



UNIVERSITY OF
SAINT JOSEPH

CONNECTICUT

2014-2015
COURSE CATALOG
Undergraduate and Graduate

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Disclaimer

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

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

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

ACCREDITATION

University Level Accreditation

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

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

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

To learn more about the University's accreditation by the New England Association of Schools and Colleges, contact the University's administrative staff, or the individual schools or departments. You may also contact the Association:

New England Association of Schools and Colleges (NEASC)

Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
855.886.3272
<http://cihe.neasc.org>

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

The University is a member of the Association of American Colleges and Universities, the American Council on Education, Association of Catholic Colleges and Universities, the National Association of Independent Colleges and Universities, the American Association of University Women, the Council for Adult and Experiential Learning, and the American Association of Hispanics in Higher Education.

Program Level Accreditation

Doctor of Pharmacy: The University of Saint Joseph School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 LaSalle

Statement of Non-Discrimination

The University of Saint Joseph prohibits discrimination against any persons on account of their race, color, religious creed, age, sex, gender identity, sexual orientation, transgender status, 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.

Street, Suite 4100, Chicago, IL 60503, 312.664.3375; Fax 312.664.4652, website www.acpe-accredit.org.

Chemistry: Approved by the American Chemical Society for the professional training of chemists.

Teaching: Preparation of elementary, secondary and special education teachers approved by the Connecticut State Board of Education and the Office for Higher Education.

Nursing: Approved by the Connecticut Board of Examiners for Nursing. The baccalaureate and master's programs in nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The Department of Nursing is pursuing accreditation by the CCNE for the Doctor of Nursing Practice Program and a post-master's certificate.

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

Clinical Mental Health Counseling and School Counseling: Master of arts is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The graduate program in School Counseling is also accredited by the Connecticut State Department of Education.

Social Work: Baccalaureate program is accredited by the Council on Social Work Education.

Dietetics: Didactic Program in Dietetics and the Dietetic Internship Program are granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 216 West Jackson Blvd., Chicago, IL 60606-6695, 312.899.5400. ACEND is recognized by the United States Department of Education as the sole accrediting agency for nutrition and dietetics education

Other Accreditation

School for Young Children: Accredited by the National Association for the Education of Young Children (www.naeyc.org/academy).

Gengras Center: Approved through the Connecticut State Department of Education (www.sde.ct.gov).

Financial Statement

The University's audited financial statement is available by request in Pope Pius XII Library.

ABOUT THE UNIVERSITY OF SAINT JOSEPH

Mission

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

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

Core Values of the University of Saint Joseph

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

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

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

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

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

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

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

History of the Sisters of Mercy

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

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

continued to spread throughout the country, establishing schools and hospitals.

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

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

University History

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

History of Campus Buildings

McDonough Hall (1936)

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

Mercy Hall (1936)

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

Rosary and McAuley Halls (Student Residences, 1955)

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

Pope Pius XII Library (1960)

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

Assumption Hall (Student Residence, 1962)

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

Lourdes Hall (1962)

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

McGovern Hall (Student Union, 1962)

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

Gengras Center (1965)

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

Madonna Hall (Student Residence, 1966)

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

Connor Chapel of Our Lady (1966)

Although Joseph and Jane Cullen Connor did not have children, they wanted to assist young adults in West Hartford, where they lived for many years. They donated one of the largest gifts the institution ever received.

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

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

President's Residence (1991)

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

O'Connell Center (Sports Facility, 1993)

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

The School for Young Children at Beach Park (1999)

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

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

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

Bruyette Athenaeum (2000)

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

Lynch Hall (2000)

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

North and South Residence Halls (2008)

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

School of Pharmacy (2010)

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

Center for Applied Research and Education (CARE, 2014 -)

The University broke ground in May for the Center for Applied Research and Education (CARE). It will expand USJ's Gengras Center, a special education school serving children with intellectual and other disabilities, including autism. Phase II will add 22,000 square feet to the Gengras Center, which serves children from more than 50 Connecticut towns.

ACADEMICS

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

Academic Programs

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

Undergraduate Programs for Women (established in 1932)

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

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

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

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

Program for Adult Learners (established in 1985)

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

Bachelor's degrees offered in this program:

- Accounting, B.S.
- Management, B.S.
- Nursing, B.S. - RN to B.S. Multicultural Health Pathway
 - o Latino Community Practice Concentration, Nursing, RN to B.S.
- Psychology, B.A.
 - o Criminal Justice and Mental Health Concentration, Psychology, B.S.
- Social Work, B.S.
 - o Criminal Justice Concentration, Social Work, B.S.
 - o Latino Community Practice Concentration, Social Work, B.S.

Certificate:

In addition, the Adelante Certificate for Latina/o Professionals is offered to students in any major.

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

Graduate Programs (established in 1959)

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

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

Organization of the University

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

School of Education

- Education
- Special Education
- Physical Education and Sports Studies

School of Graduate and Professional Studies

- Business Administration
- Counseling and Applied Behavioral Studies
- Human Development and Family Studies
- Institute of Autism and Behavioral Studies
- Institute for Latino Community Practice
- Social Work and Latino Community Practice

School of Health and Natural Sciences

- Biology
- Chemistry
- Mathematics
- Nursing
- Nutrition and Public Health

School of Humanities and Social Sciences

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

School of Pharmacy

- Pharm.D. Program

Other Academic Programs Continuing Studies

The University of Saint Joseph continues its tradition of offering superior educational programs to the broader community through its Continuing Studies Program. These programs and courses are designed for the adult learner, those who seek personal enrichment or professional development and want contemporary topics and flexible schedules. Grades are pass/fail.

Laboratory Schools

The School for Young Children

The School for Young Children (founded in 1936) is a preschool that provides a high quality, child-centered curriculum to children, including those with special needs. Children come from surrounding towns and represent an economically diverse population. Scholarships 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 is a nationally accredited preschool program offering a high quality child-responsive curriculum with a focus on science and nature. The School was one of the first preschools in the state and one of the first student laboratory programs in the nation. College and university students come from a wide variety of academic majors to use the School for supervised student teaching, internships, child observations, and various projects.

Gengras Center

The Gengras Center (founded in 1965), is an approved, private special education school located on the main campus. It serves as a lab school for students majoring in areas such as Special Education, Social Work, Nursing and Applied Behavioral Analysis. 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 provided in conjunction with speech and language therapies, occupational/physical therapy, and social skills training. The curriculum also features music, art, technology and structured physical education. A comprehensive vocational program is offered to prepare students for the transition to adulthood and the world of work. Assistive and augmentative technology is used to enhance each student's overall level of functioning and communication skills.

The Gengras Center provides many opportunities for students to interact with youth with disabilities through on-site observations, fieldwork, and course-related applications. Students who select a practicum or student teaching at the Gengras Center participate in a comprehensive and multi-disciplinary training experience.

CAMPUS SERVICES AND STUDENT LIFE

The Division of Student Affairs is committed to developing the potential of all students through curricular and co-curricular experiences. The staff works to provide these opportunities for all students, believing that intellectual growth and educational development are achieved through community involvement, service, leadership, and experiential learning. 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. Students are empowered to clarify their values and establish their identity as a responsible adult.

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

Campus Services

Academic Advisement

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

Alumni Association

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

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

Archives

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

The Sister Mary Consolata O'Connor Archives, located in the Bruyette Athenaeum, collects and makes available materials that document the history of the University of Saint Joseph. Its collections include, 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. - 4:00 p.m.

Closed Monday

The Art Gallery, located in Bruyette Athenaeum, houses a collection of more than 2,000 paintings and works of art on paper. The core of the collection consists of 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). Since 2001 the collection has doubled in size to include later 20th century and contemporary art. The Dr. Vincent J. and Gloria Marcello Turco '45 Print Study Room (open by appointment) makes the collection of works on paper accessible for study and research.

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

Athletics - The O'Connell Athletic Center

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

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

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

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

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

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

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

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

Buddy Contest.

Bookstore

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

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

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

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 collaborating with the Office of Community & Civic Engagement to provide service opportunities.

Career Development Center

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

Wednesday evening appointments are available if prearranged.

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

Carol Autorino Center for the Arts and Humanities

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

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

Through extensive programming options, the Autorino Center serves both the academic needs of the University and the cultural needs of the greater community. Students have the opportunity to attend and participate in a wide variety of artistic and cultural events. The Center is home to student performance groups, including the Dance Ensemble and Queenes Companie (theater), and is a venue for several regional performing arts organizations. The Autorino Center is one of the largest student work study sites on campus, with many student ushers, ticket sellers and technicians.

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

The Autorino Center has been honored with the Noah Webster Award for "Extraordinary Commitment to Community" from the West Hartford Chamber of Commerce, the Distinguished Achievement in Dance Award from the Connecticut Dance Alliance, a Proclamation from West Hartford Mayor R. Scott Slifka, and Official Citations from Gov. Dannel P. Malloy, and the Connecticut General Assembly.

Center for Academic Excellence

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

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

Saturday: 10 a.m. - 3:00 p.m.

Writing tutors assist students with writing and revising papers at all stages of the writing process, and support other writing needs including research documentation. Professional and peer tutors in writing and in content areas such as biology, chemistry, nursing, history, and fine arts, offer one-on-one or group sessions to help students review course content, develop papers and presentations, and prepare for tests and other assessments. The Center for Academic Excellence also provides support to students working to achieve success on the writing portfolio, an undergraduate degree requirement. Additionally, the CAE employs and trains 25-30 undergraduate tutors each semester, providing aspiring

academic leaders an exceptional opportunity for personal and professional development.

Office of Community and Civic Engagement

Office hours are flexible. To make an appointment, call 860.231.5449

The Office of Community & Civic Engagement promotes, supports and facilitates service as an integral part of the teaching and learning experiences of students, faculty and staff. Community service and service learning enable students to expand their learning beyond the classroom by combining academics with social consciousness. The goal of this office is to raise the awareness of the University community to social justice issues through hands-on involvement in outreach and service projects.

