	Wed	Classes begin
October	11	Mon	Mid-semester grades due
November	17, 19, 20	Wed, Fri, & Sat	Last day of classes
December	8, 10, 11	Wed, Fri & Sat	Final exams
December	14	Tues	Final grades due
Schedule B			
September	1	Wed	Classes Begin
October	18	Mon	Mid-semester grades due
December	1, 3, 4	Wed, Fri & Sat	Last day of classes
December	15, 17, 18	Wed, Fri & Sat	Final Exams
December	21	Tues	Final grades due
Schedule C			
August	25	Wed	Classes begin
October	18	Mon	Mid-semester grades due
November 29-December 4		Mon-Sat	Last week of classes
December	13-18	Mon-Sat	Final Exams
December	21	Tues	Final grades due
The College reserves the right to revise this calendar.			

WOMEN'S COLLEGE AND GRADUATE SCHOOL

Academic Calendar Spring Semester 2011

January	24	Mon	Classes begin
January	26	Wed	Final day to add/drop online classes
February	7	Mon	Final day to Add / Drop on-campus classes
March	11	Fri	Residence halls close 6:00 p.m.
March	14	Mon	Mid-semester grades due
March	14-18	Mon - Fri	Spring Break
March	20	Sun	Residence halls open 4:00 p.m.
March	21	Mon	Final day to withdraw from classes with 'W' grade
April	11	Mon	Final day to withdraw from classes with 'WP/WF' grade
April	21	Thurs	Holy Thursday — no classes after 4:00 p.m.
April	22	Fri	Good Friday — College closed. No classes meet
April	23 – 24	Sat – Sun	Easter Break — No classes meet
April	24	Sun	Residence halls open 2:00 p.m.
April	25	Mon	Classes resume
May	6	Fri	Last day of classes
May	9	Mon	Reading Day — all divisions. No classes meet
May	10 - 13	Tues - Fri	Final examinations
May	16	Mon	All final grades due
May	21	Sat	Baccalaureate Mass
May	22	Sun	Commencement
			The College reserves the right to revise this calendar.

WEEKEND PROGRAM FOR ADULT LEARNERS

Academic Calendar Spring Semester 2011

SPRING SEMESTER ADD /DROP AND WITHDRAW INFORMATION

Online courses: all online courses must be dropped within **48 hours** of the first class meeting to receive a full refund

On-Campus courses:

- **Add / Drop** will be processed through the close of business on the day following the **2nd** class meeting.
- **Withdraw** will be processed through the close of business on the day following the **3rd** class meeting.
- **Withdraw Pass or Fail (WP)(WF)** - please contact the Office of the Registrar for dates

Schedule A

January	12	Wed	Classes begin
March	7	Mon	Mid-semester grades due
April	13, 15, 16	Wed, Fri, & Sat	Last day of classes
May	4, 6, 7	Wed, Fri & Sat	Final exams
May	10	Tues	Final grades due

Schedule B

January	19	Wed	Classes Begin
March	14	Mon	Mid-semester grades due
April	27, 29, 30	Wed, Fri & Sat	Last day of classes
May	11, 13, 14	Wed, Fri & Sat	Final Exams
May	17	Tues	Final grades due

Schedule C

January	12	Wed	Classes begin
March	14	Mon	Mid-semester grades due
May	2-7	Mon-Sat	Last week of classes
May	10-13	Tues-Fri	Final Exams
May	16	Mon	Final grades due

The College reserves the right to revise this calendar.

WOMEN'S COLLEGE, GRADUATE SCHOOL AND WEEKEND PROGRAM FOR ADULT LEARNERS

Academic Calendar Summer Sessions 2011

SUMMER SESSION ADD /DROP AND WITHDRAW INFORMATION

Online courses: all online courses must be dropped within **48 hours** of the first class meeting to receive a full refund

On-Campus courses:

- **Add / Drop** will be processed through the close of business on the day following the **2nd** class meeting.
- **Withdraw** will be processed through the close of business on the day following the **3rd** class meeting.

Complete Summer Session (May 23 - August 16)			
May	23	Mon	Summer Session begins
May	30	Mon	Memorial Day Holiday – college closed. No classes
August	16	Tues	Final day for Summer Session classes
August	19	Fri	Final grades due for Summer Session
August	31	Wed	Degree conferral for August graduates
Summer Session I (May 23 – July 5)			
May	23	Mon	Summer Session I begins
May	30	Mon	Memorial Day Holiday – College closed. No classes meet
July	4	Mon	Independence Day – College closed. No classes meet
July	5	Tues	Final day for Summer Session I classes Monday Summer I classes meet for final class meeting
July	8	Fri	Final grades due for Summer Session I
Summer Session II (July 6 – August 16)			
July	6	Wed	Summer Session II begins
August	16	Tues	Final day for Summer Session II classes
August	19	Fri	Final grades due for Summer Session II
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.

The Saint Joseph College Experience

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

ACADEMIC UNITS

The College offers certificates, bachelor's, master's, and doctoral degrees through its three primary academic units: The Women's College, The Weekend Program for Adult Learners and The Graduate Schools. Concentrations and minors exist within each individual program.

Women's College (founded in 1932)

New England's only Catholic college for women 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.

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; identify personal, social, and spiritual values, and learn how to make responsible decisions
- Strive to understand the ultimate questions of the meaning and purpose of human life; develop relationships that are individually satisfying and mutually responsible

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

Weekend Program for Adult Learners (established in 1985)

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

The Weekend Program respects the challenges, rewards, and educational needs of adults who are returning to college by offering small classes, distinguished faculty, individualized academic advising, and accelerated paths to graduate study.

Bachelor's degrees offered in the Weekend Program include: Management, B.S.; Nursing, R.N. to B.S.; Psychology, B.A; and Social Work, B.S. Certificates include: ¡Adelante! Certificate in Bilingual Career Development; Juvenile Justice/Human Rights Certificate; and Legal Studies Certificate. In addition, concentrations are available in: Criminal Justice Concentration, Social Work, B.S.; Criminal Justice and Mental Health Concentration, Psychology, B.S.; Human Resource Management Concentration, Management, B.S.; Latino Community Practice Concentration, Social Work, B.S. and Nursing, B.S.; and Multicultural Health Concentration, Nursing, B.S.

Graduate Programs (established in 1959)

The graduate programs were originally designed to serve the higher education needs of prospective and in-service teachers. Graduate programs have expanded to serve the needs of special educators, scientists, dietitians, counselors, nurses, business, health and safety professionals, caretakers serving the elderly, and more. Graduate Studies are oriented toward developing a depth of knowledge and skills in specific fields and broadening perspectives in related fields. Opportunities for research, practica and independent study contribute significantly to the advancement of knowledge, as well as the integration and effectiveness of the service-

oriented professions. By maintaining excellence of faculty, students, and resources, Graduate Studies foster scholarship and intellectual life of inquiry through in-depth research, study and fieldwork. Students are encouraged to reexamine their sense of values in light of the needs of the community at large and also to develop values which will enrich and unify their professional and personal lives.

Other Academic Units

Continuing Adult Education

Saint Joseph College continues its tradition of offering superior educational programs to the broader community through the Office of Continuing Studies. We design programs for the non-traditional student, those who seek personal enrichment or professional development and want contemporary topics and flexible schedules. Students have the option of obtaining Continuing Education Units (CEUs) for most of the courses offered through the Continuing Education Office.

Laboratory Schools

The School for Young Children

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

Located in a state-of-the-art facility at 238 Steele Road in West Hartford, The School for Young Children serves as a laboratory site for 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

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 Gengras Center provides a day-school program for special needs children and young adults with a variety of moderate to severe disabilities. An integrated academic program, as well as a functional curriculum for students requiring independent living skills instruction, is conducted in conjunction with speech and language therapies, occupational/physical therapy, 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.

Charter School for Young Children on Asylum Hill

The Charter School for Young Children on Asylum Hill (2008) is an innovative school that focuses on developing children's vocabulary and literacy skills through hands-on, inquiry-based experiences. Children enjoy myriad activities that are structured to increase a child's natural inquisitiveness and love of learning. Each child's interests and skills are considered in the planning and creation of the classroom environment and instruction. The School is located in a gorgeous setting in Hartford that enhances learning in a natural environment. This state-of-the-art facility continues to expand to meet the needs of its increasing enrollment. Capitol Region Education Council (CREC), Saint Joseph College, and the Asylum Hill Congregational Church have joined together to create the School, which is used to train new teachers in how to provide a high-quality education to young children.

Schools

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

School of Education

- Early Childhood/Special Education
- Education
 - Elementary
 - Middle/Secondary
- Secondary Education
- Special Education
- Model Schools
 - The Gengras Center
 - The School for Young Children
 - The Charter School for Young Children on Asylum Hill

School of Graduate and Professional Studies

- Accounting
- Child Study
- Counseling-Community Mental Health
- Family Studies
- Human Development/Gerontology
- Management
- Marriage and Family Therapy
- School Counseling
- Social Work

School of Health and Natural Sciences

- Biology
- Biochemistry
- Chemistry
- Dietetics and Nutrition
- Mathematics
- Nursing
- Nutrition

School of Humanities and Social Sciences

- American Studies

- Art History
- English
- History
- Interdisciplinary Studies
- International Studies
- Liberal Studies
- Philosophy
- Psychology
- Religious Studies
- Spanish
- Women's Studies

School of Pharmacy

The Pre-Pharmacy program, which began in fall 2009, prepares students for admission into the Pharm.D. program. A bachelor's-to-Pharm.D. option is also available for students who qualify. It offers three years of a Pre-Pharmacy curriculum and three years in the Pharm.D. program. Students will receive a bachelor's degree after completing the first year of the Pharm.D. program. For information on the Pharm.D. program, please visit www.sjc.edu/academics/school_of_pharmacy/.

CAMPUS SERVICES AND STUDENT LIFE

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

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

Campus Services

Alumnae/i Association

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

The Alumnae/i Council works with the Alumnae/i Relations Office to effectively represent and serve the needs of Saint Joseph College graduates while encouraging their volunteer efforts on behalf of the College.

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.

Art Gallery

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

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

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

Closed Monday

The Saint Joseph College Art Gallery, located in The Bruyette Athenaeum, houses the College's collection of more than 1,300 paintings and works of art. The core of the collection consists of important American paintings and prints of the early 20th century, including works by Thomas Hart Benton, Georgia O'Keeffe, and Milton Avery (the gift of Reverend Andrew J. Kelly in 1937), and European and American prints from the 15th to the early 20th centuries, including work by Albrecht Dürer, Rembrandt, George Bellows, Mary Cassatt, and Childe Hassam (the bequest of Reverend John J. Kelley in 1966). Later 20th century and contemporary prints comprise a collection established to honor Sister Mary Theodore Kelleher, RSM, former president 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 contemporary work by artists of national and international stature. It offers a variety of student internships and work opportunities, and its collections and exhibitions provide rich resources for teaching.

Athletics – The O'Connell Athletic Center

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

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

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

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

Interested students may 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 the development of leadership skills. Saint

Joseph College offers varsity programs in the following sports: basketball, cross country, lacrosse, soccer, softball, swimming/diving, tennis, and volleyball.

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

Bookstore

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

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

The 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 Web site: www.sjc.bkstr.com. The Bookstore buys back textbooks at any time, the price to be determined by supply and demand.

The Carol Autorino Center for the Arts and Humanities

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

Opened in 2001, The Carol Autorino Center hosts a year-round array of music, theater and dance performances, art exhibitions, films, poetry readings, lectures, classes, and seminars. The Bruyette Athenaeum features the 365-seat Hoffman Auditorium (site of The Bruyette Athenaeum Performing Arts Series), the Saint Joseph College Art Gallery, the Winifred Coleman Lobby, an audio-visual lecture hall, a formal 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 that provides a popular gathering place for students, faculty, and audience members.

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

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

Campus Ministry

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

In keeping with the integrity and values of a Catholic institution, the Office of Campus Ministry promotes the spiritual growth of students, faculty, and staff of all faith traditions by providing an atmosphere where all members of the community can celebrate, explore, and act on their faith.

The community's celebration of faith is encouraged by the Liturgies and special celebrations sponsored by Campus Ministry. Retreats, prayer groups, Bible studies, guest speakers, and spiritual direction foster the exploration of faith. Campus Ministry invites action as a response to faith by providing opportunities for student leadership and by working with the Office of Community Outreach and Partnerships to provide opportunities for service learning and volunteering.

Career Development Center

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

The Career Development Center provides the opportunity to create and achieve professional and personal goals to students and alumnae/i with career development and management needs. The Center offers counseling and coaching to encourage students and alumnae/i 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 applications, and help with selecting an academic major.

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 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.

Community Outreach and Partnerships

Hours by appointment

Service learning 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 this office 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 Wellness Center

During the academic year, the Counseling and Wellness Center (CWC) provides confidential counseling, assessments, and referrals free of charge to all students enrolled in Saint Joseph College's undergraduate Women's College, the Graduate Programs, and/or Weekend Program for Adult Learners. The Center has a short-term model of counseling with the number of sessions dependent upon the needs and the mutual goals for treatment agreed upon between the counselor

and the student. At CWC, sessions (except for emergencies) are by appointment, typically last for 45-50 minutes, and occur once a week at a regularly scheduled time. The fees for off-campus referrals are the responsibility of the student.

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

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

Disability Services

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

Tuesday, Thursday 9:00 a.m.-12:30 p.m.

The coordinator of disability services directs reasonable accommodations for students with disabilities. As required by law, eligibility for accommodations must be supported by appropriate educational, medical, or psychological documentation. Students are responsible for requesting accommodations each semester in the Disability Services Office. The coordinator of disability services assists students with disabilities in their growth as self-advocates and in arranging for their individualized accommodations.

Health Services

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

The College provides health services for undergraduate 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 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 for Mumps, Rubeola (Measles) and Rubella (German Measles) is received by the Health Services Office. Verification of Chickenpox (Varicella) illness or vaccines is also required. In accordance to Connecticut state law (Connecticut Public Act 89-90), all matriculated must adhere to the following immunization requirements: (next page)

Immunization Chart

Vaccine requirement	Applicable to ¹	Exemption categories	Records needed	Comments
Varicella (chickenpox)	All matriculated students effective Fall 2010	Born in United States before 1980	Fulfilled by 1) health care provider record of illness 2) two vaccinations or 3) positive blood test	First vaccine dose must be after the student's first birthday. ²
Mumps	All matriculated students effective Fall 2010	Born before 1957	Fulfilled by 1) two doses of MMR (or mumps) vaccine or 2) a positive blood test	First vaccine dose must be after the student's first birthday.
Rubeola (measles)	All matriculated students	Born before 1957	Fulfilled by 1) two doses of MMR or Rubeola (measles) vaccine or 2) a positive blood test	First vaccine dose must be after the student's first birthday and in/after 1969; second dose in/after 1980.
Rubella (German measles)	All matriculated students	Born before 1957	Fulfilled by 1) one dose MMR or Rubella (German measles) vaccine or 2) a positive blood test	First vaccine dose must be after the student's first birthday.
Meningitis	All residential students	Medical only-health care provider documentation required	One dose	Non-residential students advised to discuss with health care provider.

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 if a student is not covered by another plan. All international students including graduate students, are required to purchase the College-affiliated plan unless verification of a comparable plan is presented.

¹ Immunization requirements apply to all matriculated students including certificate candidates and locally residing students in *some* off campus and online degree programs.

² Second dose of either the Varicella or MMR (or related vaccines) must follow first dose by at least 28 days.

Hepatitis B vaccine is not required for students but is recommended for all students, especially those studying in programs where exposure to blood or body fluids is a possible

Immunization Waivers

Graduate students in online programs are waived from this requirement. 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.

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 for at enrollment; residential students must also submit a record of a Meningitis vaccination. All full-time undergraduate and residential students must provide proof of health insurance coverage. A student accident/sickness plan is available if a student is not covered by another plan. All international students including graduate students, are required to purchase the College-affiliated plan unless verification of a comparable plan is presented.

Campus Safety

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

The Network Center

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

Friday: 8:00 a.m. - 6:30 p.m.

Saturday: 8:00 a.m. - 4:30 p.m.

Sunday: 12:00 p.m. - 5:00 p.m.

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

The facility houses more than 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 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 obtain interlibrary loan materials from throughout the country.

STUDENT LIFE

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. The first floor of McGovern Hall is a designated lounge for the entire Saint Joseph College community. This lounge includes two computers, a printer, the L.I.F.E. Center, a television, and two microwaves. Saint Joseph College parking decals are required for student vehicles and may be purchased at the Office of Public Safety. All commuter students are

encouraged to take advantage of the opportunities that clubs and organizations offer, as well as the numerous activities sponsored by the College. As members of the Student Government Association, commuter students are encouraged to attend meetings.

Convocation and Investiture

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

A unique tradition at 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 October, 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 ongoing support, and assist in establishing and maintaining a fully functional residential community.

Returning students reserve rooms during the spring semester each year. A \$250 non-refundable room reservation fee is required for a double or 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 Application.

All new students requesting to live on campus must complete and submit to Health Services all required health forms by August 1 for the fall semester and January 5 for the spring semester. These forms must be on file in Health Services before a student will be permitted to pick up keys and move into 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 final exam. All residential students, except those living in North and South, 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.

Student Activities and Orientation Programs

The Student Activities and Orientation Programs support and complement 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 inter-personal, communication, and social skills.

Under the advisement of the Office of Student Activities and Orientation Programs, 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 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 and legislative boards, members of all clubs and organizations, as well as chairpersons of standing committees and classes, and 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, McGovern Hall.
Student Organizations

Student organizations, under the umbrella of the Office of Student Activities and Orientation Programs and the Student Government Association, are created to enrich the academic and co-curricular interests of our students. Students hold all leadership positions and are offered guidance by a staff or faculty advisor. Organizations can be centered around academics, such as Student Nurse Association and The Green Team, and other topics. 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 Orientation Programs encourages students to make suggestions and develop new student organizations that meet their needs and interests.

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

Student Orientations

New Student Orientation is a comprehensive program sponsored by the Office of Student Activities and Orientation Programs, and the Academic Affairs Office. Orientation is supported by a team of student orientation leaders along with staff, faculty, and administration. The program is 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 as well as just prior to the beginning of classes.

Transfer students to The Women's College are required to attend Transfer Orientation. Transfer students will register for classes during the summer and will have a more extensive Orientation to the College just prior to the beginning of classes. The August program acquaints students with the resources available at Saint Joseph College, connects them with other transfers and current students, as well as provides them the opportunity to receive their Saint Joseph College ID, parking decal, etc.

The Office of Diversity Initiatives

The Office of Diversity Initiatives 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 traditionally under-represented students 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 Diversity Initiatives Office 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.

ADMISSIONS

Saint Joseph College seeks applicants who want the challenge of an excellent academic program while pursuing the interests and goals that 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, an optional written personal statement and letters of recommendation.

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.

Undergraduate Admission

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 that 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. It is strongly recommended that applications be submitted in the first semester of the senior year in high school. Admission to Saint Joseph College is based on a rolling admissions system, which means that an offer of admission can be made shortly after the application is complete. In order for an application to be considered complete, the following items must be submitted:

1. A completed application with a non-refundable fee of \$50; the fee is waived if the application is completed online
2. An official copy of the high school transcript or GED
3. Official 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 that are posted on the official high school transcript are also acceptable
4. A school counselor's or teacher's letter of recommendation and a personal statement about your academic, college, or personal goals are not required, but strongly recommended

Arrange for a campus visit and an interview with an admissions counselor. These are highly recommended as important components of the admission procedure. The applicant is encouraged to have all records sent to the Office of Admissions prior to the appointment.

Home-Schooled Students

Students who have been home schooled must submit:

1. A completed application with a non-refundable fee of \$50; the fee is waived if the application is completed online
2. A copy of the home school curriculum with course descriptions and text books utilized
3. Official 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.
4. A personal statement about your academic, college, or personal goals
5. A letter of recommendation
6. In addition, an interview with an admissions counselor is required. The applicant is encouraged to have all records sent to the Office of Admissions prior to the appointment.

Notification

Notification of admission for first year students 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. The Committee reserves the right to request additional information to assist in their decision-making. To indicate acceptance of the offer of admission, the applicant completes the Confirmation Notice and submits a tuition deposit of \$250 by May 1. This deposit will be credited to the first semester bill. This deposit is refundable if requested in writing before May 1.

Deferring Acceptance

If a first year student decides to defer her admission, she must submit a written request. The acceptance and scholarship may be deferred up to one year. Should she attend another college during this time, she will then be considered a transfer student and will need to reapply for admission as a transfer student. She will no longer be eligible to receive the scholarship given to her as a first year student, but will be reviewed for scholarship as a transfer student based on her college transcripts. The tuition deposit will be retained and credited to her account upon return with in that year.

International Admission

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 online application and application supplement page
2. An official secondary school record, listing courses taken and examination results. If the record is not in English it must be translated and evaluated by an approved agency. Please visit www.NACES.org for a list of approved agencies.
3. Copies of diplomas and/or certificates, as well as supporting mark sheets leading to the accompanying diploma or certification. Again, documents must be translated and evaluated by an approved agency.
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 also be translated and evaluated by an accredited agency)
6. An official Certification of Finances form from your bank translated into US dollars and certified by a bank official

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. F-1 visas are granted at the discretion of the Primary Designated School Officer (PDSO). Upon admission to a degree program, the student is issued an I-20 A/B, which is used to pursue a student visa through the American Embassy or Consulate in the student's home country. This must be current at all times. Before an immigration form is issued, the following must be submitted to the College:

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

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

Notification

Notification of admission of international students is made on a rolling basis. 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. To indicate acceptance of the offer of admission, the applicant must complete the Confirmation Notice and submit a tuition deposit of \$250.00. This deposit will be credited toward the first semester bill. This deposit is refundable if requested in writing before May 1. Please note that I-20 forms are issued to students following acceptance for full-time study and verification of sufficient funding.

Weekend Program for Adult Learners Admission

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

Applicants with fewer than 12 college credits may be admitted conditionally and will need to complete PSYC209 Career Development and Prior Learning (3 credits); ENGL205 Business and Professional Communication (3 credits); and six additional credits through coursework or the prior learning assessment process.

Students enrolled in the Connecticut Community College Nursing Program (CT-CCNP) may apply for dual admission into the RN to B.S. in Nursing program at Saint Joseph College. Applications for dual admission may be submitted during any spring semester of the student's enrollment in the CT-CCNP. In addition to a completed application, a CT-CCNP Dual Admissions Academic Standing Verification form is required. Students must have graduated from the CT-CCNP spring 2010 or later, and be licensed as Registered Nurses in Connecticut prior to beginning the RN-B.S. in Nursing program. For more details, please refer to the application which can be found online, or contact the Office of Admissions.

Financial aid and registration procedures make it highly desirable that applicants for the spring semester apply by December 1; fall semester applicants by June 1.

Application Procedure

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

1. An application with a non-refundable fee of \$50; the fee is waived if the application is completed online
2. An official copy of all college/post-secondary school transcripts
3. A final official copy of the high school or GED transcript (required for anyone with less than 12 college credits)
4. A personal statement about your educational or professional goals (recommended, but not required)

Readmission

A student who has officially withdrawn from the College, or who was administratively withdrawn, and is seeking readmission must submit a completed application through the Office of Admissions. A student who was not in good academic standing at the point of withdrawal will have the application referred to the Committee on Admissions for evaluation, and will be required to provide evidence of improved ability to assume responsibility for college work.

Notification

Notification of admission for The Weekend Program for Adult Learners 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 an applicant is contingent upon the successful completion of any academic work currently in progress. Following acceptance, a credit evaluation will be done in the Office of the Registrar. See "Transfer Credit" section below for further information.

To indicate acceptance of the offer of admission, the applicant completes the Confirmation Notice and submits a non-refundable tuition deposit of \$150, which is credited to the first semester's bill. This deposit is refundable if requested in writing before December 1 for the spring semester or before May 1 for the fall semester.

Deferring Acceptance

If a candidate for The Weekend Program for Adult Learners decides to defer admission, a written request must be submitted. The acceptance and any applicable scholarship may be deferred up to one semester. Should candidates attend another college during this time, the application and updated transcript will be reevaluated for admission and scholarship. The tuition deposit will be retained and credited to their account upon return for the following semester.

Transfer, Second Degree and Readmit Admission

Saint Joseph College considers qualified students for transfer from accredited colleges and universities into The Women's College. 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.

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 online
2. Official high school transcript or official G.E.D. scores
3. SAT or ACT scores, if the applicant has completed fewer than 24 college credits
4. Official transcript(s) from all college(s) and post secondary institutions previously attended, including evidence of degrees earned and/or status at point of separation. Copies of course descriptions or syllabi may be required.
5. A visit to campus and an interview with an admissions counselor is highly recommended. The applicant is encouraged to have all records submitted to the Office of Admissions prior to the appointment.
6. Transfer applicants with fewer than 24 credits must follow the first-year student application procedures and submit official transcript(s) from the college(s) and post-secondary institutions previously attended, including evidence of degrees earned and/or status at point of separation.

Admission to a Second Bachelor's Degree Program

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

Readmission

A student who has officially withdrawn from the College, or who was administratively withdrawn, and is seeking readmission must submit a completed application through the Office of Admissions. A student who was not in good academic standing at the point of withdrawal will have the application referred to the Committee on Admissions for evaluation, and will be required to provide evidence of improved ability to assume responsibility for college work.

Notification

Notification of admission for transfer, second degree and readmitted students 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, they are reviewed by the Committee on Admissions and the applicant is informed of the decision. The Committee's acceptance of an applicant is contingent upon the successful completion of any academic work currently in progress. Following acceptance, a credit evaluation will be done 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 Confirmation Notice and submits a non-refundable tuition deposit of \$250 which is credited to the first semester's bill. This deposit is refundable if requested in writing before December 1 for the spring semester or before May 1 for the fall semester.

Deferring Acceptance

If a transfer student decides to defer her admission, she must submit a written request. The acceptance and scholarship may be deferred up to one semester. Should she attend another college during this time, the application and updated transcript will be reevaluated for admission

and scholarship. The tuition deposit will be retained and credited to her account upon return for the following semester.

Transferring Credit into Saint Joseph College

Saint Joseph College recognizes academic credit that has been awarded to students at other regionally and nationally accredited higher education institutions. Completed courses that are of the general nature of courses offered at Saint Joseph College credit will be applied toward the minimum semester credit-hours required for graduation. Only grades of C- or better are accepted in transfer credit. 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 no grade below a C in any science courses that they wish to transfer to Saint Joseph College.

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

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

Transfer Credit Policy

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

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

Intercollege Agreements

Saint Joseph College has entered into a number of Intercollege 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.

Saint Joseph College has articulation agreements with all Connecticut community colleges as well as other private two-year colleges. The institutions with which 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 acceptable alternatives to classroom instruction as Advanced Placement scores, proficiency examinations, guided learning experiences and experiential learning through portfolio development as acceptable alternatives to classroom instruction. Credit will be awarded, however, only when these alternatives 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. If a student receives Credit for Other than College Course Work, they are responsible to pay one-third of the tuition for the number of credits 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 Provost. A fee schedule pertinent to the evaluation of such experiences is available in the Graduate and Professional Studies Office.

Credit may be awarded to students for prior learning 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.

Credit for Service in the Armed Forces

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

Transfer Credits & General Education Requirements

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

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

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

Advanced Placement

Students who enter Saint Joseph College with an Advanced Placement score of four or above will be granted advanced placement and credit. Select courses are granted transfer credit with a score of three (3) or higher.

AP Exams for Transfer

Test Name	SJC Equivalent	SJC credit awarded 3 / 6 (if both exams taken)	Accepted Scores	Common Foundation Fulfilled	Perspective Fulfilled
Art History	FIAR 134 / 135		4, 5		HE
Biology (with lab)	1 year Intro Biology lecture only	6 (8 with lab)	4, 5		SI with lab
Calculus AB	MATH 170	4	4, 5	QR	
Calculus BC	MATH 170 & 180	8	4, 5	QR	
Chemistry (with lab)	Chem 175 & 176 - satisfies lecture only	6 (8 with lab)	4, 5		SI with lab
Computer Science A	COMP 110	3	3, 4, 5	IT	
Computer Science AB	COMP 110 & 280	6	3, 4, 5	IT	
Macroeconomics	ECON 101	3	4, 5		AE
Microeconomics	ECON 102	3	4, 5		AE
English Language	ENGL XXX	3	4, 5		
English Literature	ENGL XXX	3	4, 5		HE
Environmental Science	CHEM 130*	3	4, 5		
European History	HIST 115	3	4, 5		-
French Language	FREN 3XX	3	3, 4, 5	LG	GI
French Literature	FREN 2XX	3	3, 4, 5	LG	GI/HE
German Language	LANG 1XX	3	3, 4, 5	LG	
Human Geography	INTS 101	3	4, 5		GI
Comparative Government & Politics	POLS 11	3	4, 5		AE
US Government & Politics	POLS 125	3	4, 5		AE
Latin Literature	LANG 2XX	3	3, 4, 5	LG	HE
Latin Vergil	LANG 2XX	3	3, 4, 5	LG	HE
Music Theory	MUSC 1XX	3	4, 5		-
Physics B	PHYS 2xx	3	4, 5		
Physics C	PHYS 2xx	3	4, 5		
Psychology	PSYC 100	3	4, 5		-
Spanish Language	SPAN 3XX	3	3, 4, 5	LG	GI
Spanish Literature	SPAN 3XX	3	3, 4, 5		HE
Statistics	MATH 110	3	4, 5	QR	
Studio Art	FIAR 1XX	3	4, 5		
US History	HIST 120	3	4, 5		AE
World History	HIST 202	3	4, 5		GI

Proficiency and CLEP Examinations

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

CLEP Exams for Transfer

	SJC Equivalent	SJC credit awarded	Accepted Scores	Mission Focus Fulfilled	Common Foundation Fulfilled	Perspective Fulfilled
Composition & Literature			50			
American Literature	ENGL XXX	3	50		N / A	AE/HE
English Literature	ENGL XXX	3	50		N / A	HE
Foreign Languages						
French Language (Level I & II)	FREN 100 / 101	6	50	LG	N / A	N / A
German Languages (Level I & II)	LANG 1xx/ 1xx	6	50	LG	N / A	N / A
Spanish Language	SPAN 100 / 101	6	50	LG	N / A	N / A
History & Social Sciences						
American Government	POLS 125	3	50			AE
Human Growth & Development	PSYC 238	3	50			
Introductory Psychology	PSYC 100	3	50			
Introductory Sociology	SOCL 101	3	50			
Principles of Macroeconomics	ECON 101	3	50			AE
Principles of Microeconomics	ECON 102	3	50			AE
U.S. History I	HIST 120	3	50			AE
U.S. History II	HIST 121	3	50			AE
Western Civilization I	HIST 115	3	50			GI
Western Civilization II	HIST 116	3	50			GI
Science & Mathematics						
Biology (no lab credit)	1 year Intro Biology - lecture only	6	50			N / A
Calculus	MATH 170	4	50	QR		
Chemistry (no lab credit)	CHEM 175/176 - satisfies lecture only	6	50			N / A
Business						
Financial Accounting	ACCT 201	3	50			
Intro Business Law	MGMT 425	3	50			
Principles of Management	MGMT 210	3	50			
Principles of Marketing	MGMT 390	3	50			

Non-Matriculated Undergraduate Students

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

If a student applied for admission to 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 admitted to classes on a space-available basis.

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.

Veterans and Reservists Undergraduate and Graduate

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

Graduate Admission

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

Application Process

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

Several procedures are in place for application to the Graduate Schools. (next page)

1. Unmatriculated Entry

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

- A completed application form
- Payment of a nonrefundable application fee
- Official transcripts of all undergraduate work (must meet minimum GPA requirements for admission).

2. Matriculation

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

- A completed application form
- A non-refundable \$50 application fee
- Sealed transcripts of a bachelor's degree from a regionally accredited institution, sent from the institution to the Graduate Office at Saint Joseph College; sealed transcripts of any graduate work, also sent directly to the Office of Graduate and Professional Studies
- Two original letters of recommendation
- A planned master's program of study developed in consultation
- with a faculty member
- Immunization records (waived for online degree programs and for individuals born on or before December 31, 1956.)

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

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

Incomplete Applications

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

International Application Process

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

International graduate students must demonstrate that sufficient financial support is available to study at the College. Once the student has been accepted to the graduate program, the Admissions

Office will issue the student an I-20 for the purpose of obtaining an F-1 visa. For more information on international admissions, contact the Admissions Office at 860.231.5216.

Undergraduates Earning Graduate Credit at Saint Joseph College

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

- The student must submit an application form approved by the student's advisor, instructor of the course, department chair, and dean of the school.
- The undergraduate student will be responsible for the same assignments as the graduate student with a comparable quality of work expected.
- Credit earned in graduate courses are applied to the completion of a student's undergraduate degree. Following graduation and matriculation into a graduate program, up to six graduate credits can be applied toward a graduate degree.
- Departments may restrict graduate courses available within this option. They may also impose whatever additional restrictions they deem appropriate for their discipline. Departments will be asked to describe particular restrictions and file them with the Graduate Office, the Academic Dean, and the Registrar.

TUITION & FEE SCHEDULE 2010-2011

Undergraduate

Tuition			
Undergraduate Tuition – Fall/Spring	Per Year	Per Semester	
Full -time undergraduate	\$ 27,580.00	\$ 13,790.00	(12-18 cr.)*
Full -time Jr./Sr. Nursing	\$ 28,880.00	\$ 14,440.00	(12-18 cr.)*
3/4-Time undergraduate	\$ 20,680.00	\$ 10,340.00	(9-11.5 cr.)
3/4 –Jr./Sr. Nursing	\$ 21,650.00	\$ 10,825.00	(9-11.5 cr.)
Part-time per credit charge	\$ 625.00		(less than 9 cr.)
* Credits in excess of 18 per semester are billed at \$625 per credit			
Undergraduate Tuition – Summer			
Per credit charge	\$ 625.00		
Weekend Program for Adult Learners Tuition – Fall/Spring/Summer			
Per credit charge	\$ 460.00		
Comprehensive Student Fee - Undergraduate			
Full-time undergraduate	\$ 950.00	\$ 475.00	
3/4-time undergraduate	\$ 530.00	\$ 265.00	
Part-time per credit charge		\$ 30.00	
Comprehensive Student Fee – Weekend Program for Adult Learners			
Part-time per credit charge		\$ 30.00	

Room & Board		
Room :	Per Year	Per Semester
Single room	\$ 7,160.00	\$ 3,580.00
Double room	\$ 5,270.00	\$ 2,635.00
Double room: North & South Halls	\$ 6,770.00	\$ 3,385.00
Triple Room	\$ 4,780.00	\$ 2,390.00
Meal plans:		
19-meal plan + \$50.00*	\$ 6,970.00	\$ 3,485.00
15-meal plan + \$100.00*	\$ 5,710.00	\$ 2,855.00
10-meal plan + \$150.00*	\$ 4,360.00	\$ 2,180.00
* Jay's Nest Dollars		
Amenities fee:		
Single room	\$ 700.00	\$ 350.00
Double room	\$ 700.00	\$ 350.00
Triple room	\$ 700.00	\$ 350.00
Health insurance**		
	(\$ 744.00)	(\$ 372.00)

** Fees shown are for the 2009-2010 academic year. Fees for the 2010-2011 year were not available at the time of publication. Contact Health Services at 860.231.5530 for the latest rates. A Health insurance waiver must be submitted to have this fee waived.

Payment is due August 1 for the fall semester and December 21 for spring semester. Payment for summer and winter term classes is due at the time of registration.

NOTE: Payment is due at the time of registration if you register after semester due dates of August 1 for fall semester and December 21 for spring semester.

Special Fees for Undergraduates

1. Advance deposit on tuition

Women’s College and Second Degree students	\$ 250
Weekend Program for Adult Learners students	\$ 150

 For incoming full-time first-year and transfer students, payable as indicated by notice of acceptance and applicable to first semester’s tuition; this is non-refundable.

2. Advance deposit on room (non-refundable; will be applied to room fee) \$ 250

3. Application for admission fee \$ 50
 Payable by entering students at the time of application; non-refundable. Fee is waived if application is completed online.

4. Credit for other than course work
 Fee will be a percentage of the regular tuition per credit. This policy does not apply to CLEP, APE, and other recognized exams of this nature.

5. Prior Learning Assessment fee \$ 250

6. Applied Music fees

Additional fee for private instruction per one credit	\$ 200
Per two credits	\$ 400

7. Laboratory fees
 Fees required to offset expenses of expendable items used in laboratories. Fees indicated in the course descriptions. Non-refundable.

8. Study abroad per semester fee

Processing fee for students studying at an approved program	\$ 500
One- to four-week study abroad tours as part of an SJC course	\$ 100
Five weeks or more as part of an SJC course or one sponsored by an outside institution	\$ 200

9. Uniform expenses: Nursing majors are required to purchase uniforms and some miscellaneous equipment

Auditing Courses

(See section in Registration, Auditing Courses)

Tuition Payment Options for Undergraduates & Graduates

Option 1: Payment in full. Bills paid in full by the due date will not be assessed additional charges. The payment due date for the Fall semester is August 3, and Spring semester is December 21. Contact the Cashier Office at 860.231.5266 or email aminko@sjc.edu with questions about your bill. Online payment by credit card (Master Card, Discover or American Express) or electronic check can be made by logging **onto MYSJC, click on student, then Go to**

Cashnet and click to make a payment. There is a processing charge for all credit card payments.

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

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

Option 2: SJC Monthly Payment Plan enables you to budget all or part of your semester charges up to a 5-month period without interest charges. Tuition and fees directly billed and due to 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. To enroll in this plan, please log onto **MYSJC**, Click on student, Scroll down to Student Account Information, Go to Cashnet, Click on Installment Payment Plans. Follow the prompts to enroll. There is a \$35.00 enrollment fee each semester.

Option 3: Employer Billing: Should your employer offer an education benefit, Saint Joseph College will send a bill directly to your employer for payment provided we receive written authorization to bill your employer. Authorization form must indicate payment will be made upon receipt of the bill and that proof of payment and/or satisfactory grades are not required for payment. Authorization forms must be sent to the Cashier's Office for processing each semester you are requesting employer billing. **Students must be enrolled in all classes including Module Classes within the first two weeks of the semester if requesting employer billing.** FAX 1.860.231.8396 or email aminko@sjc.edu.

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

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: Should you wish to inquire about financial aid and student/parent loan options, please contact Student Financial Services at 860.231.5223 or e-mail FinancialAid@sjc.edu

Late payment fees of \$100.00 per month will be assessed on all unpaid accounts beginning 30 days after the semester due dates.

Office
Cashier
Financial Aid

Telephone
860.231.5266
860.231.5223

Web site
aminko@sjc.edu
FinancialAid@sjc.edu

Graduate Tuition

Fall, Spring, Summer	
Tuition	Per Credit
Online Programs	\$ 630.00
On-campus Education Programs	\$ 590.00
Off-campus K-12 Programs	\$ 495.00
Other On-campus Programs	\$ 630.00
Comprehensive Student Fee	
Online and On Campus	\$ 30.00
Payment is due August 1 for the Fall semester and December 21 for Spring semester.	
Payment for Summer and Winter Term Classes is due at the time of registration.	
Payment is due at the time of registration if you register after semester due dates of August 1 for Fall semester and December 21 for Spring semester.	

Professional Programs Tuition

Tuition	Full Time per year
School of Pharmacy	\$ 38,000.00
Comprehensive Student Fee	
School of Pharmacy	\$ 700.00

Refund Policy on Tuition & Fees

Undergraduate and Graduate

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 provost following recommendations by the appropriate dean 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 will be automatically generated and sent to the student's mailing address, unless other arrangements have been made with the Accounts Payable department. Please allow two to three weeks for a refund check to be issued.

Credit card payments: When an adjustment must be made to a bill paid by credit card, the 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.

Online 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 fee adjustments will be credited in accordance with the published drop/add period when the update 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.

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.

STUDENT FINANCIAL AID

Undergraduate Student Financial Aid

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 on-campus employment opportunities.

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. This information is gathered from data the family provides on the Free Application for Federal Student Aid (FAFSA). By using this formula, a figure called the Expected Family Contribution (EFC) is determined.

To calculate a student’s financial aid need, the EFC is subtracted from the total Cost of Attendance (COA). The COA includes both direct and indirect costs. Direct costs include tuition, fees, room, and board, while indirect costs include books, supplies, travel, and personal expenses. 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 2009-2010 tuition and fee rates:

Example: Based on 2009-2010 Figures

Tuition and fees	\$ 27,200
Room & board	\$ 11,200
Books, supplies, personal	\$ 1,900
Travel/transportation	\$ 500
Total cost of attendance	\$ 40,800
Family contribution	\$ 9,500
Financial aid need	\$ 31,300

Saint Joseph College Student Financial Services processes financial aid for full- and part-time students enrolled in The Women’s College and The Weekend Program for Adult Learners. 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.

Scholarships

Below is a list of endowed scholarships made available to undergraduate students through generous gifts from alumnae/i 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:

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

- Berne and Savary Scholarship
- C. Roche Endowed Scholarship
- Carol Canora Scholarship
- Carol Gourlie AWARE Scholarship
- Catherine B. O’Sullivan Scholarship

Catherine Grimes Endowed Scholarship
 Ceceila Jennings Endowed Scholarship
 Clayton and Murial Smart Scholarship
 Constance M. Pawlow Scholarship
 Dilena-Cunningham Endowed Scholarship
 Dorothy E. Barrett Endowed Scholarship
 Dr. James A. Hanaghan Scholarship
 Dr. M.J. DeVito Endowed Scholarship
 Elizabeth Markham Mathematic Scholarship
 Elizabeth S. Pascucci '71 Endowed
 Scholarship
 Francis and James Bent Scholarship
 Frank T. Lynch Family Scholarship
 General Endowed Scholarship
 Haloburdo/Knowlden Scholarship
 Harold and Ethel Hart Endowed Scholarship
 Harvey and Virginia Smith Scholarship
 Helen and Harry Gray Endowed Scholarship
 Helen Ryan Endowed Scholarship
 Joan B. Kearney '58
 Joanne and Jerry Coursey Jr. Scholarship
 John Ganter Endowed Scholarship
 Josephine Fallon Endowed Scholarship
 Kathleen Bednarz Endowed Scholarship
 Koedding Family Foundation Scholarship
 L. and E. Agnew Endowed Scholarship
 Leona Bordwell Endowed Scholarship
 Lillian J. and George Parsons Scholarship
 Lisa McCarthy Memorial Scholarship
 M.E. Callaghan Endowed Scholarship
 Margaret C. Flanagan Scholarship
 Margaret Derby Memorial Scholarship
 Margaret McKelligott LaMoy Scholarship
 Margherita C. Valente Scholarship
 Maria Obregon Endowed Scholarship
 Marie Graycer Endowed Scholarship
 Marion and Fred Guardo Scholarship

Mary and Joseph Cunningham Sr.
 Scholarship
 Mary Baldwin Hart Endowed Scholarship
 Mary E. Brosnan '44 Endowed Scholarship
 Mary McGurk Collins Endowed Scholarship
 Mary P. O'Flaherty Endowed Scholarship
 Mary V. Munger '39 Memorial Scholarship
 Maura Joseph Rose, RSM, '50 Scholarship
 May A. Davis Scholarship
 McCormack Family Endowed Scholarship
 Meredith Westine Endowed Scholarship
 Norma Konefal Endowed Scholarship
 O'Connor/Furshay Endowed Scholarship
 Pennington Special Education Scholarship
 Reverend James E. Dargan Scholarship
 Reverend John F. Quinn Endowed
 Scholarship
 Reverend T. P. Mulcahy Endowed
 Scholarship
 Richard and Arline Mooney Scholarship
 Rita Konoski Endowed Scholarship
 Rita Troy and Thomas Weidman Nursing
 Scholarship
 Robert J. Clark Endowed Scholarship
 Sadie T. Dully Memorial Scholarship
 Sandra Karp Endowed Scholarship
 Sister Ethelreda Sullivan Scholarship
 Sister Mary Rose McDonough Scholarship
 Sullivan Family Endowed Scholarship
 Sullivan Family Nursing Scholarship
 Teresa and Alfred Verrengia Scholarship
 Tucker Fund Endowed Scholarship
 Veronica Batulevitz Endowed Scholarship
 Virginia Collins Bennett '52 Scholarship
 Vitamaur 1 Endowed Scholarship
 Wilson Janisen Memorial

Graduate Student Financial Aid

All Graduate students accepted to a Graduate Degree Program, approved graduate certificate program or enrolled in a Teacher Certification Program and who are enrolled in at least 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 **Web site:** www.ed.gov/studentaid.gov.

Veterans Benefits: The Yellow Ribbon Program

Undergraduate

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

Saint Joseph College, in collaboration with the United States Department of Veterans Affairs, Saint Joseph College, is a participant in the Yellow Ribbon program, a GI Education Enhancement program. The College and the VA will cover the cost of tuition expenses for student veterans.

For complete details regarding the Yellow Ribbon Program, view this link from the United States Department of Veterans Affairs Web site:

http://www.gibill.va.gov/gi_bill_info/ch33/yellow_ribbon.htm.

Veterans who are interested in learning more about educational opportunities available at Saint Joseph College through the Yellow Ribbon Program can contact the Registrar's Office at 860.231.5255 or registrar@sjc.edu.

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

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 Weekend Program for Adult Learners.
2. Plan to pursue at least six credit hours per semester. Undergraduates enrolled in three credit hours per semester may be eligible for a Federal Pell Grant, but no other forms of financial aid.
3. Maintain satisfactory academic progress (SAP) according to the guidelines outlined below

Satisfactory Academic Progress (SAP)

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 15 is the priority deadline for upper-class students; February 15 is the priority deadline for new students applying for the fall semester. New students applying for the spring semester should apply by November 15.

Full-time students: Applications received by the priority deadlines will be given full consideration for all types of financial assistance for which the student is eligible including 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 Weekend Program for Adult Learners 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 Office of the Registrar at the conclusion of the add/drop period and funds are adjusted and disbursed accordingly.

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.

Additional Information

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

REGISTRATION

Undergraduate and Graduate

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 applicable Measles/Mumps/Rubella/Varicella 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 Health Services Office and the Bursar's Office, respectively.

Online Registration

Returning students may register online using their Saint Joseph College e-mail address and assigned PIN (personal identification number) 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 portal. More information can be found on the College Web site at www.sjc.edu.

Distance Learning

Students registering for Distance Learning courses must register no later than three days prior to the start of the course. Students registering for Distance Learning courses must use their SJC e-mail address to participate in the course (s). E-mail addresses are issued at the time of registration or deposit to the College. Before the start of each course, students will receive a detailed e-mail from their professor(s) regarding course material.