Counseling and Wellness Center

During the 9-month academic year, the Counseling and Wellness Center provides confidential counseling, assessments, and referrals free of charge to all students enrolled at USJ. The Center works in a short-term model of counseling with the number of sessions dependent upon the needs and the mutual goals for treatment agreed upon between the counselor and the student. Sessions (except for emergencies) are by appointment, typically last for 45-50 minutes, and occur once a week at a regularly scheduled time. The fees for off-campus referrals are the responsibility of the student.

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

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

Office of Disability Services

Monday, 11:00 a.m.- 4:30 p.m.

Tuesday, Thursday 9:00 a.m.-2:30 p.m.

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

Appointments may be made by calling 860.231.5428. The Office of Disability Services recommends reasonable accommodations for students with disabilities. As required by law, eligibility for accommodations must be supported by appropriate educational, medical or psychological documentation. It is the student's responsibility to self-identify and request accommodations and support services each semester. Accommodations are determined

on a case-by-case basis using information contained in the official documentation provided by the student. Students must obtain a letter from the Office of Disability Services to be officially supported; accommodations are not retroactive. The Coordinator of Disability Services assists students with disabilities in their growth as self-advocates and in arranging for their individualized accommodations.

Health Services

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

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

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

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

Recommended Immunizations

Hepatitis B vaccine is not required but is recommended for all students except for Health Sciences students, who must formally decline if earlier vaccine records are not available and revaccination is not desired. It is also recommended for students in other academic programs where exposure to blood or body fluids is possible. One dose of Tdap (adult tetanus with pertussis) vaccine is recommended for all adults over the age of 19 who did not receive it as an "adolescent booster" and is also required for Health Science students (Pharmacy/Nursing/Dietetics).

Immunization Exemptions

Other than locally residing students, graduate students in online programs are exempt from this requirement. As noted above, birth-date related exemptions may apply to some students. Students born outside of the United States are not eligible for Varicella exemption. Health sciences (Nursing, Pharmacy and Dietetics) students may not claim birthday or natural disease exemptions for Varicella or MMR. Students who have a medical condition that prevents receiving an immunization must submit a

Immunization Chart

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

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

letter from their physician or other health care provider to Health Services. Students claiming religious exemption must provide Health Services with a letter of explanation.

Possible Sanctions

Students who do not submit immunization based on these exemptions may be excluded from campus activities under circumstances of specific disease outbreaks, according to public health guidelines and directives. Additionally, any student who does not complete all immunization requirements are subject to an "Immunization Hold," which will impede their ability to register for classes.

Other Health Requirements

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

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

Network Center

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

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

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

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

The Network Center provides access to technology and computing support for students, faculty, and staff. The Network Center provides computer classrooms, a faculty development room, and a main computer lab. All students can access the network and email by obtaining a user ID and password. The Network Center is in the lower level of McDonough Hall, main campus.

Pope Pius XII Library

Monday - Thursday: 8:30 a.m. - Midnight

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

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

Sunday: 2:00 p.m. - Midnight

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

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

The School of Pharmacy Library is located at the Hartford campus. It supports the research and information needs of the School of Pharmacy faculty and students in a quiet and comfortable environment. A professional reference librarian is available for research and instruction.

Public Safety

The Public Safety Department is a staff of 12 full-time public safety officers. The department provides security on campus 24 hours a day, seven days a week, 365 days a year. It maintains a close working relationship with West Hartford and Hartford police departments and the West Hartford Fire Department. Officers provide services to our community such as safety escorts, ID cards, parking permits. Contact an officer by calling 860.231.5222 or 5222 from a campus phone.

Student Life

Commuter Students

The University community is dedicated to serving the needs of its commuter students. All University lounges and dining facilities are available for the comfort and convenience of commuters. The first floor of McGovern Hall is a designated lounge for the entire University community. This lounge includes computers, a printer, a television, and microwaves. University parking decals are required for student vehicles and may be purchased at the Office of Public Safety. All events and programs are open to commuter students. As members of the Student Government Association, commuter students are encouraged to attend meetings.

Convocation and Investiture

Convocation is a University-wide event scheduled during the first week of the fall semester. During this ceremony new students and

returning students are welcomed to the institution and the new academic year in a traditional academic ceremony.

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

Residential Life and Housing

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

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

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

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

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

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

Office of Student Involvement and Orientation Programs

The Office of Student Involvement and Orientation Programs helps students to develop intellectually, socially, and emotionally through active involvement in leadership positions, group membership, and event planning. Students who participate in student activities benefit from meeting diverse people and questioning ideas, beliefs, and assumptions regarding campus-based and global issues. They also develop their interpersonal, communication, and social skills.

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

Student Government Association

As the representative body of the students, the Student Government Association (SGA) works for effective communication among students, faculty, and administration. It channels student opinions, ideas, and concerns to the administration for consideration and action. In addition, students representing SGA sit on a number of joint faculty, administrative, and student committees. SGA encourages leadership by providing funds annually for students to attend workshops, by encouraging students to take leadership roles in organizations, and by ensuring that each student has a voice on campus.

Student organizations, under the umbrella of the Office of Student Involvement 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 the Student Nurse Association. Their focus can be on social

and global concerns, diversity and cultural issues, and community service, such as Jays Against Cancer. Students can enrich their gifts and talents through the Choir, Dance Ensemble, Voices of Praise Gospel Choir, and TriBeta Biology Honor Society. Students publish a literary magazine, Interpretations. The Office of Student Involvement and Orientation Programs encourages students to make suggestions and develop new student organizations that meet their needs and interests.

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

New Student Orientation

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

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

ACADEMIC CALENDARS

Please see academic calendar at www.usj.edu/calendar

ADMISSIONS

Undergraduate Admission

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

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

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

First-Year Admission

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

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

Application Procedure

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

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

Admissions reserves the right to request additional information.

Home-Schooled Students

Students who have been home-schooled must submit:

1. A completed application with a non-refundable fee of

\$50; the fee is waived if the application is completed online.

2. Personal Essay
3. Official Home School Transcript required and copy of the home school curriculum with course descriptions may be requested
4. Official SAT or ACT scores. Applicants should have the results of these tests sent directly to the Office of Admissions. The code number for the University of Saint Joseph is 3754 for SAT reporting and 0588 for ACT reporting.
5. An academic letter of recommendation
6. An interview with an admissions counselor. The applicant is encouraged to have all records sent to the Office of Admissions prior to the appointment.
7. If the Common Application is used, a University of Saint Joseph supplement is also required

Admissions reserves the right to request additional information.

Notification

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

How to Defer Enrollment After Making a Deposit

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

International Admission

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

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

Visas

The University of Saint Joseph is permitted by the U.S.

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

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

International students wishing to pursue a degree in an online program are not eligible for an F-1 visa. Since the degree is completed online, the student does not need to travel to campus 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. To accept the offer of admission, the applicant submits the enrollment confirmation form and deposit. This deposit is non-refundable and must be paid by May 1. Please note that I-20 forms are issued to students following deposit for full-time study and verification of sufficient funding.

Transfer and Second Bachelor Degree Admission

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

Application Procedure

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

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

Admissions reserves the right to request additional information.

Admission to a Second Bachelor's Degree Program

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

Notification

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

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

Deferring Enrollment for Students Who Have Made a Deposit

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

Undergraduate Readmission

If you are a former, degree-seeking USJ undergraduate who has not been in attendance for three or more consecutive semesters, excluding summer, you must apply for readmission through the Office of Admissions and follow the degree requirements associated with the term of your readmission to the University. (Former Non-degree students may be readmitted as Non-degree only.)

Please note that to be considered in attendance for any term, you must have been enrolled in at least one credit-bearing course, received a grade, and paid all tuition and fees for that term or have had arrangements for such payments approved by the Office of the Bursar and/or the Office of Financial Aid.

Students who were not in good academic standing at the time they left USJ will have their applications referred to the Academic Records and Review Committee for evaluation, and will be required to provide evidence of improved ability to assume responsibility for college work.

If you have taken courses at another college or university since you last attended USJ, you are required to submit official transcripts from those institutions as part of your readmission application and to receive transfer credit for those courses.

If you do not meet the above criteria for readmission, please visit the Office of Undergraduate Admission to learn more about the admission process.

Adult Learners Admission

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

Applicants with fewer than 12 credits may be admitted conditionally and will need to complete six credits of general education course work in the first semester.

Application Procedure

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

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

Admissions reserves the right to request additional information.

Guaranteed Admission Program

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

Other Academic Programs

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

Notification

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

Deferring Acceptance

By submitting a written request, enrollment and scholarship may be deferred for one year changed from semester. Should candidates attend another college or university during this time, the application and updated transcript will be reevaluated for admission and scholarship. The tuition deposit will be retained and credited to their account upon return for the following semester.

Readmission

If you are a former, degree-seeking USJ Adult Learner who has not been in attendance for three or more consecutive semesters, excluding summer, you must apply for readmission through the Office of Admissions and follow the degree requirements associated with the term of your readmission to the University. (Former Non-degree students may be readmitted as Non-degree only.)

Please note that to be considered in attendance for any term, you must have been enrolled in at least one credit-bearing course, received a grade, and paid all tuition and fees for that term or have had arrangements for such payments approved by the Office of the Bursar and/or the Office of Financial Aid.

Students who were not in good academic standing at the time they left USJ will have their applications referred to the Academic Records and Review Committee for evaluation, and will be required to provide evidence of improved ability to assume responsibility for college work.

If you have taken courses at another college or university since you last attended USJ, you are required to submit official transcripts from those institutions as part of your re-admission application and to receive transfer credit for those courses.

If you do not meet the above criteria for re-admission, please visit the Office of Undergraduate Admission to learn more about the admission process or go to the Adult Learner Admissions website and complete an Adult Learner Admissions application.

General Procedure

Please see the form Application for Readmission, Adult Learners on www.usj.edu.

Notification

Notification of re-admission is made on a rolling basis. A candidate's acceptance is contingent upon the successful completion of any academic work currently in progress. To accept the offer of admission, an applicant must submit an enrollment confirmation form and make a tuition deposit. This deposit is refundable if requested in writing at least four months

prior to the start of the admission term.

Non-Matriculated Undergraduates

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

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

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

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

New Students Transferring Credit to USJ

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

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

Students who transfer credit to the University of Saint Joseph will receive a “T” (transfer) grade on their academic record. Only the credits earned per class will reflect in total earned credits; letter grades (A - D) do not transfer. Transfer credit will not be awarded

for a class taken outside of the University of Saint Joseph if that same course has been awarded credit at the University.