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

1. Access their Saint Joseph College e-mail account on the Web at mail.sjc.edu
2. Contact CTDLIC with any problems or support issues at support@ctdlc.org or 860.832.3887

*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. Students with questions about their online course may contact the Distance Learning site at support@ctdlc.org or the Office of the Registrar at registrar@sjc.edu or 860.231.5225.

Consortium Arrangements: Hartford Consortium for Higher Education Undergraduate

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 the 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 and Graduate

All students wishing to add and drop a course must fill out and submit an add/drop form to the Office of the Registrar. All forms must be signed and dated by the student.

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

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

All students wishing to drop a Distance Learning course have until 48 hours after the course has started to drop the course without penalty.

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

Directed Study Undergraduate and Graduate

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

Pass/Fail Option Undergraduate

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

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

Auditing Courses Undergraduate and Graduate

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

Auditing carries not credit and not grade. Even though a course is entered on the student's transcript it does not affect a student's part-time or full-time status. An audited course may be changed to a credited course (and vice versa) through the add/drop period by completing an add/drop form at the Office of the Registrar.

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

Course Attendance Undergraduate and Graduate

Students assume responsibility for 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, Part-Time Status, Less Than Part-Time Undergraduate

A student who registers for 12 or more credits automatically becomes a full-time student. Students who are enrolled in 6 to 11.5 credits are considered part-time and students enrolled in fewer than 6 credits are considered less than part-time.

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

Graduate

A full-time graduate student is enrolled is enrolled for 9 or more credit hours of work each semester. Students enrolled in 608.5 credit hours are considered part-time. Students enrolled in less than 6 credit hours will be considered less than part-time.

Final Examinations

Undergraduate

Final examinations are scheduled at the 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 time period should petition the registrar for permission to reschedule one exam.

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

Repeated Courses

Undergraduate and Graduate

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

Transfer Credit

Undergraduate

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

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

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

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

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

Graduate

Ordinarily, a maximum of six credits may be transferred from another accredited graduate school into a 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 at www.sjc.edu/gradforms. Normally, the coursework 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 Office of Graduate and Professional Studies. 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.

Credit for Service in the Armed Forces

Undergraduate

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

International Transfer Credit

Undergraduate and Graduate

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

World Education Services (WES)

Bowling Green Station
P.O. Box 508
New York, NY 10274-5087
Phone: 212.966.6311
Fax: 212.739.6100
Toll-free: 800.937.3895
<http://wes.org/>

Educational Credential Evaluators (ECE)

P.O. Box 514070
Milwaukee, WI 53203-3470
U.S.A.
Phone: 414.289.3400
Fax: 414.289.3411
www.ece.org
E-mail: eval@ece.org

Saint Joseph College will accept evaluations from all NACES members. Please visit www.NACES.org for a complete list.

Classification of Students

Undergraduate

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

Change of Address

Undergraduate and Graduate

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

Change of Name

Undergraduate and Graduate

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

Transcript of Academic Work

Undergraduate and Graduate

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 Web site.

Students must request official transcripts in writing. The official transcript request form can be found on the Saint Joseph College Web site. A \$4 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 upon receipt of a written request.

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

Immunization Policy for Undergraduate and Graduate Students

Rubella (German Measles) – Rubeola (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/Rubeola.

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 Rubeola. This complies with Connecticut Public Act 89-90.

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

Hepatitis B

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.

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.

Students in online programs are waived from this requirement.

DEGREE REQUIREMENTS

Bachelor's Degree

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 semester hours of course work contingent upon requirement of major (the equivalent of four years of full-time study); these hours can include a combination of courses at Saint Joseph College or within the Consortium
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 earning 45 credits from Saint Joseph College. The last 24 credits counted toward a degree must be taken at Saint Joseph College. Internships or study undertaken at Consortium institutions are considered part of the residency requirement.
4. Completion of a comprehensive examination
5. General Education requirements (see below)
6. Writing Portfolio requirements (see below)

Second Bachelor's Degree

Students from regionally accredited institutions who would like to complete a second bachelor's degree are assumed to have fulfilled the General Education requirements. They must also 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 from nationally accredited institutions who would like to complete a second bachelor's degree must meet the following conditions:

- Departmental requirements for a major
- Fulfill Saint Joseph College general education requirements
- Complete the writing portfolio
- 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.

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

General Education

Undergraduate

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.

General Education (effective fall 2005) 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 section of the SAT.

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

2. Writing/Reading

Students will:

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

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

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

3. Information Technology

Students will:

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

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

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

4. Other Languages

Students will:

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

Students will meet this requirement by successfully completing a course designated LG in any language other than English, including American Sign Language. Students can waive these requirements by submitting test scores from the ACTFL OPI and WPT test; passing an oral/written test administered by the Foreign Language department; or advanced placement score of three on a Foreign Language exam.

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) is required.

D. Perspectives

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

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

1. Women, Culture and Society (WS)

Students will acquire a general broad understanding of Women Studies, 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 Web site. To complete their General Education requirements students must take 35 credits in Liberal Arts and Science courses approved for Integral Skills (*). These credits do not include the Liberal Arts courses used for the Mission Focus requirement but may include any Perspectives course that is also a Liberal Arts or Sciences. To satisfy this requirement:

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

For students who have entered 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, Theater)	(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 an elective.

For transfer students with less than 24 credits, four themes are required; 24-53 credits, three themes are required; 54 or more, two themes are required.

Writing Portfolio

Undergraduate

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. A score of three or better on the Writing Portfolio is required for graduation. Once students complete their portfolios, a notation to this effect appears on their transcripts. The 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.

Students who have not met this requirement will not be allowed to graduate or participate in the Commencement ceremony.

Application for a Degree Undergraduate and Graduate

An undergraduate student must complete a degree application, degree audit, writing portfolio, and pay the graduation fee in order to assess eligibility for graduation. Applications, audits and fees should be submitted together to the degree auditor in the Office of the Registrar by the deadline indicated on the Commencement Web site. Writing portfolio information will be submitted by the Center for Academic Excellence. Degree applications and audits can be found at www.sjc.edu/commencement.

A graduate student must complete a degree application, degree audit and pay the graduate fee to assess eligibility for graduation. Applications, audits, and fees should be submitted together to the degree auditor in the Office of the Registrar by the deadline indicated on the Commencement Web site. Degree applications and audits can be found at www.sjc.edu/commencement.

Please note, a student must complete the requirements for a certificate program of study with a minimum Grade Point Average of 2.0 and file an application for certificate completion through the Office of the Registrar.

Time to Degree Undergraduate and Graduate

Requirements for the degree should be completed within six years from the date of matriculation. The appropriate department chair may grant an extension for completion of the degree. For information on specific program requirements, please see the appropriate graduate program in this catalog.

Graduation with Honors Undergraduate

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

- Summa cum laude: 3.90 and above
- Magna cum laude: 3.80 and above
- Cum laude: 3.70 and above

Commencement Undergraduate and Graduate

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. A student who expects to complete degree requirements (no more than six credits) by the end of the summer session in August may petition to participate in the May Commencement ceremony. The deadline for the petition to be submitted to the provost 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.

ACADEMIC POLICIES AND PROCEDURES

Advisement

Undergraduate

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. Advisors are available to help students not only with academic issues, but also with other issues that accompany the transition to college life and the stress of pursuing a degree.

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

At 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.

Majors and Minors

Undergraduate

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

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

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

Change of Major

Undergraduate

Students who wish to change majors should consult with their advisor prior to applying for acceptance into another department. Changing a major sometimes requires a student to complete additional credits in order to meet the requirements of the second department.

Students who wish to change their intended major, prior to completing 45-54 credits, should consult with their academic advisor prior to changing their intentions.

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

Double Major Undergraduate

Students who have the potential and interest may be accepted for study in two different major fields. Those who wish to pursue two majors should initiate plans prior to the end of their junior year. Exceptions to this deadline may be made only upon the approval of the appropriate chairpersons and the 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.

Minor Undergraduate

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

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

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

Certificates Undergraduate and Graduate

Besides major degree programs, the College offers certificates in many areas. Certificate programs are designed to provide a career curriculum that is highly focused and limited in scope. Its purpose is to provide the skills necessary for immediate employment in a specific employment category. Some certificate programs articulate with baccalaureate degree programs, providing students with a clear path for continuing their studies and earning a college degree. The requirements for a certificate are specified within each program.

Certificates Offered

Undergraduate

- Bilingual Career Development
- Gerontology
- Juvenile Justice/Human Rights
- Latino Community Practice
- Leadership Studies
- Legal Studies

Graduate

- Applied Behavior Analysis
- Action Research for the Urban Classroom
- Autism Spectrum Disorders
- Emerging Diseases
- Gerontology

Health Care Systems Management
 Homeland Security Management
 Latino Community Practice
 Urban Applications of Education Research

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

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

Grades and Grading

Undergraduate and Graduate

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

Grade

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

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.

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 the course	
WF	Withdrawal Failing - withdrawal after midpoint of course	
I	Incomplete	
P	Passing (C- or above)	
NR	No Report from Instructor/Never attended class	
AU	Audit	
XF	Academic Dishonesty	

Faculty members have sole responsibility for awarding grades.

**C, D, or F Grades
Graduates**

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 received 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.

**Academic Credit
Undergraduate and Graduate**

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

No student is allowed credit for a course in which 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
Undergraduate**

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 and Records to have grades of F excluded from their cumulative grade point average. Courses in which an F was given will remain on the student’s transcript, but grades of F will not be counted in the cumulative grade point average.

**Grade Changes
Undergraduate and Graduate**

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

**Grade Point Average (GPA)
Undergraduate and Graduate**

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

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	
<u>3</u>	B	<u>9.00</u>	
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).

Incompletes Undergraduates

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 dean of the school must be submitted to the registrar prior to the week of final exams in order for an “I” grade to be assigned. Coursework must be completed within six weeks after the last day of class. If course work is not completed within this time, a grade of F will automatically be assigned. Under special circumstances, students may petition the dean of the school to extend the time limit in which course work may be completed.

Graduate

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

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

Dean’s List Undergraduate

To honor academic achievement, the Dean’s List is published at the end of each semester. 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 the student transcript.

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. In addition to department requirements, second degree students must have a grade point average of 2.67 or better to graduate.

Satisfactory Academic Progress

Undergraduates

Grade Point Average

A cumulative GPA of at least 2.00 © 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 Probation

Undergraduate

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, or whose semester GPA falls at or below 1.0, 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

Undergraduate

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.

First semester first-year students enrolled at Saint Joseph College who achieve a 1.0 GPA or less will be dismissed with appeal.

Graduate

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

Appeal**Undergraduate**

An undergraduate student who has been dismissed may appeal to the provost and the Undergraduate Admissions and 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 provost's office for a hearing before the committee. A graduate student who has been dismissed may appeal to the graduate dean and the Graduate Admissions and Records Committee.

Graduate

A student who has been dismissed may appeal to the graduate dean for reinstatement. Appeals must be made in person or in writing. 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 by may re-apply for admission thereafter. In accordance with due process, a student wishing to appeal any action of the School of Graduate and Professional Studies should make application to the graduate dean for a hearing before the Graduate School Committee.

Discontinuing Academics**Undergraduate and Graduate****Withdrawal**

A student wishing to withdraw entirely from the College can obtain withdrawal forms from the Advisement Center and the Office of the Registrar. 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 add/drop period, the registrar will drop all courses for which the student is registered. If the withdrawal is initiated after the 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

The registrar will administratively withdraw students who do not show registration activity for two consecutive semesters for full-time students, and four consecutive semesters for part-time students. These students must apply for re-admission upon their return; and if accepted are responsible for the curriculum requirements at the time of their new acceptance date.

Leave of Absence

Students wishing to leave the College temporarily (for no more than 180 days) must do so by requesting an approved leave of absence. An approved leave of absence is defined by the Department of Higher Education and the National Student Clearing House as:

Approved Leave of Absence

A student who is enrolled in an eligible post-secondary institution and has met the requirements for an approved student loan leave of absence and, therefore, is not required to attend classes for a specified period of time. For purposes of Title IV, HEA program loan borrower, an institution does not have to treat a leave of absence as a withdrawal if it is an approved leave of absence. An approved student loan leave of absence must not exceed 180 days in any 12-month-period. The number of days in a leave of absence is counted beginning with the first day of the student's initial leave of absence in a 12-month-period. If a student does not resume attendance at the institution at or before the end of a leave of absence, the institution must treat the student as a withdrawal in accordance with CFR 668.22(d).

The granting of such leave shall be determined by the following conditions:

- Shall only be granted by the registrar or the dean of the school
- The student is matriculated
- Students are able to pick up their education where they left off
- The leave is for health or extenuating personal reasons
- The leave is initiated prior to the start of a full semester (spring/fall)
- The leave does not exceed 180 days

During the time of the leave, a student will not be considered as withdrawn from Saint Joseph College and loans will not go into repayment.

Any leave that exceeds 180 days will result in the student being withdrawn by the registrar, and will be subject to the federal loan repayment schedule. Extensions for leaves cannot be granted.

Real World Experience

Independent Study

Undergraduate

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

Graduate

A student who wishes to study in an area that is not available among the course offerings of a department may undertake independent study. Students are encouraged to build independent study 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 chairpersons or in the Office of Graduate and Professional Studies. Completed application forms and registration are accepted through the add/drop period of each semester. Courses listed in the catalog may not be taken as Independent Studies.

Internships

Undergraduate and Graduate

Internships provide students with a semester of work experience in their field of study and assist them in making informed decisions on career direction. An intern is usually a junior or senior with a minimum GPA of 2.5, who is recommended for an internship by her/his advisor for the benefit of the student, the work setting, and the 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.

Graduate Assistantship

Graduate Assistantships are available through the Office of Graduate and Professional Studies (GPS). The program is a professional student worker program designed to give matriculated graduate students the opportunity to gain valuable academic or workplace experience in our College community in exchange for tuition assistance. The benefit is available exclusively to graduate level, on campus students or to those online students that live accessible to campus. Eligible students must submit a Graduate Assistantship application to the Graduate Office, McDonough Hall, attaching a resume. Applications can be found in the Graduate Office or online at MYSJC.

When to Apply?

Eligible graduate students are encouraged to apply for a Graduate Assistantship before the end of the spring semester in preparation for the following year. However, applications are accepted all year as vacancies occur.

Study Abroad

Undergraduate

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 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 dean of the school, the director of international studies, and the director of the Student Financial Services Center at least one semester prior to their anticipated departure.

Students accepted for study abroad are expected to:

- Have a minimum GPA of 2.75
- Be in the second semester of the sophomore year, junior year, or first semester of the senior year

- Meet the requirements prescribed by the Office of International Studies & Programs
- Submit a formal evaluation of the overseas educational experience to the Office of International Studies & Programs immediately after returning

Students studying abroad on approved programs are charged a processing fee per semester of international study. Please contact the bursar for current rates. Processing fees are also charged on a sliding scale for short-term programs. Application forms, list of approved programs, and the *Study Abroad Handbook* are available from the Office of International Studies & Programs, Lynch Hall.

Code of Academic Integrity

Undergraduate

The complete procedures can be found in the faculty handbook and the student handbook.

Article I Preamble

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

Article II Definition

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

- "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."

Cheating: "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise"

Fabrication: "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise"

Facilitating academic dishonesty: "Intentionally or knowingly helping or attempting to help another to violate any provision of this code"

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 that 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 provost. Either the dean of students or the provost will assist students in the appeals process. The proceedings are strictly confidential.

Graduate

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

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.

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.

An individual with questions concerning the Code of Academic Integrity should consult the provost. It is the responsibility of each member of the College community to refer any perceived threat to this Code to the provost.

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 Office of Graduate and Professional Studies and review. 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. Should further consideration of the issue be required, it is brought to the dean of the school, who then calls together an ad hoc committee consisting of another graduate student, instructor, advisor, department chair, dean of the school, and provost.

FERPA (Family Educational Rights and Privacy Act) Undergraduate and Graduate

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

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

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

3. The right to provide written consent before the College disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

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

Directory Information

Institutions may disclose information on a student without violating FERPA if it has designated that information as “directory information.” Saint Joseph College defines directory information as:

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

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

FERPA Directory Information Opt-Out

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

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

UNDERGRADUATE STUDIES

Major Programs

Accounting
American Studies
Art History
Biochemistry
Biology
Chemistry
Child Study
Dietetics and Nutrition
English
Family Studies
History
Interdisciplinary Studies
International Studies
Liberal Studies
Management
Mathematics
Nursing
Philosophy
Psychology
Social Work
Spanish
Special Education
Women's Studies

Independent Minors and Certificates

¡Adelante! Certificate in Bilingual Career Development
Dance
Disabilities
French
French Studies
Economics
Gerontology
Juvenile Justice/Human Rights
Latino Community Practice
Leadership Studies
Legal Studies
Music
Performing Arts
Sports Studies
Sociology

Other Program Opportunities

Honors Program
Pre-Professional Interests
Teacher Licensure Programs
Weekend Program for Adult Learners

Major Programs

Accounting (ACCT)

Bachelor of Science

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.

Career Opportunities and Graduate School Preparation

The baccalaureate Accounting program, when combined with the College's master's degree in Management, meets the state of Connecticut's 150 hour requirement to become a CPA. As an undergraduate student in good academic standing (B average or better), you are permitted to take two graduate courses in your senior year of study. Upon completion of the bachelor's degree, you may enroll in the graduate program and are exempt from any graduate admission exams.

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

Accounting Program Outcomes

The student will:

- Understand accounting principles at a level that provides preparation for an advanced accounting degree
- Put into practice those principles and skills acquired; these skills are often demonstrated in an internship as well as in class exercises
- Understand the various responsibilities of modern accounting personnel
- Understand the ethical and legal aspects of business, accounting and auditing

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

Degree Requirements (69 credits)

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

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 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)

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.

Bachelor of Arts

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

Degree Requirements (39 credits)

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

A. Required courses (9 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 Sociology)
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 courses:

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

Art History (FIAR)

Bachelor of Arts

The department of Fine Arts offers courses in the Fine and Performing Arts including Art History, Dance, Drama, Music, and Studio Arts. Performances occur in the Hoffman Auditorium in The Carol Autorino Center, which also features the 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.

The Art History major encourages students to study, investigate, and interpret visual images within an historical context from the pre-historic era to the present. Concentrated course areas enable students to explore specific historical periods within a social, economic, political, and religious context as well as provide a strong background in the theory of aesthetics. Students formulate their own critical analysis of works of art. Art History majors have entered graduate programs in the areas of art history, art conservation and restoration; they have also engaged in museum work, travel, and art-related businesses.

Program Outcomes

The student will:

- Demonstrate skill in preparation, research, and presentation of information required in public presentations and collaborative projects
- Demonstrate a critical awareness of the record of human achievement in the visual arts
- Write commentary that demonstrates familiarity and fluency with sequential periods in the history of art, including command of issues in cultural diversity, symbolism
- Demonstrate familiarity with methods and materials used in the production of works of art
- Understand basic elements of design from both a historical and contemporary perspective
- Articulate informed perspectives of aesthetic issues
- Identify and analyze works of art from the standpoint of design and historical context

Degree Requirements (33 credits)

A. Required courses (9 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

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

FIAR134	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 teaching 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)

Biochemistry (CHEM)

Bachelor of Science

The Biochemistry major is administered by the Chemistry department, and students majoring in Biochemistry will have an advisor from Chemistry. Biochemistry is an integrated program. The program of study combines coursework in the fields of Biology and Chemistry. Nationally, this is an increasingly popular major, and a bachelor's degree in Biochemistry can serve as a foundation for direct employment in industry as a biochemist, or as preparation for graduate study in many areas including biochemistry, chemistry, biology, medicine, pharmacy, forensic science, and pharmacology.

Program Outcomes

The student will:

- Explain the function of living organisms at the molecular level and the relevance of chemical and biological principles, and their interplay
- Demonstrate laboratory skills that allow research questions in Biochemistry to be pursued
- Realize opportunities for undergraduate research working with faculty mentors in their areas of expertise
- Be able to critique logical arguments in Biochemistry and apply quantitative reasoning to biochemical questions

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)

BIOL116	Biological Concepts	(4)
BIOL205	Molecular Biology	(4)
BIOL325	Genetics	(4)
BIOL350	Cell Biology	(4)
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)
CHEM425	Biochemistry I	(3)
CHEM430	Biochemistry II	(3)
CHEM490	Advanced Biochemistry Lab	(2)
CHEM496	Thesis	(3)
CHEM499	Coordinating	(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)
CHEM176	Fundamental Chemical Principles II	(4)
MATH170	Calculus I	(4)
MATH180	Calculus II	(4)

Sophomore Year

CHEM200	Organic Chemistry I	(4)
PHYS130	Introductory Physics I	(4)

BIOL205	Molecular Biology	(4)
CHEM210	Organic Chemistry II	(4)
PHYS140	Introductory Physics II	(4)
BIOL325	Genetics	(4)

Junior Year

CHEM290	Quantitative Analysis	(4)
CHEM300	Analytical Instrumentation	(4)
BIOL350	Cell Biology	(4)

Senior Year

CHEM499	Coordinating Seminar	(1)
CHEM320	Physical Chemistry I	(3)
CHEM425	Biochemistry I	(4)
CHEM430	Biochemistry II	(3)
CHEM496	Thesis	(3)

Biology (BIOL)

Bachelor of Science

Biology is no longer one discipline. Nor is it divided between plants and animals as it was a century ago. The main divisions are now between the approaches taken to study life as well as the scope of the endeavor: everything from the interactions of photons and pigments in the organelles of microbes, to unraveling how genes play out in immune system function, to the international loss of species diversity, to the impending massive changes climate will unleash upon the biota of the planet. This major can be personally designed to meet your needs depending on your interests.

Graduates of the program have gone on to positions in the Northeast Audubon Center, UConn Medical Center, the Connecticut Children's Medical Center, Miles Inc., Clean Harbors Inc., and Yale University. Graduate study is required for positions in most health fields, business, research, and environmental studies. Many prestigious graduate programs, including University of Colorado, Wesleyan University, Dartmouth, Yale, Brandeis, Northeastern, and the University of Connecticut have admitted Saint Joseph College science graduates.

Program Outcomes

The student will:

- Demonstrate a command of key biological terms and concepts and an ability to identify and solve fundamental biological problems
- Be able to critique logical arguments in Biology and apply quantitative reasoning to biological questions

Continuation requirements: Students must earn a grade of C- or better in each Biology course and maintain a GPA of 2.0 or better in all required science courses for the major.

Degree Requirements (30 credits in BIOL courses)

A. Required courses (14 credits)

BIOL116	Biological Concepts	(4)
BIOL117	Biological Concepts II	(4)
BIOL250	Introduction to Biological Research	(2)
BIOL485	Internship	
or		
BIOL495	Independent Study	(3)
BIOL499	Coordinating Seminar	(1)

B. 15 credits of 300/400-level courses in addition to BIOL485/95 and BIOL499 with at least one course being 400-level or above.

C. Supporting coursework

- Two semesters of General Chemistry
- Two semesters of Organic Chemistry/Biochemistry
- Two semesters of Physics
- Two semesters of Math

The exact courses will be determined by the concentration chosen and the interest of the student. Other alternative courses can be taken upon approval of the Biology department chairperson.

E. Comprehensive exam administered during BIOL499 Coordinating Seminar

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.

BIOL485/495: Internships require an overall 3.0 GPA. There are three avenues for an Independent Study: fieldwork or laboratory work that requires a 3.0 GPA or a literature review on an approved topic that does not have a GPA requirement. One outcome of either of these courses will be a presentation at Symposium Day or during some other formal presentation venue.

During senior year, students with a 3.0 GPA may be able to take a graduate level course. This would not only give them an introduction to graduate level work but can count toward their upper level course requirement.

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

Molecular Biology Concentration

Biology major suggested plan of study for those interested in a medical, dental, pharmacy, physical therapy, veterinary, molecular, and other biomedical career or general Biology degree.

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	(4)
CHEM210	Organic Chemistry II	(4)
MATH180	Calculus II	(4)
BIOL250	Introduction to Biological Research	(2)

Junior Year

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

Senior Year

BIOL485	Internship or Independent Study	(3)
BIOL499	Coordinating Seminar	(1)
	Biology elective	(4)

Those interested in Pharmacy need to include the following Biology courses in their electives:

BIOL222	Microbiology	(4)
BIOL241/242	Anatomy and Physiology	(8)

Those interested in Physical Therapy need to include the following Biology courses in their electives:

BIOL325	Genetics	(4)
BIOL516	Toxicology	(3)
BIOL533	Bacteriology	(3)

Environmental/Ecology Concentration

Biology major suggested plan of study for those interested in ecological and environmental careers or other associated graduate programs:

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

MATH110	Elementary Statistics	(4)
BIOL250	Introduction to Biological Research	(2)
	Biology elective	(3-4)
CHEM230	Introduction to Organic Chemistry	(2)
MATH120	Introduction to Mathematical Modeling	(3)

Junior Year

CHEM240	Biochemistry of the Human Body	(4)
	Biology elective	(3-4)
PHYS130	Introductory Physics I	(4)
	Biology elective	(3-4)
PHYS140	Introductory Physics II	(4)

Senior Year

BIOL485	Internship or Independent Study	(3)
BIOL499	Coordinating Seminar	(1)
	Biology elective	(4)

Minor in Biology (18 credits)

A grade of C- or better in each course

Chemistry (CHEM)**Bachelor of Science**

Chemistry is a foundational science. A bachelor's degree can be used for many purposes, including direct employment in industry as a chemist, or as preparation for graduate study in many areas including Chemistry, Biology, Medicine, Forensics, Environmental Science, or Art History/Preservation. The

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

Program Outcomes

The student will demonstrate:

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

Degree Requirements

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

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 (37-38 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) 24
CHEM320	Physical Chemistry I	(3)
CHEM330	Physical Chemistry II	(3)
CHEM420	Inorganic Chemistry OR CHEM425	
	Biochemistry	(3-4)
CHEM496	Thesis	(3)
CHEM499	Coordinating 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 Major Suggested Plan of Study

First Year

CHEM175	Fundamental Chemical Principles I	(4)
MATH170	Calculus I	(4)
CHEM176	Fundamental Chemical Principles II	(4)
MATH180	Calculus II	(4)

Sophomore Year

CHEM200	Organic Chemistry I	(4)
PHYS130	Introductory Physics I	(4)
CHEM210	Organic Chemistry II	(4)
PHYS140	Introductory Physics II	(4)

Junior Year

CHEM290	Quantitative Analysis	(4)
CHEM300	Analytical Instrumentation	(4)

Senior Year

CHEM320	Physical Chemistry I	(3)
CHEM330	Physical Chemistry I	(3)
CHEM420	Inorganic Chemistry OR CHEM425 Biochemistry I	(3-4)
CHEM496	Thesis	
CHEM499	Coordinating Seminar	(1)

Note that the CHEM290/CHEM300 and CHEM320/CHEM330 sequences will alternate between junior and senior year depending on the year of matriculation.

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

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)
CHEM425	Biochemistry I	(4)
CHEM430	Biochemistry II	(3)
CHEM460	Advanced Organic Chemistry	(3)
CHEM490	Advanced Laboratory - Inorganic	(2)
CHEM496	Thesis	(3)
CHEM499	Coordinating 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.

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.

Child Study (HDFS)

Bachelor of Arts

The Child Study interdisciplinary major combines a variety of academic and field experiences that are designed to enhance students' understanding of their own developmental history and their sensitivity to the diversity of developmental contexts and pathways. It focuses on understanding children (birth through adolescence) and their families from a variety of perspectives. This program prepares students to work with children and families in a range of social service or educational settings. Child Study is an approved major for students interested in teaching at the early childhood or elementary levels. In order to be eligible for a Connecticut teaching license, students must also complete a teacher certification program as described in the Teacher Licensure Program section of the Saint Joseph College catalog.

Program Outcomes

The student will:

- Understand children in the context of their family, society, and culture
- Appreciate multiple and interacting influences on development
- Be aware of diverse pathways to developmental competence, and
- Apply research, theory, and objective observation to work with children

The following objectives are integrated throughout the Child Study interdisciplinary major:

Individuals, Families, Societies, and Cultures: To know and understand the dynamic interrelationship of children, families, society, and culture, including:

- Families within societies and cultures
- Socialization of children to the family, society, and culture
- 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 two laboratory schools that offer opportunities for on-site observations, field work, and independent study.

Admission and continuation requirements: Students must have a minimum cumulative GPA of 2.7 at the time of application to the major and are expected to maintain a minimum GPA of 2.7 throughout their academic program.

Degree Requirements (21-27 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	Coordinating Seminar	(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 course list to complete 39 credits. Students must ask their academic advisor for the most recent list of approved related courses. Courses must be selected from only one discipline other than Child Study, Psychology, and Sociology.

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 may take one or two graduate courses from the M.A. program during their senior year. These six graduate credits count towards undergraduate graduation requirements. Upon graduation, the student may apply for matriculation into the Master of Arts in Early Childhood Special Education without paying application fees. Accepted students may transfer the six credits taken during their senior year into the master's program, resulting in significant financial and time savings.

Integrated Bachelor of Arts in Child Study to Master of Arts in Counseling

Outstanding Child Study students may enroll in two introductory level three-credit graduate counseling classes during their senior year. These six graduate credits count towards undergraduate graduation requirements.

Upon graduation, the student may apply for matriculation into the Master of Arts in Counseling program without taking the usual standardized 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 Child Study major OR minor student
- 3.2 GPA
- Invitation by the HDFS department faculty to participate

Child Study Major Suggested Plan of Study

First Year	Credits	
PSYC100	Introductory Psychology	(3)
SOCL 101	Introduction to Sociology	(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	Coordinating Seminar (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)

Dietetics and Nutrition (NUTR)

Bachelor of Science

The department of Nutrition offers two options to major in Dietetics and Nutrition: the didactic program, and a general major in Nutrition.

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.

As of July 2009 the Saint Joseph College Didactic Program was granted initial accreditation by the Commission on Accreditation For Dietetics Education (CADE) of the American Dietetic Association, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606 (312.899.0040 x 5400). The Commission on Accreditation for Dietetics Education is ADA's accrediting agency for education programs preparing students for careers as registered dietitians or dietetic technicians, registered. CADE exists to serve the public by establishing and enforcing eligibility requirements and accreditation standards that ensure the quality and continued improvement of nutrition and dietetics education programs. Programs meeting those standards are accredited by CADE.

Admission and Continuation Requirements

Students in the didactic program must earn a minimum of a “C” in all Nutrition major courses and in the following natural science courses or their equivalents: general Biology, Microbiology, Inorganic and Organic Chemistry (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.

Mission Statement of SJC Didactic Program

The mission of the SJC didactic program is to provide excellence in education in Nutrition and Dietetics in the context of a liberal arts education and that meets the requirements of the American Dietetic Association (ADA) Commission on Accreditation for Dietetics Education (CADE).

Goals and Outcome Measures of the SJC Didactic Program:

1. Saint Joseph College didactic students will successfully complete the didactic requirements.
Outcomes Measures:
 - A. Over a five-year-period 75% of entering seniors will complete the program within five years.
 - B. 100% of didactic program students or graduates will earn at least a C in all major courses and the required sciences.
2. Saint Joseph College didactic graduates will be successful in furthering their professional education or obtaining employment.
Outcomes Measures:
 - A. Of the students who receive didactic verification, 75% over a five-year-period will apply to an internship.
 - B. Over a 5-year period, of those who apply 2/3rds or 66% will be accepted.
 - C. Of those who are accepted into a didactic internship, over a five-year-period, 90% will successfully complete the internship.
 - D. Of students who complete a didactic internship and take the exam, 80% will pass the first time over a five-year-period.
 - E. 75% of graduates will obtain employment in nutrition, a nutrition-related field or a position of responsibility within two years of graduation.

3. Saint Joseph College didactic graduates will demonstrate life-long learning and involvement in the dietetics profession.

Outcomes Measures:

- 75% will participate in at least two of the following activities:
- Join ADA or another professional organization and/or a dietetic practice group
- Attend professional meetings including webinars
- Read professional journals
- Become preceptors to didactic students
- Present posters or talks to the public or professional groups
- Undertake post-graduate work including continuing education credits and/or certificates

4. Saint Joseph College didactic graduates will be competent professionals.

Outcomes Measures:

- Students will be evaluated in NUTR499 Coordinating, in their didactic internship and in their entry-level positions by preceptors, directors, and employers. Eighty percent of the students need to receive an average of three or better on the following characteristics:
- Work methods, adaptability, decision making, interpersonal skills, communication, leadership characteristics, and work habits.

Student learning outcomes and corresponding measures:

1. Graduates will demonstrate the ability to write and speak effectively.
 - A. 100% of students must achieve a three or better on their portfolio submission to the CAE.
 - B. All students will earn at least a C in NUTR310 Nutrition Education and Counseling.
 - C. All students must earn at least a C in NUTR499 Coordinating, which includes a final paper and an oral presentation.
2. Graduates will have successfully acquired knowledge of biology and chemistry.
 - A. Graduates must earn a minimum of C in all required science courses.
 - B. Students must earn a minimum of C in NUTR418 Advanced Nutrition which incorporates nutrition related biochemistry and NUTR 316 Medical Nutrition Therapy I, which relies on nutrition-related physiology and biochemistry.
3. Graduates will have a broad understanding of food and nutrition for healthy populations.
 - A. Graduates will earn at least a C in NUTR130, 220, 315, 325, 330, 418.
4. Graduates will demonstrate a broad understanding of food and nutrition for individuals in need of medical nutrition therapy.
 - A. Students will earn at least a C in NUTR316, 416 Medical Nutrition Therapy I and II.
 - B. Students will earn at least a C in the pediatric case study within NUTR416.
5. Graduates will demonstrate an understanding of management in a food and nutrition-related setting.
 - A. Graduates will successfully complete the creation of a food service company in NUTR 411. Graduates will earn at least a C in both NUTR311 and 411 Food Service Management courses.

Didactic Program Suggested Plan of Study

Designed for the full-time student; part-time students follow the same sequence taking fewer courses each semester.

First Year

BIOL110or116	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

BIOL241	Anatomy & Physiology/Lab* (fall)	(4)
CHEM240	Biochemistry (fall)	(4)
NUTR315	Community Nutrition (fall)	(2)
* BIOL241	and BIOL242 may be substituted.	
BIOL222	Microbiology (spring)	(4)
BIOL242	Anatomy & Physiology/Lab (spring)	(4)
NUTR325	Nutrition Through the Lifecycle (spring)	(2)
NUTR330	Food Science (spring)	(3)

Junior Year

NUTR310	Nutrition Counseling and Communication (fall)	(3)
NUTR311	Food Service Management I (fall)	(3)
NUTR316	Medical Nutrition Therapy I/Lab (spring)	(4)
Senior Year		
NUTR416	Medical Nutrition Therapy II (fall)	(3)
NUTR418	Advanced Nutrition (fall)	(3)
NUTR410	Health Care Delivery Issues (spring)	(1)
NUTR411	Food Service Management II (spring)	(3)

Additional Didactic Program Outcomes

The student will:

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

Program 2: Dietetics and Nutrition

Degree Requirements (32 credits)

A. Required courses (21-26 credits) Credits

NUTR130	Foods	(3)
NUTR220	Fundamentals of Nutrition	(3)
NUTR245	Health Promotion Strategies	(3)
NUTR310	Nutrition Counseling and Communication	(3)
NUTR315	Community Nutrition	(2)
NUTR325	Nutrition Through the Lifecycle	(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)

Program Outcomes - Dietetics and Nutrition

The student will:

- Become an effective food and nutrition professional in a variety of settings
- Use critical thinking skills to locate, analyze and evaluate health, food, and nutrition information
- Interpret and present food, nutrition, and health related research in a variety of professional and public forums
- Establish collegial relationships through effective communication, collaboration, and problem-solving skills
- Develop life-long learning behaviors in order to remain current in their area of professional expertise

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)

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)

English (ENGL)

Bachelor of Arts

The English major encourages students to develop critical thinking skills and cultivate creative expression while they grow as readers, thinkers, and writers. Students benefit from a renowned faculty, a challenging and innovative curriculum, and internship and study abroad opportunities. The English major provides a strong foundation and focus, but also grants students the flexibility to explore their particular interests in drama, literature, or writing. Graduates of the program have become news editors, publications directors, educational administrators, teachers, librarians, and entrepreneurs. Many have continued their education in graduate or law schools or joined companies like Metropolitan Entertainment, St. Paul-Travelers, The

Hartford, and the American Red Cross. Graduates also teach at schools throughout Connecticut and surrounding states.

Program Outcomes

The student will:

- Develop critical thinking skills and cultivate creative expression
- Focus on sustained reading, writing, and public speaking
- Communicate ideas and concepts to professionals in various fields
- Situate a text within a historical and cultural context
- Understand the process of literary influence and canon formation
- Analyze ideological aspects of art and expression
- Craft an argument
- Comprehend ideas accurately
- Organize, analyze, and synthesize

Degree Requirements (39 credits)

A. Required courses (15 credits) Credits

ENGL220	Literary Criticism	(3)
ENGL215	OR ENGL216 American Authors I + II	(3)
ENGL225	OR ENGL226 Major British Authors I + II	(3)
ENGL314	Shakespeare	(3)
ENGL499	Coordinating Seminar	(3)

B. An upper-level seminar, usually ENGL401 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 Theater	(3)
DRAM200	Special Topics in Theater	(3)
DRAM217	Modern Drama	(3)
DRAM253	History of Theater I	(3)
DRAM254	History of Theater 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 and Professional 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 Literature, 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 and Professional 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.

Minor in Drama (18 credits)

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

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 Theater I	(3)
DRAM/ENGL254 History of Theater II	(3)

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

Family Studies is an academic interdisciplinary major which focuses on understanding families in the context of modern society. The Contemporary Family Issues concentration incorporates the study of human development and family systems with Psychology, Sociology, and Consumer Science. Additional electives may be chosen from approved courses in Biology, Economics, and Religious Studies. This program prepares students to work with children, youth and families in a range of social service or educational settings.

Program Outcomes

The student will:

- understand families in the context of their community, society, and culture
- appreciate diverse pathways to developmental competence
- apply research and theory to work with families

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

To develop and demonstrate communicative and experiential skills, including:

- interpersonal and collaborative skills
- oral and written communication
- observation and data collection
- library research
- critical thinking and analysis

Admission and continuation requirements: Students must have a minimum cumulative GPA of 2.7 to be accepted into the Family Studies major. Family Studies majors are expected to maintain a minimum GPA of 2.7 or better throughout their academic program. Students seeking teacher certification should see the

Education section of this catalog for the requirements for acceptance into the Teacher Certification program.

Degree Requirements (39 credits)

A.HDFS Core Courses (21-27 credits)		Credits
HDFS210	Voices of Development Across the Lifespan	(3)
HDFS356	Family and Consumer Resource Management	(3)
HDFS360	Family Relations	(3)
HDFS430	Field Study	(3)
HDFS450	Cross-cultural Study of Children and Families	(3)
HDFS485	Internship	(3-6)
HDFS499	Coordination Seminar	(3)

B. Supporting Coursework (9credits)		
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 American	(3)

D. Additional approved related 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 sills of the major. The examination has an oral and written component.

Family Studies majors seeking 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

First Year		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	(3)
HDGE110	Introductory 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)

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:

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	
HDGE110	Introduction to Gerontology	(3)
SOCL221	Sociology of the Family	(3)
SOCL217	Racial and Ethnic Groups OR	
SOCL227	Inequality in America	(3)

History (Hist)

Bachelor of Arts

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

In addition, the department offers its majors more intensive studies of historical and contemporary events and issues, using primary sources and/or field experience, as well as internships. These introduce the student to the methodologies needed in graduate school and in careers related to History and Political Science. Among such careers are law, library science, journalism, teaching, and government. See Minors not associated with a Major for Political Science and Public Administration minors.

Program Outcomes

The student will:

- Acquire a broad-based knowledge of the fields of history (American, European, and non-Western) or political science (American, comparative, international, and philosophical)
- Learn the ability to apply a historical or political 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
- Apply historical methods and historiography or political methodology
- Gain experience in presenting ideas and research in a public forum
- Be exposed to a wide range of possible career choices

Program Requirements (33 credits)

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

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)

Legal Studies focus for students interested in learning more about law

Three courses (9 credits) from:

POLS310	Political Leadership and Social Justice	(3)
POLS315	Civil Liberties	(3)
POLS330	Constitutional Law	(3)
SOCW390	Children and the Law	(3)

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)

Interdisciplinary Studies (INTD)

Bachelor of Arts/Science

Through this interdisciplinary major, 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. An interdisciplinary major consists of a minimum of 40 credits taken in three disciplines. At least 18 credits must be taken in a primary discipline with at least 9 credits in each of the other two disciplines. At least 18 of the 40 credits must be taken in upper-level courses (300-400 level). Students interested in this option should contact the Director of Academic Advisement, who will direct them toward an appropriate faculty advisor.

Required Courses (40 credits)

Primary discipline	(18)
Remaining two disciplines	(at least 9 from each)
INTD499	(1-3)

International Studies (INTS)

Bachelor of Arts

The International Studies major is a multidisciplinary course of study designed:

- To provide an inquiry- and issues-based outlook on global interdependence
- To prepare leaders for proactive roles in global issues and concerns

- To develop a foundation for further studies and/or career development through the acquisition of applied and critical skills, including language skills

The curriculum is based on the comprehension of the nature of contemporary global issues, the ability to unravel the theorization, and debates implicit in the study of the most recent globalization phenomenon. This foundation is strengthened by the study of a foreign language, an experience abroad, and a rigorous concentration of study in polity, economy, and society or in languages and cultures.

An option exists for a self-designed concentration approved by the director of International Studies.

Program Outcomes

The student will:

- Understand, interpret, and analyze complex global issues
- Compare and contrast the methodologies that have served as underpinnings in the recent construction of theories of globalization
- Comprehend multiple perspectives
- Secure a foundation for post-baccalaureate studies in a variety of fields such as law, development studies, international political economy, business, and human rights

Degree Requirements

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

A. Foundations (21 credits)

INTS100	Global Issues and Perspectives for the 21st 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/Coordinating	(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 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.

- Nine credits from any one of the clusters that have more than one course offered
- Nine additional credits from the list of courses offered for this option

INTS200	Special Topics	(3)
ECON265	Women in the World Economy	(3)
ECON/ SOCL325	World Systems Theory	(3)
ECON335	Sustainable Economic Development	(3)
POLS/ HIST 227	Government and Politics of Latin America	(3)
POLS345	Comparative Government	(3)
POLS357/ HIST357	Israel and Palestine	(3)
POLS370/ ECON370	American Empire: Economic and Political Dimensions	(3)
HIST224	Visions of Utopia and Terror	(3)
HIST227	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)
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 Theater	(3)
ENGL254/ DRAM254	History of Theater II	(3)
ENGL275	British Cultural Studies	(3)
ENGL276/ AMST276	Cultural Studies	(3)

ENGL346/
PSYC346 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)
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)

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)
RELS257 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 (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.

Liberal Studies (LBST)

Bachelor of Arts

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.

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

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 Coordinating seminar	(3)

Management (MGMT)

Bachelor of Science

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.

You will be introduced to the most current management theories, concepts, and practices by a faculty committed to the principles of ethical decision-making. As a Management major, you will benefit from small classes and individualized attention. In addition, there will be a strong focus on computers and their application to business decision-making.

Management majors have gone on to successful careers in industry, government, and the non-profit sector. Graduates have been employed by a variety of organizations, including:

Webster Financial Services	Connecticut Convention & Visitors Bureau
Pratt & Whitney	St. Francis Hospital
Capital United Way	TD Bank
The Aetna	Northeast Utilities
Wiremold Corporation	Insurity
The Travelers	Connecticut Science Center
JC Penney	IBM

Management Program Outcomes

The student will:

- Understand management principles at a level that provides preparation for an advanced business degree
- Put into practice those principles and skills acquired; these skills are often demonstrated in the internship as well as in class exercises
- Understand the various responsibilities of modern managers: financial management, human resources, marketing, operations, project management, and more
- Understand the use and application of information technologies
- Understand the ethical and legal aspects of business and the role of management in these important areas
- Understand and be able to apply research methodologies utilized in management, including statistical and quantitative methods

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

Degree Requirements (72 credits)

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 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)
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 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.

Concentration in Human Resource Management

The Human Resource Management concentration will consist of three required courses and one elective course:

Required courses (9 credits)

MGMT220	Human Resource Management	(3)
MGMT230	Human Behavior in Organizations	(3)
PSYC246	Business & Organizational Psychology	(3)
Elective courses (3 credits) Choice of ONE of the following:		
MGMT320	Women in Management	(3)
MGMT330	Labor Management Relation	(3)
MGMT336	Compensation & Benefits	(3)
MGMT430	Negotiation & Conflict	(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)

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.

Bachelor of Science

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.

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)

Economics Concentration (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)

Bachelor of Science

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

Bachelor of Science in Nursing

Students in the traditional program are high school graduates, transfer students or second degree students who have had no previous education for professional nursing. Upon graduation, students are eligible to apply to take the National Council Licensing Examination for licensure as a Registered Nurse.

The program is approved by the Connecticut Board of Examiners for Nursing and is accredited by the Commission on Collegiate Nursing Education.

Program Outcomes

The student will:

- Integrate empirical and theoretical knowledge in nursing practice
- Synthesize and use knowledge of personal self and esthetics to provide holistic care
- Assume responsibility and accountability for ethical practice
- Establish professional and caring relationships that promote health and healing through communication, collaboration, and negotiation
- Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, and communities in a caring context
- Assume a leadership role in one's scope of practice

Admission requirements: Selection and placement in any of the undergraduate Nursing programs is competitive and on a space-available basis. To register for Nursing courses and to be officially accepted into the Nursing major, students must fulfill prerequisite course requirements and meet the standards for academic performance required by the department of Nursing. The department of Nursing reviews prospective transfer applicants in conjunction with the Office of Admissions. Applicants should contact the Office of Admissions for specific application deadlines.

Criteria for Admission

- Grade of C or above in all science courses.
- Cumulative GPA of 2.8 or better (3.0 for Accelerated Second Degree students)

Application to Nursing Major

By the end of the fall semester of the sophomore year, students complete the Application to the Nursing Major form and submit it to the Nursing department.

- Acceptance into the Nursing major is determined by the Nursing faculty
- Transfer students' grades previously earned in Biology and Chemistry courses are assessed by the department of Nursing chairperson, in consultation with the Natural Science chairpersons, when transcripts are reviewed as part of the application process to the Nursing major
- Written response from the department of Nursing chairperson will be sent to all applicants once a decision has been made

Health Requirements

- Physical examination upon entering the program, and every two years thereafter
- Immunization against: Rubeola, Rubella (or titer), Mumps, Poliomyelitis; Tetanus booster within 10 years
- PPD yearly
- Varicella (Chicken Pox) titer, or history of Varicella
- Hepatitis B vaccine
- Medical/health record authorization
- Evidence of health insurance submitted yearly

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.

Progression in the Nursing Major

Criminal Background Investigation (CBI)

All Nursing students must have a CBI completed and on file before they can attend their first nursing course. A letter will be sent to each student accepted into the major with instructions.

To progress in the nursing major, a student must:

- Maintain a cumulative GPA of 2.33 or above in all Nursing courses AND
- Earn grades of C or better in all Nursing and science courses
- If a student earns less than a C in any Science or Nursing course, but maintains a GPA in Nursing of 2.33 or above (including the failed class grade), one repeat is permitted. Students must repeat the course before they can progress.
- No more than one 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 above requirements to progress in the Nursing major will be dismissed from the program

Clinical Continuation Requirement

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

Traditional Nursing Degree Requirements (51 credits)

A. Required courses (51 credits)		Credits
NURS219	Health Assessment	(3)
NURS216	Pathopharmacology and Pharmacology I	(3)
NURS218	Pathopharmacology and Pharmacology 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	(7)
NURS424	Professional Issues	(2)

B. Comprehensive examination:

The comprehensive examination is a College-wide requirement for all graduating seniors and is given to determine basic competence in their area of study. Nursing students do not meet this graduation requirement until they have successfully passed the Nursing comprehensive examination. The faculty has selected the HESI exit exam for the Nursing comprehensive final.

If a student fails, the comprehensive examination may be retaken a second time after completion of a plan of study approved by the faculty. The study plan will be designed in conjunction with the academic advisor, the senior course faculty and the student. A student who does not pass the second examination will be allowed one more attempt after commencement. Any student who does not achieve a grade of 850 by the third attempt will be terminated from the program.

Registration for Nursing Licensure

Regarding eligibility for licensure as a professional nurse at the completion of the educational program in nursing, Public Act 86-365, an Act Concerning the Licensure and Discipline of Health Care Professionals Regulated by the Department of Health Services (July 1, 1986), allows the State Department of Health Services to perform the following functions:

- To determine the eligibility of any applicant for licensure, registration, certification, or a permit
- To deny any applicant's eligibility for a permit or licensure by examination, endorsement, reciprocity, or for the reinstatement of a voided license if the Department of Health Services determines that such applicant has committed or has been found guilty of committing acts which are contrary to public health and safety

The Department has authority to deny nursing licensure to an individual who has committed or been found guilty of committing a felony or an act that does not conform to the accepted standards of the nursing profession. This would apply whether the individual is seeking licensure by examination or endorsement.

The Department of Health Services has the discretionary power to determine whether Public Act 86-365 applies to the individual applying for licensure. Individuals seeking licensure would be reviewed on a case-by-case basis. Some factors that could be considered by the Department in reviewing licensure applications are:

- The nature of the act and its relationship to professional practice
- The time frame in which the act was committed
- The extent of rehabilitation demonstrated by the applicant

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	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	Nursing Care of Ill Adults (fall)	(8)
NURS424	Professional Issues (fall)	(2)
NURS411	Nursing Care for At Risk Populations (spring)	(4)
NURS417	Management of Complex Health Problems (spring)	(7)

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

This plan designates only the Nursing courses, and does not include the prerequisite or supporting courses needed by Nursing students. All science prerequisites (BIOL110, 222, 241, 242, CHEM170, CHEM240), NUTR380 and PSYC238 (or their equivalents) must be met to earn a bachelor's degree in Nursing.

Degree Requirements (51 credits)

		Credits
Summer I		
NURS216	Pathopharmacology and Pharmacology I	(3)
Summer II		
NURS219	Health Assessment	(3)
Fall		
NURS218	Pathopharmacology and Pharmacology II	(3)
NURS318	Foundations in Clinical and Theoretical Nursing	(8)
Spring		
NURS310	Philosophy of Science/Nursing Research	(2)
NURS317	Nursing in Health Promotion and Health Restoration II	(8)
Summer I		
NURS320	Health of Populations	(2)
NURS412	Nursing Care of Ill Adults	(8)
NURS424	Issues in Professional Practice	(2)
Summer II		
NURS417	Management of Complex Health Problems II	(7)
NURS411	Nursing Care for At Risk Populations	(4)

RN to BS with Multicultural Health Concentration

The RN to BS in nursing with a multicultural health concentration prepares students for nursing in a multicultural world. Students gain the knowledge and skills for professional advancement and the ability to:

- Assess and respond to cultural factors related to health

- Alleviate health disparities and improve health outcomes among diverse populations
- Apply cultural competencies as defined by the American Association of Colleges and Nursing (AACN)
- Promote National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS Standards)
- Communicate in Spanish with beginning-level; proficiency

For bilingual students the program offers an additional Latino Community Practice Concentration. This specialized credential will prepare the student to lead health care organizations in improving health care and health outcomes among diverse Latino communities.

Nursing Dual Admission Program

Students in the Connecticut Community College Nursing Program can apply to Saint Joseph College, during any spring semester in their community college program. The dual admission program guarantees the student a place in the Saint Joseph College RN to BS in Nursing with a Multicultural Health Concentration Program, pending:

- Completion of the AS degree within three years of beginning the program
- Cumulative grade point average of 2.5 or above
- Licensure as a registered nurse in Connecticut
- Enrollment in Saint Joseph College within two years of earning the AS degree

Curriculum

As an RN graduate of the Connecticut community college nursing program, students are able to earn the BS in Nursing with a Multicultural Health Concentration (and for bilingual students, and additional Latino Community Practice Concentration) in two calendar years, part-time. A typical course of study requires:

Nursing courses (18 credits)

NURS403	Health Care Systems in a Global Society	(3)
NURS409	Issues in Professional Practice	(4)
NURS416	Nursing Research	(3)
NURS423	Perspectives in Nursing Science	(3)
NURS435	Health of Populations	(5)

Liberal Arts and General Education Courses (28 credits)

PSYC209	Career Development and Prior Learning	(3)
MATH110	Elementary Statistics	(3)
RELS301	Moral Issues in Health Care	(3)
SOCW202	Black Families in the US	(3)
PHED168	Walking/Jogging or Weight Training	(1)
SPAN154	Spanish for Health Professions	(3)
SPAN102, 103	Living Spanish I, II	(3) OR
SPAN204	*Latino Storytelling	(3)
SPAN300	*Community Interpreting and Cultures	(3)

*Required for Latino community practice concentration

Latino Community Practice Concentration, B.S. in Nursing (14 credits)

The Latino Community Practice Concentration prepares nurses to lead health care organizations and professions in alleviating health disparities by delivering effective health care to diverse Latino populations; improving health literacy in Latino communities; and facilitating bilingual cross-cultural communications in health care settings. Graduates will demonstrate the ability:

1. To develop and to apply knowledge understanding of diverse Latino cultures
2. To advance cultural competencies in a clinical bilingual community health setting
3. To strengthen their proficiency in oral and written bilingual communications.

Requirements are:

NURS435	Health Care of Populations (Approved Bilingual Field Practicum)	(5)
SPAN204	Latino Storytelling (Or other SPAN200+ course)	(3)
SOCW206	Latinas and their Worlds	(3)
LCPR	Community Interpreting and Cultures	(3)

Multicultural Health Concentration, B.S. in Nursing (14 credits)

The Multicultural Health Concentration prepares nurses to deliver effective health care to culturally and linguistically diverse populations, to work towards eliminating health disparities, and to promote health equity for vulnerable groups. Graduates will demonstrate the ability:

1. To apply cultural competencies as defined by the American Association of Colleges of Nursing (AACN)
2. To promote National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS)
3. To communicate in Spanish with beginning-level proficiency

Requirements are:

NURS435	Health of Populations	(5)
SPAN154	Spanish for Health Professionals	(3)
Choice of two:		(6)
SOCW202	Black Families in the U.S.	(3)
SOCW206	Latinas and their Worlds	(3)
Other elective as approved		(3)

Comprehensive Examination Policy for RN to BS in Nursing

A comprehensive exam is required for all graduating seniors. The exam is essay or oral, requiring students to apply knowledge of research and multicultural and community health. A practice exam is available to help students prepare. Candidates for graduation who fail the exam will be required to complete a plan of study designed to ensure success on a retake. Students do not graduate until satisfactory completion of the comprehensive examination as determined by the Department of Nursing faculty.

Philosophy (PHIL)

Bachelor of Arts

Philosophy teaches how to notice and think carefully about the ideas and assumptions basic to understandings of life and our place in the universe. It is essential preparation for any pursuit, professional or personal. The Philosophy program combines disciplinary strength with personal attention, dedicated faculty, innovative curriculum, and flexibility. Philosophy majors gain a strong foundation in the history of Philosophy and in systematic areas like logic and ethics.

Besides being excellent preparation for further study in graduate or law school, a Philosophy major provides a sound foundation for critical thinking for a variety of professions including management, teaching, counseling, journalism, editing, library work, nonprofit administration, advocacy, and even medicine.

Students can pursue courses and topics to connect to their specific interests. Many students double-major in Philosophy and Psychology; others have combined Philosophy with Drama, Biology, English, and Women's Studies. As part of their program, Philosophy students have opportunities to develop classroom leadership skills as well as attend and present at professional conferences.

Program Outcomes

The student will:

- Be familiar with key figures and developments in the history of Western and non-Western Philosophy
- Possess the ability to read, interpret, and articulate philosophical explanation and expression
- Understand the relation between Philosophy and other important domains of human inquiry, culture, and life

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 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)
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.

Psychology (PSYC)

Bachelor of Arts

Psychology majors receive personalized advising and mentoring from a team of dedicated professors with expertise/interest areas that include autism, forensic psychology, clinical psychology, behavior analysis, the psychology of women, moral development, neuroscience, and gerontology. Exciting special topics courses are offered regularly in areas such as abuse and neglect, children with serious illnesses, and sleep and dreams. Professors encourage students to pursue field study and research opportunities that best fit their individual interests and goals. 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, School Counseling, Marriage and Family Counseling, Social Work, Applied Developmental Psychology, and Counseling; others have enrolled in programs in Medicine and Law. Psychology alumnae/i work in a range of settings from school systems to psychiatric hospitals and businesses in such roles as school psychologists, counselors, elementary teachers, Gestalt therapists, case supervisors, researchers, and administrators.

Psi Chi: The Psychology department is affiliated with Psi Chi, the International Academic Honors Society for Psychology. Psychology majors and minors who demonstrate superior scholarship are eligible to apply for membership in the 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 the scientific approach to solve problems related to behavior and mental processes
- Communicate effectively in a variety of formats
- (Adapted from the *American Psychological Association's National Guidelines and Suggested Learning Outcomes for the Undergraduate Major*)

Admission and Continuation Requirements:

Students are accepted as majors upon approval of the department faculty and only after completing six credits in Psychology with an average grade of C+ or higher in those courses. To continue, majors must maintain a C or better in all courses in the major. Students who do not earn a C or better in a required course after two attempts cannot continue in the major.

Degree Requirements (34 credits)

A. Core required courses (19 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)
D. Nine elective Psychology credits		(9)

Suggested Plan of Study

First Year

A. PSYC100	Introductory Psychology (Prerequisite for all other classes)	(3)
B. One human development course from:		
PSYC220	Child Development (Elementary Education & Special Education certification)	(3)
PSYC238	Human Development Through the Lifespan (Elementary Education & Special Education certification)	(3)
PSYC241	Adolescent Development (Secondary Education certification) 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)
PSYC430OR431	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.

Concentration in Behavior Analysis/Autism

Demonstrate a marketable skill set and knowledge base and gain a strong grounding in the career-focused tools of Applied Behavior Analysis and the growing field of Autism Studies. **(9 credits)**

Courses:

- PSYC238 Human Development (3 credits)
- PSYC299 Behavior Analysis (3 credits)
- PSYC247 Introduction to Autism Spectrum Disorders (3 credits)

Concentration in Criminal Justice/Mental Health

Ethically and effectively meeting the growing mental health needs of the juvenile justice and criminal justice systems poses significant challenges for society. Students with interests in Forensic Psychology and/or Criminal Justice can gain a strong, values-centered knowledge base in diagnosis and treatment in the fast-growing field of Criminal Justice/Mental Health. (9 credits)

Required course (capstone):

- PSYC330 Criminal Justice and Mental Health (3 credits)

Required major course (choose one):

- PSYC368 Psychopathology (3 credits) or
- PSYC367 Child Psychopathology (3 credits) Note: Department will waive 368 major requirement for students who take 367.

Elective (choose one):

- PSYC258 Victimology (3 credits) OR
- PSYC249 Forensic Psychology (3 credits)

For Students Interested in Art Therapy Electives

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 (RELS)

Bachelor of Arts

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.

Program Outcomes

The student will:

- Read and interpret the *Bible* and sacred texts of other religions
- Read critically and interpret faith-related documents and religious symbols
- Compare and contrast living faith traditions through their elements of faith, such as morality, beliefs, rituals, and practices of prayer and worship
- Demonstrate awareness of the challenge and opportunity of religious diversity in today's world
- Understand religious traditions of social justice, service to others, and global responsibility
- Understand women's spiritual development, faith journeys, leadership, and contributions to religious thought and practice
- Articulate the student's own faith journey and position in relationship to other perspectives

Admission and Continuation Requirements

Students are accepted as majors upon approval of the department faculty and only after completing six credits in Religious Studies with an average grade of C+ or higher in these courses. To continue as a major, a student is expected to maintain at least a C average in the major courses. Students who wish to pursue graduate degrees in Theology or Religious Studies should study at least one modern language and consider studying classical languages — Latin and Greek.

Degree Requirements (33 credits)

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

RELS105	Contemporary Christian Morality	(3)
RELS201	The Church: A Contemporary Study	(3)
RELS202	Christian Sacraments	(3)
RELS295	Exploratory Independent Study	(3)
RELS305	Contemporary Christian Thought	(3)
RELS313	Mysticism – East and West	(3)
RELS495	Advanced Independent Study	(3)

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)
RELS203	The Problem of God: Belief and Unbelief	(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)
SOCL207	Sociology of Religion	(3)

Appropriate courses in International Studies, Philosophy, and the Consortium

Religious Education

Electives in religious education in schools or churches

RELS100	Christian Faith in the Modern World	(3)
RELS104	Reading the Bible	(3)
RELS152	Religion in America	(3)
RELS202	Christian Sacraments	(3)
RELS203	The Problem of God: Belief and UnBelief	(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 Lifespan	(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

RELS102	Christian Spirituality	(3)
RELS104	Reading the Bible	(3)
RELS202	Christian Sacraments	(3)
RELS209	Christianity and Social Justice	(3)
RELS265	Christian Service and Leadership	(3)
RELS305	Contemporary Christian Thought	(3)
RELS307	Death	(3)

Supporting coursework

PSYC235	Social Psychology	(3)
PSYC238	Human Development through the Lifespan	(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)

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	Christian 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)
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 Lifespan	(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.

Required courses (18 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:

PHIL241	Greek and Medieval Philosophers	(3)
PHIL250	Philosophy of Love and Sexuality	(3)
PHIL235	Philosophy of Race	(3)
RELS290	Special Tools in Religious Studies: The Christian Imagination	(3)

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:

RELS104	Reading the Bible	(3)
RELS150	Religion of the East	(3)
RELS151	Religion of the West	(3)
RELS201	The Church: A Contemporary Study	(3)
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.

Required courses (9 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)

Social Work (SOCW)

Bachelor of Science

The Social Work program educates baccalaureate 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. The Social Work program serves as a resource for social development by improving educational opportunities for women and underrepresented student populations, including low-income students and students of color, and by preparing women for leadership in the profession and in their communities.

Social Work is one of the fastest growing professions in the United States and includes diverse and varied fields of practice. Social work students prepare for careers in child welfare, community development, criminal justice, crisis management and disaster relief, elder services, health and mental health, immigrant and refugee services, school social work, and many other fields. 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 while they complete two separate yearlong field placements. Many students qualify to enter graduate school with advanced standing and to complete their master's degree in Social Work in one year rather than the usual two. More than 90% of 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.

Suggested Plan of Study

Prerequisites

Credits

(Some courses may be taken concurrently with major courses with advisor approval)

SOCW102	Introduction to Social Work	(3)
MATH110	Elementary Statistics	(3)
PSYC100	Introduction to Psychology	(3)
SOCL101	Introduction to Sociology	(3)
ECON101	Principles of Macroeconomics	(3)
Choice of one of the following		
SOCL217	Racial and Ethnic Groups	(3)
SOCL227	Inequality in America	(3)
SOCW202	Black Families in the United States	(3)
SOCW206	Latina Women and Their Worlds	(3)
Choice of one of the following		
BIOL223	Human Biology	(3/4)
BIOL270	Human Heredity & Birth Defects	(3/4)
Choice of one of the following		
HDFS210	Voices of Development Across the Lifespan	(3)
PSYC238	Human Development through the Lifespan	(3)
Choice of one of the following		
POLS110	How Politics Affects Your Life	(3)
POLS125	American Government	(3)
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	(4)
	(Includes seminar and 8 hrs/wk in field)	

Spring

SOCW300	Social Welfare Policy	(3)
SOCW398	Social Work Methods II	(3)
SOCW388	Field Practice II	(4)
	(Includes seminar and 8 hrs/wk in field)	

Senior Year

Fall

SOCW375	Social Research	(3)
SOCW400	Social Work Methods III	(3)
SOCW482	Field Practice III	(7)
	(Includes seminar and 16 hrs/wk in field)	

Spring

SOCW498	Coordinating Seminar	(3)
SOCW484	Field Practice IV	(7)
	(Includes seminar and 16 hrs/wk in field)	

Plans of study for students in The Weekend Program for Adult Learners are individualized to meet students' academic needs and schedules.

**The Criminal Justice & Mental Health Concentration (13 credits) consists of:
SOCW484 Field Practice IV in approved criminal justice setting (7 credits), and**

A. Two supportive electives chosen from the following:

POLS230	Juvenile Justice and Human Rights	(3)
SOCW390	Children and the Law	(3)
BIOL204/L	Forensic Biology and Lab	(4)
POLS330	Constitutional Law	(3)
POLS315	Civil Liberties	(3)
PSYC248	Victimology	(3)
PSYC249	Forensic Psychology	(3)
PSYC330	Criminal Justice & Mental Health	(3)

The concentration in Latino Community Practice (13 credits) consists of:

A. SOCW388 Field Practice II in approved bilingual internship (4) and

B. Choice of 3 of the following:

SOCW206	Latinas and Their Worlds	(3)
SPAN200+	Approved Spanish course at the 200 level or above	(3)
SPAN204	Latino Storytelling	(3)
LCPR300	Community Interpreting & Latino Cultures	(3)
OR		
SOCW498	Field Practice IV in an approved bilingual internship	(7) and

Choice of two of the following:

SOCW206	Latinas and Their Worlds	
SPAN200	Approved Spanish course at the 200 level or above	
SPAN204	Latino Storytelling	(3)
LCPR300	Community Interpreting & Latino Cultures	(3)

Spanish (SPAN)

Bachelor of Arts

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

The Spanish program offers small classes, personalized instruction, and a proficiency-based methodology that helps students truly to communicate in the language. Faculty members help students to design a major and study abroad program that correspond to their interests and that prepare them for further study and career success. Spanish major and minors have gone on to successful graduate study and to careers in teaching, social work, and business.

Teaching candidates in Spanish have enjoyed a 100% success rate in meeting state standards, including Praxis II and the ACTFL *Oral Proficiency standard.

*ACTFL: American Council for the Teaching of Foreign Languages, www.actfl.org

Program Outcomes

The student will:

- Exhibit an advanced level of proficiency (at least “Advanced-Low” on the ACTFL, OPI, and WPT scales) of Spanish in listening comprehension, speaking, reading, and writing
- Have a solid understanding of Spanish grammar and syntax, and will be able to model and explain linguistic structures (especially candidates for teacher certification)
- Employ both formal and informal discourse orally and in writing
- Have studied a large range of texts spanning centuries of language, and can understand the changing nature of language and appreciate the wide range of uses of language beyond communication of facts – to include or exclude groups or individuals, to entertain, to persuade, to move, to attract or repel, to show conformity or rebellion, etc.
- Attain a basic knowledge of Spanish and Spanish-American language, history, literature, and culture
- Have lived and interacted in a Spanish-speaking country, and acquired a profound and first-hand understanding of that host culture, and should be able to compare and contrast that culture with her own. Prospective teachers will be able to share experiences and texts with their students in an authentic manner
- Undertake research and find information in the target language through a number of sources (books and articles, databases, Internet, newspapers both in hardcopy and online, etc.)
- Use research and critical thinking skills to present ideas and findings both orally and in writing in a thoughtful, well-organized, and persuasive manner

Admission and Continuation Requirements

New and transfer students must consult with Spanish faculty for testing and placement. Students wishing to enroll at the 300 level or above for the first time must receive instructor’s permission.

Degree Requirements (30 credits)

Courses for the major in Spanish must be taken at the 300 level or higher.

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	Coordinating 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.

Peninsular or Spanish-American Studies Concentrations

No more than one class taught in English will count toward the major. Students will develop a plan of study for the major to be approved by the Spanish faculty.

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

Minor in Spanish:
(18 credits) including at least two courses at the 300 level.

Special Education (SPEC)

Bachelor of Science

Vision and Mission

Dedicated to the science and artistry of teaching in a complex, global society, Saint Joseph College prepares future educators to be independent problem-solvers and accomplished practitioners who are inquisitive in nature, passionate about learning and teaching, and reflective in practice.

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

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 1992, and endorsed by state agencies, affirms:

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) licensure in Special Education, major in Special Education. Students also complete coursework in the liberal arts, consistent with College-wide requirements.

Program Outcomes for Special Education Major

The student will:

- Develop a motivation for life-long learning
- Attain basic skills essential for acquiring knowledge and solving problems
- Acquire knowledge leading to realization of individual potential
- Develop social competency and life skills
- Attain an understanding of, and contribute to, society's values

Program Outcomes for Teacher Licensure

The candidate will:

- Understand the physical, emotional, psychosocial, and cognitive aspects of development
- Understand and apply learning theories as they relate to a holistic curriculum
- Evaluate learning and behavior of students
- Identify classroom organization and management techniques to enhance learning
- Understand historical, social, cultural, and political forces influencing public education and the role of a teacher in the resulting issues
- Accrue and use in-depth knowledge of professional literature
- Become a lifelong independent learner and reflective practitioner

Demonstrate responsibility, initiative and sensitivity in working with all children in education-related settings Teach all children effectively in a constructivist and collaborative manner using best practice

The Connecticut State Department of Education requires that students be accepted into a teacher licensure program after having completed no more than two professional education courses. Prospective candidates work closely with College Advisement to follow procedures for acceptance to the Department of Education, including the successful completion of the Praxis I requirement by the fall of the sophomore year.

Undergraduate Teacher Licensure

Special Education, K-12

Nursery - Grade 3 (See Other Program Opportunities: Teacher Licensure)

Elementary Education, K-6 (See Other Program Opportunities: Teacher Licensure)

Secondary Education, 7-12 (See Other Program Opportunities: Teacher Licensure)

Undergraduate Teacher Licensure in Special Education

Programs in teacher licensure in Special Education lead to candidate's eligibility to teach children in grades K-12 with special education needs. Candidates who seek initial licensure in Special Education, and cross-endorsement in Elementary Education, major in Special Education. This plan of study allows the candidate to teach in the general or special education classroom up to grade 6. 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 and the Foundations of Reading Test. Teacher candidates who plan to be recognized as highly qualified to teach middle or secondary special education must pass Praxis II in English, Math or Science.

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

Admission Requirements for Special Education Major and acceptance to the Teacher Licensure Program

1. Sophomore standing
2. Sealed official transcript(s) of all undergraduate work
3. A minimum cumulative GPA of 2.67
4. Declaration of the Special Education major
5. Evidence of successful completion of the Praxis I test. Candidates are eligible for a waiver of the Praxis I test with a combined score of 1,000 or more on the SAT, if neither the math nor the verbal subtest scores below 400 points from any test administration on or prior to March 31, 1995; or a combined score of 1,100 or more, with no less than 450 on either the math or verbal subtest from test administrations on or after April 1, 1995.
6. Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of the School of Education at Saint Joseph College.
7. A well-written essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places, and experiences with children and adolescents who have affected this decision.
8. A successful interview with an Education faculty team
9. A planned program of course requirements completed with an assigned Special Education faculty advisor and signed by the licensure officer

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

Admission Procedure for the Special Education Major with Teacher Licensure

By April 1 of the sophomore year, the student must complete and file a declaration for the Special Education major with the assigned faculty advisor in the School of Education. (The declaration status of a transfer student will be determined when meeting with the College Advisement Office.) In addition, items 2 through 9 listed above must be completed by April 1 of the sophomore year. The applicant will then receive an acceptance letter from the dean of the School of Education. Upon acceptance, the student is expected to maintain quality performance throughout the academic program, achieving no less than a 2.67 cumulative GPA and receiving no less than a C+ grade in Education and Special Education coursework, and required general education courses.

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

Candidates who complete the Special Education major with 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 Coordinating Seminar in the senior year.

Sequence of the program: During the sophomore year candidates are introduced to programs for children and youth with a range of diverse disabilities, in a variety of settings that provide an array of services. Field assignments acquaint candidates with the characteristics of children who require special education and related services and the programs that serve them.

In the junior year, candidates participate in an intensive, carefully supervised program of pre-student teaching practica. For most candidates this program occurs on-site at The Gengras Center or in a public school. Junior year courses prepare candidates to meet the rigors of student teaching, with a focus on the development and implementation of instruction, accommodations, behavior/classroom management, and assessment to meet the multifaceted learning needs of children and youth with diverse abilities.

In the senior year, candidates preparing to teach are placed in public school programs for an intensive, full-time student teaching experience in Special Education and a field experience in general education during the fall semester. For most candidates, placements in both the special and general education classroom occur in the same building. This arrangement enables prospective teachers to develop a balanced perspective of children with and without disabilities and obtain licensure in Elementary Education as well as Special Education. During the second semester of the senior year, students take the Coordinating seminar.

Coursework for the Special Education degree with Special Education teacher licensure and cross endorsement in Elementary Education

1. Supporting coursework

Credits

General Education coursework (39) including a survey course in American History (3)

2. Required courses and 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. Required courses for Special Education licensure**Sophomore year**

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

Junior year

EDUC322	Developmental Reading (fall)	(3)
ENGL340	Literature for Children	(3)

4. Required courses for cross endorsement in Elementary Education (Grades K-6)**Sophomore year**

One additional child development course: HDFS250 OR HDFS380		(3)
--	--	-----

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 (fall)	(3)
---------	-------------------------------	-----

Continuation Requirements for the Special Education Degree and the Teacher Licensure Program

Throughout the teacher licensure sequence, the department reserves the right to recommend withdrawal of any candidate demonstrating insufficient progress toward professional experiences and interpersonal relationships. Evidence of satisfactory progress may be manifested in the following acquisition of knowledge, skills, and dispositions as described in the School of Education Conceptual Framework and Statement of Candidate Dispositions:

- Critical thinking skills (e.g., the ability to analyze information)
- Capacity to form interpersonal relationships with colleagues and individuals that are characterized by sensitivity, mutual respect, constructive collaboration, and advocacy
- Responsibility as demonstrated in the timely completion of assignments, commitment to quality performance, and professional growth and
- Commitment to the mission and philosophy of the department
- Achievement of grades of C+ or better in all EDUC, SPEC, and general education courses
- Continued minimum cumulative GPA of 2.67
- Achievement of a grade of B in Tuesday Experience

Requirements for application to Student Teaching for the Special Education degree with Teacher Licensure

Only candidates who have been accepted into the Teacher Licensure Program (see Criteria for Admission) are eligible to apply for student teaching. Candidates who apply for student teaching will be evaluated by department faculty, who will consider:

- Academic proficiency as indicated by coursework
- 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.

1. The application form must be accompanied by:

- The candidate's official letter of acceptance into the Teacher Licensure program
- A copy of Teacher Licensure Planned Program
- An unofficial transcript with most recent semester's grades
- An autobiographical essay of no more than two pages
- A completed Field Experience document
- Continuation of a minimum cumulative 2.67 GPA
- Documentation of having taken Praxis II in Special Education, Elementary Education, and the Foundations of Reading Test
- A typed information sheet for the cooperating teacher with the following information:
 - Completed courses
 - Previous teaching experience
 - Previous experience with children or adolescents
 - Work experience

2. Candidates must successfully complete the Saint Joseph College Writing Portfolio prior to student teaching.

3. All Alert Forms in a candidate's file must be resolved prior to student teaching.

4. No other courses, except the Field Study for cross endorsement, may be taken during the semester of this experience. The Field Study for cross endorsement must be taken in the same semester as student teaching.

5. Attendance is required at all student teaching seminars.

Comprehensive Exam requirements for completion of the Special Education degree with Teacher Licensure

During the winter intercession of senior year, candidate knowledge will be assessed in a written comprehensive examination. Successful completion of the examination is a requirement for conferral of the B.S. in Special Education.

Teacher Licensure Program for Special Education License with Elementary Cross Endorsement

Upon completion of entrance requirements, the prescribed programs and exit requirements, candidates for Special Education (K-12) with cross-endorsement in Elementary Education (K-6) will be recommended to the State Department of Education for licensure.

Exit from Teacher Licensure Program

A Licensure Program Completer is a candidate who has completed all the requirements for proposed licensure endorsement area(s), including the successful completion of the Praxis I and Praxis II or ACTFL, and Foundations of Reading Test when required. Therefore, to be recommended to the Connecticut State Department of Education for licensure, applicants must:

- Complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for coursework and student teaching
- Fulfill general education requirements and content with no grade lower than a C+
- Complete a successful student teaching experience with a grade of B or better.
- Submit successful Praxis II assessment results (or for World Language candidates a rating of “intermediate high” on ACTFL assessment) for each endorsement area and the Foundations of Reading test for Elementary and N-3 candidates
- Show evidence of appropriate educator dispositions
- Submit application for a teaching license to teacher licensure officer.

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 2008-2009 was submitted in April 2009. The pass rate for Saint Joseph College for 2008-2009 was 100%.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program



HEA - Title II 2008-2009 Academic Year

Institution Name	ST JOSEPH COLLEGE					
Institution Code	3754					
State	Connecticut					
Number of Program Completers Submitted	95					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	94					
				Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills	44	44	100%	1024	1020	100%
Aggregate - Professional Knowledge	9			90	90	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	79	79	100%	1733	1709	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			19	19	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	22	22	100%	153	153	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	94	94	100%	1885	1857	99%

January 25, 2010

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 passrate.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

		<p align="center">HEA - Title II 2008-2009 Academic Year</p>					
Institution Name	ST JOSEPH COLLEGE						
Institution Code	3754						
State	Connecticut						
Number of Program Completers Submitted	95						
Number of Program Completers found, matched, and used in passing rate Calculations¹	94						
*Data used to calculate pass rates for this test provided by E.S. Pearson.							
January 25, 2010							
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST Reading	710	10	10	100%	240	239	100%
PPST Writing	720	8			240	240	100%
PPST Mathematics	730	7			226	225	100%
Computerized PPST Reading	5710	33	33	100%	763	762	100%
Computerized PPST Writing	5720	33	33	100%	760	759	100%
Computerized PPST Mathematics	5730	35	35	100%	789	788	100%
Professional Knowledge							
Education of Young Children	021	9			90	90	100%
Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	46	46	100%	831	825	99%
Elem Ed Content Area Exercises	012	46	46	100%	831	828	100%
Early Childhood: Content Knowledge	022	9			90	90	100%
Eng Lang Lit Comp Content Knowledge	041	6			165	163	99%
Eng Lang Lit Comp Essays	042	5			165	161	98%
Middle School English Language Arts	049	2			8		
Mathematics: Content Knowledge	061	3			100	100	100%
Middle School Mathematics	069	1			7		
Social Studies: Content Knowledge	081	8			183	179	98%
Middle School Social Studies	089				3		
Physical Ed: Content Knowledge	091				107	105	98%
Physical Ed Analysis and Design	092				106	105	99%
Business Education	100				12	12	100%
Music Concepts and Processes	111				67	65	97%
Music Content Knowledge	113				67	67	100%
Art Making	131				51	51	100%
Art Content Trad Critic Aesthetics	132				51	51	100%
Art Content Knowledge	133				52	51	98%
Biology Content Knowledge	235	2			64	64	100%
Chemistry Content Essays	242	1			8		
Chemistry Content Knowledge	245	1			8		
Physics Content Essays	262				6		
Physics Content Knowledge	265				6		
General Science Content Essays	433	1			11	10	91%
General Science Content Knowledge	435	1			12	12	100%
Middle School Science	439				2		
Earth Science Content Knowledge	571				13	13	100%
Foundations of Reading*	999				12	12	100%
Other Content Areas							
Technology Education	050				13	13	100%
Family and Consumer Sciences	120	1			1		
Health Education	550				5		
Teaching Special Populations							
Educ. Exceptional Students: CK	353	22	22	100%	153	153	100%

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.

Kappa Delta Pi

The installation of the Saint Joseph College Chapter of Kappa Delta Pi International Honor Society in Education took place May 3, 2009. The society has a long-standing commitment to “recognizing excellence and fostering mutual cooperative, support, and professional growth for educational professionals.” Letters of invitation are sent in February to students eligible for membership informing them of a March orientation meeting and an initiation ceremony in the spring.

Laboratory Schools

The School of Education benefits from two laboratory schools. The Gengras Center and The School for Young Children (on Steele Road) offer opportunities for on-site observations, field work, practicum, and course-related applications. In addition, students are welcome at a Saint Joseph College partnership school: The Charter School for Young Children on Asylum Hill.

B.A.-to-M.A. Opportunities

Programs for licensed teachers

1. The Global Educator B.A.-to-M.A. provides both a study abroad and an internship experience for students who complete a Teacher Licensure Program as undergraduates with a minimum cumulative GPA of 3.25. The program places an emphasis on global awareness, literacy and meeting the needs of all students in the classroom.
2. The Literacy Internship B.A.-to-M.A. provides 15-30 free credits of coursework plus a stipend in exchange for working within a school district as a reading tutor for one-to-two years. The program places an emphasis on developing candidates' reading intervention skills.
3. 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 leads Child Study majors to be accepted into the master's degree program during senior year for a master of arts degree in Early Childhood Special Education with Birth to Kindergarten licensure. Students who have been accepted into the integrated program take one or two graduate courses from the M.A. program during senior year. Credit for these courses must be used either for the B.A. or M.A. program, but not both. The program places an emphasis on candidates' ability to

- 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
- Admission requirements in addition to the requirements for the School of Graduate and Professional Studies:
- 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

Master of Arts Degree Programs (see Graduate Studies in the catalog for details).

Saint Joseph College students with a minimum cumulative GPA of 3.25 can receive conditional acceptance to begin a graduate program with six credits in the senior year.

Saint Joseph College students who complete the bachelor's degree with a minimum cumulative GPA of 2.67 may consider an M.A. with Teacher Licensure, or with a minimum cumulative GPA of 2.5, may consider an M.A. program without teacher licensure.

Curriculum and Instruction

REACH-to-Teach

Reading/Language: Elementary

Reading/Language: Secondary

Self-Design

Special Education

Admission requirements in addition to the requirements for the School of Graduate and Professional Studies and for Teacher Licensure

- 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

Women's Studies (WMST)

Bachelors of Arts

The Women's Studies major is an interdisciplinary study of the way gender (the social distinctions between men and women) and sexuality (sexual identities, practices, discourses, and institutions) affect the structure of cultures and the experiences of their members. Students examine the history, expression, and diversity (such as racial, ethnic, cross-cultural, or class) of women's experiences, using various methods of feminist scholarship to identify the origins of and changes in cultural and social arrangements. The Women's Studies' emphasis on critical thinking and interdisciplinary inquiry prepares students for a range of careers including law, management, education, health care, social services, government, the arts, journalism, and publishing.

Program Outcomes

The student will:

- Analyze and synthesize multiple perspectives and disciplines
- Apply theory and strategy for action and problem solving
- Recognize and analyze current conflicts or situations as a matrix of cultural, historical, and social forces
- Exercise the higher-level thinking and flexibility needed for multiple employment opportunities and life-long learning
- Recognize the social construction of what is deemed "natural"
- Conduct research and write position papers

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 Global Economy	(3)
WMST230	Feminist Theories	(3)
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 Coordinating. 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 Seminar 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 focused 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	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)

B. Four related electives (12 credits) from the list above

Independent Minors and Certificates

There are many minors and certificates listed under associated programs. These are independent of any particular major degree program.

¡Adelante! Bilingual Career Development Certificate

The ¡Adelante! Bilingual Career Development (12 credits) certificate consists of:

PSYC209	Career Development and Prior Learning	(3)
ENGL205	Business and Professional Communication	(3)
SPAN204	Latino Storytelling OR approved 200+ SPAN	(3)
LCPR300	Community Interpreting & Cultures	(3)

Dance (DANC)

Minor

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.

This minor in Dance requires 18 credits including nine credits in upper-level courses. The Dance minor offers a Dance curriculum that provides the student with a solid foundation of dance technique, cultural and historical perspectives, creative expression, production, and performance opportunities.

Disability Studies

Minor

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

This minor requires 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)

French (FREN)

Minor (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 [www.actfl.org]

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,	Beginning French I, II	(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)

French Studies (FREN)

Minor

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.

Economics (ECON)

Minor

The Economics curriculum is marked by attention to a global perspective; an ecologically contextual focus; a conscious awareness, of the role of women in the economy; sensitivity to methodological pluralism; and attentiveness to the twin aspects of rigor and relevance. Students studying Economics are prepared to enter fields such as law, business, global affairs, environmental studies, finance, banking, and international financial and governance institutions. Recent alumnae/i have launched into successful careers in major global corporations with headquarters in the greater Hartford area.

Minor (18 credits)

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

Gerontology (HDGE)

Certificate or Minor

Gerontology is an interdisciplinary field that embraces theoretical and applied constructs from a wide range of disciplines, including the social sciences, health research, and education from a human development perspective. To engage in the practice of gerontology requires an understanding of the population (current and future cohorts), the nature of human aging, socially constructed definitions of aging, public policy, and systems and networks for promoting human development. Many courses deal with specific issues and problems associated with aging, and all courses reflect the philosophy of lifelong developmental growth and emphasize the strengths of human beings at every age. Program graduates have gone into a variety of jobs in the fields of health, education, social services, business, and industry.

Degree Requirements for a certificate or minor in Gerontology:

The plan of study for the certificate or minor must be approved by the Gerontology advisor.

A. Students must take these required courses:

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. Students must also choose 9 additional credits in related disciplines including:

HDFS210	Voices Across the Lifespan	(3)
HDGE200	Special Topics in Gerontology	(3)
HDGE312	Introduction to Therapeutic Recreation	(3)
HDGE485	Internship	(3)
PSYC238	Human Development Through the Lifespan	(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.

Juvenile Justice/Human Rights

Certificate

The Juvenile Justice/Human Rights certificate (12 credits) consists of:

Required courses:

		Credits
POLS230	Juvenile Justice and Human Rights	(3)
SOCW390	Children and the Law	(3)

Elective courses:

BIOL204/		
BIOL204L	Forensic Biology and Lab	(4)
POLS 330	Constitutional Law	(3)
POLS 315	Civil Liberties	(3)

PSCY241	Adolescent Development	(3)
PSYC248	Victimology	(3)
PSYC249	Forensic Psychology	(3)
PSYC330	Criminal Justice & Mental Health	(3)
Other elective courses as approved		

Latino Community Practice (LCPR)

Certificate or Minor

Latinos are the fastest growing population in the country and New England. Prepare for the increasing demand on culturally and linguistically competent services across disciplines. Learn about their cultural heritage, the dynamics behind their massive migration and their condition as they attempt to make a life in the States, and improve your proficiency in Spanish. ***Prerequisite: Spanish at the 200 level or permission of the Latino Community Practice coordinator.***

Program Outcomes

Students with a Certificate or Minor in Latino Community Practice will:

1. Advance their proficiency in oral and written Spanish communications
2. Gain knowledge and understanding of diverse Latino cultures
3. Gain understanding of the migration experience, strengths and challenges of Latinos
4. Complete an internship or community service project with a Latino community

Requirements for the Certificate in Latino Community Practice consist of 15 credits as specified below. Requirements for the Minor consist of three additional credits in any area:

Spanish at the 300 level or above (6 credits)

SPAN300 or 301	Conversation and Readings I, II	(3)
SPAN320, 321	Advanced Conversation I, II	(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)

Latino cultures and cultural diversity (6 credits)

HIST226 or 227	Latin America	(3)
INTD201	Guyana Immersion Experience	(3)
LCPR300	Community Interpreting and Cultures	(3)
POLS351	Government and Politics in the Caribbean	(3)
RELS270	Social Justice in the City of Hartford	(3)
SOCW206	Latinas and Their Worlds	(3)
SPAN204	Latino Storytelling	(3)
Other courses as approved		

Leadership Studies (LEAD)

Minor and Certificate

The Leadership Studies program fosters women-centered leadership across the professions. Students investigate the theories and concepts of leadership, while also exploring the complex topics related to current global leadership challenges.

Learning experiences provide a catalyst for personal growth and enhance individual effectiveness through:

- Interactive tools and techniques that encourage self awareness
- Curricular experiences and co-curricular adventures that build leadership skills, and
- Applied learning projects that reinforce leadership lessons

This interdisciplinary program includes courses and action learning experiences in strategic thinking and action, innovation, teams and group process, effective communication, global ethical decision- making, economic and political empowerment, social justice, and transformational leadership.

Women engaged in Leadership Studies at Saint Joseph College can enroll at the undergraduate or graduate level in order to enhance their chosen major. As undergraduates, students will minor in Leadership Studies with a focus in Organizational Leadership, Social Justice, or Global Leadership. Graduate students will earn a certificate in Leadership and Sustainable Communities.

Whether a student's interest is Nursing, Education, Pharmacy, or Business, a minor in Leadership Studies will improve her ability to communicate effectively, think critically, engage thoughtfully, and solve the daily problems of life and work. In addition to personal fulfillment and professional effectiveness, 82% of leadership studies graduates secure better jobs with higher pay, according to a Kellogg Foundation survey of college-based leadership programs over five years (2008).

Through this program, students earn an undergraduate Certificate or Minor in Leadership Studies and a graduate Certificate in Women's Leadership & Sustainable Communities.

Minor in Leadership Studies

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

Undergraduate Certificate in Leadership Studies

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

Areas of Focus for the Minor

Organizational Leadership: For students in Business, Education, Nursing and Allied Health, Pharmacy, Public Administration, and Social Work.

Ethics and Social Justice: For students in Economics, Education, International Studies, Liberal Studies, Political Science, Pre-Law, Religious Studies, Social Sciences, and Social Work.

Global: For students in Liberal Studies, Business, Education, Nursing, Pharmacy, Pre-Law, Pre-Med, Philosophy, and Social Sciences.

Minor in Leadership Studies (18 credits)

A. Core courses (9 credits) Credits

LEAD150	Introduction to Leadership Studies	(3)
LEAD202	Leadership & Group Dynamics	(3)

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

LEAD 200	Transformative Leader
LEAD 295	Leadership Independent Study
LEAD 495	Advanced Independent Research
LEAD 499	Special Topics

Organizational Leadership

MGMT 315	Leadership Theory and Practice
MGMT 410	Ethical Considerations in Business (VE)
NURS 415	Management of Complex Health Problems I
NURS 417	Management of Complex Health Problems II
NURS 424	Professional Issues
PSYC210	Motivation and Leadership in Sports
SPYC245	Psychology of Leadership
PSYC246	Business and Organizational Psychology
RELS301	Moral Issues in Health Care (RE, VE)
SOCW375	Social Research (WR)

Ethics & Social Justice

PHIL225	Philosophy of the Human Person (PH)
PHIL236	Ethical Decision Making (PH, VE)
PHIL 340	Contemporary Ethical Problems (VE)
PHIL350	Women Philosophers (PH, WS)
PSYC350	Psychology of Moral Development (VE)
RELS209	Christianity and Social Justice (RE)
RELS211	Justice Seekers and Peacemakers (RE, VE)
RELS265	Christian Service and Leadership (VE)

Global Leadership

ECON265	Women in the World Economy (GI, WS)
POLS310	Political Leadership and Social Justice (AE, WS, VE)
POLS325	Environmental Law and Policy
POLS340	Women and Politics (WS)
PSYC250	Psychology of Women (WS)
PSYC346	Writing Women's Lives (WS, HE)
WMST230	Feminist Theories (WS, WR)

Leadership Portfolio

Applies to LEAD 395

Leadership Action Research Project

Applies to LEAD 495

C. Leadership Portfolio documenting development in core areas of leadership: strategic vision; resource identification and allocation; empowerment; ethics and social responsibility; communication and change management; and organizational stewardship & renewal. Students must receive an overall assessment of Satisfactory or better on their Leadership Portfolio in order to receive the Certificate.

Leadership Portfolio Requirements

1. Personal Vision Statement & Leadership Map: Begun in the 100 level classes and refined through the student's progress through the program;
2. Leadership Journal (including written papers and individual and group projects) as evidence of self-awareness and personal growth;
3. Service Learning and/or internship experience and reflective essay exploring the experience and its impact on the leadership journey;
4. Faculty and/or advisor evaluations summarizing progress in the five core areas.

Certificate in Leadership Studies (12 credits)

A. Core courses (9 credits) Credits

LEAD150	Introduction to Leadership Studies	(3)
LEAD202	Leadership & Group Dynamics	(3)
LEAD395	Advanced Leadership Internship	(3)

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

C. Leadership Portfolio

LEAD 295 Leadership Independent Study

Prerequisite: LEAD 150 or permission of instructor.

LEAD395	Advanced Leadership Internship	(3)
---------	--------------------------------	-----

Prerequisite: LEAD150 and LEAD202 or permission of the instructor.

LEAD495	Advanced Independent Research	(3)
---------	-------------------------------	-----

Prerequisite: LEAD150 and LEAD202 or permission of the instructor.

LEAD 499	Special Topics (1-3)	
----------	----------------------	--

Legal Studies Certificate

The Legal Studies certificate (12 credits) consists of:

POLS310	Political Leadership and Social Justice	(3)
POLS330	Constitutional Law	(3)
POLS315	Civil Liberties	(3)

Choice of one:

POLS230	Juvenile Justice & Human Rights	(3)
SOCW390	Children and the Law	(3)

Music (MUSC)

Minor

The study of Music provides the opportunity to explore Music history, literature, and theory as well as to develop musical skill and experience through the study of vocal and instrumental performance and private instruction. Through the vocal and instrumental ensembles, students have many opportunities to perform for both on- and off-campus groups, including performances with chorales from various colleges. 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)

Performing Arts

Minor

An interdisciplinary minor (18 credits) in Dance, Music, and Drama, with a concentration arranged in consultation with the Performing Arts faculty. Courses that may be applied toward this minor include Applied Music as well as technique courses in Music, Dance, and Drama. Students should meet with a faculty advisor to plan a minor tailored to their interests.