Undergraduate

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

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

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

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

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

Graduate

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

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

Transfer Credit Policy

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

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

Intercollege Course Equivalent

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

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

- Asnuntuck Community College, Enfield, CT
- Lincoln College of New England, Southington, CT
- Capital Community College, Hartford, CT
- Gateway Community College, New Haven, CT
- Goodwin College, East Hartford, CT
- Housatonic Community College, Bridgeport, CT
- Manchester Community College, Manchester, CT
- Mitchell College, New London, CT
- Naugatuck Valley Community College, Waterbury, CT
- Northwestern Connecticut Community College, Winsted, CT
- Norwalk Community College, Norwalk, CT
- Three Rivers Community College, Norwich, CT
- Tunxis Community College, Farmington, CT

Credit for Other than College Course Work

The University of Saint Joseph may award up to 30 credit-hours for educational experiences gained outside of courses in accredited colleges and universities. The University considers these acceptable alternatives to classroom instruction: Advanced Placement scores, proficiency examinations, guided learning experiences and experiential learning through portfolio development. Credit will be awarded, however, only when these alternatives are equivalent to courses at the University. Check with the Program for Adult Learners for more information on prior learning assessment.

Experiential Learning: Portfolio Development

Check with the Program for Adult Learners for more information on prior learning assessment.

Credit for Service in the Armed Forces

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

Transfer Credits & General Education Requirements

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

1. First-Year Seminar
2. One Religious Studies course
3. Either Philosophy OR the values/ethics perspective

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

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

Email: eval@ece.org

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

ADVANCED PLACEMENT EXAMS FOR TRANSFER

Advanced Placement score of 4 or above will be granted advanced placement and credit. Select courses are granted transfer credit with a score of 3 or higher.

Test name	USJ Equivalent	USJ Credit Awarded	Accepted Scores	Common Foundation Fulfilled	Perspective Fulfilled
Art History	FIAR 134 /FIAR 135	3 / 6 (if both exams taken)	4, 5		HE
Biology	BIOL 110 or BIOL 1XX	4	4, 5		SI
Calculus AB	MATH 170	4	4, 5	QR	
Calculus BC	MATH 170 & MATH 180	8	4, 5	QR	
Chemistry	CHEM 175 & 176	8	4, 5		SI
Computer Science A	COMP 110	3	3, 4, 5	IT	
Macroeconomics	ECON 101	3	4, 5		AE
Microeconomics	ECON 102	3	4, 5		AE
English Language	ENGL 104	3	4, 5	WR	
English Literature	ENGL 1XX	3	4, 5	WR only with approval	HE
Environmental Science	BIOL XXX				
European History	HIST 105	3	4, 5		GI
French Language	FREN 2XX	3	3, 4, 5	LG	
German Language	LANG 3XX	3	3, 4, 5	LG	
Human Geography	INTS 101	3	4, 5		GI
Comparative Government & Politics	POLS 345	3	4, 5		GI
Latin	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	
Spanish Literature	SPAN 3XX	3	3, 4, 5		HE
Statistics	MATH 110	3	4, 5	QR	
Studio Art	FIAR 1XX	3	4, 5		
U.S. Government & Politics	POLS 125	3	4, 5		AE
U.S. History	HIST 120	3	4, 5		AE
World History	HIST 106	3	4, 5		GI

PROFICIENCY AND CLEP CREDIT

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 (Defense Activity for Non-Traditional Education Support) may be used as the basis for awards.

CLEP Exams for Transfer						
	USJ Equivalent	USJ Credit Awarded	Accepted Scores	Mission Focus Fulfilled	Common Foundation Fulfilled	Perspective Fulfilled
Composition & Literature						
American Literature	ENGL 1XX	3	50		N / A	AE/HE
English Literature	ENGL 1XX	3	50		N / A	HE
Foreign Languages						
French Language (Level I & II)	FREN 100 / FREN 101	6	50	LG	N / A	N / A
German Languages (Level I & II)	LANG 1XX/ 1XX	6	50	LG	N / A	N / A
Spanish Language	SPAN 100 / SPAN 101	6	50	LG	N / A	N / A
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 105 - World History I	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 1XX / CHEM 1XX - 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			

GRADUATE ADMISSION

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

Application Process

All Graduate Program applications are available at www.usj.edu/grad-application. Once an application is received and processed by the Office of Graduate Admissions and Academic Services, a file will be generated for the candidate and the candidate will be informed of what admission requirements they will need to submit (based on their program of interest) via a standard mailing. All supporting documentation (transcripts, letters of recommendation, immunization records, etc.) should be sent directly to the Office of Graduate Admissions and Academic Services. When a file is complete, it is sent directly to the program director of the candidate's program of interest for review. Candidates will be notified as soon as possible via email and a standard mailing concerning any decision regarding their application.

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

1. Non-matriculated Entry

Students who wish to complete coursework outside of working towards a degree or would like to start coursework before being formally admitted into a graduate degree program may enroll in up to six credits of graduate work. The following items must be submitted to the Office of Graduate Admissions and Academic Services:

- A completed application (www.usj.edu/grad-application)
- A nonrefundable \$50 application fee
- Unofficial transcripts from the institution where bachelor's degree was conferred (transcript must meet minimum GPA and prerequisites of the candidate's program of interest)

2. Matriculation

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

- A completed application (www.usj.edu/grad-application)
- A non-refundable \$50 application fee
- Sealed transcripts of a bachelor's, or if applicable a master's, degree from a regionally accredited institution
- Unofficial transcripts from any other course work

- Two letters of recommendation with cover sheets
- 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 by December 31, 1956)

See individual program listings for additional requirements. Students must be formally admitted into a Master's degree program to receive financial aid. Students must be admitted into a graduate degree program no later than the completion of two courses (6 credits).

PLEASE NOTE: Taking non-matriculated courses, does not automatically indicate admission into a graduate degree program. 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 Admissions and Academic Services will keep incomplete applications on file for one year. If an application has not been completed after one year, it will be considered inactive and the candidate will be administratively withdrawn. Incomplete files are destroyed after one year if the candidate has not been admitted or there has been no enrollment activity reported.

Readmission Policy

If you are a former, degree-seeking USJ graduate student who has not been in attendance for three or more consecutive semesters, excluding summer, you must apply for readmission through the Office of the Associate Provost for Graduate Studies and follow the degree requirements associated with the term of your readmission to the University. (Former Non-degree students may be readmitted as Non-degree only.)

Please note that to be considered in attendance for any term, you must have been enrolled in at least one credit-bearing course, received a grade, and paid all tuition and fees for that term or have had arrangements for such payments approved by the Office of the Bursar or the Office of Financial Aid.

Students who were not in good academic standing at the time they left USJ will have their applications referred to the graduate dean and Graduate Program director/department chair for evaluation.

If you have taken courses at another college or university since you last attended USJ, you are required to submit official transcripts from those institutions as part of your re-admission application in order to receive transfer credit for those courses.

If you do not meet the above criteria for readmission, please visit Graduate Admissions to learn more about the admission process.

If You Reapply

1. The student must reapply on www.usj.edu/grad-application. The fee is waived due to the student's previous coursework.
2. The student must request readmission by submitting a letter or email addressed to the Associate Provost of Graduate Studies. This request must describe the circumstances surrounding the withdrawal and the desire to return.
3. A review of past work by Associate Provost of Graduate Studies and the Graduate Program Director/Department Chair will determine the terms of re-admission. Completed coursework that exceeds seven years ordinarily will not be accepted for degree completion requirements. The semester the student takes the first graduate course begins the time period for determining the seven-year time period. It is at the discretion of the individual graduate program director(s) if courses older than seven years will be accepted for degree completion. Please note: Schools and programs may have more stringent standards that prevail over the Graduate School policy.
4. The student must meet the requirements for admission at the time of readmission. Note: If the student file has been archived, the student is responsible for paying the fee to retrieve documents from archive. If the file cannot be located, original transcripts must be provided to the Office of Graduate Admissions and Academic Services. Other admission documentation may be requested or waived at the discretion of the academic department.
5. Once a decision is made on readmission, the student is notified via email, followed by a letter, from the Office of Graduate Admissions and Academic Services and a copy of the readmission status is provided to the appropriate graduate program director. A readmitted student would be eligible to register for courses during the next registration period.

International Applications

International applicants will follow the same matriculation process; however, there are a few additional documents that will need to be submitted. International students would be required to complete a supplemental application, demonstrate sufficient financial support is available by completing a certificate of finances, and have any transcripts or degrees completed outside of the United States evaluated by an approved agency, www.naces.org.

Once the student has been admitted to a graduate degree program, the University will issue the student an I-20 for the purpose of obtaining an F-1 visa. For more information on international admissions, contact the Office of Graduate Admissions and Academic Services at 860.231.5261.

English Language Proficiency Policy

International students or non-native speakers of English who wish to pursue a graduate degree, must submit evidence of proficiency in the English language. Results from

the Test of English as a Foreign Language (TOEFL) require a minimum overall score of 550 for the paper-based test, 213 for the computer-based test, or 80 for the Internet-based test. Results from the International English Language Testing System (IELTS) Academic Model require a minimum overall score of 6.5.

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

Veterans and Reservists

Undergraduate and Graduate Admission

Veterans and students eligible for Veterans Affairs educational benefits must complete an application for Undergraduate or Graduate Admission admission. In addition, they must contact Jaclyn Piscitelli, VA school certifying official, in the Registrar's Office at 860.231.5205 or jpiscitelli@usj.edu to apply for educational benefits.

The Registrar's office is a liaison between the government and students who are eligible to receive VA educational benefits. Only the VA determines if you are eligible to receive educational benefits. To apply for education benefits please contact the VA at 888.GIBILL.1 (888.442.4551). Or visit their website at www.benefits.va.gov/gibill/index.asp.

As a private institution USJ falls under the National Maximum Reimbursement for Tuition and Fees. The National Maximum Reimbursement for the 2014-2015 academic year is \$20,235.02.