History (18 credits)

Minor

No more than six credits at the 100 level.

Public Administration (18 credits)

Minor

A. Required courses (9 credits) Credits

POLS110	How Politics Affects Your Life	(3)
POLS125	American Government	(3)

B. Two courses (6 credits) applicable to the field of Public Administration

Sociology

Minor

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

Sports Studies (SPST)

Minor

The Sports Studies minor in Coaching prepares the student for a career in coaching. This curriculum instructs students in all aspects of the coaching profession, including the psychological, physical, and motivational techniques and skills needed to coach adolescents. Completion of the Sports Studies minor provides in-depth instruction and preparation for receiving a coaching permit in Connecticut.

A. Required courses (19 credits) s

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.

Other Program Opportunities

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 at 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 that meet general education requirements
- Honors Independent Study project; and
- Honors Capstone team-taught interdisciplinary course
- An additional requirement of maintaining of a 3.25 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
BIOL270	Human Heredity and Birth Defects	(3-4)
INTD100	First-Year Seminar	(3)
PHIL120	Discovering Philosophy	(3)
PSYC101	Introduction to Psychology	(3)

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

BIOL300	Current Topics in Biology	(1)
ECON/ POL370	American Empire	(3)
ENGL110	Thematic Approaches to Literature	(3)
ENGL/ PSYC346	Writing Women’s Lives: The Construction of Self	(3)
ENGL/HIST/ SOCL 350	Native American Literature and History	(3)
FIAR336	Renaissance Art History	(3)
FIAR341	History of Greek Art	(3)
FIAR351	Art of Egypt	(3)
HIST 217	Sex, Freud, and Morality: The History and Culture of 1900 Vienna	(3)
INTD375	Honors Independent Study	(3)

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

POLS/ PSYC375	Contemporary Topics in Political Psychology	(3)
------------------	---	-----

Honors Special Topics are offered in many disciplines.

Pre-Professional Interests

Pharmacy, Dental, Medical, Veterinary, Law

Those interested in these types of careers will benefit from the advisory capacity of these studies. Students major in a degree program and use these study guidelines to assist in their curriculum choices. Students are responsible for learning about the particular professional schools or professions they are interested in by taking advantage of opportunities to serve either in a voluntary or employed capacity in their field of interest. They should consult with the appropriate advisory group or their academic advisor on a regular basis.

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD135 Explorations of Careers in Medicine or Biomedical Sciences.

Pre-Pharmacy

Saint Joseph College offers a 3-calendar year post-baccalaureate Pharm.D. program and for exceptionally strong students a six-year B.S./Pharm.D. program. In the 3/3 model, students enter as Biology majors and complete all Pre-Pharmacy and general education requirements in their first three years. During their junior year, they pursue a separate admissions process to the professional Pharm.D. program, as well as take the PCAT. All qualified students in the accelerated program will be considered for an interview as part of the admission process. Once accepted into the professional Pharm.D. program, students earn their bachelor of science degree in Biology at the end of the fourth year. The fourth year is, in effect, both the last year of their undergraduate work and the first year of the professional degree. Transfers from other schools and students not wishing to accelerate are given the option of a 4/3 program, through which they have earned a bachelor's degree in any major, although Biology, Biochemistry, and Chemistry are most closely aligned with the Pharm.D. prerequisites.

Whether students choose the SJC 3/3 or 4/3 program or apply from another school, they all must meet the prerequisites of the Pharm.D. program. The Saint Joseph College courses that meet the prerequisite requirements include the following. Applicants from other schools must have equivalent courses.

CHEM 175-176	Fundamental Chemical Principles I & II (with Laboratory)	(8)
CHEM 200, 210	Organic Chemistry I & II (with Laboratory)	(8)
ENGL 104, 2xy*	English (incl. one course in composition)	(6)
BIOL 222	Microbiology (with Laboratory)	(4)
BIOL 241, 242	Anatomy & Physiology	(8)
MATH 170	Calculus I	(3)
MATH 110	Elementary Statistics	(3)
ECON 102	Principles of Microeconomics	(3)
PHYS 130	Introductory Physics I (with Laboratory)	(4)
ENGL 203	Oral Communication	(3)

*Literature, creative writing, or poetry

Humanities, e.g., Art, Drama, Theater, Literature, Religion, Music, Foreign Languages, or Philosophy, at least 6 credits.

Social Sciences, e.g., Psychology, Sociology, Political Sciences, Economics, History, Anthropology, Government, Ethnic Studies, at least 6 credits.

Health-related Science and Mathematics, e.g., Computer Fundamentals/Basics, Informatics, Genetics, Mathematics above Calculus I, Biochemistry, Immunology, Cell Biology, at least 6 credits

Except for those students who are part of the 3/3 program, each applicant must have completed the bachelor's degree.

Pre-Dental Studies/Pre-Medical

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 of 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)
BIOL241	Anatomy & Physiology I	(4)
BIOL242	Anatomy & Physiology II	(4)
BIOL313	Developmental Biology	(4)
BIOL325	Genetics	(4)
BIOL350	Cell Biology	(4)
BIOL410	Immunology	(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.

Program Requirements

It is strongly recommended students major in Biology or Biochemistry.

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

First Year/Sophomore Years 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)
BIOL241	Anatomy & Physiology I	(4)
BIOL313	Developmental Biology	(4)
BIOL325	Genetics	(4)
BIOL350	Cell Biology	(4)
BIOL410	Immunology	(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.

Agreement 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, Mass.) 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.

Program recommendations

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.

Teacher Licensure Programs

Nursery-Grade 3

Elementary, K-6

Secondary, 7-12

Special Education, K-12, with cross endorsement in Elementary Education K-6

Vision and Mission

Dedicated to the science and artistry for teaching in a complex, global society, Saint Joseph College prepares future educators to be independent problem solvers and accomplished practitioners who are inquisitive in nature, passionate about learning and teaching, and reflective in practice.

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

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

- Nursery to Grade 3
- Elementary Education (K-6)
- Secondary Education (7-12)
- Special Education (K-12) with cross-endorsement in Elementary Education (K-6). (See Special Education section for further details.)

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

Program Outcomes for Teacher Licensure

The candidate will:

- Understand the physical, emotional, psychosocial, and cognitive aspects of development
- Understand and apply learning theories as they relate to a holistic curriculum
- Evaluate learning and behavior of students
- Identify classroom organization and management techniques to enhance learning
- Understand historical, social, cultural, and political forces influencing public education and the role of a teacher in the resulting issues
- Accrue and use in-depth knowledge of professional literature
- Become a lifelong independent learner and reflective practitioner
- Demonstrate responsibility, initiative, and sensitivity in working with all children in education-related settings
- Teach all children effectively in a constructivist and collaborative manner using best practice

The Connecticut State Department of Education requires that students be accepted into a teacher licensure program after having completed no more than two professional education courses. Prospective candidates work closely with College Advisement to follow procedures for acceptance to the state department of Education, including the successful completion of the Praxis I requirement by the fall of the sophomore year.

Progression to Teacher Licensure

1. Acceptance to a Teacher Licensure program

- Sophomore standing
- Sealed official transcript(s) of all undergraduate work
- A minimum cumulative GPA of 2.67
- Evidence of successful completion of the Praxis I test. Candidates are eligible for a waiver of the Praxis I test with a combined score of 1,000 or more on the SAT, if neither the math nor the verbal subtest scores below 400 points from any test administration on or prior to March 31, 1995; or a combined score of 1,100 or more, with no less than 450 on either the math or verbal subtest from test administrations on or after April 1, 1995.
- Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of the department of Education at Saint Joseph College.
- A well-written essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places and experiences with children or adolescents that have affected this decision.
- A successful interview with an Education faculty team
- A planned program of course requirements completed with an assigned Education faculty advisor and signed by the licensure officer

2. Continuation in a Teacher Licensure program

Throughout the teacher licensure sequence, the department of Education reserves the right to recommend withdrawal of any candidate demonstrating insufficient progress toward professional experiences and interpersonal relationships. Evidence of satisfactory progress may be manifested in the following acquisition of knowledge, skills, and dispositions as described in the department's Conceptual Framework and Statement of Candidate Dispositions:

- Critical thinking skills (e.g., the ability to analyze information)
- Capacity to form interpersonal relationships with colleagues and individuals which are characterized by sensitivity, mutual respect, constructive collaboration, and advocacy
- Responsibility as demonstrated in the timely completion of assignments, commitment to quality performance, and professional growth and
- Commitment to the mission and philosophy of the department
- Achievement of grades of C+ or better

- Continued minimum cumulative GPA of 2.67
- Achievement of a grade of B in Tuesday Experience

3. Application to Student Teach

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

- Academic proficiency as indicated by coursework
- Communication facility as reflected in oral and written expression and listening
- Social sensitivity and skills as demonstrated by interactions with peers, children, and professionals

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. The application form must be accompanied by:

- The candidate's official letter of acceptance into the Teacher Licensure program
- A copy of Teacher Licensure Planned 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
- Documentation of having taken Praxis II for all applicants, and the Foundations of Reading test for Elementary and N-3 candidates. Secondary licensure candidates must pass Praxis II or ACTFL.
- A typed information sheet for the cooperating teacher with the following information:
 - Completed courses
 - Previous teaching experience
 - Previous experience with children or adolescents
 - Work experience

4. Exit from Teacher Licensure program

A Licensure Program Completer is a candidate who has completed all the requirements for proposed licensure endorsement area(s), including the successful completion of the Praxis I and Praxis II or ACTFL, and Foundations of Reading Test when required. Therefore, to be recommended to the Connecticut State Department of Education for licensure, applicants must:

- Complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for coursework and student teaching
- Fulfill general education requirements and content with no grade lower than a C+
- Complete a successful student teaching experience with a grade of B or better
- Submit successful Praxis II assessment results (or for World Language candidates a rating of "intermediate high" on ACTFL assessment) for each endorsement area and the Foundations of Reading test for Elementary and N-3 candidates.
- Show evidence of appropriate educator dispositions
- Submit application for a teaching license to the teacher licensure officer

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

General education requirements (39 credits) including survey course in U.S. History (3) and COMP100 Introduction to Computers (3)

B. Additional required courses (51-54 credits)

Sophomore year

EDUC205	Foundations of Education (spring)	(3)
*PSYC220	Child Development	(3)
*SPEC237	Exceptional Children	(3)
SPEC265/EDUC265	Elements of Teaching (fall)	(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)

Candidates must take Praxis II and the Foundations of Reading test before student teaching and pass both before submitting a license application. No additional course work can be taken during student teaching.

(* These courses are also required for Child Study majors. Candidates seeking N-3 licensure will find that the Child Study major aligns with the licensure program, although N-3 candidates may also consider other subject area majors.

Elementary license valid for Grades K-6 (48 credits)

A. Supporting coursework

General education requirements (39 credits) including a survey course in American History (3) and COMP100 Introduction to Computers (3)

B. An appropriate subject area major/interdisciplinary major

C. Required courses

Sophomore year

EDUC205	Foundations of Education (spring)	(3)
EDUC251	Teaching in Diverse Classrooms	(3)
SPEC237	Exceptional Students	(3)
SPEC265/EDUC265	Elements of Teaching (fall)	(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)

Senior year

EDUC420	Student Teaching Grades K-6, usually in the fall but may be taken in the spring	(12)
---------	---	------

Candidates must take Praxis II and the Foundations of Reading test before student teaching and pass both before submitting a license application. No additional course work can be taken during student teaching.

Secondary license valid for Grades 7-12 (57-60 credits)

A. Supporting coursework

General education requirements (39 credits) including a survey course in U.S. History (3) and COMP100 Introduction to Computers (3)

B. An appropriate subject area major/interdisciplinary major

C. Required courses:

Sophomore year

EDUC205	Foundations of Education (spring)	(3)
EDUC251	Teaching in Diverse Classrooms	(3)
SPEC237	Exceptional Students	(3)
EDUC265	Elements of Teaching (fall)	(3)
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)

Additional requirement for English Licensure candidates:

ENGL390	Literature for Adolescents and Young Adults	(3)
---------	--	-----

Senior year

EDUC440	Student Teaching Grades 7-12, usually in fall, but may be taken in the spring	(12)
---------	--	------

Candidates must pass Praxis II in their content area or ACTFL before student teaching. No additional course work can be taken during student teaching.

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 2008-2009 was submitted in April 2009. The pass rate for Saint Joseph College for 2008-2009 was 100%.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program



HEA - Title II 2008-2009 Academic Year

Institution Name	ST JOSEPH COLLEGE
Institution Code	3754
State	Connecticut
Number of Program Completers Submitted	95
Number of Program Completers found, matched, and used in passing rate Calculations¹	94

January 25, 2010

Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Statewide		
				Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills	44	44	100%	1024	1020	100%
Aggregate - Professional Knowledge	9			90	90	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	79	79	100%	1733	1709	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			19	19	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	22	22	100%	153	153	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	94	94	100%	1885	1857	99%

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 passrate.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

		<p align="center">HEA - Title II 2008-2009 Academic Year</p>					
Institution Name	ST JOSEPH COLLEGE						
Institution Code	3754						
State	Connecticut						
Number of Program Completers Submitted	95						
Number of Program Completers found, matched, and used in passing rate Calculations¹	94						
*Data used to calculate pass rates for this test provided by E.S. Pearson.							
January 25, 2010							
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST Reading	710	10	10	100%	240	239	100%
PPST Writing	720	8			240	240	100%
PPST Mathematics	730	7			226	225	100%
Computerized PPST Reading	5710	33	33	100%	763	762	100%
Computerized PPST Writing	5720	33	33	100%	760	759	100%
Computerized PPST Mathematics	5730	35	35	100%	789	788	100%
Professional Knowledge							
Education of Young Children	021	9			90	90	100%
Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	46	46	100%	831	825	99%
Elem Ed Content Area Exercises	012	46	46	100%	831	828	100%
Early Childhood: Content Knowledge	022	9			90	90	100%
Eng Lang Lit Comp Content Knowledge	041	6			165	163	99%
Eng Lang Lit Comp Essays	042	5			165	161	98%
Middle School English Language Arts	049	2			8		
Mathematics: Content Knowledge	061	3			100	100	100%
Middle School Mathematics	069	1			7		
Social Studies: Content Knowledge	081	8			183	179	98%
Middle School Social Studies	089				3		
Physical Ed: Content Knowledge	091				107	105	98%
Physical Ed Analysis and Design	092				106	105	99%
Business Education	100				12	12	100%
Music Concepts and Processes	111				67	65	97%
Music Content Knowledge	113				67	67	100%
Art Making	131				51	51	100%
Art Content Trad Critic Aesthetics	132				51	51	100%
Art Content Knowledge	133				52	51	98%
Biology Content Knowledge	235	2			64	64	100%
Chemistry Content Essays	242	1			8		
Chemistry Content Knowledge	245	1			8		
Physics Content Essays	262				6		
Physics Content Knowledge	265				6		
General Science Content Essays	433	1			11	10	91%
General Science Content Knowledge	435	1			12	12	100%
Middle School Science	439				2		
Earth Science Content Knowledge	571				13	13	100%
Foundations of Reading*	999				12	12	100%
Other Content Areas							
Technology Education	050				13	13	100%
Family and Consumer Sciences	120	1			1		
Health Education	550				5		
Teaching Special Populations							
Educ. Exceptional Students: CK	353	22	22	100%	153	153	100%

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.

Kappa Delta Pi

The installation of the Saint Joseph College Chapter of Kappa Delta Pi International Honor Society in Education took place May 3, 2009. The society has a long-standing commitment to “recognizing excellence and fostering mutual cooperative, support, and professional growth for educational professionals.” Letters of invitation are sent in February to students eligible for membership informing them of a March orientation meeting and an initiation ceremony in the spring.

Laboratory Schools

The School of Education benefits from two laboratory schools. The Gengras Center and The School for Young Children (on Steele Road) offer opportunities for on-site observations, field work, practicum, and course related applications. In addition, students are welcome at a Saint Joseph College partnership school: The Charter School for Young Children on Asylum Hill.

B.A.-to-M.A. Opportunities

Programs for licensed teachers

1. The Global Educator B.A.-to-M.A. provides both a study abroad and an internship experience for students who complete a Teacher Licensure Program as undergraduates with a minimum cumulative GPA of 3.25. The program places an emphasis on global awareness, literacy, and meeting the needs of all students in the classroom.

2. The Literacy Internship B.A.-to-M.A. provides 15-30 free credits of coursework plus a stipend in exchange for working within a school district as a reading tutor for one to two years. The program places an emphasis on developing candidates' reading intervention skills.

3. 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 leads Child Study majors to be accepted into the master's degree program during senior year for a Master of Arts degree in Early Childhood Special Education with birth to kindergarten licensure. Students who have been accepted into the integrated program take one or two graduate courses from the M.A. program during senior year. Credit for these courses must be used either for the B.A. or M.A. program, but not both. The program places an emphasis on candidates ability to:

- 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

Admission requirements in addition to the requirements for the School of Graduate and Professional Studies and Teacher Licensure

- Overall GPA of 3.2 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

Master of Arts Degree Programs (see Graduate Studies in the catalog for details).

Saint Joseph College students with a minimum cumulative GPA of 3.25 can receive conditional acceptance to begin a graduate program with six credits in the senior year.

Saint Joseph College students who complete the bachelor's degree with a minimum cumulative GPA of 2.67 may consider an M.A. with teacher licensure, or with a minimum cumulative GPA of 2.5, may consider an M.A. program without teacher licensure.

Master of Arts in Education

Curriculum and Instruction

Learning Interventions

Multiple Intelligences

REACH-to-Teach (3.0 GPA requirement)
Reading/Language: Elementary
Reading/Language: Secondary
Self-Design
Special Education

Master of Arts in Special Education

Weekend Program for Adult Learners

The Saint Joseph College Weekend Program for Adult Learners respects the challenges, rewards, and educational needs of adults who are returning to college. In the Weekend Program, you will find highly regarded professional degrees; classes on evenings, weekends, and online; credits for prior learning; personal advising and academic support; lifelong career development services; and accelerated paths to graduate study. Small classes taught by distinguished faculty will foster leadership, confidence, vision, and creativity for your professional career.

For degree requirements, please refer to the academic programs in Undergraduate Studies.

Bachelor's degrees offered in the Weekend Program are:

Management, B.S.
Nursing, B.S.
Nursing, R.N. to B.S.
Psychology, B.A.
Social Work, B.S.

Certificates include: (see Independent Minors and Certificates above)

¡Adelante! Certificate in Bilingual Career Development
Juvenile Justice/Human Rights Certificate
Legal Studies Certificate

In addition, concentrations are available as follows:

Criminal Justice Concentration, Social Work, B.S.
Criminal Justice and Mental Health Concentration, Psychology, B.A.
Human Resource Management Concentration, Management, B.S.
Latino Community Practice Concentration, Social Work, B.S. and Nursing, B.S.
Multicultural Health Concentration, Nursing, B.S.

GRADUATE STUDIES

Master's Programs and Certificates

Biochemistry, M.S.

Biology, M.S.

Emerging Diseases Certificate

Chemistry, M.S.

Community Mental Health Counseling, M.A.

Early Childhood Education/Special Education, M.A.

Education, M.A.

Action Research in the Urban Classroom Certificate

Human Development/Gerontology, M.A.

Gerontology Certificate

Management, M.S.

Healthcare Systems Management Certificate

Homeland Securities Management Certificate

Marriage and Family Therapy, M.A.

Nursing, M.S.

Nutrition, M.S.

School Counseling, M.A.

Special Education, M.A.

Autism Spectrum Disorders Certificate

Urban Applications of Educational Research Certificate

Independent Certificates – not associated with a master's program

Applied Behavior Analysis

Latino Community Practice

Teacher Licensure

Birth - Kindergarten

Nursery-Grade 3

Elementary, K-6

Secondary, 7-12

Family & Consumer Science, Pre-K-12

Special Education, K-12

Master's Programs

Biochemistry (CHEM)

Master of Science

The master of science in Biochemistry is an integrated program combining coursework in the fields of Biology and Chemistry in an online format. Therefore, graduates will have employment opportunities in Biology and Chemistry, as well as jobs requiring an integrated program. Graduates will also be prepared to enter professional training in medicine, veterinary, pharmacy, and allied health schools. The program is ideally suited to members of the armed services whose positions deny them the ability to attend classes at a regional college or university on a schedule that meets their terms and locations of service.

Program Outcomes

The student will:

- 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. Graduate application and nonrefundable application fee
2. A baccalaureate degree from a regionally accredited institution in Biochemistry or a closely related discipline
3. A science GPA of 2.8 or higher, or completion of six credits in the Biochemistry graduate program with grades of B- or better
4. The prerequisites for admissions include two semesters of introductory Chemistry, Organic Chemistry, and Physics (all with labs) and two semesters of Calculus
5. Two letters of recommendation
6. A sealed official undergraduate transcript
7. A completed planned program of study following an interview, in person or by phone, with the program director

Degree Requirements (30 credits)

A. Required courses (12 credits)		Credits
CHEM500	Chemical Thermodynamics	(3)
CHEM525	Biochemistry I	(3)
	(Applies to students entering the program after June 2009)	
CHEM530	Biochemistry II	(3)
BIOL525	Genetics	(3)

B. Electives. Thesis option (12 credits);

non-thesis option (18 credits) from:

BIOL510	Cell Biology	(3)
BIOL515	Pharmacology	(3)
BIOL516	Toxicology	(3)
BIOL518	Endocrinology	(3)
BIOL522	Immunology	(3)
CHEM550	Heterocyclic Chemistry	(3)
CHEM551	Medicinal Chemistry	(3)
CHEM560	Advanced Organic Chemistry I	(3)
CHEM561	Advanced Organic Chemistry II	(3)
CHEM586	Biochemical and Instrumental Analysis in Forensic Science	(3)
CHEM585	Biochemistry of Cancer	(3)
CHEM593	Advanced Seminar I	(3)
CHEM594	Advanced Seminar II	(3)

CHEM597 Independent Study (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.

Biology (BIOL)

Master of Science

A master's degree in Biology enables graduate students to increase the depth and scope of their knowledge in a wide variety of biological disciplines as well as to prepare for advancement in their chosen careers.

Students may choose to complete their coursework online or in-classroom depending upon availability of courses in these formats. Students may take 30 credits utilizing the department's online courses, complete their coursework on the Saint Joseph College campus, or combine online with on-site courses.

Program Outcomes

The successful student will:

- Demonstrate a command of key concepts and an ability to identify and solve fundamental biological problems
- Demonstrate critical-thinking and problem-based learning skills, where the anticipated outcome will be the ability to develop new ideas, to explore new areas of science or other academic endeavors, to design, implement, and evaluate scientific investigations, and to assess, interpret, and understand data and its meaning
- Communicate scientific ideas, and to be able to understand and explain principles of Biology both conceptually and quantitatively.

Matriculation Requirements

1. Graduate application and nonrefundable application fee
2. A baccalaureate degree in Biology or related field from a regionally accredited institution
3. Sealed official transcripts of all undergraduate work from all colleges attended (Minimum GPA of 3.0)
4. Two letters recommending the candidate for graduate work at Saint Joseph College
5. A letter of intent stating reason for wanting the degree or certificate, admission application, and admissions fee
6. Planned program of study
7. In addition, an essay of 600 words with appropriate citations on a science topic of applicant's choice is recommended if GPA is borderline.

Degree Requirements

A. Thesis option (30 credits)

1. Required courses (6 credits)
 - BIOL503 Biometry OR graduate level Statistics (3)
 - BIOL599 Master's Thesis (3)
2. Biology electives (24 credits)
3. A GPA of 2.67
4. A passing grade on 7 of the 8 parts of the comprehensive exam
5. A pass on the oral exam following the formal presentation of thesis research findings to the college community

B. Non-Thesis option (30 credits)

1. Biology electives (24-30 credits)
2. Related courses (0-6 credits)

Students may select six graduate credits of related course work from another department or other accredited graduate program. These courses must be pre-approved by the department chair or Biology graduate program director.
3. A GPA of 2.67
4. A passing grade on 7 of 8 parts of the comprehensive exam

C. Comprehensive Examination

All students must pass a comprehensive examination after having completed 24 credits in our Biology department (does not include transfer credits). Students must have a cumulative GPA of 2.6 or better to take the comprehensive examination. Students in the thesis option will present and defend their thesis as a culminating activity in addition to a written comprehensive exam. All students must submit an application for the comprehensive examination.

Courses

Transfer credits (0–6 credits)

Biology electives (24–30 credits)

BIOL501	Ecology	(3)
BIOL503	Biometry	(3)
BIOL504	Emerging Diseases	(3)
BIOL505	Epidemiology	(3)
BIOL508	Advanced Physiology	(3)
BIOL509	Advanced Pathophysiology	(3)
BIOL510	Cell Biology	(3)
BIOL511	Mycology	(3)
BIOL513	Virology	(3)
BIOL515	Pharmacology	(3)
BIOL516	Toxicology	(3)
BIOL517	Animal Behavior	(3)
BIOL518	Endocrinology	(3)
BIOL519	Cancer Biology	(3)
BIOL522	Immunology	(3)
BIOL525	Genetics	(3)
BIOL528	Mammalogy	(3)
BIOL529	Sexually Transmitted Diseases	(3)
BIOL533	Bacteriology	(4)
BIOL535	Neuroscience	(3)

BIOL540	Public Health	(3)
BIOL560	Parasitology	(4)
BIOL564	Biotechnology	(3)
BIOL590-592	Special Topics	(1-3)
BIOL593	Biology Seminars	(1-3)
BIOL596	Independent Study/Research (limited to three credits)	(1-3)
BIOL598/599	Thesis Research	(3)

Graduate Certificate in Emerging Diseases

Requirements (12 credits)

A. Required courses (6 credits)

BIOL540	Public Health	(3)
BIOL504	Emerging Diseases	(3)

B. Electives (6-8 credits) from:

BIOL513	Virology	(3)
BIOL522	Immunology	(3)
BIOL533	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.

Chemistry (CHEM)

Master of Science

A master of science degree in Chemistry enables graduate students to increase the depth and scope of their knowledge by working and studying alongside practicing chemists from both academia and industry. This degree is largely self-designed with the assistance of a faculty member, allowing students to tailor their studies to meet their specific educational goals. Potential candidates from both educational and industrial settings are encouraged to apply. Graduates advance to exciting careers in research and education or pursue doctoral degrees in Chemistry. Specifically designed for working professionals, classes meet one evening per week or online. The majority of students are already working professionals in industry and area schools.

Program Outcomes

The student will:

- Recognize the interconnections between different areas of Chemistry
- Relate advanced areas of Chemistry to each other
- Recognize periodic trends and utilize them to predict and explain structure and reactivity
- Interpret the relationship between the physical properties of reactants and products to their reactivity
- Analyze chemical reactions in organic, inorganic, and Biochemistry
- Apply advanced chemical principles to one or more of the following: forensic chemistry, medicinal chemistry, planetary chemistry, environmental chemistry, or cancer biochemistry
- Formulate chemical mechanisms for organic reactions
- Evaluate the research literature in Chemistry and Biochemistry
- Utilize advanced chemical concepts to solve novel problems

Matriculation Requirements

1. Graduate application and nonrefundable application fee

2. Sealed official undergraduate transcripts from all institutions the student has attended
3. A baccalaureate degree from a regionally accredited institution, in Chemistry or in a closely related discipline
4. Science GPA of 2.8 or higher, or completion of six credits in the Chemistry graduate program with grades of B- or better
5. The prerequisites for all graduate courses: undergraduate courses or experience in Analytical, Inorganic, Organic, and Physical Chemistry
6. Two letters of recommendation
7. A completed planned program of study following an interview with the program director

Degree Requirements (30 credits)

A. Required courses (9 credits)

CHEM520	Inorganic Chemistry	(3)
CHEM525	Biochemistry I (online)	(3)
CHEM560	Advanced Organic Chemistry I	
<i>or</i>		
CHEM561	Advanced Organic Chemistry II	(3)

B. Electives: Thesis option (15 credits); Non-Thesis option (21 credits)

CHEM500	Chemical Thermodynamics	(3)
CHEM525	Biochemistry I	(3)
CHEM530	Biochemistry II	(3)
CHEM550	Heterocyclic Chemistry	(3)
CHEM551	Medicinal Chemistry	(3)
CHEM552	Organometallic Chemistry	(3)
CHEM554	Planetary Chemistry (online)	(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)
CHEM591	Advanced Chemistry Seminars	(1-3)
CHEM593	Advanced Chemistry Seminars	(1-3)
CHEM597	Independent Study	(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 in the non-thesis program must pass a written comprehensive examination after having completed 24 credits in the graduate program, including all required courses. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive.

Community Mental Health Counseling (COUN)

(Also see School Counseling, and Marriage and Family Therapy)

Master of Arts

The Community Mental Health Counseling program is committed to educating counselors who will provide leadership in serving the mental health needs of individuals across the lifespan. This program offers an education that is holistic, reflecting an integration of mind, body, and spirit. The purpose of a community mental health counselor's intervention is seen as facilitating individual growth towards fulfilling one's human potential. This program focuses on helping counselors design interventions that attend to the wide span of personal problems that emerge from handling the stresses and strains of modern life. Counselors are prepared to work in community mental health centers, private practice, social service agencies, health services organizations, businesses, and educational or pastoral settings.

Learning Outcomes for the Community Mental Health Program

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

Matriculation

A student seeking to matriculate into the Community Counseling program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
2. All official college transcripts mailed directly to the Office of Graduate and Professional Studies. These must be from accredited institutions and must evidence at least a baccalaureate degree. Transcripts are required prior to registration.
3. Two letters of professional reference mailed directly to the Office of Graduate and Professional Studies recommending the candidate for graduate work in the Community Counseling program at Saint Joseph College. Recommendation forms are available in the Office of Graduate and Professional Studies.
4. All immunization records as required by the Office of Graduate and Professional Studies

In addition, Community Counseling applicants are required to:

5. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies.)
6. Sign up for an interview session once your application and official transcript is submitted and received.

Note: Following the interview and admission to the program, a planned Program of Study (POS) will be prepared based on the number of credits you wish to carry each semester. This POS will then be mailed to you with instructions for registration and final matriculation.

Degree Requirements (54 credits)

Foundations

COUN515	Ethics and Standards of Practice	(3)
COUN540	Professional Orientation to and Foundations of Community Counseling	(3)

Counseling Prevention and Intervention

COUN529	Crisis, Trauma, and Theory Counseling	(3)
COUN531	Group Process & Dynamics	(3)
COUN533	Theoretical & Practical Sources for/ Career/Lifestyle Development	(3)
COUN541	Skills and Techniques in Counseling	(3)
COUN543	Theories of Counseling and Psychology	(3)
COUN552	Developmental Theories and Applications	(3)
COUN564	Psychopharmacology & Substance Use	(3)

Diversity and Advocacy

COUN514	Multicultural Counseling	(3)
---------	--------------------------	-----

Assessment

COUN550	Appraisal and Its Application in Counseling	(3)
---------	---	-----

Research and Evaluation

COUN597	Applied Research Methods for Counselors	(3)
---------	---	-----

Diagnosis

COUN544	Diagnosis and Treatment Planning	(3)
---------	----------------------------------	-----

Practicum/Internship

COUN568	Practicum	(3)
COUN570	Internship I	(3)
COUN571	Internship II	(3)

Clinical Hours

All students must complete a 100-hour practicum and a 600-hour internship. A student who has not completed the required 700 clinical hours by the end of Internship II may continue group supervision by enrolling in an additional internship course.

Comprehensive Examination

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. With the completion of a minimum of 39 credits in the core course curriculum (including Practicum), the student may sit for this examination.

Early Childhood Education/Special Education (ECSE)

Master of Arts

Vision and Mission

Dedicated to the science and artistry for teaching in a complex, global society, Saint Joseph College prepares future educators to be independent problem-solvers and accomplished practitioners who are inquisitive in nature, passionate about learning and teaching, and reflective in practice.

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

Master of Arts Degree in Early Childhood Education/Special Education

- Early Childhood Education/Special Education Birth – Kindergarten
- Early Childhood Education/Special Education Nursery – Grade 3
- Early Childhood Education/Special Education Birth – Kindergarten with a concentration in Autism Spectrum Disorders
- Early Childhood Education/Special Education Nursery – Grade 3 with a concentration in Autism Spectrum Disorders
- Early Childhood Education/Special Education Self-Design

Acceptance Requirements for the Master of Arts Degree

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 2.67 for teacher licensure
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher or to work with children and families accompanied by the School of Graduate and Professional Studies cover form available on the Saint Joseph College Web site. Note: recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at Saint Joseph College.
6. Immunization record using the Saint Joseph College Health Service form available on the College Web site
7. A planned program of study developed by the candidate and the faculty advisor, approved by the department chair

Note: Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements to be accepted into a Teacher Licensure Program. Please see the section, Graduate Teacher Licensure.

Exit Requirements for the Master of Arts Degree

Eligible candidates for the master of arts degree take a comprehensive exam in February or July. The application for the Comprehensive Exam is available from the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the indicated due date.

Master of Arts Degree in Education: Early Childhood Education/Special Education (ECSE)

The ECSE master's degree planned program is created in consultation with program faculty and offers two areas of concentration:

- Birth through Age 5 (Infant-Toddler) with or without a concentration in Autism Spectrum Disorders
- Nursery-Grade 3 with or without a concentration in Autism Spectrum Disorders
- Self-design options are also available in consultation with program faculty

Degree Requirements (36 credits)

Birth through Age 5 or Nursery-Grade 3

A. Core courses (21 credits)

ECSE510	Growth and Development in Early Childhood	(3)
ECSE520	Language Development and Emergent Literacy	(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)

B. Concentration requirements (6 credits)

1. Infant/Toddler (9 credits)

ECSE541	Assessment: Birth to Kindergarten	(3)
ECSE573	Enhancing the Development of Infant and Toddlers	(3)
ECSE581	Student Teaching: Infant/Toddler	(3)

2. Nursery to Grade 3 (9 credits)

ECSE540	Assessment: Pre-K to Grade 3	(3)
ECSE576	Primary Curriculum (Grade 1-3)	(3)
ECSE580	Student Teaching: Pre-K/K	(3)

C. Comprehensive examination after the completion of all coursework

**Early Childhood Special Education Autism Spectrum Disorders Nursery – Grade 3
Early Childhood Special Education Autism Spectrum Disorders Birth – Kindergarten**

A. Core requirements (24 credits)

ECSE555	Programs for Young Children (Foundations)	(3)
ECSE587	Pre-K to Kindergarten Curriculum	(3)
SPEC560	Autism: Nature and Characteristics	(3)
SPEC561	Autism: Managing Behaviors	(3)
SPEC562	Autism: Communication and Technology	(3)
SPEC563	Autism: Assessment	(3)
SPEC564	Autism: Application of Instructional Strategies	(3)
EDUC515	Educational Research	(3)

B. Concentration requirements (6 credits)

1. Nursery-Grade 3

ECSE576 Primary Curriculum (Grade 1-3) (3)

ECSE580 Student Teaching: Pre-K-K (3)

2. Birth – Age 5

ECSE573 Enhancing the Development of
Infant and Toddlers (3)

ECSE581 Student Teaching: Infant/Toddler (3)

C. Comprehensive examination after the completion of all coursework

**Graduate Teacher Licensure in Early Childhood Education Accredited by the
Connecticut State Department of Education**

- Early Childhood Special Education: Birth-Kindergarten
- Early Childhood Special Education: Nursery-Grade Three

Title II Report

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program



HEA - Title II 2008-2009 Academic Year

Institution Name	ST JOSEPH COLLEGE
Institution Code	3754
State	Connecticut
Number of Program Completers Submitted	95
Number of Program Completers found, matched, and used in passing rate Calculations¹	94

January 25, 2010

Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Statewide		
				Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills	44	44	100%	1024	1020	100%
Aggregate - Professional Knowledge	9			90	90	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	79	79	100%	1733	1709	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			19	19	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	22	22	100%	153	153	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	94	94	100%	1885	1857	99%

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 passrate.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

		HEA - Title II 2008-2009 Academic Year					
		Institution Name ST JOSEPH COLLEGE Institution Code 3754 State Connecticut Number of Program Completers Submitted 95 Number of Program Completers found, matched, and used in passing rate Calculations¹ 94					
							*Data used to calculate pass rates for this test provided by E. S. Pearson. January 25, 2010
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST Reading	710	10	10	100%	240	239	100%
PPST Writing	720	8			240	240	100%
PPST Mathematics	730	7			226	225	100%
Computerized PPST Reading	5710	33	33	100%	763	762	100%
Computerized PPST Writing	5720	33	33	100%	760	759	100%
Computerized PPST Mathematics	5730	35	35	100%	789	788	100%
Professional Knowledge							
Education of Young Children	021	9			90	90	100%
Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	46	46	100%	831	825	99%
Elem Ed Content Area Exercises	012	46	46	100%	831	828	100%
Early Childhood: Content Knowledge	022	9			90	90	100%
Eng Lang Lit Comp Content Knowledge	041	6			165	163	99%
Eng Lang Lit Comp Essays	042	5			165	161	98%
Middle School English Language Arts	049	2			8		
Mathematics: Content Knowledge	061	3			100	100	100%
Middle School Mathematics	069	1			7		
Social Studies: Content Knowledge	081	8			183	179	98%
Middle School Social Studies	089				3		
Physical Ed: Content Knowledge	091				107	105	98%
Physical Ed Analysis and Design	092				106	105	99%
Business Education	100				12	12	100%
Music Concepts and Processes	111				67	65	97%
Music Content Knowledge	113				67	67	100%
Art Making	131				51	51	100%
Art Content Trad Critic Aesthetics	132				51	51	100%
Art Content Knowledge	133				52	51	98%
Biology Content Knowledge	235	2			64	64	100%
Chemistry Content Essays	242	1			8		
Chemistry Content Knowledge	245	1			8		
Physics Content Essays	262				6		
Physics Content Knowledge	265				6		
General Science Content Essays	433	1			11	10	91%
General Science Content Knowledge	435	1			12	12	100%
Middle School Science	439				2		
Earth Science Content Knowledge	571				13	13	100%
Foundations of Reading*	999				12	12	100%
Other Content Areas							
Technology Education	050				13	13	100%
Family and Consumer Sciences	120	1			1		
Health Education	550				5		
Teaching Special Populations							
Educ. Exceptional Students: CK	353	22	22	100%	153	153	100%

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.

Graduate Teacher Licensure—Initial

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

Progression through the Teacher Licensure Program in Early Childhood/Special Education (See pages 210-213)

Teacher Licensure Programs of Study in Early Childhood Education

Teacher Licensure in Integrated Early Childhood/Special Education — Birth to Kindergarten

This license endorses teachers for positions in Birth through Kindergarten programs, in both general and Special Education.

A. Required courses (39 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 Integrated Early Childhood Special Education — Nursery-K with Elementary 1-3

This license endorses teachers for positions in nursery to Grade 3 programs.

A. Required courses (42 credits)

EDUC507	Developmental Reading	(3)
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 (5 weeks)	(3)
EDUC523	Student Teaching: Primary (10 weeks)	(9)

All licensure coursework must be successfully completed prior to student teaching, and Praxis II and the Foundations of Reading test must have been taken with all scores reported to the Licensure Office.

Cross-Endorsement Opportunities

There are several options for licensed teachers who wish to add an additional area of endorsement to their teaching credentials. Only the Connecticut State Department of Education can determine required coursework. To pursue cross-endorsement, please contact the Connecticut Department of Education, Bureau of Educator Preparation and Licensure.

Laboratory Schools

The School of Education benefits from two laboratory schools. The Gengras Center and The School for Young Children (on Steele Road) offer opportunities for on-site observations, field work, practicum, and course-related applications. In addition, students are welcome at the Saint Joseph College partnership school: The Charter School for Young Children on Asylum Hill.

Kappa Delta Pi

The installation of the Saint Joseph College Chapter of Kappa Delta Pi International Honor Society in Education took place May 3, 2009. The society has a long-standing commitment to “recognizing excellence and fostering mutual cooperative, support, and professional growth for educational professionals.” Letters of invitation are sent in February to students eligible for membership informing them of a March orientation meeting and an initiation ceremony in the spring.

General Internships

Saint Joseph College provides opportunities for students completing graduate studies and/or licensure courses to serve as interns in public school classrooms during the school year. The participating schools purchase 18 graduate credits that the intern may apply to tuition costs at Saint Joseph College. In addition, a small stipend is provided for books and materials each semester. Contact the director of student teaching for further information.

Internship in Autism Spectrum Disorders

The School of Education offers an internship program in Autism Spectrum Disorders in collaboration with public schools. This program provides certified teachers the opportunity to pursue graduate-level coursework and training. Interns participate in supporting students with Autism Spectrum Disorders under the supervision of a specialist teacher on a full-day, full school year schedule. Benefits of this two-year internship include:

- 30 credits of graduate coursework that can be applied to a master’s degree in Special Education with a concentration in Autism Spectrum Disorders
- A \$9,000 stipend per school year
- Supervision by a teacher with expertise in educating students with Autism Spectrum Disorders
- On-site professional development and mentorship by Saint Joseph College faculty
- Flexible course schedule

Please contact the director of the Autism Institute for details.

Education (EDUC)

Master of Arts

Vision and Mission

Dedicated to the science and artistry for teaching in a complex, global society, Saint Joseph College prepares future educators to be independent problem-solvers and accomplished practitioners who are inquisitive in nature, passionate about learning and teaching, and reflective in practice.

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

Master of Arts in Education

- REACH to Teach with 7-12 Teacher Licensure

Master of Arts in Education with concentrations in:

- Curriculum and Instruction
- Literacy Internship
- Multiple Intelligences
- Reading and Language – Elementary
- Reading and Language – Secondary
- Research-based Learning Interventions
- Special Education
- Self-Design
- Urban Education

Acceptance Requirements for the Master of Arts Degree

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 3.0 for REACH to Teach
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher or to work with children and families accompanied by the School of Graduate and Professional Studies cover form available on the College Web site. Note: Recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at Saint Joseph College.
6. Immunization record using the Saint Joseph College Health Services form available on the SJC Web site
7. A planned program of study developed by the candidate and the faculty advisor, approved by the department chair

Note: Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements to be accepted into a Teacher Licensure Program. Please see the section, Graduate Teacher Licensure.

Exit Requirements for the Master of Arts Degree

Eligible candidates for the master of arts degree take a comprehensive exam in February or July. The application for the comprehensive exam is available from the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's

signature and to submit the application to the office manager of the School of Education by the indicated due date.

REACH to Teach: Accelerated Master of Arts in Education with Secondary Licensure

REACH to Teach is an accelerated graduate program that combines secondary teacher licensure with a master's degree in one streamlined, cohort program. In one year, from spring through spring, REACH candidates complete their teacher licensure requirements and earn a professional license to teach in Connecticut's public schools. With one additional summer, students complete a master of arts degree in Education.

Acceptance requirements

1. Graduate admission application and nonrefundable application fee
2. Minimum undergraduate cumulative GPA of 3.0
3. Academic undergraduate major or equivalent 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 Saint Joseph College licensure officer; or a minimum of 21 undergraduate credits in the desired area of licensure with a required nine additional undergraduate credits in the area of licensure taken before acceptance to the School of Education
4. Two sealed official transcripts showing conferral of a bachelor's degree from a regionally accredited institution, and all additional undergraduate and graduate work
5. Two typed and signed letters of recommendation on original letterhead with Saint Joseph College Graduate School forms, in sealed envelopes sent to the licensure officer, addressing the candidate's
 - a. Ability to do concentrated graduate work for intellectual growth
 - b. Motivation
 - c. Suitability as a prospective secondary teacherLetters from personal friends, family members, or faculty in the School of Education are not accepted.
6. Successful results on the Praxis I score report or a waiver for SAT scores of 1100 or higher, submitted to the licensure officer. More information is available at: www.teachingandlearning.org. Waiver information may be obtained in the Licensure Office, Lourdes Hall, Room 10.
7. Required meeting with the licensure officer once transcripts and successful Praxis I score report have been received; call 860.231.5330 to make an appointment
8. 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 be no longer than three pages, typed, doubled-spaced, and signed. A scoring rubric is available from the Licensure Office. The essay should briefly describe the applicant's
 - a. Reasons for wanting to enroll in the secondary Teacher Licensure Program
 - b. Experiences relevant to teaching
 - c. Reasons for interest in REACH to Teach
 - d. Experience with diverse populations and commitment to teaching in an inclusive classroom setting
 - e. Organizational and time management skills
9. 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 20 minutes. The candidate will have time to ask questions about the REACH to Teach program. The Licensure Office at 860.231.5330 schedules interviews for REACH to Teach.

10. Praxis II - Although not required for admission into the School of Education, REACH to Teach candidate applications are enhanced by submitting passing Praxis II scores in the applicant's area of licensure with the application. Information on Praxis II can be found at the Educational Testing Service Web site: www.ets.org. The Licensure Officer can give advice on the required Praxis II or ACTFL test for areas of licensure. REACH candidates must pass Praxis II before student teaching.

Degree requirements (45 credits)

A. Required courses for Teacher Licensure:

Spring I

EDUC503	Adolescence	(3)
EDUC528	Instruction and Curriculum for Secondary Teaching	(3)
SPEC517	Students with Mild Disabilities	(3)

Summer I, session I

EDUC508	Reading and Writing Development/ Secondary Level	(3)
EDUC544	Classroom Management at the Secondary Level	(3)

Summer I, session II

EDUC551	Teaching in the Culturally and Linguistically Diverse Classroom	(3)
---------	--	-----

Fall I

EDUC512	Teaching for Learning in the ContentAreas (select one of the following)	(3)
EDUC512.01	Social Studies	
EDUC512.02	World Language	
EDUC512.03	Mathematics	
EDUC512.04	Science	
EDUC512.05	Family and Consumer Science	
EDUC512.06	English	
EDUC532	Curriculum in the Secondary School	(3)
SPEC541	Collaborative Consultation for School Personnel	(3)

Spring II

EDUC540	Student Teaching	(9)
---------	------------------	-----

All licensure coursework listed above must be completed prior to student teaching and successful scores on Praxis II/ACTFL must be received by the department prior to student teaching. The application deadline for student teaching is September 15 for a REACH to Teach candidate. The application must include the letter of acceptance into the REACH to Teach program as well as meet the requirements of the Student Teaching Office.

B. Additional requirements for the master's degree:

EDUC511	Educational Issues: Contemporary and Historical Perspectives	(3)
SPEC544	Social Skill Interventions	(3)
	Elective	(3)

C. Comprehensive examination after the completion of all coursework

Master of Arts Degree in Education

The master of arts degree in Education features a set of core courses, a concentration area, and electives. All degree options are planned in consultation with program faculty.

Degree requirements (30 credits)

A. Core requirements for all concentrations (6 credits)

EDUC515 Educational Research (3)

Plus one of the following courses (3 credits):

EDUC511 Educational Issues: Contemporary and
Historical Perspectives (3)

EDUC587 Public School Law (3)

B. Concentration courses (9 credits); courses may not be chosen from the candidate's individual Teacher Licensure Program

C. Elective courses (15 credits which may be drawn from courses in the candidate's teacher licensure planned program)

D. Comprehensive examination after the completion of all coursework

Course Selections by Concentration Area

Curriculum and Instruction: 9 credits

EDUC556 Curriculum Development (3)

Plus two of the following Electives (6 credits):

EDUC570 Computers in the Classroom (3)

SPEC539 Curriculum and Instruction: Adaptive Strategies (3)

EDUC584 Integrating Technology & Literacy (3)

Reading and Language – Elementary (9 credits)

EDUC521 Action Research in Literacy (capstone) (3)

Plus two of the following Electives (6 credits):

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)

Reading and Language – Secondary (9 credits)

EDUC521 Action Research in Literacy (capstone) (3)

Plus two of the following Electives (6 credits):

EDUC506 Teaching the 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)

Special Education (9 credits)

SPEC517	Students with Mild Disabilities	(3)
---------	---------------------------------	-----

Plus one of the following Electives (3 credits)

SPEC534	Classroom Management	(3)
SPEC540	Reading for the Inclusive Classrooms	(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)

Plus one of the following Electives (3 credits)

SPEC543	Instructional Planning & Interventions: Writing and Study Skills	(3)
SPEC539	Curriculum and Instruction: Adaptive Strategies	(3)
SPEC544	Social Skill Interventions	(3)

Self-Design (9)

The Self-Design option is selected in consultation with a faculty advisor and requires a concentration of nine credits accompanied by a statement of goals and objectives. A comprehensive examination is taken after the completion of 30 credits of designated coursework on the planned program. At least 50% of this option must be in Education coursework.

Learning Interventions (9 credits)

SPEC541	Collaborative Consultation of School Personnel	(3)
Electives (6 credits)		
SPEC540	Reading for the Inclusive Classroom	(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)
SPEC534	Classroom Management	(3)
UEPH502	Managing Behaviors	(3)
SPEC544	Social Skill Interventions	(3)

Multiple Intelligences: Theory into Practice (9credits)

EDUC513	Curricular Application of Multiple Intelligences	(6)
EDUC565	Multiple Intelligence Theory and the Arts	(3)

Urban Education

This degree is an innovative program for professional advancement that has been designed for teachers and related service personnel who work with students who are at risk for school failure in Connecticut's priority and transitional school districts.

Degree requirements (30 credits)

A. Core requirements in action research (15 credits) Credits

UEPH501	Foundations of Effective Teaching I	(4)
UEPH502	Managing 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 that fulfill the Human Service Requirement provide the candidate 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. Courses that fulfill this requirement include:

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)
SPEC544	Social Skill Intervention	(3)

E. Portfolio

All students must receive a passing score on a portfolio that 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 Degree in Education: Literacy Internship Program

Saint Joseph College and the area schools offer certified/licensed teachers an innovative training program that combines educational theory and research with applied experience. Selected interns provide direct service to students with remedial needs four days a week and attend a seminar one half-day a week. Interns receive a fellowship and 15 or 30 tuition-free graduate credits toward a master's degree in Education.

Degree requirements (30 credits)

One-Year Program (includes 15 free credits)

1. Concentration requirements (12 credits):

EDUC515	Educational Research	(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)
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)

2. Electives selected in consultation with the faculty advisor (12)

3. Comprehensive examination after the completion of all coursework

Two-Year Program (includes 30 free credits)

1. Required courses:

EDUC515	Educational Research	(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)
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)
EDUC574	Seminar: Early Intervention & the Emergent Reader	(3)
EDUC575	Seminar: Current Research & the Emergent Reader	(3)
EDUC576	Advanced Practicum I: Direct Service Application for Lead Intern	(3)
EDUC578	Advanced Practicum II: Direct Service Application for Lead Intern	(3)

2. Comprehensive examination after the completion of all coursework

Graduate Teacher Licensure

Candidates for teacher licensure in elementary and secondary education may apply 15 teacher licensure credits to the master of arts degree.

Graduate Teacher Licensure Programs in Education Accredited by the Connecticut State Department of Education:

- Elementary Education (Grades K-6)
- Secondary Education (Grades 7-12) in English, French, Italian, Latin, Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science
- Special subjects: Family and Consumer Science, Pre-K-12
- School counselor, Pre-K-12

Title II Report (See pages 178-179)

Graduate Teacher Licensure—Initial

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

Progression through the Teacher Licensure Program in Education (See pages 210-213)**Teacher Licensure Programs of Study in Education****Teacher Licensure — Elementary Education Grades K-6****Required courses (34 credits)**

EDUC501	Educational Psychology	(3) OR
EDUC502	Human Growth & Development	(3)
EDUC507	Developmental Reading in the Elementary School	(3)
EDUC 509	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 (10 weeks)	(9)

All licensure coursework must be successfully completed prior to student teaching, and Praxis II and the Foundations of Reading test must have been taken with all scores reported to the Licensure Office.

Teacher Licensure — Secondary Education Grades 7-12 and Family and Consumer Sciences, K-12**Required courses (33 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 Teaching	(3)
EDUC532	Curriculum in the Secondary School	(3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms	(3)
EDUC544	Classroom Management	(3)
SPEC582	Exceptional Adolescents	(3)
EDUC540	Student Teaching: Secondary School	(9)

*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 licensure coursework must be successfully completed prior to student teaching and Praxis II or ACTFL must have been passed with all scores reported to the Licensure Office.

Cross-Endorsement Opportunities (See page 181)

Laboratory Schools (See page 181)

Kappa Delta Pi (See page 181)

Internships

Saint Joseph College provides opportunities for students completing graduate studies and/or licensure courses to serve as interns in public school classrooms during the school year. The participating schools purchase 18 graduate credits that the intern may apply to tuition costs at Saint Joseph College. In addition, a small stipend is provided for books and materials each semester. Contact the director of student teaching for further information.

Internship for Master of Arts in Literacy

Interns work in the public schools as literacy tutors, earning 15 free graduate credits in literacy toward the completion of a master of arts degree as well as a stipend. Please contact the teacher licensure officer for details.

Human Development/Gerontology (HDGE)

Masters of Arts

The Gerontology program provides an interdisciplinary approach to understanding aging as a process of life-long development. The program of study includes courses in the health-related, social-behavioral aspects of aging, and the public policy issues that affect the lives of older adults. The program is designed to provide helping professionals already educated in basic disciplines at the baccalaureate level with the background needed to work in the field of aging and to gain a more in-depth understanding of human development. To accommodate the full-time working professional, classes are scheduled during late afternoon hours, evenings, weekends, and on-line. A summer institute is offered each year.

Program Outcomes

The student will:

1. Demonstrate grounding in the lifespan human development model and be able to interpret research and theory in relation to this model
2. Master the demographic and political issues related to the aging population and form educated opinions
3. Demonstrate basic familiarity with the systems and networks supporting older adults (regional and national)
4. Demonstrate enhanced self-knowledge of personal development and understand other individuals, families, and communities in relation to lifespan developmental perspective
5. Provide educational resources and materials on the topic of older adulthood to a wide variety of populations

6. Understand current policy and cultural paradigms that enhance and support development of older adults
7. Demonstrate a firm knowledge base to dispel ageism

Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. Sealed transcript of a bachelor's degree from a regionally accredited institution
3. Two letters recommending the student for graduate work at Saint Joseph College
4. Planned program of study (with the Director)
5. An immunization record using the Saint Joseph College Health Services form available on the SJC Web site

Degree requirements (30 credits)

A. Core Human Development courses (15 credits)

HDFS508	Research Methods	(3)
HDFS518	Human Services Administration	(3)
HDFS555	Families and Development	(3)
HDFS580	Human Development I	(3)
HDFS585	Integrating Seminar	(3)

B. Required Gerontology courses (6 credits)

HDGE501	Systems and Networks	
	Supporting Human Development	(3)
HDGE581	Human Development II	(3)

C. Gerontology specialization (9 credits) from:

HDGE500	Health Related Aspects of Aging	(3)
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)
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)

D. Comprehensive examination. All students must pass a comprehensive examination after completing 21 credits in the program.

Graduate Certificate in Gerontology (18 credits)

A. Required courses (9 credits)

HDGE501	Systems and Networks	
	Supporting Human Development	(3)
HDFS580	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.

Management (MGMT)

Master of Science

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 management responsibilities and the specifics of a chosen, focused discipline

Matriculation Requirements

1. Admissions application and nonrefundable admission fee
2. A sealed official transcript of all undergraduate work, showing a baccalaureate degree from a regionally accredited institution
3. Two letters recommending the candidate for graduate work at Saint Joseph College
4. Program of study signed by the advisor
5. An immunization record using the Saint Joseph College Health Services form available on the SJC Web site

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 and 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)

Marriage and Family Therapy (MFTH)

Master of Arts

(also see School Counseling and Counseling-Community Mental Health)

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.

The master of arts program in Marriage and Family Therapy is designed to provide students with a solid core of knowledge about marriage and family therapy, as well as to train them to become professional marriage and family therapists. Students who pursue this degree ordinarily intend a professional career in this specific field. The program's basic orientation is the "General Systems" paradigm within which students are exposed to structural, strategic, solution-focused, systemic, and social constructionist approaches in addition to the other major modalities of the discipline. Students are encouraged to select and integrate those approaches that best fit their own clinical style. The program emphasizes a broad blend of theoretical knowledge and therapeutic approaches, with the primary goal of training competent clinicians in the field of marriage and family therapy.

According to a recent survey of program graduates, more than 50% of respondents had already obtained state licensure and all remaining respondents planned to do so in the near future. Ninety-five percent were employed in the therapeutic field or were continuing with further education.

The Department of Marriage and Family Therapy is accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Matriculation Requirements

A student seeking to matriculate into the Marriage and Family Therapy program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
2. All official college transcripts mailed directly to the Office of Graduate and Professional Studies from accredited institutions that evidence at least a baccalaureate degree with a GPA of 2.7 or higher

3. Two letters of professional reference recommending the candidate for graduate work in the Marriage and Family Therapy program at Saint Joseph College
4. All immunization records as required by the Office of Graduate and Professional Studies

In addition, Marriage and Family Therapy applicants are required to:

5. Schedule an interview with the director of the Marriage and Family Therapy program in order to complete a planned program of study
6. Submit a one- or two-page statement to the director of the Marriage and Family Therapy program indicating personal motives and professional goals for pursuing a graduate degree in Marriage and Family Therapy

Students who have not provided our office or the Office of Graduate and Professional Studies with the required documents are not eligible to be matriculated into the Marriage and Family Therapy program. Please review the list above and contact the Counseling and Family Therapy office if you have any questions.

Curriculum Requirements

The following courses are required of all students:

I. Theoretical Foundations of Marriage and Family Therapy

MFTH550	Theories and Methods of Therapeutic Practice	(3)
MFTH560	Communication and Systems Theory	(3)
MFTH561	Family Therapy I: Theories of Family Assessment	(3)

II. Assessment and Treatment in Marriage and Family Therapy

MFTH562	Family Therapy II: Intervention Methods	(3)
MFTH563	Family Therapy III: Couples Therapy	(3)
MFTH564	Family Therapy IV: Interventions in Larger Systems	(3)
MFTH583	Human Sexuality: Behavior and Treatment	(3)
MFTH545	Treating Addictions in the Family	(3)
MFTH549	Psychopharmacology	(1)

III. Human Development and Family Studies

MFTH580	Human Development	(3)
MFTH581	Discourses in Psychopathology	(3)
MFTH582	Gender Issues and Diversity in Therapy	(3)

IV: Ethics and Professional Studies

MFTH523	The Law of Marriage and Divorce in Connecticut	(1)
MFTH542	Ethics & Professional Issues in MFT	(2)

V: Research

MFTH597	Research Methods	(3)
---------	------------------	-----

VI: Supervised Clinical Practice

MFTH571	Marriage and Family Therapy Practicum I	(3)
MFTH572	Marriage and Family Therapy Practicum II	(3)
MFTH573	Marriage and Family Therapy Practicum III	(3)

(If necessary, the following may be required as well:)

MFTH574	Marriage and Family Therapy Practicum IV	(3)
MFTH575	Marriage and Family Therapy Practicum V	(3)
MFTH576	Marriage and Family Therapy Practicum VI	(3)

VII: Comprehensive Examination

Upon completion of the core MFTH courses and at least 400 of the 500 required clinical hours, students may apply to the program director to sit for the comprehensive examination wherein students demonstrate their competence in the theory and practice of marital and family therapy. Students are expected to demonstrate this competence by means of a written examination (paper), as well as an oral examination. The oral examination will be based largely upon a videotaped case presentation of the student's clinical work.

Nursing (NURS)

Master of Science

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. Admission application and nonrefundable admission fee
2. GPA of 3.0 in the undergraduate program. At the discretion of the Nursing Graduate Committee, applicants will be asked to achieve an acceptable score on the Miller Analogies Test.
3. A sealed official transcript showing a bachelor's degree from a regionally and nationally accredited nursing institution or a bachelor's degree from a regionally accredited institution, as well as transcripts from all undergraduate coursework
4. A current Registered Nurse license from the State in which clinical work will be completed
5. Essay: Tell us about an ethical dilemma from your clinical practice and how you handled it. What was your reasoning? Based on the outcome, how would you have handled things

differently? The essay should be no more than 300 words and will be evaluated for conceptual development and grammatical expression.

6. Knowledge of health assessment, research, and statistics. Students lacking this knowledge will be required to take appropriate undergraduate course work or demonstrate competency in these areas by examination.
7. Two letters from professionals attesting to the candidate's intellectual ability to pursue graduate work at Saint Joseph College.
8. An interview with the director of the Nursing Program
9. All immunization records as required by the Office of Graduate and Professional Studies
10. A planned program of study

Special Continuation Requirements

- GPA of 3.25 and a C or better in all courses. A candidate who receives less than a C will be reviewed by the Graduate Committee and may be dismissed.
- Malpractice Insurance. All students must carry their own malpractice insurance appropriate for APRN students.

Degree Requirements

A. Core courses (24 credits)

		Credits
NURS500	Philosophy of Science/Nursing Theory	(3)
NURS505	Health Policy and Leadership	(2)
NURS507	Advanced Health Assessment	(4)
NURS511	Advanced Clinical Practicum	(2)
NURS518	Family Theory and Practice	(3)
NURS540	Ethics	(3)
NURS589	Statistics and Quantitative Methods	(3)
NURS597	Advanced Nursing Research	(3)
NURS598	Continuing Thesis Advisement	(1)

B. Concentration requirements

Family Nurse Practitioner (22 credits)

NURS508	Nursing Practice in Family Health III	(4)
NURS509	Nursing Practice in Family Health IV	(3)
NURS518	Family Theory and Practice	(3)
NURS535	Advanced Pharmacology	(3)
NURS591	Women's Health	(3)
COUN544	Mental Health Assessment, Diagnosis, and Treatment Planning	(3)
BIOL509	Advanced Pathophysiology	(3)

Nurse Educator (6 credits)

NURS517	Curriculum and Evaluation	(3)
NURS528	Theories and Methods	(3)

Psychiatric/Mental Health Nurse Practitioner (20 credits)

NURS501	Nursing Practice in Psychiatric Mental Health I: Individual Theory & Practice	(4)
NURS503	Nursing Practice in Psychiatric Mental Health II	(4)
NURS518	Family Theory and Practice	(3)
NURS535	Advanced Pharmacology	(3)

COUN544	Mental Health Assessment, Diagnosis, and Treatment Planning	(3)
BIOL509	Advanced Pathophysiology	(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 completed a thesis may have the second thesis waived.

Nutrition (NUTR)

Master of Science

As the Nutrition profession continues to evolve, the master's degree is increasingly becoming the first professional credential expected in the field. The online format provides the flexibility and convenience for continued education so that students can work while earning this degree.

The online program can contribute to an individualized professional development plan tailored to the student's particular needs and areas of interest. The program is specifically designed to enhance and update the knowledge of nutrition or dietetics professionals who already have a background in the field. The degree can be customized to provide those who have a science background to become versed in the science of Nutrition.

Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. Sealed transcript of a bachelor's degree and any other course work from a regionally accredited institution
3. Successful completion of the following prerequisites: a basic Nutrition course, Biochemistry, and Physiology. These must be from accredited colleges or universities. Each of these courses may have a prerequisite depending on where they are offered. These must be completed with a B or better to be eligible for matriculation.
4. Two letters recommending the candidate for graduate work from professors or professional colleagues
5. A planned program of study approved by the graduate program director is required after matriculation
6. All immunization records as required by the Office of Graduate and Professional Studies if on campus

Degree requirements (30 credits)

Students who have successfully completed an internship at Saint Joseph College may apply nine credits to the master's degree; for an internship at another site, six credits may be transferred. An original verification form from the internship is required.

A. Required courses (6 credits)

NUTR597	Research Methods	(3)
NUTR 595, 596	Independent Study/Research or	(3)

For those who do not have a B.S. in Nutrition the following course is required:

NUTR518	Advanced Nutrition	(3)
---------	--------------------	-----

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)
NUTR516	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	Diabetes	(3)
NUTR 561	Obesity	(3)
NUTR 562	Nutrition and Cancer	(3)
NUTR 564	Cardiovascular	(3)
NUTR565	Nutrition in Critical Care	(3)
NUTR591	Sports Nutrition	(3)

C. Additional electives (up to 6 credits) from another discipline or two more courses from the list above

Dietetic Internship Program (18 credits)

The Dietetic Internship (DI) Program, which is administrated by the Graduate School, is open to students with a Bachelor of Science Degree in nutrition, who meet the American Dietetic Association (ADA) Didactic Program in Dietetics requirements. Upon completion of the supervised practice experience in clinical nutrition, community nutrition and food service management, graduates will receive a Verification of Completion and are eligible to take the registration examination to become a Registered Dietitian (R.D.). 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 Dietetic Internship consists of over 950 hours of supervised practice experience in clinical, food service management and community settings. Beginning in 2014 the supervised practice experience will increase to 1200 hours as mandated by CADE of ADA. In the fall semester interns concentrate their training in the clinical area. They train in general medicine, surgery, renal, cardiac, nutrition support, diabetes care, renal dialysis, pediatrics, outpatient counseling, extended care facilities and rehabilitation.

In the spring semester interns concentrate on food service management and community nutrition. The intern spends time divided among school lunch programs, health care programs, and community settings.

Each semester begins with a period of orientation at the College. Interns meet every other week for discussions and seminars give by specialists in the different areas of dietetics and allied health.

Dietetic interns receive nine credits toward an online Master's of Nutrition Program t Saint Joseph College. Courses may be taken in conjunction with the internship if interns choose a full graduate program in lieu of a graduate certificate program.

Application Procedure

Applications are available online or from the Dietetic Internship Director in the Department of Nutrition. Applications should be postmarked by February for fall admission. The Saint Joseph College Dietetic Internship 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, and health and liability insurance. Students are responsible for transportation to facilities, parking and meals.

Scholarships are available through the American Dietetic Association. Prospective interns interested in financial aid may contact the Saint Joseph College financial office. Interns who opt for a full master's in Nutrition Program are eligible for financial aid through the college. Other financial aid may be obtained by contacting Connecticut Higher Education Supplemental Loan Authority.

Cost

The cost of the program is based on nine graduate credits per semester for full-time students. 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

- Admission application; admission fee is waived
- 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 an original verification statement
- Two letters of reference
- Personal letter of application

School Counseling (COUN)

Master of Arts

(also see Counseling – Community Mental Health, and Marriage and Family Therapy)

The School Counseling program is committed to educating counselors who will provide leadership in serving the developmental needs of children in a school community. The purpose of a counselor's intervention is seen as facilitating growth towards the student's full academic and psychosocial potential. The program focuses on assisting future counselors with the wide range of issues that confront students, teachers, and parents across the full span of the school years (K-12). Therefore, school counselors who graduate from 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, ability to conceptualize a comprehensive counseling program, and the practice of school counseling including program development, implementation, evaluation, and consultation. The content elements included in this program follow the 2003 Connecticut state regulations for school counselor preparation programs.

Matriculation

A student seeking to matriculate into the program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
2. Two copies of all official college transcripts, one mailed directly to the Office of Graduate and Professional Studies and one mailed directly to the department of Counseling and Family Therapy. These must be from accredited institutions and must evidence at least a baccalaureate degree with a GPA of 2.67 or higher. Transcripts are required prior to registration.
3. Two letters of professional reference mailed directly to the Office of Graduate and Professional Studies recommending the candidate for graduate work in the School Counseling program at Saint Joseph College. Recommendation forms are available in the Office of Graduate and Professional Studies.
4. Two copies of Praxis I scores, one to the Office of Graduate and Professional Studies and one to the department of Counseling and Family Therapy. Any student who has scored 1100 or higher on the math/verbal SAT may apply for a Praxis I waiver.
5. All immunization records as required by the Office of Graduate and Professional Studies

In addition, School Counseling applicants are required to:

6. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies and the Department of Counseling and Family Therapy)
7. Sign up for an interview session once your application and official transcript is submitted and received

Note: Following the interview and admission to the program, a planned program of study (POS) will be prepared based on the number of credits you wish to carry each semester. This POS will then be mailed to you with instructions for registration and final matriculation.

When all the required documentation is received by the Office of Graduate and Professional Studies, the file will be submitted to the department of Counseling and Family Therapy for matriculation.

Required courses (51-54 credits)

Foundations

COUN540	Professional Orientation to and Foundations of Community Counseling	(3)
COUN515	Ethics and Standards of Practice	(3)

Counseling Prevention and Intervention

COUN543	Theories of Counseling and Psychology	(3)
COUN552	Developmental Theories and Applications	(3)
COUN541	Skills and Techniques in Counseling	(3)
COUN531	Group Process & Dynamics	(3)
COUN533	Theoretical & Practical Sources for Career/Lifestyle Development	(3)

Diversity and Advocacy

COUN514	Multicultural Counseling	(3)
---------	--------------------------	-----

Leadership, Collaboration, and Consultation

COUN560	Principles, Organization, and Practice of School Counseling Services	(3)
---------	--	-----

Assessment

COUN550	Appraisal and Its Application in Counseling	(3)
---------	---	-----

Research and Evaluation

COUN597	Applied Research Methods for Counselors	(3)
---------	---	-----

Diagnosis

COUN544	Diagnosis and Treatment Planning	3)
---------	----------------------------------	----

Academic Development

COUN524	Instruction and Curriculum	(3)
COUN516	Psychology of Exceptional Children	(3)
COUN561	Moral Development and Its Application to Mental Health Settings	(3)

Practicum/Internship

COUN566	Practicum	(3)
COUN573	Internship I	(3)
COUN574	Internship II	(3)

Clinical Hours

All students must complete a 100-hour practicum and a 600-hour internship. A student who has not completed the required 700 clinical hours by the end of Internship II may continue group supervision by enrolling in an additional internship course.

NOTE: If a student does not hold a Connecticut teaching certificate and have at minimum 30 months of classroom teaching experience, he/she must complete a 10-month full-time residency in place of the internship.

Comprehensive Examination

The comprehensive examination requires the student to demonstrate the ability to integrate the content and application of the chosen field of study. With the completion of a minimum of 39 credits in the core course curriculum (including Practicum), the student may sit for this examination.

Special Education (SPEC)

Master of Arts

Vision and Mission

Dedicated to the science and artistry for teaching in a complex, global society, Saint Joseph College prepares future educators to be independent problem-solvers and accomplished practitioners who are inquisitive in nature, passionate about learning and teaching, and reflective in practice.

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

Master of Arts in Special Education

- Special Education with K-12 Teacher Licensure (see below)
- Self-Design Option
- Concentration: Urban Education
- Concentration: Autism Spectrum Disorders
- Concentration: Literacy Internship

Acceptance Requirements for the Master of Arts Degree

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 2.67 for teacher licensure; cumulative GPA of 2.0 for UEP
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher or to work with children and families accompanied by the School of Graduate and Professional Studies cover form available on the College Web site. Note: Recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at Saint Joseph College.
6. Immunization record using the School of Graduate and Professional Studies form available on the College Web site
7. A planned program of study developed by the candidate and the faculty advisor, approved by the department chair

Note: Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements to be accepted into a Teacher Licensure Program. Please see the section, Graduate Teacher Licensure.

Exit Requirements for the Master of Arts Degree

Eligible candidates for the master of arts degree take a comprehensive exam in February or July. The application for the Comprehensive Exam is available from the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the indicated due date.

Master of Arts Degree in Special Education

The graduate programs in Special Education are designed to meet the needs of individuals seeking to be licensed as special education teachers or seeking to enhance their teaching and to effectively meet the needs of at-risk and exceptional learners in the general education classroom.

Program Outcomes

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 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.”

A. Master of Arts in Special Education: Teacher Licensure

This program is designed for candidates who want a master of arts in Special Education with initial Special Education teacher licensure. Candidates at the elementary level are encouraged to pass the Praxis II examinations in elementary education that recognizes them as “highly qualified” in elementary education content according to the “No Child Left Behind” (NCLB) legislation. To become recognized as “highly qualified” in a content area, special education teachers at the middle and secondary levels need to have a bachelor's degree or a master's degree (typically 30 credits) in Mathematics, English, or a Science, or pass the Praxis II examination in one of these content areas.

Degree requirements (43-45 credits)

1. Core courses (33 credits)

EDUC507	Developmental Reading/Elementary Level	(3)
EDUC551	Teaching in Culturally and Linguistically Diverse Classrooms	(3)
SPEC517	Students with Mild Disabilities	(3)
SPEC518	Students with Moderate to Severe Disabilities	(3)
SPEC524	Instruction and Curriculum	(3)
SPEC526	Educational Assessment	(3)
SPEC534	Classroom Management	(3)
SPEC535	The Laws and Special Education	(3)
SPEC543	Instructional Planning & Interventions: Writing & Study Skills	(3)
SPEC579	Children and Math	(3)
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)
or		
SPEC540	Reading for Inclusive Classrooms	(3)

2. 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)

3. Comprehensive examination.

All students must pass a written comprehensive examination after having completed 100% of their planned program, which includes student teaching.

B. Master of Arts Degree in Special Education: Self-Design 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 licensed 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.

Core requirements include a minimum of 18 credits in Special Education courses. Approved electives from other disciplines complete the self-designed degree program of at least 30 credits. A statement of the candidate's specific goals and objectives in pursuing the self-design degree option must be included with the candidate's planned program of graduate study.

Comprehensive Exam. All students must pass a written comprehensive examination after having completed all of Special Education courses and 80% of their planned program.

C. Master of Arts in Special Education: Autism Spectrum Disorders Concentration

Candidates choose this 30-credit option to gain proficiency in applied educational concepts, principles, and practices, and work with students with autism spectrum disorders and their families, as well as to complete advanced study in the field of special education. Practicum experience, field studies, and observation at The Gengras Center (a unique, state-approved special education facility and model lab school affiliated with Saint Joseph College) and area public schools are part of the curriculum.

1. Required courses (15 credits)

SPEC560	Autism: Nature and Characteristics	(3)
SPEC561	Autism: Managing Behaviors	(3)
SPEC562	Autism: Communication and Technology	(3)
SPEC563	Autism: Assessment	(3)
SPEC564	Autism: Application of Instructional Strategies	(3)

2. Elective courses (15 credits)

3. Comprehensive exam. All students must pass a written comprehensive examination after having completed all of their Special Education courses and 80% of their planned program.

D. Master of Arts in Special Education: Urban Education Concentration

This degree option is designed to enhance the existing knowledge and skill repertoires of certified teachers and support staff who work within K-12 inclusionary environments. The course of study includes a series of five two-credit courses provided through the Urban Education Partnership (UEP), a program for professionals who work in priority and transitional districts. This portion of the degree features a cohort design where teachers travel through courses together, building a learning community.

Program requirements

1. UEP (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 Social Behavior	(2)
UEPH503	Foundations II: Delivering Effective Instruction	(2)
UEPH504	Home-School Connection	(2)
UEPH505	Instructional Strategies that Work	(2)

2. Special Education courses (18 credits)

a. Two courses on Atypical Growth and Development from:

SPEC517	Students with Mild Disabilities	(3)
SPEC518	Students with Moderate to Severe Disabilities	(3)
SPEC560	Autism: Nature and Characteristics	(3)

b. Two courses on Inclusionary Practice: Social Theme

SPEC541	Collaborative Consultation	(3)
SPEC544	Social Skill Interventions for Inclusive Schools	(3)

SPEC561	Autism: Managing Behavior	(3)
SPEC562	Autism: Communication and Technology	(3)

c. Two courses on Inclusionary Practice: Academic Theme

SPEC540	Reading Interventions for Inclusive Schools	(3)
SPEC542	Reading Disabilities	(3)
SPEC543	Writing and Study Skills	(3)
SPEC539	Classroom Adaptations	(3)
SPEC564	Autism: Instructional Technologies (selected in collaboration with advisor)	(3)

d. A course on Contemporary Issues

e. Comprehensive examination. All students must receive a passing score on a portfolio that contains a self-reflective essay on growth towards learning objectives identified at the beginning of graduate studies. Artifacts will be included to document growth.

Cross-Endorsement Opportunities (See page 181)

Laboratory Schools (See page 181)

Kappa Delta Pi (See page 181)

General Internships

Saint Joseph College provides opportunities for students completing graduate studies and/or licensure courses to serve as interns in public school classrooms during the school year. The participating schools purchase 18 graduate credits that the intern may apply to tuition costs at Saint Joseph College. In addition, a small stipend is provided for books and materials each semester. Please contact the director of student teaching for details.

Internships in Autism Spectrum Disorders

The School of Education offers an internship program in Autism Spectrum Disorders in collaboration with public schools. This program provides certified teachers the opportunity to pursue graduate-level coursework and training. Interns participate in supporting students with Autism Spectrum Disorders under the supervision of a specialist teacher on a full-day, full school year schedule. Benefits of this two-year internship include:

- 30 credits of graduate coursework that can be applied to a master's degree in Special Education with a concentration in Autism Spectrum Disorders
- A \$9,000 stipend per school year
- Supervision by a teacher with expertise in educating students with Autism Spectrum Disorders
- On-site professional development and mentorship by Saint Joseph College faculty
- Flexible course schedule

Please contact the director of the Autism Institute for details.

Internship for Master of Arts in Literacy

Interns work in the public schools as literacy tutors as they earn 15 free graduate credits in literacy toward the completion of a master of arts degree as well as a \$9,000 stipend. Please contact the teacher licensure officer for details.

Graduate Teacher Licensure in Special Education Accredited by the Connecticut State Department of Education

- Special Education (Grades K-12)

Title II Report (See Pages 178 - 179)

Graduate Teacher Licensure—Initial

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

Progression through the Teacher Licensure Program in Special Education (See Pages 212 – 215)

Teacher Licensure Program of Study – Special Education Grades K-12

A. Required courses (43-45 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)
SPEC540	Reading for Inclusive Classrooms OR	
SPEC542	Reading Disabilities: Linking Assessment and Instruction	(3)
SPEC543	Instructional Planning & Interventions: Writing and Study Skills	(3)
SPEC579	Children and Mathematics	(3)

B. Two courses selected from:

SPEC536	Student Teaching: Intellectual Disabilities	(4-6)
SPEC537	Student Teaching: Behavioral Disorders	(4-6)
SPEC538	Student Teaching: Learning Disabilities	(4-6)

All licensure coursework must be successfully completed prior to student teaching and Praxis II must have been taken with all scores reported to the Licensure Office.

Student Teaching in Special Education

The majority of candidates complete student teaching requirements during the fall and/or spring semesters. Opportunities for summer student teaching may be possible, depending on the candidate's program and availability of teaching sites. Student teaching credits will vary accordingly: five-week summer student teaching placements earn four credits while eight-week fall or spring student teaching placements earn six credits. Only one summer student teaching placement is permitted, pending availability of sites. However, in special circumstances, two summer placements (no less than five weeks per practica) and only one practica per summer, are allowable (each four credits) if the candidate has at least three years of full-time regular elementary, middle, or secondary teaching experience. Validation of three years of full-time

successful public school teaching will be the candidate's responsibility. All three years of successful teaching experience will need to have occurred within five years from the point of student teaching/practica application and by the February 1 application date. Limited summer placements are available. If requests exceed available placements, a selection process will be used based on date of matriculation.

Education Graduate Certificates

Graduate Certificates in Autism Spectrum Disorders (ASD)

Candidates may choose this certificate program to gain proficiency in applied educational concepts, principles, and practices, and work with students with autism spectrum disorders and their families. Practicum experience, field studies, and observation at Connecticut public schools and The Gengras Center (a unique, state-approved special education facility and model lab school affiliated with Saint Joseph College) are part of the curriculum.

Courses for the certificate are:

SPEC560	Autism Nature and Characteristics
SPEC561	Autism Managing Behaviors
SPEC562	Autism Communication and Technology
SPEC564	Autism Assessment
SPEC565	Autism Application of Instructional Strategies

Graduate Certificates in Urban Education

Two graduate certificates are available: a 10-credit certificate, Urban Applications of Educational Research and a 15-credit certificate, Action Research for the Urban Classroom.

Five UEPH courses comprise the certificate. Each will be offered during the academic year – fall and spring – followed by two summer sessions and the following fall.

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. See UEPH course descriptions.

Acceptance Requirements for the Graduate Certificate

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5
4. Sealed official transcripts of all undergraduate work and any prior graduate work
5. Immunization record using the School of Graduate and Professional Studies form available on the College Web site

Independent Certificates

Latino Community Practice (LCPR) Certificate

The Latino Community Practice graduate certificate is the region's only specialized credential for bilingual professionals in health, education, management, and human services. Substantial fellowships are available to those who commit to two years or 1,000 hours of employed or voluntary Latino community practice upon completion of the degree.

Program Outcomes

As a Latino Community Fellow you will improve professional effectiveness and enrich your career as you:

1. Advance proficiency in your second language, Spanish or English
2. Gain knowledge and understanding of diverse Latino cultures
3. Participate in a bilingual clinical internship or employment experience
4. Prepare bilingual social marketing materials
5. Conduct community based research

Admissions Requirements

- Admission application and nonrefundable admission fee
- Sealed official transcript of your bachelor's degree from a regionally accredited institution
- Conversational proficiency in Spanish and English
- Two letters recommending you for graduate study at Saint Joseph College
- Admissions interview to plan your program of study
- Immunization Records
- Language proficiency assessment
- Signed commitment to two years or 1,000 hours of post-certificate Latino community practice

Curriculum

Requirements (18 credits- each course is worth 3 credits)

LCPR579	Advanced Spanish Composition for the Professions
or	
LCPR580	Advanced English Communications for the Professions
LCPR595	Bilingual and Social Marketing
LCPR598	Latino Community Research I
LCPR599	Latino Community Research II

Choice of two electives from the following:

LCPR514	Latino Cultures for the Global Era
LCPR515	Latina Voices in Literature
LCPR516	Latino Cultures in Film
LCPR590	Special Topics

Other elective as approved

Requirements include satisfactory scores on the ACTFL oral and written proficiency tests and a minimum grade of B- in all courses.

Accelerated Master's Degree in Management

Up to 12 credits from the Latino Community Practice graduate certificate will apply toward the master's of science degree in Management, allowing you to complete the M.S. in Management in one additional calendar year.

Applied Behavior Analysis Graduate Certificate

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

Curriculum

Requirements (15 credits- each course is worth 3 credits)

PSYC501	Foundations of Behavior Analysis (prerequisite for all other coursework)
PSYC502	Behavior Analysis and Program Evaluation
PSYC503	Educational and Behavioral Interventions
PSYC504	Ethical and Professional Issues
PSYC505	Advanced Topics in Behavior Analysis

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

Admissions Requirements

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

Teacher Licensure

Vision and Mission

Dedicated to the science and artistry for teaching in a complex, global society, Saint Joseph College prepares future educators to be independent problem solvers and accomplished practitioners who are inquisitive in nature, passionate about learning and teaching, and reflective in practice.

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

Graduate Teacher Licensure—Initial

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

Progression through the Teacher Licensure Program

Requirements for Acceptance to Graduate Teacher Licensure Programs

Adults who hold a conferred bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 2.67 (3.0 for REACH to Teach) are eligible to apply to the teacher licensure program.

1. Mail official transcripts of undergraduate degree conferral from a regionally accredited institutional plus the official transcripts from any other undergraduate work and any prior graduate work to the Licensure Office. (A second set of transcripts showing the bachelor's degree conferral will be needed for the School of Graduate and Professional Studies.)
2. Call the Licensure Office at 860.231.5330 to schedule an appointment with the Licensure Officer. The purpose of this meeting is to:
 - review each candidate's previous program of study (undergraduate and graduate)
 - complete a planned program of study for a licensure program
 - determine a timeline for acceptance into the teacher licensure program and student teaching
3. Submit an application and appropriate fee to the School of Graduate and Professional Studies with an official transcript showing a bachelor's degree conferral from a regionally accredited institution.
4. Complete the following items prior to the completion of two professional education courses with grades of B or better.
 - Evidence of successful completion of the PRAXIS I test. Applicants 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 candidate's suitability as a prospective teacher or to work with children and families accompanied by the School of Graduate and Professional Studies cover form available on the SJC website. Note: recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at Saint Joseph College.
 - An essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places and experiences with children and adolescents who have

affected this decision. The grading rubric for the essay is available from the Licensure Office.

- A successful interview with a School of Education faculty team. The interview is schedule through the Licensure Office.
- An immunization record using the School of Graduate and Professional Studies form available on the SJC website.
- A signed planned program of study for teacher licensure with the Licensure Officer.

Requirements for Continuation in a Teacher Licensure Program

Throughout the teacher licensure sequence, the School of Education 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 as defined in the School of Education’s Conceptual Framework and Statement of Candidate Dispositions:

- Critical thinking skills (e.g., the ability to analyze information).
- Capacity to form interpersonal relationships with colleagues and individuals which are characterized by sensitivity, mutual respect, constructive collaboration and advocacy.
- Responsibility as demonstrated in timely completion of assignments and commitment to quality performance and professional growth.
- Commitment to the mission and philosophy of the School of Education.
- Achievement of B or better in all classes. Candidates who do not earn a B may retake the course one time.

All candidates for teacher licensure must subscribe to TaskStream—a student portfolio system, and post all required documents on TaskStream for data management.

Requirements for Application to Student Teaching

All course work must successfully be completed to do student teaching. Candidates who apply for student teaching will be evaluated by department faculty, who will consider:

1. academic proficiency as indicated by coursework
2. communication facility as reflected in oral and written expression and listening
3. 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 are due **February 1** for fall placements and **September 15** for spring placements. Student teaching applications will not be accepted after these dates.

The candidate must resolve any alert forms prior to application for student teaching. The student teaching application form must be accompanied by:

- the candidate’s official letter of acceptance into the Teacher Licensure Program
- a copy of Teacher Licensure Planned Program

- an unofficial transcript with the most recent semester's grades
- an autobiographical essay of no more than two pages
- completed "Field Experience" document
- continuation of minimum 2.67 GPA
- documentation of having taken Praxis II for all applicants and the Foundations of Reading test for Elementary and N-3 candidates. Secondary licensure candidates must pass Praxis II or ACTFL.
- a typed information sheet for the Cooperating Teacher with the following information:
 - completed courses
 - previous teaching experience
 - previous experience with children or adolescents
 - work experience

No other courses may be taken during the semester of this experience in order to ensure success during student teaching. Attendance is required at all student teaching seminars.

Requirements to Exit from the Teacher Licensure Program

A "Licensure Program Completer" is a student who has completed all the requirements for her/his proposed license endorsement area(s), including the successful completion of the Praxis I and Praxis II or ACTFL when required.


To be recommended to the Connecticut State Department of Education for licensure applicants must:

- attain a B or better in all classes, including student teaching
- complete all planned program requirements for licensure, including general education requirements and or content 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, and successful Foundations of Reading test scores, if required.
- show evidence of appropriate educator dispositions

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 tables (**on next two pages**) were submitted to the Connecticut State Department of Education, as required by federal legislation. A list of Teacher Licensure Program completers for 2008-2009 was submitted in April 2009. The pass rate for Saint Joseph College for 2008-2009 was 100%.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

		HEA - Title II 2008-2009 Academic Year				
Institution Name	ST JOSEPH COLLEGE					
Institution Code	3754					
State	Connecticut					
Number of Program Completers Submitted	95					
Number of Program Completers found, matched, and used in passing rate Calculations¹	94					
<i>January 25, 2010</i>						
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	44	44	100%	1024	1020	100%
Aggregate - Professional Knowledge	9			90	90	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	79	79	100%	1733	1709	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			19	19	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	22	22	100%	153	153	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	94	94	100%	1885	1857	99%

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 passrate.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

		<p align="center">HEA - Title II 2008-2009 Academic Year</p>					
Institution Name	ST JOSEPH COLLEGE						
Institution Code	3754						
State	Connecticut						
Number of Program Completers Submitted	95						
Number of Program Completers found, matched, and used in passing rate Calculations¹	94						
*Data used to calculate pass rates for this test provided by E. S. Pearson.							
January 25, 2010							
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST Reading	710	10	10	100%	240	239	100%
PPST Writing	720	8			240	240	100%
PPST Mathematics	730	7			226	225	100%
Computerized PPST Reading	5710	33	33	100%	763	762	100%
Computerized PPST Writing	5720	33	33	100%	760	759	100%
Computerized PPST Mathematics	5730	35	35	100%	789	788	100%
Professional Knowledge							
Education of Young Children	021	9			90	90	100%
Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	46	46	100%	831	825	99%
Elem Ed Content Area Exercises	012	46	46	100%	831	828	100%
Early Childhood: Content Knowledge	022	9			90	90	100%
Eng Lang Lit Comp Content Knowledge	041	6			165	163	99%
Eng Lang Lit Comp Essays	042	5			165	161	98%
Middle School English Language Arts	049	2			8		
Mathematics: Content Knowledge	061	3			100	100	100%
Middle School Mathematics	069	1			7		
Social Studies: Content Knowledge	081	8			183	179	98%
Middle School Social Studies	089				3		
Physical Ed: Content Knowledge	091				107	105	98%
Physical Ed Analysis and Design	092				106	105	99%
Business Education	100				12	12	100%
Music Concepts and Processes	111				67	65	97%
Music Content Knowledge	113				67	67	100%
Art Making	131				51	51	100%
Art Content Trad Critic Aesthetics	132				51	51	100%
Art Content Knowledge	133				52	51	98%
Biology Content Knowledge	235	2			64	64	100%
Chemistry Content Essays	242	1			8		
Chemistry Content Knowledge	245	1			8		
Physics Content Essays	262				6		
Physics Content Knowledge	265				6		
General Science Content Essays	433	1			11	10	91%
General Science Content Knowledge	435	1			12	12	100%
Middle School Science	439				2		
Earth Science Content Knowledge	571				13	13	100%
Foundations of Reading*	999				12	12	100%
Other Content Areas							
Technology Education	050				13	13	100%
Family and Consumer Sciences	120	1			1		
Health Education	550				5		
Teaching Special Populations							
Educ. Exceptional Students: CK	353	22	22	100%	153	153	100%

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.

Kappa Delta Pi

The installation of the Saint Joseph College Chapter of Kappa Delta Pi International Honor Society in Education took place May 3, 2009. The society has a long-standing commitment to “recognizing excellence and fostering mutual cooperative, support, and professional growth for educational professionals.” Letters of invitation are sent in February to students eligible for membership informing them of a March orientation meeting and an initiation ceremony in the spring.

Laboratory Schools

The School of Education benefits from two laboratory schools. The Gengras Center and The School for Young Children (on Steele Road) offer opportunities for on-site observations, field work, practicum, and course related applications. In addition, students are welcome at a Saint Joseph College partnership school: The Charter School for Young Children on Asylum Hill.

PROFESSIONAL PROGRAMS

School of Pharmacy

While completing the Pre-Pharmacy program at SJC is not a requirement to apply to the College's co-ed School of Pharmacy, those who have completed the SJC program will be more competitive. As long as they meet minimum Pharm.D. admission requirements, they will be considered for an interview as part of the Pharm.D. admission process. The Pharm.D. program features a three-calendar year modified block curriculum, allowing the students to progress through the program in cohorts. It also has a proven record of increasing students' ability to master the didactic material. Traditionally, the three-calendar year cohort model results in high pass rates on the North American Pharmacist Licensure Examination (NAPLEX).

SJC Pharmacy students also benefit from the College's history and reputation in the health science arena, as well as its long-standing collaborative relationship with hospitals and health care facilities.

Through the Pharm.D. program, students will complete the following courses:

Introduction to the Pharmacy Profession and Professional Ethics	2 cr
Self-care Therapeutics	3 cr
Pharmaceutical Calculations	3 cr
Communication Skills	1 cr
Physical Assessment	2 cr
Fundamentals of Drug Action and Metabolism	2 cr
Genetic Control of Cell Function, Cell Reproduction and Protein Synthesis	2 cr
Metabolism of Carbohydrates, Lipids, and Amino Acids	5 cr
Pharmacy Administration I	3 cr
Biostatistics and Clinical Trial Design	2 cr
Drug Information and Literature Evaluation	2 cr
Pharmacy Law and Jurisprudence	2 cr
Pharmacology of the Nervous System	4 cr
Pharmacology of the Cardiovascular, Renal, and Pulmonary Systems	3 cr
Pharmacology of the Gastrointestinal, Genitourinary, and Skeletal Muscle Systems	2 cr
Pharmacology of the Endocrine System	2 cr
Pharmacology of the Immune System	3 cr
Pharmacology of Anti-infective Agents	3 cr
Pharmacology of Antineoplastic Agents	2 cr
Pharmaceutics	3 cr

Biopharmaceutics and Pharmacokinetics	4 cr
Pharmaceutical Science Laboratory	1 cr
Pharmaceutical Care Laboratory	1 cr
Introductory Pharmacy Practice Experience 1	1 cr
Introductory Pharmacy Practice Experience 2	1 cr
Introductory Pharmacy Practice Experience 3	4 cr
Summative Assessment of P1 Year	2 cr
Total Credits for the P1 Year	65 cr

Scientific Writing and Communication	2 cr
Integration of Pharmacy Practice	4 cr
Principles of Toxicology	2 cr
Pharmacy Administration II	2 cr
Pharmacotherapeutic Disease State Management: Fluids, Electrolytes, and Nephrology	2 cr
Pharmacotherapeutic Disease State Management: Cardiology	5 cr
Pharmacotherapeutic Disease State Management: Endocrinology	2 cr
Pharmacotherapeutic Disease State Management: Immunology and Ophthalmology	3 cr
Pharmacotherapeutic Disease State Management: Pulmonology	2 cr
Pharmacotherapeutic Disease State Management: GI and Liver Disorders	2 cr
Pharmacotherapeutic Disease State Management: Infectious Diseases	6 cr
Pharmacotherapeutic Disease State Management: Hematology/Oncology	3 cr
Pharmacotherapeutic Disease State Management: Psychiatry	2 cr
Pharmacotherapeutic Disease State Management: Neurology	2 cr
Pharmacotherapeutic Disease State Management: Geriatrics	2 cr
Pharmacotherapeutic Disease State Management: Pediatrics	2 cr
Clinical Nutrition	2 cr
Men's and Women's Health	2 cr
Herbal Products and Dietary Supplements	2 cr
Introductory Pharmacy Practice Experience 4	1 cr
Introductory Pharmacy Practice Experience 5	1 cr
Summative Assessment of P2 Year	2 cr
Elective credits (minimum)	4 cr
Total Credits for the P2 Year	57 cr

Advanced Pharmacy Practice Experience in Ambulatory Care	6 cr
Advanced Pharmacy Practice Experience in Adult Acute Care	6 cr
Advanced Pharmacy Practice Experience in Advanced Community Practice	6 cr
Advanced Pharmacy Practice Experience in Advanced Institutional Practice	6 cr
Advanced Pharmacy Practice Experience Elective 1	6 cr
Advanced Pharmacy Practice Experience Elective 2	6 cr
Summative Assessment of P3 Year and NAPLEX Review	2 cr
Total Credits for the P3 Year	38 cr
Total Credits for the Program	160 cr

Accreditation

Saint Joseph College is in the process of obtaining licensure and accreditation of its Doctor of Pharmacy program. The licensure from the State of Connecticut and regional accreditation from the New England Association of Schools and Colleges have been approved. An application for Precandidate Accreditation Status has been filed with the Accreditation Council for Pharmacy Education (ACPE) and a site visit has been authorized for April, 2010.