USJ participates in the Yellow Ribbon Program. Only the VA determines if you are eligible for that program. For details about the program, please visit: www.benefits.va.gov/gibill/yellow_ribbon.asp.

Only USJ students who are matriculated in a degree program may use their benefit at USJ. Continuing Education courses, audited courses, and courses that do not count toward your program are not eligible under the benefit.

Students receiving VA educational benefits may also receive financial aid. For more information on Financial Aid please contact the department at 860-231-5223 or financialaid@usj.edu.

For questions please contact Jackie Piscitelli, school certifying official, at 860.231.5205. or jpiscitelli@usj.edu.

TUITION AND FEE SCHEDULE 2014-2015

Undergraduate

Undergraduate Tuition - Fall/Spring	Per Year	Per Semester	Course Load
Full-time undergraduate	\$33,205	\$16,602.50	(12-18 credits)
Full-time Jr./Sr. Nursing	\$34,765	\$17,382.50	(12-18 credits)
3/4-Time undergraduate	\$24,898	\$12,449	(9-11.5 credits)
3/4-Jr./Sr. Nursing	\$26,061	\$13,030.50	(9-11.5 credits)
Part-time per credit charge	\$751		(less than 9 credits)
Advanced Second Degree Nursing Program	\$38,544		
Program for Adult Learners Tuition: Fall/ Spring/ Summer			
Per credit charge	\$515		
Comprehensive Student Fee - Undergraduate			
Full-time undergraduate	\$1,550	\$775	
3/4-time undergraduate	\$1,175	\$587.50	
Part-time (billed by credit hour)		\$50	

Room & Board

Room	Per Year	Per Semester
Single room	\$8,215	\$4,107.50
Double room	\$5,875	\$2,937.50
Double room: North & South Halls	\$7,694	\$3,847
Triple Room	\$5,328	\$2,664
Meal plans		
19-meal plan + \$50*	\$7,770	\$3,885
15-meal plan + \$100*	\$6,365	\$3,182
10-meal plan + \$150*	\$4,861	\$2,430.50
* Jay's Nest Dollars		
Amenities fee		
Single room	\$796	\$398
Double room	\$781	\$390.50
Triple room	\$781	\$390.50
Health insurance (or submit health insurance waiver)	\$1,483	

Payment due:

- August 1 for the fall semester
- December 21 for spring semester
- June 15 for summer term

If you register after semester due dates, you must pay at registration.

Special Fees for Undergraduates

Advance deposit on tuition (Admission fees)	
Women's Program and Second Degree students	\$250
Program for Adult Learners	\$150
Incoming full-time first-year students and transfer students, pay fee listed in your notice of acceptance. Applied to first-semester tuition. Non-refundable	
Advance Deposit on room	
Non refundable. Applied to room fee and Residential Life Fee	
Application fee	
Pay when you apply. Non-refundable. Fee is waived if you complete your application online.	
Credit for other than course work	
Fee will be a percentage of the regular tuition per credit. Does not apply to CLEP, APE, and other recognized exams of this nature.	
Prior Learning Assessment fee	
\$250	
Applied Music fees	
\$200- \$400	
Additional fee for private instruction, per credit	
Laboratory fees	
Fees required to offset cost of expendable items used in laboratories	
Fees listed in course description. Non-refundable.	
Study Abroad fee per semester	
Processing fee for students studying in an approved program	\$500
One- to four-week study abroad as part of USJ course or a program sponsored by an approved outside provider	\$100
Five weeks or more study abroad as part of USJ course or one sponsored by an approved outside provider	\$200
Nursing Expenses	
Nursing majors must buy uniforms and some equipment	
Variable	

Financial Restrictions

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

Graduate Tuition and Fees

Fall, Spring, Summer	
Tuition	Per Credit
Online Programs	\$660
On-campus Education Programs	\$630
Off-campus Education Programs	Find Out More
Other On-campus Programs	\$700
Comprehensive Student Fee	
Online and On-Campus	\$42

Payment due:

- August 3 for the fall semester
- December 21 for spring semester
- At registration for summer term

If you register after semester due dates, you must pay at registration.

Professional Programs

Pharmacy	Full Time per year
Tuition	\$44,150
Comprehensive Student Fee	\$1,248
Health Insurance	\$1,483

Payment due:

- August 15 for the fall
- December 15 for spring

Doctor of Nursing Practice (D.N.P.)	Per Credit
Tuition	\$795
Comprehensive Student Fee	\$ 42

Payment due:

- August 3 for the fall semester
- December 21 for spring semester
- At registration for summer term

If you register after semester due dates, you must pay at registration.

Tuition Payment Options

See details of payment options at www.usj.edu/admissions-financial-aid/tuition-and-financial-aid/payment-options/

Financial Restrictions

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

Refund Policy on Tuition and Fees

See details of payment options at www.usj.edu/admissions-financial-aid/tuition-and-financial-aid/tuition-and-fees/refund-policy/

STUDENT FINANCIAL AID

Undergraduate

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

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

How is Financial Aid Need Determined?

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

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

This example is based on the 2014-2015 tuition and fee rates:

Tuition and fees		\$34,815
Room & board	\$ 13,021	
Books, supplies, personal	\$ 2,030	
Travel/transportation	\$ 520	
Total cost of attendance	\$ 50,386	
Family contribution	\$ 12,000	
Financial aid need	\$ 38,386	

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 Federal Direct Loans.

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

See the scholarships available to undergraduate students through generous gifts from alumni and friends of the University of Saint Joseph.

Institutional/Merit Scholarships

These scholarships are awarded to students at the time of admission and are renewable to a maximum of four years provided students maintain full-time enrollment status and the required grade point average (GPA) associated with the scholarship.

The Financial Aid Office will review a student's cumulative GPA at the end of the spring semester every academic year. If the student does not maintain the minimum GPA associated with the merit scholarship, it will be removed from the student's financial aid award for the next academic year. The University does not guarantee that this amount will be supplemented with any other forms of institutional aid. If the minimum GPA requirement is met at the end of the following spring semester, the merit scholarship may be reinstated for the next academic year.

Endowed Scholarships

Endowed scholarships are available to undergraduates. Upperclass students who apply for financial assistance are automatically considered for these awards upon review of their financial aid applications.

Graduate Student Financial Aid

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

For specific information on the Federal Direct Loan Program, go to the U.S. Department of Education's financial aid website: www.studentloans.gov.

Veterans: Yellow Ribbon Program Undergraduate and Graduate

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

The University of Saint Joseph, in collaboration with the U.S. Department of Veterans Affairs, participates in the Yellow Ribbon program, a GI Education Enhancement program. The University

and the VA will cover the cost of tuition expenses for student veterans.

For complete details about the Yellow Ribbon Program, see the VA website: www.gibill.va.gov/gi_bill_info/ch33/yellow_ribbon.htm.

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

Apply Online for Financial Aid

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

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

Eligibility

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

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

Satisfactory Academic Progress (SAP)

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

criteria:

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

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

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

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

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

Priority Deadlines

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

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

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

Policy for Disbursement of Financial Aid Funds

Eligibility and the disbursement of financial aid funds are based on enrollment status. Student enrollment status is verified each semester by the Office of the Registrar at the conclusion of the

add/drop period. Funds are adjusted and disbursed accordingly.

Return of Title IV Funds

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

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

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

Additional Information

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

REGISTRATION

Undergraduate and Graduate

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

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

Online Registration

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

Distance Learning

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

Before starting the Distance Learning course, students are encouraged to:

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

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

Hartford Consortium for Higher Education

Undergraduate and Graduate

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

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

Eligibility

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

Dropping/Adding Courses

All students wishing to add or drop a course must submit an add/drop form to the Office of the Registrar prior to the published add/drop deadline for the semester for their respective academic calendar. Students must sign and date all add/drop forms. Students are not allowed to sit in or participate in courses in which they are not enrolled. Simply attending a class does not constitute an official enrollment in a course. To officially drop a course, students must complete, sign and submit the proper form to the registrar's office. Students cannot drop a course by not attending a course or by notifying anyone in the University except for the registrar's office.

Students may add and drop courses during the designated dates

set forth by the Office of the Registrar and with the approval of their advisor. When students officially drop a course prior to the published and respective drop deadline, the dropped course will be removed voided from their academic transcript and related tuition charges will be adjusted accordingly.

All students wishing to withdraw from a course after the drop deadline must submit a drop form to the Office of the Registrar prior to the published deadline to withdraw for the semester for their respective academic calendar. Students must sign and date all withdrawal forms. Students are not allowed to sit in or participate in courses in which they are not enrolled. Simply attending a class does not constitute an official enrollment in a course. To officially drop a course, students must complete, sign and submit the proper form to the registrar's office. Students cannot drop a course by not attending a course or by notifying anyone in the University except for the registrar's office. All students who withdraw from a course by the published withdrawal dates set by the Office of the Registrar and published in their respective academic calendar will receive a grade of W in the course from which they withdraw. Their academic transcript will be so noted.

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

Please refer to the academic calendars published by the Office of the Registrar and are posted on line at http://www.usj.edu/student_life/resources_and_services/registrar_office/academic_calendar.html for add/drop and withdrawal dates for each of the respective academic calendars associated with the Undergraduate Women's Program, Undergraduate Adult Learner's Program, Graduate and Professional Studies Program, and the Off-Campus Education Program.

Directed Study

Undergraduate and Graduate

If a student registers for a course that is canceled 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 or liberal arts requirements. Students must declare their intention to enroll on a pass/fail basis within the first two weeks of the semester. A grade of P, which is equivalent to a C- or better, shall receive graduation credits but no GPA credits or grade points. If course work is evaluated at less than C-, a D or F will be issued.

A grade of F shall receive GPA credits but no graduation credits or grade points. Courses that meet requirements for a major or a

minor or the General Education curriculum may not be taken on a pass/fail basis.

Continuing Education Registration for a Program or Course

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

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

When to Register

- Register no later than 4:00 on the day before the program or course begins - unless otherwise noted on the registration form or program or course information
- Register for the SHRM Learning System Program 10 days before the program begins
- Students who register late may need to bring the confirmation number with them to class since their name may not appear on the roster
- No registration will be accepted after a program or course begins
- Students will need to purchase a parking pass from the Public Safety Office. Details will be provided before the course starts.