For an explanation of the ACPE accreditation process and the current accreditation status of the School of Pharmacy, please consult the Office of the Dean, School of Pharmacy, Saint Joseph College, 860.231.5858, the Saint Joseph College Website at www.sjc.edu/academics/school_of_pharmacy/accreditation.html or contact ACPE directly (www.acpe-accredit.org).

COURSE DESCRIPTIONS 2009-2011

Course Numbering System

First level (100): beginning courses
Second level (200): intermediate courses
Third level (300): advanced-intermediate courses
Fourth level: (400): advanced courses
500-600: 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
Asterik (*)	Courses approved for general education requirement
Pund 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 ACCT201. 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: ACCT312.*
- 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 and 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 be properly interpreted and used in the decision-making process. In this course, students will learn accounting strategies that will enable them to understand financial reports, analyze organizational performance, determine appropriate operating strategies, and make sound business decisions.

AMERICAN STUDIES

***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) 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: 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 BIOL105, and must be taken concurrently. Three hours laboratory per week. Laboratory fee: \$50. *Co-requisite: BIOL105.*

***BIOL106 Field Ornithology (3) SI**
Introduces you to the basic biology and taxonomy of birds, familiarizes you with the identification of the local avifauna, and introduces you to techniques used to study birds. *Co-requisite for SI credit: BIOL106L. Prerequisite: Must have computer capabilities and e-mail.*

***BIOL106L Field Ornithology Laboratory (1) SI**
The laboratory and field experience for BIOL106. 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 five hours each. *Co-requisite for SI credit: BIOL106.*

***BIOL110 General Biology (4) SI**
Cell structure and function, membrane structure and integrity, and cell division via the biology of cancer. Energy metabolism and cellular respiration, homeostasis and genetics included. *Co-requisite: BIOL110L.*

***BIOL110L General Biology Laboratory (0) SI**
The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50. *Co-requisite for SI credit: BIOL110L.*

***BIOL116 Biological Concepts I (4) SI**
The course provides the foundation for upper-level courses. Emphasis is placed on eukaryotic

cellular structure, metabolism, and molecular genetics. Laboratory is required and must be taken concurrently. Three hours lecture, two hours laboratory per week. Laboratory fee: \$50.

Prerequisite: *At least one high school Biology course and one high school Chemistry course.*
Co-requisite for SI credit: *BIOL116L.*

***BIOL116L Biological Concepts I Laboratory (0) SI**

The laboratory reinforces lecture topics. Required for BIOL116. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL117 Biological Concepts II (4)**

Background for upper-level Biology and Environmental/Ecological courses. Emphasis is placed on organismal structure, diversity, ecology, and evolution. Three hours lecture, two hours laboratory per week. Laboratory fee: \$50. **Co-requisite:** *BIOL117L.* **Prerequisite:** *BIOL116 or BIOL110, or equivalent, or permission of instructor.*

***BIOL117L Biological Concepts II Laboratory (0)**

The laboratory reinforces lecture topics. Required for BIOL117, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50. **Co-requisite:** *BIOL117.*

***BIOL120 Human Evolution (3) SI**

Development of biological anthropology and the human fossil record. Laboratory required for credit to SI.

***BIOL120L Human Evolution Laboratory (1) SI**

The laboratory reinforces lecture topics. Required for BIOL120 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**

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**

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 one-three credits, and may have a laboratory component (if so, a laboratory fee of \$50 will be assessed).

***BIOL204 Forensic Biology (3) SI**

Application of biological science to criminal forensics. Topics covered will include basic entomology as it pertains to cadaver insects, the biological processes of decomposition, the role of molecular biology in forensics, and aspects of forensic osteology and anthropology.

Prerequisites: *A course in general biology, population biology, or ecology; entomology, anatomy, or molecular biology would also be useful. (Formerly: BIOL420)*

***BIOL204L Forensic Biology Laboratory (1) SI**

The laboratory reinforces lecture topics. Required for BIOL204 application to SI, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50. (Formerly: BIOL420L)

BIOL205 Molecular Biology (4)

An introductory course covering the central dogma of (molecular) biology of replication, transcription, and translation. Laboratory required. *Prerequisite: BIOL117 or permission of instructor.*

BIOL205L Molecular Biology Laboratory (0)

The laboratory reinforces lecture topics, including gel electrophoresis, polymerase chain reactions, and bacterial transformation. Two hours laboratory per week. Laboratory fee: \$50. Co-requisite: BIOL205. *Prerequisite: BIOL116 or permission of instructor.*

***BIOL210 Marine Biology + (4) SI**

Interactions and relationships between living organisms and their environment in marine systems. Includes direct personal observations and investigations of intertidal, salt marsh, and estuarine habitats, invertebrates and vertebrates. Ecosystems studied include: coastal fisheries, open ocean, tropical seas and coral reefs, and polar regions. Focus is on examination of the terrestrial-marine interface, and influence of humans on these ecosystems. Occasionally offered as an Honors course open to all students. Honors students with a minimum 3.25 GPA with a B or better in high school Biology need not meet the BIOL117 and CHEM170 prerequisites. Fall of even years. *Prerequisite: BIOL117, CHEM175 or CHEM170, or permission of instructor.* (Formerly: BIOL405)

***BIOL210L Marine Biology Laboratory + (0) SI**

The laboratory reinforces lecture topics, and is field intensive. Required for BIOL210, and must be taken concurrently. Four hours laboratory per week. Laboratory fee: \$50. (Formerly: BIOL405L)

***BIOL220 Zoology + (4)**

An appreciation of the diversity of animal forms. Emphasis will be placed on taxonomy, morphology, and physiology of vertebrates. Evolutionary development/trends will also be studied. Laboratory is required. *Co-requisite: BIOL220L. Prerequisite: BIOL117 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 Plant Biology + (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: BIOL117 or permission of instructor. (Formerly Titled: Introduction to Botany)*

***BIOL221L Plant Biology Laboratory + (0) SI**

The laboratory reinforces lecture topics. Required for BIOL221, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50. *(Formerly Titled: Introduction to Botany Laboratory)*

***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: BIOL110 or 116.**

***BIOL222L Microbiology Laboratory (0) SI**

The laboratory introduces basic techniques and example organisms. Required for BIOL222, and must be taken concurrently. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL223 Human Biology (3) SI**

Organ systems of the human body considered at the cellular, tissue, and organ level. Emphasis is placed on both the anatomy and physiology of these organ systems. Laboratory required and must be taken concurrently. Credit not applicable to Biology major or to a student who has completed BIOL241.

***BIOL223L Human Biology Laboratory (1) SI**

Organ systems of the human body with analysis of the anatomy and physiology of these organ systems. Topics include an examination of integumentary, digestive, musculoskeletal, circulatory, reproductive, nervous, and other systems. Two hours laboratory per week. Laboratory fee: \$50.

***BIOL241 Anatomy and Physiology I (4) SI**

This course emphasizes cellular and chemical aspects of physiology, including a study of integumentary, musculoskeletal, and nervous systems including sensory systems. Laboratory is required and must be taken concurrently. *(Formerly titled: Essentials of Anatomy and Physiology)* **Prerequisite: BIOL116 or BIOL110 or permission of instructor.**

***BIOL241L Anatomy and Physiology I Laboratory (0) SI**

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50. *(Formerly titled: Essentials of Anatomy and Physiology Lab I)*

***BIOL242 Anatomy and Physiology II (4) SI**

Continuation of BIOL241 Anatomy and Physiology I. Studies include cardiovascular, immune, respiratory, excretory, digestive, endocrine, and reproductive systems. Laboratory is required and must be taken concurrently. *(Formerly titled: Essentials of Anatomy and Physiology II)* **Prerequisite: BIOL241 or permission of instructor.**

***BIOL242L Anatomy and Physiology II Laboratory (0) SI**

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50. *(Formerly titled: Essentials of Anatomy and Physiology Lab II)*

BIOL250 Introduction to Biological Research (2)

Introduction to biological research. Seminar focuses on acquisition and evaluation of primary literature in the preparation of a research proposal. Provides necessary skills required for students pursuing Independent Studies or internships. Offered: spring semesters. **Prerequisite: BIOL117.**

***BIOL270 Human Heredity (3) SI**

Human genetics applying individual family and population studies. Current techniques and ethical issues related to the Human Genome Project will be explored. Credit not applicable to a Biology major Frequently offered as an Honors course, (open to all students with a minimum 3.25 GPA or permission of the instructor). When not offered as an Honors course, it can be taken along with BIOL300 for Honors credit by Honors students who are not majoring in Biology. Laboratory is required for SI application and must be taken concurrently.

- *BIOL270L Human Heredity (1) SI**
Two hours laboratory per week. Laboratory fee: \$50. *Prerequisite: Concurrent enrollment in BIOL270.*
- 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. Weekly presentations of scientific articles from the current literature will be primary focus of this course. Required for Honors students seeking Honors designation for Biology courses.
- BIOL305 Ecology + (4)**
Study of the interactions and relationships between living organisms and their environment. The course includes habitat analyses, population investigations, and many field study techniques such as bird banding, mice mark and recapture, or insect trapping. The course is field intensive. Laboratory is required and must be taken concurrently. (Formerly titled Wildlife Ecology)
Prerequisite: BIOL117, MATH140 or 170, or permission of instructor.
- BIOL305L Ecology Laboratory + (0)**
The laboratory reinforces lecture topics. The course is field intensive. Four hours laboratory or fieldwork per week. Laboratory fee: \$50.
- BIOL313 Developmental Biology + (4)**
Principles of embryology with an emphasis on morphology and physiology using the study of model systems are explored. Discussion of the current ethical and scientific issues surrounding research technologies will be discussed. Laboratory is required and must be taken concurrently.
Prerequisite: BIOL205 or permission of instructor.
- 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 Mendelian and molecular genetics are discussed. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL205 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.
- BIOL350 Cell Biology + (4)**
Basic structures of cells, and their functions and roles in life processes. Includes introductions to gene expression, membranes and organelles, metabolism, motility, reproduction and cell proliferation, and signal transduction. Students should increase comprehension of cell behavior and functionality at the cellular level from smallest molecules up to organisms these cells comprise. Additional readings and discussions introduce current research in cancer, cellular signaling, immunology, stem cell biology, and biomedical science. Laboratory is required and must be taken concurrently. *Prerequisite: BIOL205 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.

BIOL410 Immunology + (4)

Study of the cell of the innate and adaptive immune system as well as structure and functions of molecules that mediate immune responses. **Prerequisite: BIOL205.**

BIOL410L Immunology Laboratory + (0)

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$50.

**BIOL418 Microbial Ecology/
Environmental Microbiology (4)**

Ecological interactions between microbes: viruses, bacteria, archae, some protists and fungi. Roles of microorganisms in relation to animals and plants. Function of microbes in modifying climate and the physical environment. Student research projects provide opportunity to investigate areas of personal interest. Lab required to be taken concurrently. **Prerequisite: BIOL117 and CHEM176. A prior course in Microbiology or Ecology is required.**

BIOL418L Microbial Ecology/ Environmental Microbiology Laboratory (0)

Reviews basic and advanced techniques, followed by project-based research. Required for BIOL418 and must be taken concurrently. Three hour labs per week. Projects may require additional time outside of the lab period depending upon the nature of the project. Laboratory fee: \$50.

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 Molecular Biology 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.

BIOL503 Biometry (3)

This course provides an understanding of statistical data analysis for the biological sciences, including experimental design and some multivariable techniques. The focus is on application and understanding, and does not dwell on mathematical derivation; designed for those who have had some experience with basic statistical analyses, either recently or in the past, the course provides assistance in understanding the results or applying the proper test. Note: This course is required for those Biology MS candidates who have been approved to take BIOL 498/499.

BIOL504 Emerging Diseases (3)

This course provides health professionals with a broad overview of emerging and re-emerging 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.

BIOL505 Epidemiology (3)

This course provides health professionals with a broad overview of emerging and reemerging diseases in the United States. Seventeen of the most prevalent diseases will be discussed in detail, as well as special segments covering bioterrorism and immune-compromised populations.

BIOL508 Advanced Physiology (3)

This course will cover the function of major organ systems of the human body and the mechanisms that control and regulate human body activities. The study of the integration of homeostatic mechanisms will be used to provide a broad appreciation for the physiological functions of the whole organism. *Prerequisite: undergraduate study of 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. *Prerequisite: BIOL508 or students must get permission of instructor by pass a competency exam on basic physiological processes prior to the start of the course.* Note: BIOL508 Advanced Physiology is strongly recommended.

BIOL510 Cell Biology (3)

Examines the current concepts and theories in the field of cell biology. In-depth discussion of cellular structure and function, as well as integration of concepts using data analysis.

BIOL511 Mycology (3)

An exploration of the diversity of the fungi and how they function, both from a biological perspective at the cellular level, and from medical, horticultural, taxonomic, cultural, evolutionary, nutritional, and ecological perspectives as well. Each student will have an opportunity to follow up on and explore areas of particular interest. *Prerequisite: Cell Biology.*

BIOL513 Virology (3)

The molecular biology, genetics, structure, function, classification, ecology and epidemiology of

viruses in general, with a focus on human pathogens. Roles of gene transfer between organisms and viral roles in evolution will be explored. Student presentations and discussions on student-selected topics will function both as a key activity and an important assessment tool. High-speed cable modem needed for online course format to enable streaming video lectures. **Prerequisite:** *Cell Biology or permission of instructor.*

BIOL514 Evolution (3)

This course covers the principles of evolution and the history of evolutionary thought. Topics covered will include natural and biological philosophy, classical evolution, punctuated equilibrium, exaptation, and rapid evolutionary change. The course will also cover associated evolutionary concepts. **Prerequisites:** *a course in general biology, or population biology, or ecology.*

BIOL515 Pharmacology (3)

This course is designed to introduce students to the basic concepts and principles of pharmacology. Topics will include pharmacokinetics, pharmacodynamics, mechanisms of action, major physiological effects, drug metabolism, distribution and transformation. **Prerequisite:** *Anatomy and Physiology, basic Chemistry, and Genetics or Cell Biology.*

BIOL516 Toxicology (3)

This course is designed to introduce students to the basic concepts and principles of toxicology. Topics will include metabolism, types of toxicity, classes of chemicals, risk assessment and diagnosis and treatment. **Prerequisite:** *College-level organic chemistry, Cell Biology, or permission of instructor.*

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.

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 will also be discussed from the standpoint of how that cooperation contributes to the smooth functioning of the human physiology. **Prerequisite:** *BIOL510.*

BIOL519 Cancer Biology (3)

This course is designed to introduce students to the field of cancer biology. Various aspects of this topic, such as tumor initiation, progression, and therapy, will be studied in depth. At the end of this course, students will have gained an appreciation for the complexity of cancer.

BIOL522 Immunology (3)

The cells, organs and molecules that mediate the innate and adaptive mechanisms of the immune system as they apply to infection, tumor recognition, autoimmune diseases, immunodeficiencies and hypersensitivity. The classes will consist of formal lectures as well as group discussions of current scientific literature pertaining to immunologic research. **Prerequisite:** *Cell Biology.*

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 pathophysiological 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.

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 will also be included.

BIOL528 Mammalogy (3)

This course examines the taxonomy, distribution, ecology, and evolution of mammals.

BIOL529 Sexually Transmitted Diseases (3)

This course examines the biology, pathology, and treatment of sexually transmitted diseases.

BIOL533 Bacteriology (3)

Topics include prokaryote fine structure, metabolism including nutritional and environmental requirements for growth, genetics, taxonomy/systematic, pathogenesis, a brief introduction to microbial ecology, and roles bacteria play in human health and disease. Case studies may include antibiotic resistance, the TB pandemic, probiotics, ecology of disease. *Prerequisite: Undergraduate Microbiology recommended.*

BIOL535 Neuroscience (3)

The study of 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. *Prerequisite: A college course in Cell Biology.*

BIOL536 Psychopharmacology (3)

Designed to analyze both acute and chronic effects of psychotropic drugs on mood and behavior of the individual. How these drugs interact with brain tissue and alter behavior, the neurobiology of mental disorders, will be addressed. Time will also be spent on consideration of how drug-induced modifications of brain chemistry can affect mental processes. *Prerequisite: Advanced undergraduates with permission of instructor.*

BIOL540 Public Health (3)

This course examines social, administrative, and governmental policies regarding the epidemiology of disease.

BIOL560 Parasitology (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. (Formerly: Co-listed with BIOL460.)

BIOL564 Biotechnology (3)

Recombinant technology utilizing prokaryotic, eukaryotic, and viral DNA 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. Laboratory intensive course. (Cross-listed BIOL464). **Prerequisite: Cell Biology, Genetics or permission of instructor.**

BIOL590, 591-592 Special Topics (1-3)

See semester course bulletin for description of current offerings. The following have been taught in the bas: Protistology, Ornithology, Proteomics, Developmental Biology, Microbial Ecology.

BIOL593, 594 Biology Seminar (1-3)

See semester course bulletin for description of current offerings. Emphasis will be placed on relevant and contemporary issues in Biology. Literature search and formal class presentations will be essential.

BIOL596 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 Studies Program and must be approved by the project advisor, department chair and dean of the school. A maximum of six credits may be applied toward the non-thesis option, or a maximum of three credits toward the thesis option. A maximum of three credits may be applied toward required courses.

BIOL598 Thesis Research (1, 3)

Beginning thesis work. Requires a thesis proposal prior to registration. Online or On-site. Pass – Fail

BIOL599 Thesis (1,3)

Thesis work. Requires a thesis proposal prior to registration. Completion of thesis requires passing the thesis defense. Pass-Fail only.

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 fieldtrips 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 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: C or better in BIOL110 or BIOL116.*

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.*

CHEM425 Biochemistry I (Also CHEM525) (3)

Discussion of principals of Biochemistry with emphasis on the structure of proteins, nucleic acids, lipids, and carbohydrates, and their metabolism. *Prerequisite: two semesters of undergraduate organic chemistry.*

CHEM430 Biochemistry II (Also CHEM530) (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. (Formerly titled: Biochemistry.) *Prerequisite: CHEM200, 210, 320 or permission of 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 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.*

CHEM490 Advanced Laboratory (2)

A planned program of advanced laboratory work in one of three areas of the student's choice: (1) advanced inorganic synthesis, (2) advanced organic synthesis, or (3) biochemical methods. Students seeking ACS certification must select the inorganic option and the biochemical methods. Laboratory fee: \$50.

CHEM496 Thesis (3)

A minimum of 90 hours of research on a problem under the guidance of a Chemistry faculty member; opportunity to apply advanced laboratory techniques to the solution of the research problem. Attendance at research seminars, presentation of results at a seminar or conference, and a written report are required. Laboratory fee: \$50.

CHEM499 Coordinating Seminar (1)

Students will prepare for presentation of their research results, attend a variety of topical seminars, and participate in discussions of literature references on areas of current research. Fall semester, senior year.

Graduate Courses

CHEM500 Chemical Thermodynamics (3)

A discussion of the first, second and third laws of thermodynamics and how these principles apply to biological chemistry. *Prerequisite: Two semesters of undergraduate calculus and two semesters of undergraduate physics.*

CHEM520 Inorganic Chemistry (3)

Discussion of fundamental concepts of inorganic and coordination chemistry including atomic structure and the periodic table, ionic solids, covalent bonding, molecular structure and geometry, oxidation-reduction chemistry, ligand field theory, and the basics of coordination chemistry.

CHEM525 Biochemistry I (Also CHEM425) (3)

Discussion of principles of Biochemistry with emphasis on the structure of proteins, nucleic acids, lipids, and carbohydrates, and their metabolism. *Prerequisite: two semesters of undergraduate of organic chemistry.*

CHEM530 Biochemistry II (Also CHEM430) (3)

Discussion of principles of biochemistry with emphasis on the structure and function of proteins, nucleic acids, lipids, and carbohydrates, and their metabolism. (Formerly titled: Biochemistry) *Prerequisite: A college course in Physical Chemistry.*

CHEM550 Heterocyclic Chemistry (3)

The study of a large family of both naturally occurring and synthetic compounds found in pharmaceutical preparations, in thermostable polymers, in plant regulators and pesticides, in pigments, in biomolecules, and in superconductors. Structure, properties, preparations, and reactions of representative heterocycles with emphasis on their role in science, technology, medicine, agriculture, and biochemistry.

CHEM551 Medicinal Chemistry (3)

Introduction to the drug discovery process, emphasizing the concepts of chemical lead identification and optimization, structure-activity relationships, demonstration of pharmacological activity and the issues faced in advancing a compound to its final regulatory review. Discussions also cover patent protections for pharmaceutical inventions and some of the emerging areas for therapeutic research.

CHEM552 Organometallic Chemistry (3)

Classical and current topics in the field of organometallic chemistry. Topics include structure and reactivity as well as the use of organometallic compounds for organic synthesis and catalysis.

CHEM554 Planetary Chemistry (3)

Geochemistry of our solar system: the sun, planets, moons, asteroids, comets, and meteorites. Focus on recent space missions that rely on remote-sensing techniques. Questions concerning extraterrestrial life and water on Mars are also discussed.

CHEM557 Inquiry & Experimentation in Teaching Chemistry (3)

Explores the theoretical and practical implication of teaching science using hands-on and minds-on experiments. Students develop inquiry experiments for use in high school science courses.

- CHEM560 Advanced Organic Chemistry I (3)**
A study of organic structure and the mechanisms of typical organic reactions with emphasis on relative reactivities and orbital theory, and classical and modern methods for the determination of reaction mechanisms.
- CHEM561 Advanced Organic Chemistry II (3)**
An investigation of the synthesis of complex molecules. Emphasis on the synthesis of natural products, drugs, and organometallic compounds with a discussion of the problems encountered in industrial organic synthesis.
- CHEM570 Instrumental Organic Analysis (3)**
Discussions of the applications of instrumental methods (IR, UV/VISIBLE, NMR and ESR spectroscopy, mass spectrometry, and modern liquid and gas chromatography) to the separation and identification of organic compounds.
- CHEM580 Chemical Instrumentation (3)**
A fast-paced review of the basic theory and design of spectroscopic and chromatographic instrumentation and hands-on experience with the instruments. A previous course in instrumentation is helpful, but the course begins with the fundamentals so that students without this background may enroll.
- CHEM585 Introduction to the Biochemistry of Cancer (3)**
Focuses on describing the underlying molecular causes of cancer. The biochemistry involved in the cellular processes that regulate normal and abnormal cell growth. Several specific kinds of cancer are used as examples of how the biochemistry of these cells has been altered.
- CHEM586 Biochemical and Instrumental Analysis in Forensic Science (3)**
The application of biochemical and instrumental techniques in the analysis of various types of physical evidence. Explores commonly employed techniques for the identification of fire and explosion debris, gunshot residues, fibers, and other polymers. Students also acquire an understanding of current methods of forensic analysis of biological materials, such as PCR and immunoassay. The unique problems associated with the testing and comparison of materials collected at crime scenes or from other, uncontrolled sources are discussed.
- CHEM587 Environmental Geochemistry (3)**
Emphasizes the past and present relationships between the Earth's atmosphere, hydrosphere and lithosphere, composition and cycles involved, evolution of the biomass, and formation of coal and petroleum.
- CHEM589 Inorganic Polymer Chemistry (3)**
A study of the major polymeric systems of inorganic compounds. The synthesis of long-range inorganic networks is discussed with an emphasis upon structure, periodic trends, characterization, and properties as well as upon historical developments and modern applications.
- CHEM590 Chemistry Seminar (3)**
See semester course bulletin for description of current offerings.
- CHEM591 Advanced Chemistry Seminar (3)**
See semester course bulletin for description of current offerings. (Formerly:CHEM693)
- CHEM592 Special Topics (3)**

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 MATH180 or permission of 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 Courses

**COUN501 Systems and Networks Supporting Human Development (3)
(Also HDGE501)**

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 that 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; biblio-therapy; forgiveness; energy fields; altered states of consciousness, etc. An introduction to the fields of psychoneuroimmunology and behavioral medicine and to major cutting-edge ideas in the health professions; suggests ways to integrate into counseling practice some of the insights and understandings that come from “alternative modes.”

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 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 lifecycles are viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual is traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks are explored concurrently. This exploration serves as a backdrop for client assessment and conceptualization.

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 lifecycles are viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual is traced chronologically through a survey of a select number of major theoretical approaches. Factors influencing development such as developmental tasks, family, and cultural context are explored concurrently. This exploration serves as a backdrop for client assessment and case conceptualization. *Prerequisite: 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 (Also MFTH558) (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. 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.

COUN564 Psychopharmacology (3)

This course will prepare counselors to provide services in conjunction with a psychopharmacological prescriber. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care. Ethical and legal issues for the non-medical counselor relating to pharmacotherapy will be covered. Numerous case examples demonstrating appropriate psychopharmacologic management, and strategies for developing a collaborative relationship with the prescriber will be presented. Prerequisites: COUN544 or a working knowledge and understanding of DSM diagnoses.

COUN566 Practicum in School Counseling (3)

Students complete supervised practicum experiences that total 100 hours. The practicum provides for the development of individual counseling and group work skills under supervision. The practicum includes:

- 1) A minimum of 40 hours of direct service with clients appropriate to the program for experience in individual and group interactions
- 2) At least 20% of all direct service hours in individual counseling
- 3) At least one-fourth of these hours in group work (classroom/developmental guidance)
- 4) A minimum of one hour per week of individual site supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term
- 5) 1.5 hours per week of group supervision on-campus
- 6) One hour per week of individual or triadic supervision on campus
- 7) Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum

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 hours. The practicum includes:

- 1) A minimum of 40 hours direct service with clients, ten of which must be in group work
- 2) A minimum one hour per week of individual supervision on-site for duration of course
- 3) One hour a week of individual supervision with a full-time Counseling department faculty member
- 4) 1.5 hours a week of on-campus supervision with other students and department supervisors
- 5) Additional preparation, staff meetings, etc.

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 hours. Includes:

- 1) A minimum of 120 hours of direct service with clients

- 2) A minimum one hour a week of individual supervision for duration of course
- 3) 2.5 hours a week of on-campus supervision with other students and department supervisors
- 4) Additional preparation, staff meetings, etc.

Prerequisite: COUN568.

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. Includes:

- 1) A minimum of 120 hours of direct service with clients
- 2) A minimum one hour a week of individual supervision for duration of course
- 3) 2.5 hours a week of on-campus supervision with other students and department supervisors
- 4) Additional preparation, staff meetings, etc.

Prerequisite: COUN570.

COUN573 Internship I in School Counseling (3)

A supervised internship of 600 hours after successful completion of the practicum. The internship is for two consecutive semesters. Consideration will be given to selecting internship sites that offer opportunities for the student to engage in both individual counseling, group work, and participate fully in developmental guidance programs. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a school setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. (**NOTE:** School Counseling requirement is normally 300 hours on site for each internship semester. If students do not hold a Connecticut teaching certificate and have at minimum 30 months of classroom teaching experience, they must complete a 10-month full-time residency.) Internship includes:

- 1) A minimum of 240 hours of direct service with clients appropriate to the program of study; weekly interaction
- 2) An average of one hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor
- 3) 2.5 hours per week of group supervision throughout the internship
- 4) The opportunity for the student to become familiar with a variety of professional activities other than direct service
- 5) The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the student's interest or specialization for use in supervision
- 6) The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information, and referral to appropriate providers
- 7) A formal evaluation of the student's performances during the internship by a program faculty supervisor and consultations with the site supervisor

Prerequisite: COUN566.

COUN574 Internship II in School Counseling (3)

Continuation of the internship experience. (**NOTE:** School Counseling requirement is normally 300 hours on site for each internship semester. If an individual does not hold a Connecticut teaching certificate and have at minimum 30 months of classroom teaching experience, the student must complete a 10-month full-time residency). The internship includes:

- 1) A minimum of 240 hours of direct service with clients appropriate to the program of study; weekly interaction

- 2) An average of one hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor
- 3) 2.5 hours per week of group supervision throughout the internship
- 4) The opportunity for the student to become familiar with a variety of professional activities other than direct service
- 5) The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the student's interest or specialization for use in supervision
- 6) The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information, and referral to appropriate providers
- 7) A formal evaluation of the student's performances during the internship by a program faculty supervisor and consultations with the site supervisor

Prerequisite: COUN573.

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 HDFS580 & MFTH580) (3)

A study of human development from a lifespan perspective, birth through death. Emphasis is on developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development are explored.

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 Studies Program office and must be approved by the project advisor, department chair and the dean of the school.**

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.

DANCE

DANC110 Introduction to Jazz Dance (1) KN HE

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 HE

Repertory performed through membership in Saint Joseph College Dance Ensemble. 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 HE

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 HE**

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 HE

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 HE

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 HE

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 first-year students.

DANC224 Modern Dance Technique II (1) KN HE

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 HE

DANC324 Modern Dance Technique III (1) KN HE

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 HE

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)

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)

DANC499 Coordinating Seminar (3)

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 Theater (Also ENGL174) ++ (3) HE, WR**

An introduction to the art of theater through an examination of representative plays, a brief historical overview, and production practices.

DRAM200 Special Topics in Theater (3)

In-depth study of various aspects of theater 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 Theater I (Also ENGL253) (3) HE**

Focuses on the history and development of world theater from the Greeks to 1700, including a survey of Asian theatrical practices.

***DRAM254 History of Theater II (Also ENGL254) (3) HE**

Investigates the history and development of Western theater 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 theater 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 (Also WMST210) + (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.

ECON335 Sustainable Economic Development ++ (3)

A study of the economic issues affecting the “Southern “countries. An introduction to the North-South challenges brought about by global economic interdependence. Examination of new approaches to development that are informed by environmentally and ecologically sustainable criteria. Three hours a week, one semester.

ECON370 International Political Economy: American Empire (Also POLS370) (3) AE

This course will examine the United States as an imperial power as well as examine the current world order. Topics will include American foreign policy and international reaction to it, resource exploitation, and anti-democratic initiatives and interventions. The course will also compare the United States to other imperial powers in history and will consider the lessons learned from past empires and the possibility for reform of and/or resistance to empire. In addition, the course will explain the imperialistic underpinnings of economic development issues, consumerism and globalization.

**ECON375 International Financial Economics
(Also MGMT375) ++ (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

**ECSE310 Learning Assessment and Adaptations
in Early Childhood Education (3)**

This course provides an introduction to the historical context and theoretical basis for current programs and practices in early childhood education. The educational implications of theories of learning, learning differences, and disabilities will be discussed. Students will learn appropriate methods for assessing young children, sharing assessment information, collaborating with families and professionals, and adaptive learning strategies to meet the specific needs of young children, including those with developmental delays and disabilities. *Prerequisite: HDFS250*

ECSC318 Early Childhood Methods: Pre K & K (3)

This course focuses on developmentally appropriate methods and material for teaching children ages three years through kindergarten including those with special educational needs. Topics include classroom arrangement, scheduling, selection of materials, curriculum planning using themes and integrated units. Field work required. *Prerequisite: EDUC265*

Graduate Courses

ECSE510 Growth and Development in Early Childhood (Also SPEC510) (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. (Formerly: Co-listed with EDUC517)

ECSE520 Language Development and Emergent Literacy (Also SPEC511) (3)

Language acquisition and emergent literacy from birth through 5; 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 Families and Development (Also HDFS555) (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.

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 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.

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, or SPEC510 or permission of instructor.**

ECSE560 Learning in a Social Context (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. (Formerly co-listed with EDUC560)

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 instructor.**

ECSE576 Primary Curriculum (Grades 1-3) (3)

Methods and materials for teaching primary children (grades one-three). Emphasis is on creating an integrated, child-focused curriculum. Students plan curriculum activities based on content standards and student assessment with a focus on science, social studies, and math. Approaches that promote active, constructivist learning, conceptual understanding, and problem-solving skills are highlighted. **Prerequisites: ECSE555.**

ECSE580 Student Teaching: Pre-K-K (3)

Observation and direct service to at-risk, disabled, and normally developing preschool and/or kindergarten children, 3 to 5, 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 Student Teaching: Infant/Toddler (3)

Observation and direct service to at-risk, 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.

ECSE586 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 3 through kindergarten can become self-motivated, successful participants in their social and learning environments. Explores methods by which physical and social environment are designed to facilitate affective development, receptive and expressive communication, emergent literacy

and numeracy, and the evolution of representational abilities and symbolic thinking.

Prerequisite: ECSE555.

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.

ECSE 597 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 practica, and September 15 for spring practica. Note: Both 597.01 Student Teaching: Kindergarten and 597.02 Student Teaching: Infant/Toddler is required for the Birth-K endorsement of the Early Childhood Teaching Certificate. **Prerequisite: All courses required in the certification program. (Formerly: EDUC597 02)**

ECSE598, 599 Thesis (3, 3)

By arrangement. Guidelines available at The Graduate Studies Program office and must be approved by the project advisor, student's advisor, department chair, and dean of the school.

Prerequisite: 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. (Formerly: Co-listed with SPEC205)

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, Christianity, sexism, nationalism, and ageism) and how they are played out in our society and within

interactions and expectations of others; 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 marginalize and oppress certain groups, population, and people from low socioeconomic 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, theater, 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 that 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 creating a social environment that facilitates learning. Field study required.

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 3 years through kindergarten, including children with special educational needs. Topics include classroom arrangement, scheduling, selection of materials, curriculum planning using themes, and integrated units. Field study required.

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. Field study required. Three hours of class, one full day of field experience required, one semester.

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. Fieldwork experience required. **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 that are derived from current theories and research, and are appropriate for children Pre-K to eight.

Prerequisite: EDUC/SPEC265.

EDUC341 Effective Teaching of Mathematics (3)

Designed for pre-service teachers in elementary school to help all 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 is on hands-on, minds-on learning experiences that help children participate responsibly in a democratic society and a global community. National and state standards provide direction for curriculum, resources, teaching methods, and assessment techniques. One full day per week field experience is required each Tuesday. **Prerequisite: EDUC/SPEC265; Co-requisite: EDUC370.**

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 units and 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 on 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 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 and successful scores on Praxis II or ACTFL.

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 one-three 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 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.

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 (Also HDFS503) (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: EDUC/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 researcher. **Prerequisite: EDUC528.**

EDUC509 The Language Arts in the Elementary School (3)

A comprehensive review of various principles and methods that integrate the six language arts: speaking, listening, writing, reading, representing, and viewing, with focus on the teacher as researcher. **Prerequisite: 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 are 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 and 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.**

EDU513 Curricular Applications of Multiple Intelligences (3)

This course is partnership between the National Dance Institute Saint Joseph College with special guest artist, Jacques d'Amboise. Graduate students will learn theory of multiple intelligences,

constructivism and differentiation as they apply arts standards in planning and implementation of instructional strategies. Participants engage in lesson planning, unit design, performance, and instruction and receive first-hand knowledge in using the arts. This course has a dance and theatre focus, but participants also receive instruction and practice in set design, visual arts, museum art and music. Graduate students will have the opportunity to teach content knowledge to a group of students (1-12) participating in the Summer Performing Arts Program presented by guests artists, local educators and Saint Joseph College Faculty. The constructive nature of this course facilitates inquisitiveness, reflection, and critical thinking. Participants develop capabilities and insights grounded in educational theory.

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 Grades K-6 (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 Grades 1, 2, or 3 (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. Students register by level: .01 – Elementary; .02 – Middle; .03 – Secondary. **Prerequisite: EDUC507 or 508; English and Humanities majors seeking middle school certification must also take EDUC509 as a prerequisite.**

EDUC527 Rhetoric for English Teachers (3)

This course examines pedagogical methods of teaching English with a focus on the power of language in oral and written discourse using best practice consistent with the national, state and local standards. Students will review important grammatical concepts along with effective and efficient lesson planning for the process of teaching of writing. Exploration of various theories of teaching and incorporation grammar skills in classroom activities emphasize a constructivist, student-centered environment.

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.

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 backwards design, cooperative learning, and motivational strategies with diverse groups of adolescents. Students develop a culminating integrated curriculum unit. Field study required. **Prerequisite: EDUC503, 528, and concurrent with 12.**

EDUC540 Student Teaching: Secondary Grades 7-12 (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 seven 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 and successful scores on Praxis II or ACTFL.**

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: EDUC503 and 528.

EDUC545 Seminar in Remedial Reading and Related Instructional Theory (Also SPEC545) (3)

Seminar for the Saint Joseph College/Literacy 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/Literacy 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.

EDUC547 Practicum I: Theory into Practice (Also SPEC547) (3)

Part of the Saint Joseph College/Literacy 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. Fieldwork required four days per week, based on the West Hartford Public School calendar. **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/Literacy 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 (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 ESL education are discussed and examined. Field study required. (Formerly: EDUC590)

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 or 503, and 524 or 528.**

EDUC557 Supervision under Durational Shortage Area Permit (3 or 6)

Required of any student enrolled in a Saint Joseph College teacher licensure program and employed in a public school under a Durational Shortage Area Permit (DSAP) or employed in a non-public school and who has not previously student taught. A supervisor from Saint Joseph College is provided to observe and assess classroom teaching. Students who successfully complete this course and have a minimum of 10 months of documented successful classroom practice may apply for a waiver of student teaching. Seminar attendance is required.

EDUC 558 Supervision under Durational Shortage Area Permit II (3 or 6)

Required of any student enrolled in a Saint Joseph College teacher licensure program and employed in a public school under a Durational Shortage Area Permit (DSAP) or employed in a non-public school and who has not previously student taught. A supervisor from Saint Joseph College is provided to observe and assess classroom teaching. Students who have successfully completed this course and have a minimum of 10 months of documented successful classroom practice may apply for a waiver of student teaching. **Prerequisite: EDUC557.**

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 and writing lesson plans. **Prerequisite: EDUC524.**

EDUC564 Art Museum Education for Teachers (3)

This course is designed for teacher at all levels of schooling (preschool, elementary, middle, high school). It provides opportunities for participants to experience original works of art and to develop strategies using art to teach core content concepts. Multiple intelligences Theory provides the theoretical underpinnings for this course. Research in the value of arts in the classroom is an integral part of this course. Knowledge of works of art at the Saint Joseph College Art Gallery is provided firsthand; familiarity with works of major art museums is gained through virtual tours.

EDUC565 Multiple Intelligence Theory & Arts (3)

This course introduces the student to Multiple Intelligences (MI) Theory and its connections to current applications of brain research in education. Participants will apply these theories in their classrooms and reflect on student engagement and learning when these strategies are employed. Participants will be required to design MI based units and lessons using backward design, core content and arts standards, and performance based assessments.

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.

EDUC 574 Seminar: Early Intervention and the Emergent Reader (Also SPEC574) (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. Limited to selected interns. **Prerequisite: EDUC545, 546, 547, 548 or comparable experiences. Co-requisite: EDUC 576 as part of the Saint Joseph College Literacy Internship Program. (Formerly:EDUC645)**

EDUC 575 Seminar: Current Research and the Emergent Reader (Also SPEC575) (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. Limited to selected interns. **Prerequisite: EDUC 574 and 576; Co-requisite: EDUC 578 as part of the Saint Joseph College Literacy Internship Program. (Formerly: EDUC646)**

EDUC 576 Advanced Practicum I: Direct Service Application for Lead Interns (Also SPEC576) (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 Literacy 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. Limited to selected interns. **Prerequisite: EDUC545, 546, 547, 548, or comparable experiences. Co-requisite: EDUC 574 (Formerly: EDUC647)**

EDUC 578 Advanced Practicum II: Direct Service Application for Lead Interns (Also SPEC578) (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 Literacy Internship Program. Limited to selected interns. **Co-requisite: EDUC 575. (Formerly: EDUC648)**

EDUC580 Field Experience Grades PreK or K (Also 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)

Concentrated program of full-time student teaching in a middle school setting under the supervision of a cooperating teacher in a middle school and a college supervisor from the Child Study/Education/Special Education Department. Attendance of all seminars is required. Eligibility for student teaching is contingent on meeting department requirements one semester prior to placement. Deadlines for application forms are February 1 for fall practicum and September 15 for spring practicum.

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 Studies Program office. Must be approved by the project advisor, student's advisor, department chair, and dean of the school. **Prerequisite: EDUC515.**

ENGLISH

***ENGL104 The Art of Effective Writing I (3) WR**

Practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works.

***ENGL105 The Art of Effective Writing II (3) WR**

Practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works. (Formerly Titled: The Art of Effective Writing)

***ENGL106 Journalism (3) WR**

News writing, feature writing, layout, makeup in conjunction with analysis of current newspaper trends.

***ENGL107 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 focusing on a theme of contemporary interest, e.g., The American Dream, War and Peace, Rebels and Angels, Innocence and Experience. Students are introduced to a variety of texts and methodologies for reading them as well as the terminologies and techniques of literary analysis. Readings may be drawn from fiction, poetry, drama, as well as non-traditional forms such as journals, diaries, and autobiographies. Frequently offered as an Honors course open to all students with a minimum GPA of 3.25 or by permission of the instructor.

***ENGL112 Special Topics in Literature (3) WR HE**

Examination of basic literary concepts in a variety of genres and forms. May be taken only once for credit.

***ENGL174 Introduction to Theater (3) HE, WR (Also DRAM174) ++**

An introduction to the art of theater 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.
- *ENGL201 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 and Professional 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. (Formerly Titled: Business Communication)
- *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.
- *ENGL214 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. Requires meetings during the semester as well as travel time that may vary by the time of year.
- *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 19th and early 20th century American novels, stories, and poems by major figures such as Mark Twain, Kate Chopin, Henry James, Walt Whitman, and Emily Dickinson.
- *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 vary. 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 ++ (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. (Formerly: Co-Listed with CLAS241)

***ENGL242 Love, Romance, and Personal Identity: French Literature in Translation + (Also FREN242) (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 Theater I (Also DRAM253) (3) HE**

Focuses on the history and development of world theater from the Greeks to 1800, including a survey of Asian theatrical practices.

***ENGL254 History of Theater II (Also DRAM254) (3) HE**

Investigates the history and development of Western theater from 1800 to the present.

***ENGL256 Moral Decision-Making in Greek Drama ++ (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. (Formerly: Co-Listed with CLAS256)

***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 fieldwork 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) HE

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) HE

Advanced study of various drawing media and techniques. One hour lecture, four hours laboratory per week.

FIAR120 Fundamentals of Design + (3) HE

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) HE

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) HE

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) HE

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 that 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.

FIAR231 Printmaking + (3) HE

Introduction and development of basic skills in drypoint etching, woodcut, silk screen printing, and other traditional and experimental printmaking processes. Brief survey of printmaking from the 15th century to the present. Use of College collection of original prints. One hour lecture, four hours laboratory per week. Laboratory fee: \$10.

- *FIAR239 Landscape into Art (3) HE**
 A study of the development, evolution, importance, and interpretation of the landscape as motif as a prime subject for painting from the period of Egyptian tomb painting through 21st century environmental art pieces. The non-Western art of China, Japan, India, Africa, etc. are considered. A portion of the class is devoted to the study of landscape architecture and its application to environmental study and other topics. Five different approaches are investigated: landscape as descriptive element, as decorative background, as a structural aid to composition, as a central theme, and as expression of mood. Field trips.
- *FIAR240 History of American Art (3) HE**
 Provincial beginnings to world power. Confluence of social, political, and artistic thought in America through examination of paintings and sculpture from the 17th century to the present. Visits to museums and historical sites required.
- *FIAR241 History of American Antiques: 1607-1875 (3) HE, AE, WR**
 A reliving of America's past through a complete study of antiques: furniture, pottery, glass, silver, etc. Visits to antiques shows and museums required.
- *FIAR244 American Architecture: 17th to 19th Centuries (Also HIST244) + (3) AE, HE**
 The history of American architectural achievements records the confluence of human requirements and technical innovation. Critical analysis of the architectural response to social, political, and religious demands of changing times through slides, lectures, and discussions. Field trips.
- *FIAR245 Survey of Modern Art + (3) HE**
 Study of the development of the outstanding art movements in painting and sculpture from the late 19th century to the present. Focus on definition and meaning, influences and innovations, form and analysis of contemporary artistic expression. Visits to museums and galleries required.
- *FIAR246 Trends in American Art: 1950-2000 and Beyond + (3) HE**
 Introduction to historical and critical concepts needed to understand innovations of contemporary art in the United States. Focus on Abstract Expressionism, Pop Art, Op Art, Minimal Art, Conceptual Art, Magic Realism, and Happenings, etc. Field trips.
- *FIAR249 American Impressionism: Painters, Sites and Collections + (3) HE, AE, WR**
 Explores the studios, sites, and collections of American artists who responded to the physical beauty found in their immediate surroundings. The Connecticut shoreline, in particular, provided ample subject matter for the newly explored aesthetic principles and investigations into the world of color, atmosphere, and light. Students view the actual studios, gardens, and motifs that inspired these creative works. Field trips.
- *FIAR259 Legacy of African American Art ++ (3) HE, AE, WR**
 A survey course that examines the African origins, cultural evolutions, and social revolutions that helped to create vital visual art forms of unique quality, beauty, and creativity. Painting, sculpture, and other art forms are analyzed within the cultural, social, religious, economic, political, and artistic context. Art works created by Joshua Johnston, Robert Duncanson, Edmonia Lewis, Henry Tanner, Meta Fuller, Jacob Lawrence, Faith Ringgold, and others are examined. Attention will be given to artists of the Harlem Renaissance and those who created the Black Power Murals. Field trips.
- *FIAR260 City Limits: The Architectural History of Hartford ++ (3) HE, AE**
 The City of Hartford as a first-hand resource for a review of the major trends in American

architectural design. On-site walking tours supplement slide lecture discussions detailing the city's growth from first Dutch fort to modern urban center.

***FIAR272 History of Women Artists (3) WS, HE, WR**

Examination of the artistic contributions of women from the early Middle Ages to the present through slide lectures and discussions that provide specific examples and historical contexts.

FIAR295 Exploratory Independent Study ++ (3)

***FIAR299 Vincent van Gogh: His Life and Work + (3) HE, WR**

An examination of the life and artistic contributions of the artist Vincent van Gogh (1853-1890). A careful examination of some of his 860 paintings, 1,000 drawings, and 750 letters as a background for critical analysis, observation, and response. A cultural context is established showing the growth and development of the traditional academic style evolving into an expressive abstract style. The significant impact on art of the 19th, 20th, and 21st centuries. Museum visits.

***FIAR336 Renaissance Art History + (3) HE, WR**

Painting, sculpture, and architecture of the Renaissance: Masterworks from Proto-Renaissance through Leonardo da Vinci, Raphael, Michelangelo, Durer, and Holbein. Visits to museums and galleries. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor.

***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 21st 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 the roles of: archivist, research assistant, disabled visitor program, educational activities, etc. Nine to 12 hours a week of supervised work at a museum or historical society. Number of participants is limited. *Prerequisite: Permission of department chair.*

FIAR495 Advanced Independent Study ++ (3)

FIAR499 Coordinating Seminar ++ (3)

A cumulative experience for senior majors in Art History that integrates recent scholarship and

research. Topical seminars, discussions, and field trips. Written thesis. Papers are presented in a colloquium. Second semester.

FRENCH

***FREN100, 101,,: Beginning French I, II (3) (3) LG**

Two-semester elementary sequence features film, audio CDs and short readings to help students quickly learn to listen, speak, read, and write about French culture and discuss their own lives. FREN100 recommended for students with little or no prior knowledge of French; FREN101 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 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. Three hours per week, one to two semesters.

Prerequisite: FREN102 or two-three years of high school French.

***FREN242 Love, Romance, and Personal Identity: French Literature in Translation (Also ENG242) + (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. (Formerly: FREN230)

***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 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), (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 sociolinguistic and cultural contexts. Special emphasis on listening and speaking strategies in a variety of situations. Discussions of current events and topics pertaining to the Francophone world allows students to acquire and practice new vocabulary. Uses newspapers, magazines, and Internet resources. *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) that which examines the origins, development, and diversity of the modern French short story, through the study of selected 19th and 20th century texts by French and Francophone authors. Literary analysis stresses critical-thinking skills, oral expression, and focused writing activities. Selected film clips reinforce learning. *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.

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 hour class, one hour field study per week, spring semester. (Formerly: HDCS250)

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 hour class, one hour field study per week, fall semester. **Prerequisite: HDFS250. (Formerly: HDCS350)**

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/neuromotor, 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. (Formerly: HDCS380)**

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. (Formerly: HDFS200)**

HDFS430 Field Study (3-6)

Supervised experience with children, families, or the elderly. Eight placement hours per week required for three 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 three credits. Spring semester. Prerequisite: Limited to senior Child Study and Family Study majors. **Co-requisite: HDFS499.**

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. Fieldwork 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 knowledge of legal rights and entitlements of older adults, and available resources.
- *HDGE510 Practicum (3)**
 A supervised fieldwork 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.
- 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. Explores practical strategies for teaching individuals or developing programs for persons over 65.
- HDGE 562 Sexuality and Aging (3)**
 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 In-dependent Study/Research are available at The Graduate Studies Program office.
Prerequisite: Approval by the project advisor, program director, and dean of the school.

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 that 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 toward indigenous peoples, and the recent political and ethnic resurgence of Native Americans.

***HIST204 Political Themes in Modern Popular American Music ++ (3) AE**
(Also POLS204)

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.

***HIST227 Latin America and the Caribbean (Also POLS227) ++ (3), GI, VE**

An overview of the history and politics of select Latin American and Caribbean countries from independence to the present. Countries covered will vary by term and in accordance with significant current events and student interest. Covered countries may include at least several of the following: Argentina, Brazil, Chile, Columbia, Cuba, Dominican Republic, Haiti, Jamaica, Mexico, Nicaragua, Venezuela, and the territory of Puerto Rico. (Formerly: HIST226/227, Latin America).

***HIST235 Holocaust and Film + (3) HE**

Examines how one of the world's most civilized countries and cultures could systematically execute 6 million Jews and millions of others in the 20th century. Explores how we understand and represent such a horrific event through film specifically and more broadly in general.

***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 ++ (3) WS**
Examination of the portrayal of women in literature of ancient Greece and Rome. Examples from epic, drama, history, philosophy, and rhetoric. (Formerly: Co-listed with CLAS257)
- 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**
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**
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.

***HIST 338 The France Revolution++ (3)**

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, evaluating information and its sources critically, using information effectively and appropriately; managing, tracking, and making proprietary information available. Course activities and content reinforce an applied, practical perspective rather than a merely theoretical focus.

***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 student's 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.

INFT200 Special Topics in Computer and Information Science (Also COMP200) (3)

Emphasizes current developments in computer and information science. Topics may include databases, informatics tools, bioinformatics, health informatics, information analysis, data mining, and others.

***INFT205 Business and Professional 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. (Formerly Titles: Business Communications)

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 Web site. **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 Web site, create and edit digital images, and learn about new technology used in the delivery of multimedia products over the Internet and internal networks. **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. (Formerly: INFT300)*

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 Web site 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 CREC: 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 CREC: 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 CREC: 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 by 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.

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 Office of International Studies 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 Honors 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.**

INTD499 Coordination (1-3)

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 overview of the major regions of the global village. Examination and analysis of key geographical concepts leading to the development of perspective on the geography of global issues.

***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, microfinance, 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

LCPR200 Latino Community Writing Circle (3)

This is the course for bilingual professionals for whom English is not the primary language. Students refine/define professional writing and speaking skills in English by locating, analyzing, discussion, and writing a variety of documents used frequently in professional settings, especially in non-profit and community organizations. Students engage in each step of the writing process,

and review standard English grammar rules, while sharpening diction and syntax. Various projects allow the students to practice and demonstrate effective, clear communication skills that are suitable for diverse professional audiences.

LCPR300 Community Interpreting and Cultures (3)

Students explore cultural, cross-cultural, and ethical issues in bilingual communications and community interpreting with Latino populations. Students gain cultural and linguistic proficiency as they research, develop, and participate in role plays that call for bilingual communications in community health and human services settings. Class discussions and oral presentations will be conducted in Spanish and English. *Prerequisites: Spanish at the 200 level or above or permission of the instructor.*

Graduate Courses

LCPR514 Latino Cultures for the Global Era (3)

This bilingual course introduces the richness and diversity of the cultures of Latinos in the United States and their heritage connections to Latin America. Students explore themes in historical, political, social and artistic contributions to the cultural development of Latino/Hispanic/Autochthonous American civilization into the United States diversity map.

LCPR515 Latin Voices in Literature (3)

Conducted in Spanish and English

LCPR516 Latino Cultures in Film (3)

Students refine and perfect oral and written skills in Spanish as they learn about “Big C” culture in the Hispanic World, including Latinos in the U.S.A. Travelling through film to various Spanish-speaking countries, students observe people in their daily situations: eating, cooking, playing, getting married, raising their children, and compare these experiences with those of the so-called American way of life. For students with high-intermediate or advanced level proficiency in Spanish.

LCPR579 Advanced Spanish Grammar and Composition for the Professions (3)
(AlsoSPAN579)

This course is for native, heritage, and strong non-native speakers of Spanish whose goal is refining and perfecting written Spanish for professional use in Latino communities and for social research. Students explore important grammatical and lexicological points, solve translation problems, review and comment on readings, and choose writing projects according to their individual interests. Prerequisite: Open to students who have been admitted to the graduate certificate in Latino Community Practice or by permission of 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 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 permission of 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 permission of 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.**

LEADERSHIP STUDIES

LEAD150 Introduction to Leadership Studies (3)

An introduction to traditional and contemporary theories and models of leadership, with a focus on women's leadership. Explores many of the issues and concepts involved in effecting personal and social change through leadership. Topics include the nature of change, transaction, and transformation; the nature of leadership in a complex, globalized world; leadership and personal identity; servant leadership; leading in/through diversity; leadership and gender issues. Students explore leadership models in a variety of community and organizational settings. (Formerly: INTS230 and INTD230)

LEAD200 The Transformative Leader (3)

This course challenges students to become more effective, collaborative, and value-driven leaders. Organized into four sections, this course offers students the opportunity to (1) assess their leadership capability, (2) explore leadership theories and concepts, (3) develop new skills and competencies, and (4) practice leadership skills in an applied service learning project. In addition, participants will engage in leadership development exercises and simulations that will enhance their self-awareness, build leadership skills across competencies, and practice these skills culminating in the completion of a personal leadership map. **Prerequisite: LEAD150.**

LEAD202 Leadership and Group Dynamics (3)

This course develops the student foundation in effective, imaginative, and compassionate group process and dynamics. Working with others, students identify, achieve, and evaluate common goals through the examination of the theory, practice, and research in group dynamics. The students practice teamwork, collaborative decision-making, conflict resolution, motivation, visioning, and evaluative processes as an essential part of student learning. **Prerequisite: INTD100 T.E.A.M., INTD100 L.I.N.K.S., LEAD150, PHED190 or permission of instructor. (Formerly: INTD202)**

LEAD295 Leadership Independent Study (3)

Students will pursue self-directed study of contemporary leadership topics using analytical and conceptual tools as well as action learning experiences. **Prerequisite: LEAD 150 or permission of instructor.**

LEAD395 Advanced Leadership Internship (3)

Students apply their leadership skills in an organizational setting. **Prerequisite: LEAD150 and LEAD202 or permission of instructor.**

LEAD495 Advanced Independent Research (3)

Students conduct in-depth research on a theoretical issue in Leadership Studies, working closely with a faculty member to identify relevant readings and plan a final project that integrates the student's findings. Further develops already-strong skills in research, writing, and presentation for independent learners. **Prerequisite: LEAD150 and LEAD202 or permission of instructor.**

LEAD499 Special Topics (1-3)

Students discuss current leadership topics and analyze the issues using contemporary leadership frameworks. **Prerequisite: Junior or senior standing or permission of the program director.**

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

MATH100 Special Topics (1-3)

***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.. Three hours lecture, two hours laboratory per week. *Prerequisite: High school Algebra and Trigonometry.*

***MATH180 Calculus II (4) QR**

Integration techniques and applications; improper integrals; Taylor's formula; infinite sequences and series.. Three hours lecture, two hours laboratory per week. *Prerequisite: MATH170 or permission of instructor.*

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 I,II (3), (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 that 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 that 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 reshaping 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.

MFTH558 Grief, Loss, and Transition (Also COUN558) (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.

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 in 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 (AlsoHDFS580 and COUN580) (3)

A study of human development from a lifespan perspective: birth through death. Emphasis on the developmental tasks of infancy, childhood, adolescence, and young adulthood. Research and theory of psychosocial development explored.

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)

This course provides an overview of the legal, social, and economic context for human resource management in today's hypercompetitive global environment. Topics include: strategic planning, talent recruitment and selection, performance management, compensation, learning and development, and labor-management relations. *Prerequisite: MGMT101.*

MGMT230 Human Behavior in Organizations (3)

This course examines the relationship between individual and organizational behavior and the human resource function, including interpersonal communication, group behavior, inter-group conflict and cooperation, systemic organizational behavior, and the relationship between organizations and the external environment. *Prerequisite: 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 Web site. *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 Web site, create and edit digital images, and learn about new technology used in the delivery of multimedia products over the Internet and internal networks. *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: MGMT305 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 or permission of instructor.*

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 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 starting a business. The course will assist students in identifying their business innovation and aligning it with market need. The motivation and business-driven challenges that all entrepreneurs must reconcile will also be addressed. *Prerequisite: MGMT101 or permission of instructor.*

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, and includes featured entrepreneurs as speakers and at least one field visit to a successful enterprise. *Prerequisite: MGMT381 or permission of instructor.*

MGMT390 Marketing Management (3)

Emphasis on the marketing mix and new product lifecycle. Includes new products and services with lifestyle 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.

MGMT392 Marketing Research ++ (3)

This course requires students to conduct in-depth market research including a full environmental scan in preparation for the development of a marketing plan for their new enterprise. Research will include a scan of funding needs and resources. *Prerequisite: MGMT390 and MGMT391 or permission of instructor.*

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 and 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 and 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

MGMT500 Special Topics (Formerly: MGMT509) (3)

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 that enable managers to be successful in dealing with today's diverse workforce. Topics include gender, race, and lifestyle issues in an organization, and the impact of diversity on productivity, creativity, and innovation in the workforce.

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 health care industry. Covers the many components of the health care delivery system, such as hospitals, ambulatory facilities, community-based services, long-term care, and private practice. Topics include financial, operational, regulatory, and clinical aspects of management. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity, and for-profit and not-for-profit aspects of the system are covered in relation to current and future systems.

MGMT517 Legal Aspects in Healthcare Management (3)

The complex legal problems related to health care systems management. Topics include care, technology, methods of care, and liability regarding care. Management issues such as risk management, corporate restructuring, government regulations, and organized labor are covered.

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 health care. Examines methods of managing health care 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 health care management are explored through case studies. Includes the study of health care delivery systems in this country in general terms as well as various sub-industries of interest, such as drug development and managed care. The implications of joint ventures and alliances, including such topics as marketing, operations, human resources, finance, and stakeholder value are also addressed. Students analyze a recent health care system-related merger transaction with the tools provided in this class. *Prerequisite: 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.*

MGMT526 Project Management (3)

This course investigates the increasing use of projects to accomplish limited duration tasks in our society's many organizations and the unique style of administration required to manage them. Projects considered include R&D studies, campaigns, construction, emergency operations, and other such endeavors. The course covers some of the basic issues related to managing projects in organizations and is presented in three separate modules.

- the concepts of project planning and organization, budgeting and control and project life cycles and concepts related to organizational workflow including the staffing processes, and project management:
- related concepts of organizational forms, conflict resolution, and issues related to leadership and task management in a project environment
- advanced concepts of project scheduling and resource constrained scheduling

MGMT595, 596 Independent Study/Research (1-6 credits)

Students select a topic or project to pursue through independent or small group work.

Prerequisite: Application forms for Independent Study/research are available in The Graduate

Studies Program office and must be approved by your faculty advisor, department chair, and dean of the school.

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, which 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, which 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 (1-3)

Study of major musical genres, periods, or composers. May be taken twice for credit.

MUSC201 Gospel Music (2)

The study and performance of music of the African American church from the end of the 19th century to the present time. Performers and performance styles, musical forms, composers and instruments of each period will be analyzed and discussed.

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 History of Music in America + (3) HE AE

American musical heritage from earliest days of the *Bay Psalm Book*, through the struggle to gain a unique American style, up to present-day experiments in new ways of expression, and America's leading role in music. (Formerly titled: Survey of Music in America)

***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, WR**

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 000 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 I (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUFL199 Flute II (2)

One hour a week, each semester. Private instruction fee: \$400.

MUGU188 Guitar I (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUGU199 Guitar II (2)

One hour a week, each semester. Private instruction fee: \$400.

MUPI188 Piano I (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUPI199 Piano II (2)

One hour a week, each semester. Private instruction fee: \$400.

MUVO188 Voice I (1)

One-half hour a week, each semester. Private instruction fee: \$200.

MUVO199 Voice II (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.

NURS216 Pathophysiology and Pharmacology I (3)

Pathophysiology and Pharmacology I focuses on pathophysiologic and pharmacologic concepts related to nursing. The emphasis of the course is the principles and concepts of disease processes and drug therapeutics. Common pathophysiologic problems experienced by adults will be

addressed. The pharmacodynamics, therapeutic uses, side effects, and nursing implications of various drug groups will be studied and related to patient-specific observations, assessments, interventions, and evaluations that promote and restore health. Testing fee: \$350 **Prerequisite:** **BIOL116 or Biol110, BIOL241, BIOL242, CHEM170, CHEM240.** **Co-requisite:** **NURS219.**

NURS218 Pathophysiology and Pharmacology II (3)

Pathophysiology and Pharmacology II (NURS218) focuses on pathophysiologic and pharmacologic concepts related to nursing. The emphasis of the course is the principles and concepts of disease processes and drug therapeutics. Common pathophysiologic problems experienced by adults will be addressed. The pharmacodynamics, therapeutic uses, side effects, and nursing implications of various drug groups will be studied and related to patient-specific observations, assessments, interventions, and evaluations that promote and restore health.

Prerequisite: **NURS219, NURS216, BIOL241, and BIOL242.**

NURS219 Health Assessment (3)

This course introduces the student to the history, philosophy, art and science of nursing. The course content focuses on the nursing process, nurse-patient communication, patient health history taking, physical assessment skills, and patient health promotion across the life span. The student will have a variety of laboratory experiences which focus on the assessment phase of the nursing process and physical assessment skills. Lab fee: \$100. **Prerequisite:** **BIOL241 and BIOL242.** **Co-requisite:** **NURS216.**

NURS310 Philosophy of Science/Nursing Research (2) SI

At the completion of this course, students will have an understanding of nursing science and the relationship between philosophy of science and nursing research. The students will compare and contrast research paradigms and in doing so develop an understanding of the research process. Based on this understanding students will develop skills to analyze and evaluate published nursing research reports. In addition, students will understand how research findings can guide their practice in assisting clients as they undergo health related transitions. Each student will identify a personally meaningful research question, which they may choose to pursue as their senior project. **Prerequisite:** **Junior status.**

NURS317 Nursing in Health Promotion and Health Restoration (8)

This course will provide opportunities for students to care for patients in organizational and community settings who are experiencing significant health and illness transitions. Students will continue to provide comprehensive nursing care with a dual focus on the child and family and adult/elderly populations. Classroom and clinical experiences will be directed toward learning nursing's role in the restoration and maintenance of health for the child and family and adult/geriatric patients. Assisting the patient, when indicated, to integrate and manage chronic illness in their daily lives will also be considered. Lab fee: \$100. **Prerequisite:** **NURS219, NURS216, NURS218, NURS318.**

NURS318 Foundations of Clinical and Theoretical Nursing across the Lifespan (8)

This course builds on nursing communication, health assessment skills and concepts learned in the previous semester. The course content and clinical experiences will focus on the nursing process health assessment, beginning clinical skill acquisition, and providing nursing care based on development of a nursing care plan to child-bearing families, adult/geriatric patients and their families.. Lab fee: \$100. **Prerequisite:** **NURS219, NURS216.**

NURS320 Health of Populations (2)

This course discusses research methods that examine health-illness patterns in populations and effective health promotion strategies. Epidemiology and ethnography are the primary but not the

only methods emphasized. Students will assess the strengths, weaknesses, and health of a particular community and identify health problems that are amenable to nursing intervention. This course builds on the concepts from NURS310: Philosophy of Science/Nursing Research by assisting students to interpret and apply population-based research to practice. Students will be prepared to implement a community-based intervention project to promote health within their chosen aggregate. **Prerequisite: NURS310, NURS318, and NURS317.**

NURS403 Health Care Systems in a Global World (3)

This course offers the student a survey of the present health care system, including an historical analysis of issues and trends from the turn of the century to the present. Focus will be on social, cultural and political structures and practices within Connecticut and the global society. Scope of practice and nursing responsibilities to respond to health disparities is emphasized. Students will develop and understanding of the historical and contemporary implications of public policies and discrimination affecting health care systems and use of health care services by racial and ethnic minorities and other vulnerable populations. Evaluation of formal and informal health care delivery systems for cultural sensitivity will be conducted. (Formerly titled: Health Care Systems in a Changing World.)

NURS409 Issues in Professional Nursing Practice (4)

This course fosters the development of leadership expertise in the professional nurse. Students learn theories of leadership, management, and health care economics with the opportunity to apply these theories in a multicultural field placement of 32 hours over the course of the semester. Students identify specific learning needs and develop personal learning contracts for implementation in the field setting. Students will conduct an assessment of a community leader from an ethnic group other than their own. (Formerly NURS514: Issues in Professional Nursing).

NURS411 Nursing Care for At-Risk Populations (4)

In this course students analyze the principles and theories of community health nursing in relation to public health policy. Students implement the intervention phase of the community project that was begun in the previous semester. The clinical experience will provide particular emphasis on nursing activities that promote and preserve the health of the individuals in the community setting. Emphasis is on increasing levels of proficiency in making clinical judgments and carrying out related nursing interventions in unstructured settings. Lab fee: \$100. **Prerequisite: NURS412**

NURS412 Nursing Care of Ill Adults Experiencing Health-Illness Transitions in the Acute Care and Psychiatric Setting (8)

This course applies the concepts and principles of acute care and mental health nursing to the health care of individuals, families, and groups. Clients represent a continuum of wellness to illness across the lifespan. All students have clinical experiences in both psychiatric/mental health nursing and in acute care environments. Emphasis of the practice experience is on increasing levels of proficiency in making clinical judgments and carrying out related nursing interventions. Course requires 16 hours of clinical per week. Lab fee: \$100. **Prerequisite: NURS 317.**

NURS416 Nursing Research (3) SI

Overview of the history of nursing research with critical reflection for inclusion of multicultural perspectives and bias. Detailed description of the research process applied to both qualitative and quantitative methodologies. Students will critically evaluate research reports related to racial and ethnic disparities in health care as well as develop beginning research skills. Each student will identify an aspect of multicultural health care and design a study to answer the research he/she creates. (Formerly: NURS516: Nursing Theory/Research)

NURS417 Management of Complex Health Problems (7)

The focus in NURS 417 is a holistic professional nursing practice through synthesis, analysis and application of knowledge. Increase in clinical competence will be demonstrated through integration of empirical and professional knowledge, clinical and cognitive skills and professional values and behaviors. Students will identify their own learning needs and develop a learning contract to meet them. The contract will be negotiated in collaboration with the course faculty and implemented in a clinical setting of particular interest to the student.

Lab fee: \$100. *Prerequisite: NURS318, NURS317, NURS411, and NURS412.* (Formerly titled: Management of Complex Health Problems II)

NURS423 Perspectives in Nursing Science (3)

This course takes a critical social view of the evolution and nature of nursing science with an eye toward identifying bias in the community when applying nursing models and theories. Emphasis is placed on scholarly endeavors that reflect a willingness to challenge established patterns of thought. Personal philosophies of nursing are developed to identify personal values, beliefs and cultural practices related to health care which may interfere with acceptance of different cultural practices and beliefs. An introduction to the cultural theories of Campinha-Bacote, Giger and Davidhizers, and Leininger are presented with each student selecting a theorist to guide his/her practice. Using the selected theoretical framework students will conduct a concept analysis related to a cultural issue in health care. (Open to RN-BS students only) (Formerly: NURS513)

NURS424 Professional Issues (2)

This course provides the student with an opportunity to examine problems and issues confronting the nursing profession including social, political and economic influences. An interdisciplinary approach to the resolution of problems is used, enhancing leadership ability through decision-making, collaborative and management skills. At the completion of this course students will be prepared to implement a community based intervention project to promote health within their chosen community. *Prerequisite: NURS318, NURS317.*

NURS435 Health 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 health care beliefs. Clinical component focuses on application of public health nursing principles at the population level. 60 clinical hours over the semester. Students are required to locate appropriate clinical sites. *Prerequisite: NURS403, NURS416. Co-requisite: NURS409. (Formerly: NURS515)*

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. 180 clinical hours. **Prerequisite:** *NURS507, COUN544.*

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. 180 clinical hours. **Prerequisite:** *NURS507, COUN544.*

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 health care. **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)

This health assessment course provides the students with the opportunities to develop advanced physical assessment techniques including history taking, review of systems, symptom definition, and physical examination. Through seminar discussion and clinical practice the student will develop the knowledge and skills necessary to perform advanced comprehensive and problem focused health assessments. **Prerequisite:** *BIOL 409 or 509.*

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. 180 clinical hours. **Prerequisite:** *Core graduate Nursing courses and BIOL509/NURS507 and NURS535.*

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. 180 clinical hours. **Prerequisite:** *Core graduate Nursing courses and BIOL509/NURS507.*

NURS511 Advanced Clinical Practicum (3)

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. 120 clinical hours. **Prerequisite:** *All other graduate clinical courses appropriate to student's track.*

NURS517 Curriculum and Evaluation in Nursing Education (3)

This course explores nursing curriculum design in higher education from its inception with a philosophical framework to the actual development of courses. Students will also explore and create effective evaluation methods from program, courses, and curriculum. A focus of this course is the interrelationship among the course and curriculum development and student outcomes.

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:\$200. 60 clinical hours. *Prerequisite: NURS507 and NURS 535.*

- NUTR311 Food and Nutrition Management I (3)**
Principles of food service management with emphasis on quantity food production and service. *Prerequisite or co-requisite: NUTR330. (Formerly Titled: Food Service Management I)*
- 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 (4)**
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 BIOL241, BIOL242.*
- 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 Lifecycle (2)**
A continuation of NUTR220. Discusses how the need for nutrients changes depending on age and life stage (including pregnancy, lactation, growth). *Prerequisite: NUTR220 or NUTR380.*
- 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 lifecycle. 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 and Nutrition Management II (3)**
Application of management principles to food service operations. Emphasis on food cost control, personnel management, planning, and analysis. *Prerequisite: NUTR311. (Formerly Titled: Food Service Management II)*

NUTR 525 Nutrition Therapy for Eating Disorders (Also NUTR425) (3)

This course will provide the learner with a comprehensive approach to diagnostic assessment, nutritional treatment and evaluation of persons with both clinical and sub-clinical eating disorders. The mechanisms, constraints and challenges in providing nutritional therapy along the continuum or eating pathology. Interactive case studies will be presented. (Formerly 575)

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 into claims, theories and current research in the explosive field of vitamins, minerals and health promoting compounds. Learn what they do and don't do.

NUTR531 Maternal/Infant Nutrition (3)

Examination of nutrient requirements for optimal pregnancy outcome, successful lactation and infant growth. Physiological changes determining nutrient requirements will be studied as well as non nutrition factors necessary for healthy mothers and infants.

NUTR532 Pediatric Nutrition (3)

Students will critically examine current issues in pediatric nutrition after careful review of normal growth from infancy through adolescence. As active participants, students will investigate new research on pediatric obesity; explore trends in dietary and nutrient intake, and eating patterns as children mature through adolescence. Nutritional considerations associated with children with special health needs will be addressed.

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. Availability for real time teleconferences may be required.

NUTR542 Advanced Community Nutrition (3)

This course is for nutritionists seeking to enhance their ability to manage and implement effective community programs. Explore your role in neighborhood and government policies that assess, plan and evaluate communities. Learn about intervention strategies, techniques and materials that make you a more valuable professional.

NUTR550, 551 Dietetic Internship (9, 9)

Thirty-six weeks of supervised practice experience in clinical nutrition, food service management and community nutrition and health promotion. (Formerly: NUTR600 and 601) ***Prerequisite: Open only to students in the Dietetic Internship.***

NUTR560 Diabetes (3)

Study the latest and most exciting information about this all too common disease. New insights, treatments and developments are presented and discussed. This course is open to Nutrition and Nursing students.

- NUTR561 Obesity (3)**
 This course will explore a wide spectrum of issues that contribute to our current knowledge and perspectives on Obesity. These include; definitions and clinical assessment, etiologies, appetite and feeding controls, biopsychosocial consequences, treatment modalities, resources, and the roles of health professionals. Availability for real time teleconferences may be required.
- NUTR562 Nutrition and Cancer (3)**
 Examination of epidemiology, physiology, mechanism, and prevention of cancer with an emphasis on the role of nutrition, including antioxidants, dietary fat, red meat, artificial sweeteners, fiber, obesity, folate, alcohol, food additives, bioengineered foods, caloric restriction, and more. Students will learn through interpretation and evaluation of current research articles, presentation and discussion of topics with fellow students, and development of an original hypothesis and study proposal to further our knowledge of the field.
- NUTR563 Renal nutrition (3)**
 Review of pathophysiology of renal diseases in relation to medical nutrition therapy
- NUTR564 Cardiovascular Nutrition (3)**
 Examination of epidemiology, physiology, mechanism, treatment, and prevention of cardiovascular disease with an emphasis on the role of nutrition, including dietary cholesterol, saturated fatty acids, trans fatty acids, fish oils, fiber, sodium, various popular diets, antioxidants, wine, and soy. Students will learn through interpretation and evaluation of current research articles, presentation and discussion of topics with fellow students, and development of an original hypothesis and study proposal to further our knowledge of the field.
- NUTR565 Nutrition in Critical Care (3)**
 Focus on patients with metabolic stress and critical illness, especially those requiring enteral or parenteral nutrition. Recommended for those with a clinical background.
- NUTR590 Special Topics in Nutrition (1-3)**
- NUTR591 Sports Nutrition (3)**
 Nutritional concepts relating to how the body uses macronutrients and micronutrients to fuel energy systems will be explored. Learn to evaluate nutrition programs for intense training and sports competition. Popular performance-enhancing supplements are examined.
- 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 Studies Program office and must be approved by the project advisor, department chair, and dean of the school. A contract is developed to meet the individual needs of the learner. Required if NUTR598 or 599 is not taken.
- NUTR597 Research Methods (3)**
 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.

PHYSICAL EDUCATION

(All Physical Education courses are graded on a pass/fail basis. Only one credit of Physical Education may be counted toward the degree requirements.)

- *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. (Formerly Titles: Problems in Philosophy)

PHIL200 Philosophy Goes to the Movies (3)

This course uses the medium of movies to explore a number of fundamental philosophical questions. Employing movies as texts, we examine theories of knowledge, metaphysics, ethics, personal identity, and philosophy of religion, providing an overview of philosophical thinking. Open to Weekend College students only.

***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 instructor.*

PHIL230 Special Topics in Philosophy (3)

Critical, in-depth examination of some philosophical problem, historical figure, or issue. *Prerequisite: PHIL120 or permission of 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 moral and political frameworks. *Prerequisite: PHIL120 or permission of 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. *Prerequisite: PHIL120 or permission of instructor.*

- *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 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 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 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 instructor. (Formerly Titled: Philosophy of Love)*
- 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 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 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 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 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 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)

***PHYS101 Introduction to Physical Science for Elementary School Teachers (4) SI**

Nature plays by a set of rules usually called the “laws of physics”. In this course, we will explore the cosmos, and humanity’s place in it, as revealed by these fundamental laws of nature. Topics of this laboratory-based course include: properties of objects and materials, forces and motion, energy, electricity, magnetism, light, heat and states of matter, sound, the solar system, properties of rocks and minerals, the seasons, weather patterns and climate. The laboratories will be inquiry-based experiments which use the scientific method. Since the quest to understand the natural world is one of humanities oldest activities, this course will encompass issues concerning the history and philosophy of science. The main objective of this course is to give future elementary school teachers the opportunity to study physical science at a sufficient level so that they can gain the knowledge that they will need as classroom teachers to teach aspects of physical science. Three hours lecture, three hours laboratory per week. Laboratory Fee: \$50. **Prerequisite:** *MATH 105, MATH 110, or four years of high school math, including a study of algebra, geometry and trigonometry*

***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 cosmos, and humanity’s place in it, as revealed by these fundamental laws of nature. Topics include: the history and philosophy of science, motion, force, gravity, energy, work, momentum, rotational systems, thermodynamics, and Einstein’s special theory of relativity. Three hours lecture, three hours laboratory per week. Laboratory Fee: \$50. **Prerequisite:** *Three years of high school mathematics including trigonometry; MATH 140 or MATH 170 would be useful, but are not required.*

***PHYS140 Introductory Physics II (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 cosmos, and humanity’s place in it, as revealed by these fundamental laws of nature. Topics include: electric charge and the electric field, voltage, electric current, DC circuits, magnetism, magnetic fields and electromagnetic induction, light, optics,

quantum theory, nuclear physics, particle physics, astrophysics, Einstein's general theory of relativity, and cosmology. Three hours lecture, three hours laboratory per week. Laboratory Fee: \$50. *Prerequisite: PHYS 130.*

***PHYS200 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? Since astronomy is the oldest of the sciences, a study of it will encompass issues concerning the history and philosophy of science. Three hours lecture, three hours laboratory per week. Laboratory fee: \$50. *Prerequisite: Three years of high school science recommended.*

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**
(Also HIST204)

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.

***POLS227 Latin America and the Caribbean (3) GI, AE**
(Also HIST227) ++

An overview of the history and politics of select Latin American and Caribbean countries from independence to the present. Countries covered will vary by term and in accordance with significant current events and student interest. Covered countries may include at least several of the following: Argentina, Brazil, Chile, Columbia, Cuba, Dominican Republic, Haiti, Jamaica, Mexico, Nicaragua, Venezuela, and the territory of Puerto Rico. (Formerly Titled: Latin America).

POLS230 Juvenile Justice and Human Rights (3)
(Also SOCW230)

An examination of American criminal justice issues as they affect children and adolescents and their families. Topics may include the juvenile justice system, crime control, police, court, and correctional practices, legislative policy, sociological, racial, and familial influences, and community outreach including the efforts of religious organizations. Emphasis will be placed on the rights of minors and on humanitarian approaches to juvenile justice problems.

***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 HIST304) ++ (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 19th 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 substandard education. Examines the concept of leadership and on how ordinary individuals can advocate or promote change and justice.

***POLS315 Civil Liberties (3) AE**

This course is an overview of the scope and limits of the central features of the Bill of Rights. Topics may include: speech, press, assembly, privacy, autonomy, religion, and the rights of the accused and convicted.

***POLS325 Environmental Law and Policy: The Decision-Making Process ++ (3)**

Introduction to environmental policy and the decision-making processes that impact the environment. Through role-playing and case studies, students analyze decisions and learn about the challenging ethical, legal, and scientific choices that face decision makers as they balance issues that affect quality of life against potential environmental impacts. For students who are considering law school or teaching, as well as Environmental Science majors and other students interested in environmental law and policy.

***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) AE, GI

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.*

***PSYC241 Adolescent Development (Also EDUC241) (3)**

An introduction to the major theories and concepts of adolescent development. Classic and contemporary research on adolescents' physical, social, moral, and cognitive development are considered. *Prerequisite: PSYC100.*

***PSYC242 Psychology of Adulthood and Aging ++ (3)**

An in-depth study of the developmental issues unique to this phase of the human lifecycle. Adult experiences of love, sexuality, marriage, career management, friendship, family, child care, spirituality, and religion, the aging process, and the psychology of death and dying are the main focus. *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.*

***PSYC247 Introduction to Autism Spectrum Disorders (3)**

The student will gain an overview and understanding of Autism Spectrum Disorders (ASD) and related co-morbid disorders. Students will learn and apply research-supported strategies for enhancing client skills and intervening with problem behaviors. They will also be introduced to current trends and research in the field. *Prerequisite: PSYC 100.*

***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: PSYC 100.*

***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: PSYC 100.*

***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: PSYC 100.*

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: PSYC 100.**

***PSYC 330 Criminal Justice and Mental Health (3)**

This course has been designed to examine and provide critical evaluation of the major biological, psychiatric, and psychological explanations of crime and criminal behavior. The focus will be placed on understanding criminal behavior through both scientific and psychological study. Concepts and theories involving biochemical imbalances, biogenetics, social learning, environment, cognitive and moral development, and mental disorders will be considered. Additional attention will be directed toward the psychological explanation of certain behaviors such as aggression and violence, impulsivity crimes, and more heinous crimes such as homicide and sexual offenses. **Prerequisite: PSYC 100.**

***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: PSYC 100**

***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. Generally offered as Honors capstone. **Prerequisite: PSYC 100.**

***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: PSYC 100.**

***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: PSYC 100.**

***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: 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: PSYC 100.**

***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 lifecycle. 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 with children and/or adolescents in an applied setting. **Prerequisite: Nine semester-hours in Psychology including PSYC100 and either 220, 238, or 241; junior or seniors status and permission of 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. Offered by arrangement with instructor. **Prerequisite: PSYC 100.**

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.**

Graduate Courses

PSYC501 Foundations of Behavior Analysis (3)

This course provides a survey of the historical and current context regarding the terminology, methods and applications of applied behavior analysis. Emphasis is placed on having students demonstrate mastery of terms and concepts for use across various settings. This is the first in a five course series designed to prepare students to discuss behavior analytic principles using common terminology.

PSYC 502 Behavior Analysis and Program Evaluation (3)

This course is designed to develop and understanding of data collection methods, interpretation of data and data based decision-making. Single subject research design, as a method for evaluating the implementation of behavioral interventions is explored. Emphasis is placed on selecting effective data collection methods for assessment, intervention and monitoring of the functional relationships between interventions and behavioral outcomes in single subject designs.

Prerequisite: PSYC501.

PSYC 503 Behavioral Education and intervention (3)

This course will focus on the assessment and design of instructional approaches for intervening with challenging behaviors. Best practices for analyzing behavior, developing intervention plans and evaluating the effectiveness of these plans will be emphasized. Students will be able to use the principles of applied behavior analysis to identify target behaviors, collect data in order to establish a baseline and develop individualized and effective interventions. **Prerequisite: PSYC501.**

PSYC 504 Ethical and Professional Issues (3)

This course will provide training in the ethical and professional practicing applied behavior analysis. An overview of the responsibilities of the behavior analyst to colleagues, clients and society, as well as the ethical use of behavior intervention procedures will be discussed. The behavior analyst as a change agent in multidisciplinary settings and effective use of consultation skills will be covered. This course provides the training in ethics required by BACB TM.

PSYC505 Advanced Topics in Applied Behavior Analysis (3)

Using a developmental perspective, this course is designed to assist the behavior analyst in better understanding behaviorally-based strategies for the enhancement of verbal and social behavior. Additional topics in this course include an understanding of the use of behavior analytic techniques to facilitate organizational and social change. **Prerequisite: PSYC501.**

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. (Formerly: RELS221)

***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. (Formerly: RELS222)

***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, VE, GI**

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 Peacemakers + (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 their earliest religious outlook, from biblical to post-Talmudic times. A study of the way in which Jews understand the Bible, with an emphasis on the differences from the Christian view.
- *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, VE**
 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 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 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), 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 instructor.

***RELS303 Buddhism in America (3) RE, GI, AE**

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: RESL150 or permission of instructor.*

***RELS305 Contemporary Christian Thought (3)**

An exploration of current theological developments within the Christian churches. Representative theologians and movements will be studied, with emphasis on the Catholic and Protestant traditions. The Orthodox tradition and Pentecostal movement may be considered.

***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.

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.

***SOCL202 Black Families in the United States (Also SOCW202)(3) WR, AE**

The Black Families course provides a historical view of African American, West African, and Caribbean American Families; Emphasizing on the life-styles and experiences of contemporary families, including their social, economic, and educational status, and ensuing implications in helping relationships. Open to all students. Three hours a week, one semester.

***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 toward indigenous peoples, and the recent political and ethnic resurgence of Native

Americans. Presentation of an interdisciplinary or “ethno-historical” perspective with special focus on distinct tribal histories.

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 lifestyle 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 (3)**

Presentations of world systems theory as an interdisciplinary framework by which to understand the development of modernity. Special emphasis on the emergence of modern science and technology and the world capitalist economy from the 17th century to the present. Interdisciplinary examination of colonial and neo-colonial expansionism, the rise of the democratic nation-state, and the dynamics of geo-political conflict. (Formerly: Co-Listed with ECON325) *Prerequisite: SOCL101.*

SOCL381 Social Thought through the 19th Century (3) VE

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 (Also SOCL202) (3) WR, AE**

The Black Families course provides a historical view of African American, West African, and Caribbean American Families; Emphasizing on the life-styles and experiences of contemporary families, including their social, economic, and educational status, and ensuing implications in helping relationships. Open to all students. Three hours a week, one semester.

***SOCW206 Latina Women and Their Worlds (3) WR, WS**

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. (Formerly: Co-listed with WMST206)

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 one-three credits per semester for a maximum of 3 credits during the student's college career. Ordinarily students participate in one hour per week of tutorials for each credit earned.

Prerequisite: Permission of department chairperson.

SOCW230 Juvenile Justice and Human Rights (Also POLS230) (3)

An examination of American criminal justice issues as they affect children and adolescents and their families. Topics may include the juvenile justice system, crime control, police, court, and correctional practices, legislative policy, sociological, racial, and familial influences, and community outreach including the efforts of religious organizations. Emphasis will be placed on the rights of minors and on humanitarian approaches to juvenile justice problems.

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. Three hours a week, one semester. *Prerequisite: ECON101, POLS110 or 125, SOCL101 or permission of instructor.*

SOCW302 Special Topics in Social Work (1-3) GI, WS

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) LG, AE, WR**

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.*

SOCW375 Social Research (3) WR

Social workers use research to build knowledge, influence policy, and evaluate practice. Students learn to locate and critically evaluate research. Topics include quantitative and qualitative research design, research ethics, generalizing results, reliability and validity, and Evidence-Based Practice (EBP). Three hours a week, one semester. *Prerequisite: SOCL101 and MATH110 or PSYC253 or permission of instructor.*

SOCW382 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. Three hours a week, one semester. *Prerequisites: BIOL223, BIOL270 or GERO111, 112 and 113; SOCL217, SOCL227, SOCW202, or SOCW206; HDFS210 or PSYC238; or permission of instructor.*

SOCW386 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. Classroom seminars and eight hours per week of supervised field experience in generalist social work practice. One semester. *Prerequisite: SOCW102 and admission to the Social Work Program; concurrent: SOCW396; or permission of the department.*

SOCW388 Field Practice II (4)

Continuation of SOCW386. *Prerequisite: SOCW386 and SOCW396; concurrent: SOCW398; or permission of the department chairperson.*

SOCW390 Children and the Law (3)

The purpose of this course is to develop an understanding of the legal issues that impact children in society. The course focus is on an examination of children's legal issues in the U.S. and globally. Topics will include: the relationships between the child, parent, and state. Emphasis will be placed on the rights of minors and on humanitarian approaches to child welfare, educational law, family law, juvenile justice, and other legal issues in working with children and adolescents.

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. Three hours a week, one semester. *Prerequisite: SOCW102 and admission to the Social Work Program; concurrent: SOCW386; or permission of the department chairperson.*

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. Three hours a week; one semester. *Prerequisite: SOCW396; or permission of the department chairperson.*

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. Three hours a week; one semester. *Prerequisite: SOCW398; concurrent: SOCW482; or permission of the department chairperson.*

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. Classroom seminars, and 16 hours per week of supervised field experience in generalist social work practice. One semester. **Prerequisite: SOCW388, 398; concurrent: SOCW400; or permission of the department chairperson.**

SOCW484 Field Practice IV (7)

Continuation of SOCW482. One semester. **Prerequisite: SOCW482 and SOCW400; concurrent: SOCW498; or permission of the department chairperson.**

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. Three hours a week, one semester. **Prerequisites: SOCW400, SOCW482; concurrent: SOCW498; or permission of the department chairperson.**

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.

SPAN102 Living Spanish I (3)

An introduction to Spanish language and to Latino cultures, with an emphasis on listening and speaking, cross-cultural communications, and exploration of Latino cultures as lived in the Hartford area. Classes will include field trips, guest speakers, multimedia, and participation in local cultural and community activities. Open to all students; no prior Spanish required.

SPAN103 Living Spanish II (3)

An introduction to Spanish language and to Latino cultures, with an emphasis on listening and speaking, cross-cultural communications and exploration of Latino cultures as lived in the Hartford area. Classes will include field trips, guest speakers, multimedia, and participation in local cultural community activities.

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 Spanish, or one year of college Spanish, or permission of instructor.**

SPAN154 Spanish for Health Professionals (3) LG

Overview of basic grammar and structure (verbs in past, present, future; pronoun usage; using ser/estar, gustar; introduction of command forms). Emphasis on oral skills as well as some writing, with vocabulary themes of interest to those seeking a career in the health care field (anatomy, nutrition, illness and disease, hospital terminology). **Prerequisite: Two years of high**

school Spanish, or one year of college Spanish, or permission of instructor.

***SPAN200, 201 Intermediate Conversation I, II (3), (3) LG, GI**

Focus includes: conversation, using linguistically prepared readings; vocabulary building concerning everyday situations; cultural study; and review of grammar. *Prerequisite: SPAN150, 151 or three years of high school Spanish.*

***SPAN204 Latino Storytelling/Testimonios de latinos en los EE UU (3)**

This course is designed for Spanish heritage students returning to or starting college. The goal is to improve the students' confidence and competence in the use of Spanish language in different settings from informal to professional communication. The program is based on class discussion, grammar and composition activities surrounding heritage readings and testimonials. These exercises, in addition to developing reading comprehension, linguistic awareness and communicative fluency, are aimed to help students to reflect on their own communities in which they live, and other communities that may differ (sometimes radically) from their own. The cross-cultural approach to the topics is designed to foster increased pride and understanding of students' cultural diversity.

***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 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) LG, GI

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 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 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 Spanish Grammar and Composition for the Professions (AlsoLCPR579) (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 instructor.*

SPECIAL EDUCATION

SPEC217 Students with Mild Disabilities (3)

Inclusion of children with mild disabilities in general education settings. Learning and behavioral characteristics of children with learning disabilities, emotional and behavioral disorders, mild intellectual disabilities, attention disorders and Asperger syndrome, Includes study of students who are gifted and talented. Field study required.

SPEC218 Students with Moderate to Severe Disabilities (3)

This course examines the physical, intellectual, sensory, health, and social/emotional characteristics of students with moderate to severe disabilities with an emphasis on research-based interventions that promote full participation in school, home and community life. Field study required.

SPEC237 Exceptional Children (Also PSYC237) (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.*

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 (3)**
Offered by arrangement.
- 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 Programs (IEPs) forms the basis for the design, delivery, and evaluation of unit taught in a supervised classroom setting. Practica in teaching children with disabilities required. *Prerequisite: 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)**
Behavior and classroom management with an emphasis on research-based strategies to support positive academic and social behaviors. Assessment procedures, including functional behavioral analysis, addressed. Field study required.
- 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. 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. *Prerequisite: SPEC217, 218, 343, 345, 346, 383.*
- SPEC495 Advanced Independent Study (1-3)**
Offered by arrangement.
- SPEC499 Coordinating Seminar (3)**
Coordination and integration of prior coursework relative to special education theory and practice. This course examines relevant special education legislation and case law; student evaluation and development of a legally correct Individual Education Programs (IEP); and the role of special educator in a collaborative IEP team. Presentation of case study via IEP meeting simulations. Field study required. *Prerequisite: SPEC217, 218, 343, and 345; SPEC346 and 383 are prerequisite or co-requisite.*

Graduate Courses

SPEC510 Growth and Development in Early Childhood (Also ECSE510) (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. (Formerly: Co-listed with EDUC517)

SPEC511 Language Development and Emergent Literacy (Also ECSE520,) (3)

Language acquisition and emergent literacy from birth through 5; 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. (Formerly: Co-listed with EDUC520)

SPEC512 Assessment: Pre-K 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 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)

This course examines the cognitive, linguistic, academic, and social-emotional characteristics of students with mild disabilities, within a response to intervention framework. Issues in assessment, identification, and placement will be discussed. Case study and fieldwork requirement. For initial teacher licensure candidates: study of characteristics and needs of students with special gifts and talents.