Withdrawal or Dropping a Course

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

- Notify the Registrar's Office, via email or phone call, at least 24 hours before the program or course begins
- Notify the Continuing Education director, via email or phone call, at least 24 hours before the program or course begins. Upon notification, the director will email or fax a

withdrawal form to the student.

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

Cancellation

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

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

Course Materials and Tuition

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

DEGREE REQUIREMENTS

Bachelor's Degree

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

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

General Education Requirements - Undergraduate

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

The program has four integrated areas:

- Integral Skills
- Common Foundations
- Mission Focus
- Perspectives

Integral Skills

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

and reflects these common components and outcomes.

1. Oral & Written Communication

Students will:

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

2. Critical Thinking

Students will

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

3. Research/Scholarship

Students will:

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

4. Collaboration

Students will:

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

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

Common Foundations

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

1. Quantitative Reasoning

Students will:

- Perform computations such as arithmetic, algebraic, geometric and statistical and check results for plausibility
- Use or interpret mathematical models such as formulas, graphs, tables, schematics, and draw inferences from them
- Solve problems using appropriate mathematical methods including arithmetic, algebraic, geometric or statistical means
- Communicate mathematical information using word, symbol, visual or numerical representations

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 format and structure appropriate to the situation or academic discipline
- Read intelligently and make effective use of what is said
- Find and evaluate appropriate reference materials, integrate their own ideas with those of others, following the principles of academic integrity
- Write and revise effectively, and use the tools of revision to assist others

Students will meet these requirements by successfully completing two courses designated as WR. Students can waive one course by earning a score of 600 or higher on Critical Reading and Writing sections 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 the requirement 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 such as 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 the requirement by submitting test scores from the ACTFL OPI and WPT test; passing an oral/written test administered by the Foreign Language department; attaining an advanced placement score of 3 or higher on a Foreign Language exam; or by demonstrating at least one year of successful study at the high school level or above where a language other than English is the primary language of instruction.

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

5. Kinesthetics

Students will:

- Demonstrate awareness of their individual abilities in body movement
- Use such knowledge to improve personal well-being
- Demonstrate practical skills and knowledge for lifelong participation in sports and physical activities

Students will meet this requirement by successfully completing a course designated as KN. Students can waive this requirement by submitting evidence of ongoing, extended participation in physical activity, sports, or dance programs while enrolled at the University; or completion of basic training in the Armed Services. As of August 2014, students in the Program for Adult Learners are exempt from this requirement.

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

Mission Focus

Mission focused requirements are unique to the University of Saint Joseph, and introduce students to the specialized focus

of the University of Saint Joseph: its religious commitment to helping students understand their own faiths and those of others, and the importance of serving others, both professionally and in civic life.

1. First-Year Seminar

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

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

Students will meet this requirement by successfully completing a course designated as FYS.

Transfer students: For students transferring with 24 credits or more, the requirement is waived. Transfer students at any level may transfer a similar course of at least three credits.

2. Religious Studies

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

- Demonstrate knowledge of at least one religious tradition with attention to historical development of the central texts, beliefs, practices or ethical understandings
- Demonstrate knowledge of the intersections between a religious tradition and issues of social justice, women and faith, service to others, or global responsibility
- Demonstrate knowledge of the challenges and opportunity of religious pluralism and diversity

Effective fall 2013, new students will satisfy this requirement by successfully completing two courses designated RE, the first of which must be RELS 125 - Faith, Theology and the Modern World. Current students will satisfy this requirement by successfully completing any two courses designated RE.

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

3. Philosophy

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

- Apply the discipline's terms and concepts
- Describe, explain and analyze the discipline's questions
- Describe, explain and analyze divergent answers in the discipline

- Articulate and support their own philosophical position

Students will meet these requirements by successfully completing a course designated as PH. Transfer students: For transfer students with 24 credits or more, either a PH course or a VE course is required.

Perspectives

Perspectives requirements present a range of academic inquiry and call on students 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's Studies, including the ability to:

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

2. Values/Ethics (VE)

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

- Describe, explain and analyze a single moral perspective
- Describe, explain and analyze multiple moral perspectives
- Apply a moral perspective to a complex real life issue
- Articulate and support their own (personal) moral position

3. Global Issues and International Perspectives (GI)

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

- Demonstrate knowledge of a global issue
- Demonstrate knowledge of multiple perspectives on global issues (examples of perspectives could include economic, historical, socio-cultural, gender, political, scientific, environmental, theoretical (i.e. feminist, neo-liberal) and others
- Demonstrate knowledge of global interdependence, currently or historically

4. Human Expression: Literary and Artistic (HE)

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

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

5. Scientific Inquiry (SI)

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

- Apply the scientific method (required for all SI courses)
- Demonstrate knowledge of scientific concepts and terminology
- Demonstrate knowledge of the relationship between science and a personal or societal issue (examples of issues could include technological, ethical, social, environmental, economic, health and others).

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

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

- Articulate awareness of and responsibility for social justice
- Articulate significant events, people, ideas, and productions relevant to the study of American experience
- Explain how the arts and literature shape American identity
- Explain how politics and the economy influence American society
- Explain how the knowledge of American history and culture makes for an informed world citizenry

Requirements

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

To complete their General Education requirements, students must take at least 36 credits in Liberal Arts and Science (LAS) 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 or Foundation course that is also a Liberal Arts or Sciences. To satisfy this requirement:

- a. No more than three courses from a single discipline may be counted toward LAS
- b. 12 three or four credit courses must be taken
- c. 18 credits must be courses at the 200 level or above
- d. Coordinating seminars, independent studies, internships, practicum, and field studies may not be used
- e. Students may not use major courses to meet this

requirement with three exceptions:

1. Students pursuing teaching licensure with a liberal arts and science major may count up to 2 classes as both a major requirement and general education or liberal arts and science elective

2. Students with two majors in liberal arts and science disciplines may count up to 2 classes per major as both a major requirement and general education or liberal arts and science elective

3. Students who transfer into HDFS interdisciplinary majors with 24 credits or more may count up to 2 classes as both a major requirement and general education or liberal arts and science elective

Writing Portfolio

The University of Saint Joseph Writing Portfolio Program is a nationally recognized program designed to ensure that students graduate with a proficiency in writing and critical thinking. Students submit examples of their strongest writing, which is then assessed by faculty. Along with a portfolio score, faculty readers provide each student with a synopsis of the strengths and weaknesses of the portfolio so that the student understands how to improve his/her writing. The feedback provides specific information as well as begins a conversation with the student, rather than simply to provide a numerical score. The program is unique among colleges and universities.

First year students will submit two papers of at least 8 pages, (not including title page, reference page, etc.) for an initial evaluation by the end of sophomore year. Students who do not pass their initial evaluation will submit two more papers in junior year, and continue to submit new or revised work at submission deadlines until attaining a passing score. Transfer students who enter USJ as sophomores or juniors must submit two papers by the end of their first year. Students who transfer as seniors must submit two papers by the end of their first semester.

Portfolios are evaluated on a 5-point scale. A score of 3 or better is required for graduation. Once students complete their portfolios, that information goes on their transcripts. For more information, check MyUSJ for the Writing Portfolio Program Quick Reference Guide.

Full-time students with at least 60 credits who have not submitted portfolio papers risk being unable to register for classes. They can enroll for the upcoming academic semester (fall or spring), but not for the subsequent semester until work is submitted.

Writing portfolios are read between September and May. Students who have not submitted their papers for the writing portfolio requirement by the submission deadlines will 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 Commencement ceremonies.

Second Bachelor's Degree

Students from regionally accredited institutions who would like

to complete a second bachelor's degree must meet the following conditions:

Departmental requirements for a major

A minimum of 30 credits beyond the first bachelor's degree

A comprehensive examination

A minimum of a 2.00 GPA at all times. Some majors or programs may require a higher GPA at all times.

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

GPA to Graduate

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

Application for a Degree

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

Certificates

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

Time to Degree

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

Graduation with Honors

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

Degrees are granted three times in 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.
- Undergraduate students who petition must: have a GPA of 2.0; have completed their writing portfolio; and have no more than six credits remaining to complete during the summer session, which must be completed at the University of Saint Joseph.
- Writing portfolios are read between September and May.

Students who have not submitted their papers for the writing portfolio requirement by the submission date established by the Center for Academic Excellence will normally not be eligible for May or August degree conferral. Students who have not passed the writing portfolio prior to the May Commencement may not participate in the May Commencement ceremonies or graduate in May. 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 Commencement.

Graduate Degree Requirements Comprehensive Evaluation

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

Here are possible methods of evaluation:

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

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

School of Education tabs of MyUSJ.

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

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

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

Thesis

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

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

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

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

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

GPA to Graduate

Graduate students must have a cumulative GPA of 2.67 to graduate.

Certificates

A student must complete the requirements for a certificate program of study with a minimum Grade Point Average of

2.67 and file an application for certificate completion through the Office of the Registrar by the deadline dates posted on MyUSJ.

Application for a Degree

A graduate student must complete a degree application and pay the graduate fee in order for the University to assess eligibility for graduation. Degree applications and audits can be found on the Student tab of MyUSJ.

Time to Degree

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

Commencement

Degrees are granted three times in 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 three credits) by the end of the summer session in August may petition to participate in the May Commencement ceremony.
- Students must have received notification that they have passed 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 Commencement.

ACADEMIC POLICIES AND PROCEDURES

Advisement Undergraduate

“As Academic advisors, we strive to recognize and strengthen the importance, dignity, potential and unique nature of each individual student within the academic setting. We assist students in planning and implementing a program of study consistent with their abilities, interests, career goals and values.”

- Academic Advisement Center Mission

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

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

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

Majors and Minors Undergraduate

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

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

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

of the Registrar.

Change of Major Undergraduate

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

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

Double Major Undergraduate

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

Minor Undergraduate

Students who have already selected their major field of study may elect to develop a minor field of study in order to broaden their area of expertise. Generally a minor consists of no less than 18 credits and no more than 21 credits with reasonable distribution above 100-level courses. No more than six transferred credits may be applied toward the minor. Courses taken pass/fail may not be applied. Completion of a minor requires that the student attain a GPA of 2.0 in courses constituting a minor.