SPEC518 Children with Moderate to Severe Disabilities (3)

An examination of the characteristics and support requirements for students with low-incidence disabilities. Emphasis on research-based interventions that promote full participation for people with moderate to severe disabilities in school, home, and community life. Focus on development of practical skills for use in a variety of environments. Topics include collaborative partnerships

with families and professionals, data-based decision making, self-determination, and transition to adult life. Field study required.

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. *Prerequisite: SPEC517, SPEC/EDUC524, EDUC507, 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. Fieldwork required. *Prerequisite: SPEC517 or 516 or 582.*

SPEC535 Laws and Special Education (3)

The emphasis of this course is on legislation affecting the planning and delivery of services to children with special education needs. Specific reference will be made to federal and state legislation and relevant court decisions. Topics include the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), and No Child Left Behind. Current litigation in special education will be examined. Culminating experience includes development of an Individual Education Program (IEP) plan and IEP meeting simulation. *Prerequisite: SPEC517 or 516, or 582.*

SPEC536 Student Teaching: Intellectual Delay (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 general education settings. Every student teacher begins with observation of the children, the physical setting, the cooperating teacher and support staffs, 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 in-service workshops whenever possible, and facilitate the integration of children in mainstream settings. Attendance at periodic seminars and in-service training on campus required. Application deadlines are February 1 for summer and fall practica, and September 15 for spring practica. *Prerequisite: All courses required in the certification program.*

SPEC539 Curriculum and Instruction: Adaptive Strategies (3)

Designing curriculum, instruction, and supports to meet the needs of diverse learners in the classroom. Focuses on Universal Design for Learning and linking Individual Education Programs

(IEPs) to the general education curriculum. Explores program planning implications of Response To Intervention (RTI). Field study required. *Prerequisite: SPEC517 or 516 or 582.*

SPEC 540 Reading Interventions for Inclusive Schools (3)

This course responds to challenges faced by teachers who work with students who have difficulty constructing meaning in content classrooms. Features interventions in word study and spelling, fluency, vocabulary, and comprehension with attention to student motivation in response to intervention framework.. Includes a focus on assistive technology. Course content geared toward at-risk and special populations, including English learners. *Prerequisite: EDUC 507, SPEC 517 or SPEC 560, EDUC/SPEC524 or permission of instructor.*

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 diagnosis and treatment of reading problems that reflect language or learning disabilities. Analysis of children’s performance and the development of scientifically-based interventions based on these assessments. Intervention with a child experiencing moderate to severe literacy difficulties and her or his family required. *Prerequisite: EDUC507, SPEC517, 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 Social Skill Interventions (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. Course content is geared toward general and special education teachers, as well as school support staff interested in at-risk and special populations. (Formerly titled: Psycho-Social Interventions) *Prerequisite: Spec516, 517, 518,560 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/Literacy 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/ Literacy 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. Fieldwork required four days per week, based on the West Hartford Public School calendar. *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/ Literacy 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 instructor.*

SPEC560 Autism: Nature and Characteristics (3)

This course provides historical and current views regarding the characteristics, etiology, and prognosis of children with Autism Spectrum Disorders in schools. In addition, issues such as diagnostic procedures, classroom structure, research-based instructional strategies, and family involvement are surveyed. This is the first in a five-course series to prepare teachers for instructing children with autism in an inclusive as well as more restrictive environment.

Prerequisites: Bachelor's degree or teacher certification.

SPEC561 Autism: Managing Behavior (3)

This course will examine the factors that contribute to behaviors demonstrated by students with Autism Spectrum Disorders, and the coordinating best practices for analyzing student behavior, developing intervention plans, and evaluating the effectiveness of these plans. *Prerequisite: SPEC560.*

SPEC562 Autism: Communication and Technology (3)

This course provides specific modifications using technology in order to meet the complex communication deficits (receptive, expressive, and pragmatic language skills) of students with ASD. Emphasis will be on behavior as communication; joint attention; alternative/augmentative modes of communication; assistive technology devices; and computer-assisted instruction will be used in planning for facilitation of progress in the general education setting. *Prerequisite: SPEC560.*

SPEC563 Autism: Assessment (3)

This course will provide advanced training in the assessment of students with Autism Spectrum Disorders (ASD). Instruction will be presented through lecture, coursework, case review, applied assignments, and field-based experiences. Participants will have multiple field-based experiences including observations, interviews with parents, students and educators to complete a variety of assessments with students who have ASD at ages ranging from early childhood to adolescence.

Prerequisites: SPEC560 and an introductory course in Special Education assessment.

SPEC564 Autism: Application of Instructional Strategies (3)

This course addresses teaching methods for students with ASD. Emphasis will be placed on designing and implementing programs utilizing assessment information from a variety of sources after the determination of measurable Individualized Education Program (IEPs) goals and objectives. *Prerequisite: SPEC560,*

**SPEC574 Seminar: Early Intervention and the Emergent Reader
(Also EDUC574) (3)**

Part of the Saint Joseph College/Literacy 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: SPEC 576.* (Formerly: SPEC645)

**SPEC575 Seminar: Current Research and the Emergent Reader
(Also EDUC575) (3)**

Part of the Saint Joseph College/ Literacy 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: SPEC574 and 576. Limited to selected interns. Co-requisite: SPEC578.* (Formerly: SPEC646)

**SPEC576 Advanced Practicum I: Direct Service Application for Lead Interns
(Also EDUC576) (3)**

For interns participating in the second year of the Saint Joseph College/ Literacy 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: SPEC 574.* (Formerly:SPEC647)

**SPEC 578 Advanced Practicum II: Direct Service Application for Lead Interns
(Also EDUC578) (3)**

For interns participating in the second year of the Saint Joseph College/ Literacy Internship Program. Continued supervised experience for the advanced lead intern. A semester field assignment of four and a half days per week. *Prerequisite: Limited to selected interns. Co-requisite: SPEC 575.* (Formerly: SPEC648)

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, 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 Studies Program office and must be approved by the project advisor, department chair, and dean of the school.*

SPEC598, 599 Thesis (3, 3)

By arrangement. Guidelines available at The Graduate Studies Program office and must be approved by the project advisor, student's advisor, department chair, and the vice-president for academic affairs/dean. *Prerequisite: EDUC515.*

SPORTS STUDIES

SPST200 Athletic Injury Care and Prevention (3)

The study of emergency care techniques, basic injury prevention and evaluation. Basic techniques for injury prevention and rehabilitation of injuries are examined and practiced.

SPST202 Exercise Physiology (3)

Study of the basic concepts of nutrition, energy, and systems of energy transfer and use in exercise and training. Focus on applications considers energy capacity enhancement, exercise performance and environmental stress, body composition, and energy balance.

SPST210 Motivation and Leadership in Sports (Also PSYC210) (3)

The principles of motivation, the importance of leadership, and the different psychological skills athletes can use to improve performance. *Prerequisite: PSYC100*

SPST300 Sports Law (2)

An introduction of the legal issues specific to organized athletics. Provides coaches with the basic knowledge of their legal responsibilities as they relate to the performance of their duties. Current legal cases researched and analyzed. Offered as a Directed Study.

SPST380 Practical Topics in Coaching (3)

An overview of the principles and concepts of coaching adolescents. Provides basic knowledge of the psychological, legal, and medical aspects associated with coaching. The satisfactory completion of this course, along with a valid CPR and First Aid card, enables students to obtain a coaching permit in the State of Connecticut.

SPST400 Principles of Coaching (3)

The role of the coach and the coach's application of principles and concepts, including the development of coaching philosophy, psychological and motivational concepts regarding individuals and teams. Emphasis on coaching ethics, practice, game organization, parental and community strategies, and the comprehension of issues and problems associated with coaching.

SPST401 Coaching Practicum (2)

Provides prospective coaches with the opportunity to demonstrate competence in planning, implementing, and evaluating athletic practices and contests. A supervised practicum in which students act as an assistant or head coach of an interscholastic team or a comparable coaching assignment for a minimum of seven weeks. Students attend three seminars in addition to field placement requirements. *Prerequisite: SPST200, 210, and 400.*

Educational Research and Dissemination (ER&D) courses taught at Saint Joseph College through the:

URBAN EDUCATION PARTNERSHIP

UEPH501 Foundations of Effective Teaching I: Organizing the Classroom Environment for Teaching and Learning (2-3)

Addresses the fundamental aspects of teaching and learning relevant for teachers in all grade levels and subject areas. Examines proven practices for effective classroom and group management, maximal use of learning time, interactive guided instruction strategies, scaffolding techniques, questioning and feedback skills, and homework assignments.

UEPH502 Managing Social Behavior (2-3)

Examines the recent research on anti-social behavior and provides educators with effective strategies for managing anti-social behavior in the classroom. Reviews what is found in the ER&D Beginning of the Year Classroom Management and takes the research to the next step for students who do not respond to basic prevention through effective classroom management. This module also describes anti-social behavior and presents some of the factors that contribute to its development. (Formerly titled: Managing Anti-Social Behavior) *Prerequisite for Section .02: UEPH501.*

UEPH503 Foundations of Effective Teaching II: Building Academic Success (2-3)

Additional foundational aspects of effective teaching. Provides more in-depth training in complex research-based concepts and strategies: developing cognitive coaching and scaffolding skills, planning and implementing both simple and complex cooperative small group activities, developing positive social influences and effective communication practices in the classroom, and making the connection between standards-based initiatives and improved student achievement. *Prerequisite for Section .02: UEPH501.*

UEPH504 The School-Home Connection: Partnerships Supporting Student Learning (2-3)

Strategies for assisting parents to better support their children as learners. Topics include: using

effective communication strategies to develop learning partnerships with families; designing more productive homework assignments to involve families; explaining classroom work and grading systems to parents; and developing school-wide parent involvement plans. *Prerequisite for Section .02: UEPH501.*

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 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.

***WMST210 Women in the World Economy (Also ECON265) + (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.

***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.

WMST 295 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.

CONTACT INFORMATION

Saint Joseph College
1678 Asylum Avenue
West Hartford, Connecticut 06117-2791

Phone: 860.232.4571

Fax: 860.231.5744

E-mail: admissions@sjc.edu (Undergraduate)
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 6:00 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

Weekend Program for Adult Learners – 860.231.5216

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

Academic Advisement Center – 860.231.5219

- advisement@sjc.edu
Information on general academic requirements for all undergraduate programs, The Women's College and
Weekend College for Adult Learners

Bursar – 860.231.5278

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

Health Services – 860.231.5272

- bcocola@sjc.edu
Medical services and student health

Honors Program – 860.231.5224

- honors@sjc.edu

Provost – 860.231.5229

- alippert@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

Dean of Students – 860.231.5737

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

Office of Alumnae/i Relations and Annual Giving – 860.231.5364

- alumnae@sjc.edu
Alumnae relations, Annual fund

Office of Marketing and Communications – 860.231.5334

- cseehoffer@sjc.edu
Communications, publications

Vice President for Financial Affairs – 860.231-5314

Office of Major Gifts – 860.231-5291

- mffarley@sjc.edu
Development, gifts, grants, planned giving

Office of Institutional Advancement – 860.231.5355

- mkcox@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

Directions to the Campus

Please visit http://www.sjc.edu/about/map/driving_directions.html.

ADDENDUM

Policy/Procedures

1. The following was omitted from the Accreditation section on page 4.

The Social Work Program is accredited by the Council on Social Work Education and is a member of the International Association of Schools of Social Work.

2. The following policy in the Academic Workload/Graduate section contained a typographical error on page 55:

“Students enrolled in 608.5 credit hours are considered part-time” should read:

“Students enrolled in 6-8.5 credit hours are considered part-time.”

3. The following policies in the Degree Requirements section were omitted from page 66.

Comprehensive Evaluation

Graduate

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 Graduate

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.

4. The following policy in the Code of Academic Integrity/Undergraduate section was listed incorrectly on page 77:

Plagiarism: "The presentation of someone else's ideas or words as your own," as in the following examples¹:

- "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

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.

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.

Course Changes

The following courses have been deactivated and will no longer be offered as of Fall 2010:

Counseling

COUN580 Human Development I (Also HDFS580 & MFTH580) (3)

HDFS580 and MFTH 580 will no longer be cross-listed as of fall 2010.

Nutrition

NUTR235 Using Computers in Nutrition and Family Studies (3) IT

NUTR312 Food Service Management Practicum (7)

NUTR317 Medical Nutrition Therapy Practicum I (7)

NUTR412 Advanced Dietetics Practicum (7)

NUTR417 Medical Nutrition Therapy Practicum II (7)

NUTR425 Nutritional Therapy for Eating Disorders (Also NUTR525) (3)

NUTR425 and NUTR525 will no longer be cross-listed as of fall 2010.

NUTR527 Clinical Nutrition Management (3)



2009-2011
COURSE CATALOG
ADDENDUM
Undergraduate and Graduate

This addendum contains programs, policies and courses that were approved and corrections made after the 2009-2011 catalog was published.

ABOUT THE ADDENDUM

The contents of this addendum supersede the content specified in the 2009-2011 catalog where noted. Contents of the 2009-2011 catalog not revised in this addendum remain in effect. The unrevised content of the 2009-2011 catalog and revised content of this addendum are valid for the 2009-2011 academic years. Saint Joseph College reserves the right to change, without notice, any material, information, curriculum, and regulations published in this catalog addendum.

Policy/Procedure Changes

(from page 54 — Auditing Courses, Undergraduate and Graduate)

Any student may audit one undergraduate course per semester on a space-available basis. Students who take in excess of 18 credits in any given semester may pay one half (1/2) the regular per credit tuition for an audited course. Fees must be paid for Applied Music classes. Auditing carries no credit and no grade.

(from page 61 — General Education, 4. Other Languages)

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; submitting an advanced placement score of three on a Foreign Language exam; or by demonstrating at least one year of successful study at the high school level or above where a language other than English is the primary language of instruction.

(from page 65 — Writing Portfolio, Undergraduate)

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

(from page 66 — Commencement, Undergraduate and Graduate)

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. No applications will be accepted after the add/drop period of the semester in which a student plans to graduate.

Undergraduate

- A student who expects to complete degree requirements (no more than six credits) by the end of the summer session in August may petition to participate in the May Commencement ceremony

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

Graduate

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

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

(from page 68 — Minor, Undergraduate)

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

These courses must be distinct from courses constituting the student's major. Students should make formal application to a department for acceptance into a minor. In many disciplines specific departmental requirements and/or restrictions for a minor have been established.

(from page 69 — Grade)

WP — Withdrawal Passing: before midpoint of course (phased out as of summer 2010)

WF — Withdrawal Failing: before midpoint of course (phased out as of summer 2010)

(from page 72 — Satisfactory Academic Progress)

Undergraduate Academic Probation/Dismissal Policy

Any student who does not meet the minimal GPA standards/requirements listed below will be subject to review by the Academic Records Committee.

Minimal standards to remain in good academic standing at Saint Joseph College are:

1) A minimum cumulative GPA:

- 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

2) A semester GPA of a 2.0

Note: 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 Review

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

Academic Warning

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

Academic Probation

An undergraduate student may be placed on academic probation when any of the following occur:

- Cumulative GPA fails to meet the minimum required GPA
- Semester GPA falls at or below 2.0
- A student receives two or more Fs in any given semester
- A student who does not meet the required cumulative or semester GPA and has an incomplete on his/her transcript

The academic probation will be recorded on the student's academic transcript.

Students who are placed on academic probation must adhere to the Academic Probation Agreement, which will accompany your probation notification.

Failure to adhere to the agreement can result in academic dismissal.

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

Following a successful probationary semester (minimum semester GPA of 2.5 and whose cumulative GPA puts them in good standing) students will be removed from probation.

A student on probation whose semester GPA shows significant improvement (minimum of 2.50) but whose cumulative GPA remains below the required level, may receive consideration for one additional semester of probation.

Academic Dismissal

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

Reasons for dismissal with appeal:

1. A student who has been placed on academic probation but fails to meet the probation requirements, including abiding by the Academic Probation Agreement
1. First semester, first-year students who achieve a 1.0 or less GPA

Reasons a student may be subject to dismissal without appeal:

1. Student was previously granted an appeal and did not meet the requirements of Academic Dismissal/Reinstatement Agreement
2. Student was on academic probation for two semesters and failed to meet the probationary requirements
3. Student failed to meet the minimal academic requirements following a second probationary semester

Academic Appeals

A student who has been dismissed may appeal to the Academic Records Committee for reinstatement. Appeals must be made in person and before the beginning of the semester in which the student is attempting to enroll.

If an appeal is heard and granted, the student must abide by conditions set forth in the Academic Dismissal/Reinstatement Agreement, which must be signed by the student and a designee of the Academic Records Committee.

In accordance with due process, a student wishing to appeal any action of the Academic Records Committee should submit an application to the Provost for a hearing before the committee. A student whose appeal is denied may not take courses at Saint Joseph College for two academic semesters following dismissal, but may re-apply for admission thereafter.

(from page 77 — Code of Academic Integrity, Graduate)

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,"¹ as in the following examples:

- "copying a phrase, a sentence, or a longer passage from a source and
- passing it off as your own
- "summarizing or paraphrasing someone else's ideas without acknowledging

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

- 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

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

1. Included within the Academic Integrity Policy is all academic work including quizzes, tests, mid-term examinations, final examinations, theses, comprehensive examinations, research projects, take-home assignments, laboratory work, papers, essays, threaded-discussions, and all other forms of oral or written academic endeavor.
2. *An individual with questions concerning the Code of Academic Integrity should consult the dean of graduate and professional studies/ director of graduate student services. It is the responsibility of each (non-student) member of the graduate college community to refer any perceived threat to this Graduate Academic Integrity Policy to the dean of graduate and professional studies.*
3. **An Academic Integrity Committee is convened on an ad hoc basis to deal with all challenged cases of academic dishonesty within the Graduate School. In addition to any duplicate records kept by graduate program directors, all files and records regarding academic integrity shall be maintained in the office of the Graduate School.**
4. The committee shall consist of three graduate students, three tenured graduate faculty members, preferably from different departments, appointed by the chair of the Graduate School Committee; one additional faculty member may be appointed to the committee for a particular case by the dean of graduate and professional studies. If possible, this additional faculty member should be the department chairperson of the faculty member alleging a violation of academic integrity. The dean of graduate and professional studies votes only in the case of a tie. The instructor/professor and/or student involved are allowed to attend the meeting(s) of the committee, but neither is required to be present.

When Academic Dishonesty is Suspected in a Graduate course:

1. Students noticing a breach of integrity policy should inform the instructor in the class.

² Fowler and Aaron, page 686.

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

⁴ Kibler, Nuss, Paterson, and Pavela, pages 69-70.

⁵ Kibler, Nuss, Paterson, and Pavela, pages 69-70.

2. An instructor being informed of a breach of integrity policy or noticing such herself/himself assembles evidence of improper behavior. (e.g., the faculty member downloads a color coded “Originality Report” from www.turnitin.com.)
3. The instructor then fills out the Academic Integrity Form, including recommended remediation/penalty.
4. The instructor sends the form (retaining a copy) and copies of evidence to the student. This can be done electronically or hardcopy, whichever is most expedient. If sent electronically, the faculty member should use e-mail receipt acknowledgement methods. A copy of the evidence of receipt is kept by faculty member. However, even if there is no response from the student, the process moves forward after five working days. The instructor should keep documentation of attempts made to contact the student (e.g. copies of e-mails, copies of letters, etc.).
5. The student should respond to the faculty member by signing the Academic Integrity Form either agreeing or disagreeing with the finding and the remediation/penalty. Whether or not any supplemental verbal communication has occurred, everything must be forwarded in writing.

Note: When the student responds to the faculty member, she/he may add any additional explanation or justification, but ultimately, the student must either agree or reject the faculty member’s findings and recommendations/sanctions.
6. The signed form, evidence, and student additions are forwarded to the director of graduate student services by the instructor/professor. These documents are printed and placed in the student’s folder in the Graduate Office. Color-coded Turnitin Originality Reports that could be misunderstood without the color-coding should be printed in color.
7. If the student has agreed with the current allegations, recommendations, or sanctions, these remediations /penalties are carried out.
8. If the student has not responded to the faculty member within five working days, the unsigned forms, evidence, communications, receipts of notification, and any additional documentation are forwarded to the director of graduate student services. These documents are printed and placed in the student’s folder in the Graduate Office.
9. When the form is filed in the student’s folder, the entire file should be inspected and the director of graduate student services and the dean of graduate and professional studies should confer.
 - 9a. If the student disagrees with the allegation and/or recommendations/sanctions, the director of graduate student services calls for an Integrity Committee (composition noted above) to be formed to hear the case. The director of graduate student services forwards a copy of the form to the director of the graduate program in which the student is enrolled.
 - 9b. If there are any earlier Integrity Policy violations in evidence in the folder the documentation of all integrity violations are then reviewed by the graduate student services director or dean of graduate and professional studies. Even if the student has agreed with the current violation/sanctions, if more than one infraction has indeed occurred, an Integrity Committee (composition of committee noted above) hearing of the case is then called by the dean of graduate and professional studies.
 - 9c. The findings and recommendations of the Academic Integrity Committee are then executed. Assuring the implementation of these recommendations is the responsibility of the dean of graduate and professional studies/director of graduate student services. A copy of the findings and recommendations of the Academic Integrity Committee is forwarded to the graduate program director of the program in which the student is enrolled for information purposes.

Procedures for an Academic Integrity Committee Hearing

1. *The student will be informed of the hearing date, time, and location. The student has the right to examine, prior to a hearing, any written evidence or exhibits the Committee will consider, and although these typically would have already been shared with the student (see above).*
2. A hearing may be conducted in the absence of a student who fails to appear after the Committee has made a reasonable effort to provide adequate advance notice of the hearing time, date, and location.
3. The hearing is not open, but may take place in person or through electronic medium (e.g., conference calls, Web cam, etc.)
4. The student may bring to the hearing an advisor of her or his choice from within the College community. The advisor is there to provide advice to the student, not to act as their representative. A reasonable effort should be made to accommodate the schedule of an advisor who will assist the accused student. The Committee has broad discretion in granting continuances.
5. Any individual (e.g. faculty member) who has been involved in investigating the case should not serve on the Committee while it is reviewing the particular case.
6. The student's guilt shall be established by clear and convincing evidence. Circumstantial evidence may be used, as may "hearsay" evidence.
7. The student may speak and discuss findings with committee members.
8. The hearings shall be recorded by use of tape or digital recorder. The original record of the hearing shall be retained in a confidential file in the Graduate Office for a period of seven years after the event. Following the hearing, only the director of graduate student services or dean of graduate and professional studies shall have access to these records. The proceedings of the hearing as well as all written documents arising out of it are to be held in the strictest confidence.
9. A decision is made by majority vote of the Committee.
10. A student who is found guilty shall be given a written statement of reasons for the determination. The Committee may consider a pattern of lying and fabrication by the student at the review and may impose a more severe penalty as a result.
11. After the formal review, the Committee shall determine what disciplinary sanctions should be imposed. The student will be informed of these within 10 days after the hearing by registered mail, as well as by e-mail.
12. The student has the right to appeal hearing results to the provost within 10 days of receiving the formal notification informing her/him of the sanctions. Note: If either the student or the faculty member feels that justice has not been served by the committee, either individual may appeal to the provost for a review of the case. The provost's decision is final.

Decision of the Committee on Academic Integrity

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

Examples of Sanctions

Academic sanctions range from a warning to failure of the course to expulsion. 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

Since we as a College are moving in the direction of a higher level of integrity, it should be noted that not reporting breaches of academic integrity is itself an expression of a lack of integrity by the faculty member or student who does not report such. “Don’t look so you won’t have to report it” does not speak to a high level of integrity either.

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

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

(from page 106 — Degree Requirements; 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
- at least one year of successful study at the high school level or above where a language other than English is the primary language of instruction.

Program Changes

(from page 87)

Biochemistry (CHEM)

Bachelor of Science

Degree Requirements

Continuation requirements: A grade of C or better is required for all Chemistry courses, required Biology courses and required supporting courses. The GPA for all Chemistry courses, required Biology courses and required supporting courses must be 2.50 or greater.

These requirements pertain to all students including transfer students.

In order for a student to be accepted to the major, and therefore be advised by a Chemistry faculty member, they must have completed the following courses:

BIOL205	Molecular Biology	(4)
CHEM175	Fundamental Chemical Principles I	(4)
CHEM176	Fundamental Chemical Principles II	(4)
MATH170	Calculus I	(4)
MATH180	Calculus II	(4)
CHEM200	Organic Chemistry I	(4)
CHEM210	Organic Chemistry II	(4)
PHYS130	Introductory Physics I	(4)
PHYS140	Introductory Physics II	(4)

Students who are enrolled in Calculus II, Organic Chemistry II and/or Physics II may be admitted to the department, pending a grade of C or better in these courses and meeting the departmental GPA requirements.

Ordinarily, in order for a student to complete the Biochemistry major in four years, they must complete the ten courses listed above before the beginning of their junior year.

A. Required courses (57 credits)

BIOL205	Molecular Biology	(4)
BIOL325	Genetics	(4)
BIOL350	Cell Biology	(4)
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)
CHEM425	Biochemistry I	(3)
CHEM430	Biochemistry II	(3)
CHEM490	Advanced Biochemistry Lab	(2)
CHEM496	Thesis	(3)
CHEM499	Coordinating Seminar	(1)

B. Required supporting coursework (16 credits)

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

(from page 89)

Biology (BIOL)

Bachelor of Science

Biology is no longer one discipline. Nor is it divided between plants and animals as it was a century ago. The main divisions are now between the approaches taken to study life as well as the scope of the endeavor: everything from the interactions of photons and pigments in the organelles of microbes, to unraveling how genes play out in immune system function, to the international loss of species diversity, to the impending massive changes climate will unleash upon the biota of the planet. This major can be personally designed to meet your needs depending on your interests.

Graduates of the program have gone on to positions in the Northeast Audubon Center, UConn Medical Center, the Connecticut Children's Medical Center, Miles Inc., Clean Harbors Inc., and Yale University. Graduate study is required for positions in most health fields, business, research, and environmental studies. Many prestigious graduate programs, including University of Colorado, Wesleyan University, Dartmouth, Yale, Brandeis, Northeastern, and the University of Connecticut have admitted Saint Joseph College science graduates.

Program Outcomes

The student will:

- demonstrate a command of key biological terms and concepts and an ability to identify and solve fundamental biological problems
- be able to critique logical arguments in Biology and apply quantitative reasoning to biological questions

Continuation requirements: Students must earn a grade of C- or better in each Biology course and maintain a GPA of 2.0 or better in all required science courses for the major.

Degree Requirements (30 credits in BIOL courses) *Due to the variability of course credits, a student may need more than 30 credits in order to satisfy all the requirements.*

A. Required courses (14 credits)

BIOL117	Biological Concepts II	(4)
BIOL205	Molecular Biology	(4)
BIOL250	Introduction to Biological Research	(2)
BIOL485	Internship	
<i>or</i>		
BIOL495	Independent Study	(3)
BIOL499	Coordinating Seminar	(1)

B. 4 credits Biology elective minimum

C. 8 credits of 300/400-level courses minimum

D. Biology Capstone Course (3-4 credits) — currently offered Immunology, Environmental Microbiology, or Biotechnology

E. Supporting coursework

- Two semesters of General Chemistry
- Two semesters of Organic Chemistry/Biochemistry
- Two semesters of Physics
- Two semesters of Math

The exact courses will be determined by the concentration chosen and the interest of the student. Other alternative courses can be taken upon approval of the Biology department chairperson.

F. Comprehensive assessment administered during BIOL499 Coordinating Seminar

G. 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.

BIOL485/495: Internships require an overall 3.0 GPA. There are three avenues for an Independent Study: fieldwork or laboratory work that requires a 3.0 GPA, or a literature review on an approved topic that does not have a GPA requirement. One outcome of either of these courses will be a presentation at Symposium Day or during some other formal presentation venue.

During senior year, students with a 3.0 GPA may be able to take a graduate level course. This would not only give them an introduction to graduate level work but can count toward their upper level course requirement. Biology majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements.

Molecular Biology Concentration

An example of a Biology major plan of study for those interested in a medical, dental, veterinary, molecular, other biomedical career or general Biology degree.

First Year		Credits
BIOL117	Introduction to Evolution and Ecology	(4)
CHEM175	Fundamental Chemical Principles I	(4)
BIOL205	Molecular Biology	(4)
CHEM176	Fundamental Chemical Principles II	(4)
Sophomore Year		
CHEM200	Organic Chemistry I	(4)
MATH170	Calculus I	(4)
BIOL250	Introduction to Biological Research	(2)
CHEM210	Organic Chemistry II	(4)
MATH180	Calculus II	(4)

Junior Year

PHYS130	Introductory Physics I	(4)
	Biology elective	(4)
PHYS140	Introductory Physics II	(4)
	Biology elective (300/400 level)	(4)

Senior Year

BIOL485 or 495	Internship or Independent Study	(3)
BIOL499	Coordinating Seminar	(1)
	Biology elective (300/400 level)	(4)
BIOL410 or 418 or 464	Biology Capstone	(4)

Students interested in Pharmacy—include the following courses in their Biology electives

	300 Level Biology	(4)
BIOL241/242	Anatomy and Physiology	(8)

Students interested in Physical Therapy—include the following courses in their Biology electives

BIOL325	Genetics	(4)
BIOL516	Toxicology	(3)
BIOL533	Bacteriology	(3)

Environmental/Ecology Concentration

An example of a Biology major plan of study for those interested in ecological and environmental careers or other associated graduate programs.

First Year

		Credits
BIOL117	Introduction to Evolution and Ecology	(4)
CHEM175	Fundamental Chemical Principles I	(4)
BIOL205	Molecular Biology	(4)
CHEM176	Fundamental Chemical Principles II	(4)

Sophomore Year

Math110	Elementary Statistics	(3)
BIOL250	Introduction to Biological Research	(4)
	Biology Elective	(3-4)
CHEM230	Introduction to Organic Chemistry	(2)
MATH 120	Introduction to Mathematical Modeling	(3)

Junior Year

CHEM 240	Biochemistry of the Human Body	(4)
	Biology Elective	(3-4)
PHYS130	Introductory Physics I	(4)
	Biology Elective (300/400 level)	(3-4)
PHYS140	Introductory Physics II	(4)

Senior Year

BIOL485 or 495	Internship or Independent Study	(3)
BIOL499	Coordinating Seminar	(1)
	Biology elective (300/400 level)	(3-4)
	Biology Capstone	(4)

Minor in Biology

A minor in the field requires 18 Biology credits completed with a grade of C- or better in each course.

(from page 91)

Chemistry (CHEM)

Bachelor of Science

Continuation requirements: A grade of C or better is required for all Chemistry courses and required supporting courses.

The GPA for all chemistry courses and required supporting courses must be 2.50 or greater. These requirements pertain to all students including transfer students.

In order for a student to be accepted to the major, and therefore be advised by a Chemistry faculty member, they must have completed the following courses:

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

Students who are enrolled in Calculus II, Organic Chemistry II and/or Physics II may be admitted to the department, pending a grade of C or better in all of the above courses and meeting the departmental GPA requirements.

Ordinarily, in order for a student to complete the Chemistry major in four years, they must complete the eight courses listed above before the beginning of their junior year.

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	(3)
<i>or</i>		
CHEM425	Biochemistry	
CHEM496	Thesis	(3)
CHEM499	Coordinating Seminar	(1)

B. Required supporting coursework (16 credits)

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

(from page 92)

Senior Year

CHEM320	Physical Chemistry I	(3)
CHEM330	Physical Chemistry	(3)
CHEM420	Inorganic Chemistry	(3)
<i>or</i>		
CHEM425	Biochemistry I	
CHEM496	Thesis (90 research hours)	(3)
CHEM499	Coordinating Seminar	(1)

Note that the CHEM290/CHEM300 and CHEM320/CHEM330 sequences will alternate between junior and senior year depending on the year of matriculation. Students may take CHEM425 in their junior year because this course is offered every year. CHEM420 is offered every other fall semester.

A. Required Chemistry courses (50 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	(3)
CHEM425	Biochemistry I	(3)
CHEM430	Biochemistry II	(3)
CHEM460	Advanced Organic Chemistry	(3)
CHEM496	Thesis (180 research hours)	(3)
CHEM499	Coordinating Seminar	(1)

Two of the following:

CHEM390	Physical Chemistry Laboratory	(2)
CHEM490	Advanced Laboratory – Biochemistry	(2)
CHEM490	Advanced Laboratory – Inorganic	(2)

B. Required supporting coursework (16 credits)

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

(from page 172)

Community Mental Health Counseling (COUN)

Master of Arts

The degree title of this program was listed incorrectly. The correct title of the degree is:

Clinical Mental Health Counseling (COUN)

Master of Arts

This title will be in effect fall 2010

(from page 96)

Dietetics and Nutrition (NUTR)

Bachelor of Science

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.

(from page 98)

Junior Year

NUTR310	Nutrition Counseling and Communication	(3)
NUTR311	Food and Nutrition Management I	(3)
NUTR316	Medical Nutrition Therapy I/Lab	(4)
NUTR416	Medical Nutrition Therapy II	(3)
NUTR418	Advanced Nutrition	(3)
NUTR410	Health Care Delivery Issues	(1)
NUTR411	Food and Nutrition Management II	(3)

(from page 99)

Minor in Food Service Management (21 Credits)

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

(from page 181)

Education (EDUC)

Master of Arts

Candidates for the Master of Arts Degree in Education: Self-Design Concentration must complete a minimum of 50% of their coursework in Education or Special Education.

(from page 193)

Marriage and Family Therapy (MFTH)

Master of Arts

IV: Ethics and Professional Studies

MFTH524 Ethics & Professional Issues in MFT (2)

(from page 112)

Math (MATH)

Bachelor of Science

Degree Requirements

A minimum grade of C- must be earned in each course and a minimum GPA of 2.33 must be earned in the courses required for the major/minor.

(from page 115)

Nursing (NURS)

Bachelor of Science

Application to Nursing Major

By the end of the fall semester of the sophomore year, students complete the Application to the Nursing Major form and submit it to the Nursing department.

- Acceptance into the Nursing major is determined by the Nursing faculty
- Transfer students' grades previously earned in Biology and Chemistry courses are assessed by the department of Nursing chairperson, in consultation with the Natural Science chairpersons, when transcripts are reviewed as part of the application process to the Nursing major
- Grades in science courses transferred from other institutions will be counted in determining progression in the major
- Written response from the department of Nursing chairperson will be sent to all applicants once a decision has been made

Progression in the Nursing Major

Criminal Background Investigation (CBI)

All Nursing students must have a CBI completed and on file before they can attend their first Nursing course. A letter will be sent to each student accepted into the major with instructions.

To progress in the Nursing major, a student must:

- maintain a cumulative GPA of 2.33 or above in all Nursing courses AND
- earn grades of C or better in all Nursing and science courses

If a student earns less than a C in any science or Nursing course, but maintains a GPA in Nursing of 2.33 or above (including the failed class grade), one repeat is permitted. Students must repeat the course before they can progress.

Grades in science courses transferred from other institutions will count toward the repeat policy if they are less than a C.

No more than one science or Nursing course may be repeated.

A student wishing to withdraw from a Nursing course must do so by the end of the sixth week of class. Withdrawal after that time will not be permitted. A student may only withdraw once from a nursing class over the course of the nursing program.

A student who does not meet the above requirements to progress in the Nursing major will be dismissed from the program.

(from page 197)

Nutrition (NUTR)

Master of Science

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)
NUTR516	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	Diabetes	(3)
NUTR 561	Obesity	(3)
NUTR563	Renal Nutrition	(3)
NUTR 562	Nutrition and Cancer	(3)
NUTR 564	Cardiovascular	(3)
NUTR565	Nutrition in Critical Care	(3)
NUTR591	Sports Nutrition	(3)

(from pages 197-200)

Dietetic Internship Program (18 credits)

The Dietetic Internship (DI) Program, which is administrated by the Graduate School, is open to students with a bachelor of science degree in Nutrition, who meet the American Dietetic Association (ADA) Didactic Program in Dietetics requirements. Upon completion of the supervised practice experience in clinical nutrition, community nutrition and food service management, graduates will receive a Verification of Completion and are eligible to take the registration examination to become a Registered Dietitian (R.D.). 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 Dietetic Internship consists of 1000 hours of supervised practice experience in clinical, food service management and community settings. Beginning in 2013-14 the supervised practice experience will increase to 1200 hours as mandated by CADE of ADA. In the fall semester interns concentrate their training in the clinical area. They train in general medicine, surgery, renal, cardiac, nutrition support, diabetes care, renal dialysis, pediatrics, outpatient counseling, extended care facilities and rehabilitation.

In the spring semester, interns concentrate on food service management and community nutrition. The intern spends time divided among school lunch programs, health care programs, and community settings. Each semester begins with a period of orientation at the College. Interns meet every other week for discussions and seminars give by specialists in the different areas of dietetics and allied health. Dietetic interns receive nine credits toward an online master's of Nutrition program at Saint Joseph College. Courses may be taken in conjunction with the internship if interns choose a full graduate program in lieu of a graduate certificate program.

Application Procedure

Applications are available online or from the Dietetic Internship Director in the department of Nutrition. Applications should be postmarked by February 15 for fall admission. The Saint Joseph College Dietetic Internship 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, and health and liability insurance. Students are responsible for transportation to facilities, parking and meals. Scholarships are available through the American Dietetic Association. Prospective interns interested in financial aid may contact the Saint Joseph College financial office. Interns who opt for a full master's in Nutrition are eligible for financial aid through the College. Other financial aid may be obtained by contacting Connecticut Higher Education Supplemental Loan Authority.

Cost

The cost of the program is based on nine graduate credits per semester for full-time students. 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

- Admission application; admission fee is waived
- A bachelor's degree from a regionally accredited institution
- A minimum GPA of 2.8 overall and a minimum of 3.0 in didactic courses.
- Didactic (Plan IV/V) course work as described by the American Dietetic Association and verified by the undergraduate institution with an original verification statement
- Two letters of reference
- Personal letter of application

SAMPLE CALENDAR AND ROTATION SCHEDULE

End of August	Orientation at College
September (after Labor Day)	2 weeks Nursing Home 10 weeks Hospital 1 week Diabetes Center 1 week Dialysis Unit (class seminars held every other Friday at the College)
Mid December	Holiday Break
Mid January	Orientation at the College 4 weeks School Nutrition 4 weeks Food Service 1 week Health Promotion activities
Mid March	Spring Break
March-mid May	3 weeks Community I 3 weeks Community II (class seminars held every other Friday at the College)
Mid May	Dietetics Pinning Ceremony
End of May	Jean Inman ADA Exam Review Course

Course Changes

The following courses were deactivated in 2010:

Biology:

BIOL116

Nursing

NURS103

NURS408

The following courses are new and will be effective in 2010:

Counseling

COUN577 Consultation, Leadership and Advocacy (3)

Education

EDUC535 English Language Learners (3)

EDUC536 Technology for Learning (3)

Marriage and Family Therapy

MFTH590 Special Topics (1-3)

Nursing

NURS499 Special Topics (1-3)

NURS590 Special Topics (1-3)

NURS596 Continuing Clinical Development (1)

The following courses have changes and will be effective in 2010:

Biology

BIOL117 “Introduction to Evolution and Ecology”

An introduction to key biological concepts with an emphasis on diversity, ecology, and evolution in addition to an investigation of organismal structures across the kingdoms of life. Three hours lecture per week. Laboratory required and must be taken concurrently. (Formerly titled: Biological Concepts II)

BIOL117L “Introduction to Evolution and Ecology Lab”

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.** Formerly titled: Biological Concepts II Lab)

BIOL222 — is now BIOL301

BIOL270 “Human Heredity and Birth Defects”

BIOL499 Coordinating Seminar (1)

This seminar includes a discussion of topical events, a synthesis of biological knowledge in relation to evolution, and discussion of current literature. Course includes a comprehensive assessment of student learning during degree program. (Formerly: 3 credits)

BIOL519 — also CHEM585

BIOL594 — was listed incorrectly as a course, it is not a course that is being offered

BIOL598/599 “Master’s Thesis” (3)

Chemistry

CHEM170 — pre-requisite is high school Chemistry

CHEM175 — add high school Chemistry as a pre-requisite

CHEM240 — pre-requisite is C or better in both CHEM170 and BIOL110 or BIOL116

CHEM300 — add “or concurrent” to pre-requisite

CHEM320 — description has changed to:

An introduction to thermodynamics, including the following topics: (I) thermal properties of matter, including a discussion of kinetic theory, equations of state, ideal and real gasses; (II) the mathematics of physical chemistry; (III) work, heat and energy: the first law of thermodynamics; (IV) entropy and the second law of thermodynamics; (V) fundamental thermodynamic

relationships for closed systems, including a discussion of the criteria for spontaneous processes and for equilibrium. Three hours per week.

CHEM330 — description has changed to:

An introduction to quantum theory, including the following topics: (I) The wave-particle duality of light, the breakdown of classical theory and the emergence of quantum theory; (II) The wave-particle duality of matter and the Schrödinger Equation; (III) The postulates of quantum theory; (IV) Applications of quantum theory to chemical systems. Three hours per week.

CHEM420 — add CHEM176 and 210 as pre-requisites

CHEM425 — CHEM210 is now pre-requisite

CHEM430 — CHEM425 and CHEM320 are now pre-requisites

CHEM460 — remove “permission of instructor” as a pre-requisite

CHEM490 — add “permission of department chair only” as a pre-requisite

CHEM500 — add “or” MATH and PHYS140 as pre-requisites

CHEM525 — add “or” CHEM210 as pre-requisite

CHEM530 — CHEM500 and CHEM525 are new pre-requisites

CHEM585 — also BIOL519

Counseling

COUN561 — new title: Moral Development and its Applications to School Settings

Economics

ECON308 — pre-requisite is ECON101 or permission of instructor

Education

EDUC251 — cross listed with EDUC551

EDUC318 — pre-requisite is EDUC/SPEC265

EDUC507 — pre-requisite is EDUC/SPEC524 or ECSE576 or ECSE587

EDUC512 — co-requisite is EDUC532

EDUC513 — is 6 credits

EDUC532 — co-requisite is EDUC512

EDUC551 — cross listed with EDUC251

EDUC564 — formerly titled: Museum for Educators

English

ENGL346 — pre-requisite is PSYC100

Fine Arts

FIAR 400 — was left out of the catalog in error:
Special Topics in Art History (2-3)

Information Technology:

INFT200 — pre-requisite is COMP100 or permission of instructor

Nursing

NURS310 — is 3 credits

NURS318 — co-requisite is NURS218

NURS403, 409, 416 & 435 — open to Weekend Program students only

NURS411 — **title and description have changed:**

Formerly: Nursing Care for At-Risk Populations

Now: Nursing Care for At-Risk Populations/Research Synthesis

In this course students analyze the principles and theories of community health nursing in relation to public health policy. Students implement the intervention phase of the community project that was begun in the previous semester; they will analyze data, report the findings, and critique the results of the project in order to complete the final steps of the research process. Students will then submit their research proposals at the SJC Annual Symposium Day. The clinical experience will provide particular emphasis on nursing activities that promote and preserve the health of the individuals in the community setting. Emphasis is on increasing levels of proficiency in making clinical judgments and carrying out related nursing interventions in unstructured settings.

Laboratory fee: \$100. (Formerly titled: Nursing Care for At-Risk Populations) (4)

NURS417 — NURS411 removed as a pre-requisite

NURS507 — BIOL409 and 509 removed as pre-requisites

NURS508 — NURS535 removed as a pre-requisite

Nutrition

NUTR220 — add BIOL110 as a pre-requisite

NUTR311— NUTR130 is pre-requisite, not NUTR330

NUTR380 — add BIOL110 as a pre-requisite

NUTR411 — add permission of instructor as pre-requisite

NUTR416 — add NUTR220, CHEM240, BIOL241 and 242 as pre-requisites. Remove NUTR316

NUTR418 Advanced Nutrition (also NUTR518) (3)

Current theories and research related to Nutrition and metabolism with an emphasis on the macronutrients. Emphasis on evaluation and interpretation of research articles.

Prerequisite: CHEM240 and NUTR220, BIOL241, and 242.

NUTR565 — Prerequisites include an advanced Nutrition course and an undergraduate basic medical nutrition therapy course.

NUTR595, 596 Independent Study/Research (1-6)

Student selects a topic or project to pursue through independent or work supervised by a faculty member. A contract is developed to meet the individual needs of the learner. Final oral presentation and paper constitute the comprehensive examination. *Prerequisite: Application forms for Independent Study/Research are available at the Graduate Studies Program office and must be approved by the project advisor, department chair, and dean of the school.*

NUTR598 — 599 add “needs preapproval”

Philosophy

PHIL236 — PHIL120 is no longer the pre-requisite

Physics and Astronomy

PHYS101 Introduction to Physical Science for Elementary School Teachers (4)

Nature plays by a set of rules usually called the “laws of physics.” In this course, we will explore the cosmos and humanity’s place in it, as revealed by these fundamental laws of nature. Topics of this laboratory-based course include: motion, force, gravity, work, energy, electricity, magnetism, light, heat, and sound, the Earth, the Sun and the Solar System. The laboratories will be inquiry-based experiments which use the scientific method. Since the quest to understand the natural world is one of humanities oldest activities, this course will encompass issues concerning the history and philosophy of science. The main objective of this course is to give future elementary school teachers the opportunity to study physical science at a sufficient level so that they can gain the knowledge that they will need as classroom teachers to teach aspects of physical science. Three hours lecture, three hours laboratory per week. Laboratory Fee: \$50. Prerequisite: MATH 105, MATH 110, or four years of high school math, including a study of algebra, geometry and trigonometry.

Spanish

SPAN200 — pre-requisite is SPAN101

SPAN340 — pre-requisite is open to juniors and seniors; SPAN300 and 301 or permission of instructor

Special Education

SPEC512 — pre-requisite is two of the following: ECSE510, 520, or 555; permission of instructor



SAINT JOSEPH COLLEGE
CONNECTICUT

West Hartford, CT 06117

860.232.4571

www.sjc.edu