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

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

Certificates

Undergraduate and Graduate

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

Certificates Offered

Undergraduate

- Adelante Certificate
- Gerontology
- Latino Community Practice Certificate

Graduate

- Applied Behavior Analysis
- Autism Spectrum Disorders Graduate Certificate
- Dietetic Internship Graduate Certificate
- Emerging Infectious Diseases Graduate Certificate - Online
- Gerontology Graduate Certificate - Online
- Healthcare Systems Management Graduate Certificate
- Homeland Security Management Graduate Certificate
- Integrative Genomics Graduate Certificate - Online
- Latino Community Practice Graduate Certificate
- Nursing, Post-Master's Psychiatric Mental Health Nurse Practitioner

Plans of Study

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

Students interested in these careers will benefit from the advisory capacity of plans of study. Students major in a degree program and use these study guidelines to assist in their curriculum choices.

Grades and Grading Undergraduate and Graduate

Grades are indicated by a letter, with each letter having a specific value referred to as grade points.

Grade Grade Points Numeric Grade Equivalencies

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

Faculty members have sole responsibility for awarding grades.

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

Midterm

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

Graduate

A grade of C or below is subject to review by the department in which the student is matriculated. A grade of C or below in two courses necessitates a reconsideration of candidacy. Receiving a grade of D or F in a required course necessitates repeating that course and a reconsideration of candidacy. Graduate students receiving a grade less than a C- for any course must retake the course. In individual circumstances, some departments may require a student to repeat a course in which that student has received a grade of C- or better. A student successfully repeating a course previously failed receives additional GPA credits, graduation credits, and grade points. A student successfully repeating a course previously taken with an inadequate grade receives additional GPA credits and grade points, but does not

receive additional graduation credits.

Final Examinations Undergraduate

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

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

Grade Forgiveness Policy Undergraduate

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

Graduate

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

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

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

Grade Changes Undergraduate and Graduate

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

Grade Point Average (GPA) Undergraduate and Graduate

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

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

All Consortium course work completed by a student matriculated at the University of Saint Joseph will be computed as USJ credit (including summer courses).

Incompletes Undergraduate

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

Graduate

Incompletes (I grades) will only be assigned to a graduate student whose work is otherwise satisfactory but due to illness or unusual and extenuating circumstances is prevented from completing the work during the semester in which the student is registered. The student has the

primary responsibility for requesting an incomplete grade from the course instructor prior to the final examination or culminating activity of the course. The student must provide documentation of any illness with the request for the incomplete. If the instructor agrees to the request, it is the student's responsibility to arrange with the course instructor to complete the coursework within six weeks. Under special circumstances, students may petition the Office of Graduate and Professional Studies to extend the time limit in which coursework may be completed. Forms to request an incomplete grade are available in the Office of the Registrar.

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

Undergraduate Dean's List

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

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

Part-time students are eligible to achieve Dean's List recognition provided they meet the following criteria:

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

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

Satisfactory Academic Progress Undergraduate

Grade Point Average

A cumulative GPA of at least 2.0 is required for graduation from the University of Saint Joseph. A student is expected to

have achieved this GPA by the time 60 credits of course work have been completed.

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

Second bachelor's degree candidates must maintain a minimum 2.0 GPA at all times in their academic work at the University of Saint Joseph. Some majors or programs require a higher GPA at all times. In addition to department requirements, second degree students must have a grade point average of 2.67 or better to graduate.

Undergraduate Academic Probation/Dismissal Policy

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

Academic Review

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

Academic Warning

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

Students in their first semester who attempt fewer than 12 credits and who earn a cumulative GPA of at least 1.0 but below 2.0 will receive an academic warning.

Academic Probation

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

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

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

Possible outcomes upon completing a probationary period:

- If a student has a cumulative GPA of 2.0 or above, he/she will be removed from probation

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

Academic Dismissal

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

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

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

Grounds for dismissal without appeal:

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

Academic Appeals

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

Graduate Academic Probation

Students are expected to pass enough credit hours to maintain a grade point average sufficient to be considered as making satisfactory academic progress. A graduate student must have a minimum cumulative GPA of 2.67 (B-) in graduate coursework at the University to be in academic good standing at the graduate level. If at any time a graduate student's cumulative grade point average falls below 2.67 or the student earns a D or F in a course, the dean of the school of enrollment and the program director/department chair will be notified and the student will be placed on academic probation. The program director/department chair

notifies the student of her/his Academic Probation status. (At the end of every semester, the Graduate Office reviews all graduate transcripts and provides copies of the record of students of concern to appropriate deans and department chairs). Until the student has raised her/his GPA, the student remains on probation. Schools and programs may have higher standards that prevail over the Graduate School policy.

During the probationary semester(s), the student must receive a semester grade point average of 2.67 or higher. When the student's cumulative grade point average reaches 2.67 the probationary status will be removed. Students will be granted two semesters or six credit hours to achieve a cumulative GPA of 2.67. If this not be obtained, the student will be academically dismissed.

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

Academic Dismissal

A student whose cumulative GPA fails to meet the minimum required cumulative GPA at any time may be dismissed or lose matriculation status. The student must reapply for admission.

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

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

- During the probationary semester(s), the student must receive a semester grade point average of 2.67 or higher. Students will be granted two semesters or six credit hours to achieve a cumulative GPA of 2.67. Should this not be obtained, the student will be academically dismissed.
- Good academic standing does not automatically ensure continuation in a graduate program. A student may be dismissed for factors other than grades upon the recommendation of a committee of department faculty, the chair of the department/director of graduate program, or the dean of the Graduate School. The University reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial (inclusive of academic integrity issues) to the best interests of the University. The graduate dean together with the

Graduate School Committee will handle such cases.

- A student who has been dismissed for any of the reasons specified above may apply for admission to another program. The application process for seeking admission to a different program shall be the same as for new graduate students.

Dismissed students may petition for reinstatement into the program from which they have been dismissed by filing a written letter of appeal to the Graduate School Committee within 30 days from the time the dismissal notification is received. Students must demonstrate to the Committee that exceptional circumstances were involved and provide evidence indicating that they can raise the grade point average within one term. If the committee fails to approve the petition, the student is required to withdraw from classes for a minimum of three terms. Dismissed students are allowed to make only one petition for reinstatement to the program from which they have been dismissed. If the student is dismissed a second time after reinstatement, no additional petition for reinstatement will be considered. The program director, the department chairperson, the dean of the school, and the dean of the Graduate School must approve the petition for reinstatement.

and the student will retain current academic good-standing status with the University. If a Leave of Absence form is properly approved by the Provost, the Registrar's Office will process the form and record the leave on the student's academic transcript. The Leave of Absence will start on the first day of the semester for which the Leave of Absence is granted and will continue until the last day of that semester. The student does not need to reapply to return to the University and can register for classes up to the add deadline for the semester that starts at the end of the Leave of Absence. Extensions for a Leave of Absence cannot be granted.

If students do NOT register by the add deadline of the semester for which they are to return, their status will revert to "stop out" and they will be administratively withdrawn.

Discontinuing Academics All Matriculated Undergraduate and Graduate Students

Official University Withdrawal

If a student does not plan to return to the University of Saint Joseph, he or she must file a properly completed and signed University Withdrawal Form with the Registrar's Office prior to the drop deadline of the major semester from which the student wishes to withdraw (fall or spring). In the case of School of Pharmacy students, summer is also considered a major semester. If the University Withdrawal Form is filed before by the drop deadline of a current or future semester, all courses for which the student is registered in the semester of the withdrawal will be dropped from the student record and a statement of "Official Withdrawal" will be entered on the student's academic transcript. Matriculated Graduate and Undergraduate degree-seeking students who officially withdraw and who have not been in attendance for three or more consecutive semesters, excluding summer, must apply for readmission through the appropriate Office of Admissions and follow the degree requirements

associated with the term of their readmission to the University. (Former non-degree students may be readmitted as non-degree only.)

Failure to complete a University Withdrawal Form by the drop deadline of a current or future semester will result in tuition liabilities being incurred for courses in which a student is registered for that semester.

Administrative Withdrawal ("Stop Out")

If a student leaves the University without having completed an Official Withdrawal Form the student will be considered a "stop out" and will be administratively withdrawn. Administrative Withdrawal status will be determined at the add deadline for course registration of the major semester (fall or spring) in which the student does not register. If an administratively withdrawn status is determined for a student, the Registrar's Office will process an Administrative Withdrawal for the student for that semester and the student's academic transcript will be so noted. Graduate and Undergraduate degree-seeking students who are administratively withdrawn and who have not been in attendance for three or more consecutive semesters, excluding summer, must apply for readmission through the appropriate Office of Admissions and follow the degree requirements associated with the term of their readmission to the University. (Former Non-degree students may be readmitted as Non-degree only.)

Leave of Absence

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

If students do NOT register by the add deadline of the semester for which they are to return, their status will revert to "stop out" and they will be administratively withdrawn.

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

Loan Repayment

Loan repayment obligations are applicable. Students who are no longer registered at the University of Saint Joseph should contact the Financial Aid Office at 860.231.319 to discuss and understand the conditions of their enrollment status and loan repayment

obligations.

Repeated Courses Undergraduate and Graduate

Students who successfully repeat a course they previously failed will 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 for Current Students

Also see New Students Transferring Credit to USJ

Undergraduate

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

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

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

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

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

Graduate

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

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

ACADEMIC CREDIT POLICIES

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 unless formally registered by the registrar, or given credit for a course in which the student is registered as an auditor, even though the student has taken all the quizzes and examinations and completed all the required work.

Credit-Hour Definition

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

No student is allowed credit for a course unless formally registered by the Registrar, or registered as an auditor even though the student has taken all the quizzes and examinations and completed all the required work.

Experiential Learning 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 3.0 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 study.

Graduate

A student who wishes to study in an area that is not available among the course offerings of a department may undertake independent study. Students are encouraged to build independent

study or research projects into their programs as a way of testing their understanding of the mastery and techniques of scholarship and a demonstration of ability to gather, analyze, and present data within their field of specialization.

Applications for Independent Study/Research and Advanced Independent Study/Research are available from department chairpersons. 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 study.

Internships Undergraduate and Graduate

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

Credit hours

40 hours minimum	1 credit (for certification programs)
120 hours (8 hours/week for 15 weeks)	3 credits
240 hours (16 hours/week for 15 weeks)	6 credits

Departments with separate arrangements:

- Counseling and Family Therapy
- Education/ Special Education
- Social Work
- Sociology Nursing

See departments for specific details.

Graduate Assistantships

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

When to Apply

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

Study Abroad

Undergraduate

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

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

To ensure proper selection of programs and courses, 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 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 sophomore year, junior year, or first semester of senior year
- Meet the requirements of the Office of International Studies & Programs
- Submit a formal evaluation of the overseas educational experience to International Studies & Programs immediately after returning

Students studying abroad in 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, a list of approved programs, and the Study Abroad Handbook are available from the International Studies & Programs, Lynch Hall.

Grading Policy for Embedded Study Abroad Trips

- Students will be awarded a grade of NG at the end of the semester, prior to their trip abroad. Embedded trips may occur during mid-semester break or at the end of the spring or fall semester. The actual letter grade will be given two weeks after the conclusion of the trip so that students can complete their assignments.
- If graduating seniors register for a trip taking place after Commencement, they may be able to walk during

Commencement (assuming they meet the requirements for walking) if they agree to complete their assignments within the two-week period. The instructors of the embedded trip will be given a 48-hour turnaround time to post the grades, at which time the grade of NG will change to the actual letter grade.

- The Office of International Studies & Programs will work closely with the Registrar's Office to ensure that these arrangements are made in a timely manner so that the automatic F does not appear on the student's transcript.

Auditing Courses Undergraduate and Graduate

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

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

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

Course Attendance Undergraduate and Graduate

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

Academic Workload: Full-Time, Part-Time Status, Less Than Part-Time Undergraduate

A student who registers for 12 or more credits automatically becomes a full-time student. Students who are enrolled in 9 to 11.5 credits are considered 3/4 time; students who are enrolled in less than 9 credits are considered part-time. Students enrolled in fewer than 6 credits are considered less than part-time.

Full-time undergraduate students are expected to enroll for a minimum of 12 and a maximum of 18 credit hours of work each semester. The typical course load for a full-time student is 15

credit hours. A resident student must maintain full-time student status. Full-time students who wish to enroll for more than 18 credits in a given semester must have the written approval of their advisor, the department chair, and the dean of the school.

Graduate

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

Classification of Undergraduates

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

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

Repeated Courses Undergraduate and Graduate

Students who successfully repeat a course they previously failed will 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 for Current Students

Also see New Students Transferring Credit to USJ

Undergraduate

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

University of Saint Joseph

Office of the Registrar

1678 Asylum Ave

West Hartford, CT 06117

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

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

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

Graduate

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

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

Undergraduates Earning Graduate Credit at USJ

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

- The student must submit an application form approved by the student's advisor, instructor of the course, department chair, and dean of the school
- The undergraduate student will be responsible for the same assignments as graduate students with a comparable quality of work expected
- Credit earned in graduate courses is applied to the completion of a student's undergraduate degree. Following graduation and matriculation into a graduate program, up to six graduate credits can be applied toward a graduate degree
- Departments may restrict graduate courses available within

this option. They may also impose whatever additional restrictions they deem appropriate for their discipline. Departments will be asked to describe particular restrictions and file them with the Graduate Office, the Provost, and the Registrar.

STUDENT RECORDS POLICIES AND PROCEDURES

Transcript of Academic Work Undergraduate and Graduate

Students may obtain their unofficial transcript online at www.usj.edu/student_life/resources_and_services/registrar_office/transcripts.html. Students must request official transcripts in writing. A \$4 fee is charged for each official transcript. All indebtedness to the University must be adjusted before an official transcript of credits will be released. Official transcripts bearing the University seal may be:

- 1) sent by the University directly to the intended recipient, or
- 2) picked up by the student.

Transcript requests will be processed and mailed within 5 days upon receipt of a written request.

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

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.

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

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit to the registrar, dean, head of the

academic department, or other appropriate official, written requests that identify the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy under FERPA. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

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

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

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

committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
Phone: 1.800.USA.LEARN (1.800.872.5327)

Directory Information

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

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

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

FERPA Directory Information Opt-Out

If you do not want the University to disclose directory information from your education records without your prior written consent, you must complete a form and return it to the Registrar’s Office. Your information will not be released

from the time we receive your form until the request is rescinded. If directory information is released prior to receiving your opt-out request, the University may not be able to stop the use of your information. Therefore, it is recommended that you file the opt-out form at registration.

Please complete the FERPA Directory Information Opt-Out form (available in the Registrar’s Office) if you do not wish to have your directory information disclosed to third parties. Upon receipt, your request will remain in effect until 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 University commencement program, you must provide signed written consent prior to that time.

ACADEMIC INTEGRITY AND STUDENT GRIEVANCE POLICIES

USJ Academic Integrity Policy

Approved by FCW and USJ attorney - June 2014

It is the policy of the University of Saint Joseph that all members of the community act honestly. By enrolling in or working at the University, all members implicitly agree to uphold the University's policy on academic integrity.

Defining Academic Integrity Why Integrity?

Although USJ will penalize Academic Dishonesty, integrity bears its own rewards. Working with integrity means that we enjoy real accomplishments; if we cheat, steal, or lie, then we cannot call our "achievements" our own. In the rare case that it would go uncaught, copying from a friend's test may result in a desired grade but it also leaves the cheater without the skills and knowledge to enter a desired profession. Integrity therefore brings us the satisfaction of real accomplishment and the confidence of overcoming challenges.

Why is Integrity a Community Issue?

Although some people consider integrity a purely personal matter, every individual's actions impact our community. The rare student who graduates from USJ having committed Academic Dishonesty only diminishes USJ's reputation and the value of the degree that goes along with it. Dishonest students who cheat or plagiarize steal from the community. They steal the value of the University of Saint Joseph diploma. They steal from the hard work put in by other students or authors. They steal from the hard work put into teaching by the faculty. Therefore, it is because USJ values the hard work put forth by its honorable students and faculty members that it so seriously sanctions Academic Dishonesty.

Honor Statement

Some faculty members choose to require that students write and sign the following Honor Statement when submitting work, but all assignments assume this pledge whether or not it is made explicit:

"I understand the Academic Integrity code, have acted with Academic Integrity, and I have not witnessed any instances of Academic Dishonesty by other students."

Academic Dishonesty

Violations of the Academic Integrity policy can take many forms. Some examples of those forms follow, but they should not be viewed as an exhaustive list:

Plagiarism

Plagiarism is the use of any material from another source without giving credit for that material back to the source. Whenever we use the terminology, ideas, or information from another source - a book, an article, a teacher, a student, the Internet etc. - we must make it clear that the information came from that source. Therefore, we can take credit only for ideas and language that are uniquely our own. Typically, faculty members will require that students use a predetermined format for attributing material to the original source, e.g., APA, MLA, CBE, AMA, Chicago, Turabian, etc., but the absence of a prescribed format in no way diminishes the necessity for attributing source material.

Here are some examples of plagiarism:

- Copying from another document word for word without quotation and attribution, even if it just part of a sentence
- Paraphrasing a passage from another work without giving credit back to that source
- Using a sentence from another work while changing some of the key words in someone else's work to make it appear original
- Using a quotation but changing or omitting some of the language in order to make it better suit the point you want to make
- Using information from a lecture or ideas from another person without attributing credit
- Submitting a paper, or part of a paper, to two different classes without permission from both professors
- Using information, statistics, or terminology from a source without attributing credit

Examples of what is not plagiarism:

- **Common knowledge:** References to ideas/language that are commonly known within a field or discipline, or just generally known by the average reader, is not considered plagiarism. For example, a citation is not required for stating that Barack Obama is president. However, what constitutes "common knowledge" in a given field can become murkier. Typically, the test for common knowledge is as follows: language/ideas stated in four or more texts that is not attributed to another person, or specifically attributed to another person typically falls under "common knowledge." Some professors might also consider references to class materials or ideas to be "common knowledge" while you are in that particular course, but students need to check with each professor accordingly. Students should not suppose that what one professor considers common knowledge will also

be considered common knowledge in another course. Since determining common knowledge can be difficult at times, it is always better to cite information if there is any question as to its status.

- **Use of University resources:** The University presumes that students will take advantage of available resources such as tutors at the Center for Academic Excellence and reference librarians at the library. Unless a professor explicitly forbids use of such resources or requires students to disclose the use of such resources, the undisclosed use of such resources is not considered a violation of Academic Integrity.
- **Proofreading:** Provided only typographical matters are addressed, or unless a professor explicitly requires otherwise, getting assistance from a peer in proofreading a paper is not a violation of Academic Integrity

Unassigned Collaboration

Unassigned collaboration refers to any work you do with peers for which you do not have permission from the professor. If you are assigned a presentation then you must complete that assignment yourself. You obviously may not plagiarize parts of that presentation, but you also may not work with a friend in creating that presentation or purchase/acquire any parts of the presentation from another source. Some faculty members allow students to receive feedback from peers or tutors provided the work remains original, but students should make sure they have that permission before engaging in any collaboration.

Cheating

Cheating concerns things such as: copying answers from another person's test, accessing information during a test from an electronic device, fabricating information or a source, or any other access to information that is not authorized by the professor. Students who allow other students to copy their work are just as guilty of Academic Dishonesty as the students who do the copying.

Misrepresentation

Misrepresentation refers to making false statements in the academic context or committing other fraudulent activities. Examples include lying about the completion of an assignment, about a reason for missing class, about the reason you might want an extension on a due date, etc. Under the Honor Statement, a student who has witnessed Academic Dishonesty and fails to report Academic Dishonesty has committed a misrepresentation. Furthermore, misrepresentation might include the forgery of a professor's signature, the manufacture of false documents, falsifying a grade, submitting the same paper to two different professors without permission from each, etc.

Cyberfraud

Cyberfraud concerns things such as misrepresenting yourself during an online course or through other electronic media. It also concerns more serious and potentially illegal acts such as manipulations of USJ computer files and tampering with computer programs or electronic correspondences. As technologies evolve, so will definitions of cyberfraud expand to include other similar violations.

Academic Integrity Office & Committees

Academic Integrity Officer (AIO)

1. The AIO serves as a resource for both faculty and students concerning the University's Academic Integrity policy
2. The AIO initially determines whether an alleged violation would constitute an incidental, typical, or flagrant violation, but the Academic Integrity Board (AIB) can amend that initial determination
3. The AIO presides over AIB hearings
4. The AIO is appointed by the provost
5. The AIO sits on the Academic Integrity Board in a non-voting, advisory context
6. The AIO keeps records of all AI violations and notifies administrative offices, e.g. registrar, as required
7. If requested by a faculty member and/or student involved in the AI case, the AIO may delay proceedings for extenuating circumstances. Documentation of extenuating circumstances may be solicited.
8. The AIO is the institutional representative/member of the International Center for Academic Integrity. As a representative, the AIO attends seminars and conferences relating to Academic Integrity to ensure that the University remains abreast of best practices.
9. If for any reason the AIO cannot be preside over an AI matter or is otherwise involved in bringing the charge forward, an academic dean from a school other than that where the alleged violation occurred will serve as acting AIO for that particular case.
10. The AIO will present a yearly report on Academic Integrity to the provost

Undergraduate Academic Integrity Board (AIB)

1. Two tenured faculty members of different schools appointed by the Faculty Committee of the Whole (FCW) who serve year-round, two-year terms commencing at the fall semester add/drop deadline. These terms are staggered such that there will always be one returning member and one new

member.

2. The chair of the department of the course in which the violation is asserted. If the course is co-listed, the AIO will determine which chair will serve.
3. Three students, typically the presidents of the sophomore, junior, and senior classes:
 - a. If those officers cannot fulfill the duty, other student officers or students at large may be solicited by the AIO in consultation with the vice president of student affairs (dean)
 - b. Students who have been found guilty of past violations may serve on the AIB provided (1) they completed the required sanctions and (2) they have the approval of the dean of their school
4. The AIO (nonvoting)
5. The dean of the school that is home to the course in which alleged violation occurred also will be present. The dean is nonvoting except in the case of a tie. If the dean of the requisite school cannot attend, another dean may take his or her place.
6. Before serving on any hearings, new members (faculty and students) must undergo training from the AIO
7. If the entire AIB cannot meet, a hearing may proceed with a quorum of two students and two faculty members. Either the dean or chair must also be present.

Graduate Board

1. Two tenured graduate faculty members of different schools who serve a year-round, two-year term commencing at the fall semester add/drop deadline. These terms are staggered such that there always will be one returning member and one new member.
2. The chair of the department of the course in which the violation is asserted. If the course is co-listed, the AIO will determine which chair will serve.
3. Three graduate students from different programs who are recommended by graduate faculty or students at large solicited by the AIO
4. The AIO (nonvoting)
5. The dean of the school that is home to the course in which alleged violation occurred also will be present. The dean is nonvoting except in the case of a tie.
6. Before serving on any hearings, new members (faculty and students) must undergo training from the AIO
7. If the entire AIB cannot meet, a hearing may proceed with a quorum of two students and two faculty members. Either the dean or chair must also be present.

Student Bill of Rights

1. A student is presumed to be not in violation until exonerated of the charge or determined to be in violation. With the exception of other policies outlined herein, the student is otherwise entitled to all rights and coursework in the class until AI proceedings conclude.
2. A student may at any time confidentially meet with the AIO about general student rights and AI policy
3. As valued members of the University community, students may bring forth a charge of Academic Dishonesty against other students, staff, and faculty members
4. Provided the withdrawal deadline has not passed, a student can submit to the registrar a request to withdraw from a course. However, that withdrawal will not be executed until the AI proceeding is complete, and then may only go into effect if (a) the student did not receive a sanction of an F in the course or (b) the student has fulfilled whatever other sanction, e.g., rewriting a paper, has been imposed.
5. If the student's case goes to an AI hearing, the student may opt to have a trusted USJ faculty or staff member present, but that trusted member may not address the AIB directly. As this is an internal University matter, the student may not have a parent, lawyer, or other non-University person present.
6. If the student is part of a group charged collectively, the student may opt to have his or her case handled individually
 - In case of extenuating circumstances, e.g., serious illness, the student may submit a written request to the AIO to delay proceedings. The student may be asked to produce documentation, and final determination of delay rests in the AIO's discretion.

Submitting Cases of Academic Dishonesty

Any member of the USJ community may bring forth an AI matter.

Faculty

Faculty who discover potential violations will bring them forth according to policies outlined under "Procedures for Faculty."

Staff

If Academic Dishonesty is discovered by any other University agent, e.g., a lie to the registrar's office, the University's agent in that context will bring for the case to

the AIO by filling out the Academic Integrity Form (AIF). The AIO will base proceedings off existing AI policy.

Portfolio

If Academic Dishonesty is discovered in a student's Writing Portfolio, the academic agent who discovered the alleged violation will notify the faculty member to whom the paper was submitted and/or the AIO. The faculty member will proceed according to AI policy. Depending on the severity of the violation, the AIO also will notify the dean of the school in which the student has declared his/her major.

Proxies

If for any reason a faculty member or other University agent cannot present a charge, e.g., because of serious illness, the chair of the department in which the course was taught, or the dean of the school, may act as proxy.

1. If Academic Dishonesty is discovered in any other context, e.g., a lie to the registrar's office, the University's agent in that context will bring forth the case as would a faculty member
2. If for any reason the faculty member or academic agent cannot present the charge, the chair of the department in which the course was taught, or the agent's supervisor, may act as proxy
3. If for any reason the AIO cannot be present or is otherwise involved in bringing the charge forward, an academic dean from a school other than that where the alleged violation occurred will serve as acting AIO for that particular case

Students Who Discover Academic Dishonesty

Student AI Violation

1. A student who believes he or she has knowledge of another student's violation should report it to the faculty member or AIO within six procedural days* after the student concludes that academic dishonesty has occurred
2. Anonymous reports are permitted. However, anonymous testimony cannot be considered in AI proceedings. A faculty member or the AIO may, however, pursue other evidence based on anonymous information.
3. Formal Report
 - a. A student(s) may fill out a formal report by completing the Academic Infraction Form (AIF) in consultation with the AIO or the faculty member
 - b. The faculty member and/or AIO may act on the report accordingly

- c. The name of the student(s) filing the report will be held in confidence unless the matter goes to a hearing
- d. A student(s) filing a formal report may withdraw the report prior to a hearing if she/he wants
 - * **"Procedural Days"** refers to weekdays on which regular classes or exams are held. This would include days where classes meet regularly, exam days, and study days. This would exclude breaks, e.g. winter break, days where classes are canceled for weather, and summers (unless the violation in question occurred in a summer class).

Faculty/Staff Violation

1. A student who believes he or she has knowledge of a faculty or staff member's violation should report it to the faculty member or AIO within six procedural days after the student concludes that academic dishonesty has occurred
2. Anonymous reports are permitted. However, anonymous testimony cannot be considered in AI proceedings. A faculty member or the AIO may, however, pursue other evidence based on anonymous information.
3. Formal Report
 - a. A student(s) may fill out a formal report by completing the AIF in consultation with the AIO
 - b. The AIO may act on the report accordingly by contacting the provost and the faculty/staff member's supervisor, and/or the Office of Human Resources.
 - c. In the case of an alleged faculty violation, the matter may be handled through the Grievance Committee, which will consult with the AIO
 - d. The name of the student(s) filing the report will be held in confidence unless the matter goes to a hearing
 - e. A student(s) filing a formal report may withdraw the report prior to a hearing if he or she wants

Categories of Academic Integrity Violations

The following categories describe three different severities of the academic violations described above:

Incidental Violation

"Incidental Violations" refer to those instances where the violation is deemed a small matter of error amidst otherwise sound work. An example would be one instance of omitted attribution within a paper full of otherwise correct attributions, and when the omission is deemed erroneous rather than intentional.

Typical Violation

The vast majority of violations are considered typical. Examples include presenting someone else's idea as your own, copying from another student during a test, lying to a professor to receive an extension on a due date, and getting help from a friend in developing the content of a paper.

Flagrant Violation

Flagrant Violations show intentional and blatant disregard for Academic Integrity and the mission of the University. Examples of such violations include the submission of a paper that is essentially plagiarized in its entirety, the stealing of a test before it is given, assuming a false identity, and a conspiracy to commit Academic Dishonesty.

Procedures for Faculty

First Steps

1. A faculty member who believes he or she has found Academic Dishonesty should, within five procedural days of the discovery, electronically submit the Academic Infraction Form (AIF) to the AIO. The faculty member may consult with the AIO prior to submitting the AIF, but the AIO will not disclose whether or not the student was found guilty of a prior violation until after the AIF is submitted.
2. The faculty member may approach a student suspected of violation before submitting the AIF. However, the faculty member may not establish any sanction until after submitting the AIF and determining (a) whether or not the student has had prior violations and (b) the severity of the violation in question.
3. Group Charged Collectively
4. If multiple students are collectively charged with the same alleged violation, the faculty member can consult with the AIO to determine the appropriateness of meeting with the students as a group. This does not supersede each student's right to have his or her case handled individually.
5. Within five procedural days of receiving the AIF, the AIO will (a) advise the faculty member as to whether or not the alleged infraction could be considered a violation of the Academic Integrity policy, (b) advise the faculty member if the violation qualifies as Incidental, Typical, or Flagrant, and (c) notify the faculty member of any prior violations by the same student.
6. The faculty member then proceeds as follows according to category of the violation

Incidental Violation

Procedures for Incidental Violation

1. If the alleged violation is incidental, the faculty member must email student within three procedural days after receiving the AIF back from the AIO in order to establish a meeting with the student.
2. The faculty member must afford the student six procedural days to respond to the allegation, and must include in the email the date that response would be required.
3. If the student does not respond within six procedural days, the student defaults into violation and the faculty member's sanction goes into effect.
4. The faculty member and student must find a time to meet within six procedural days after the student responds to the email. The faculty member must at that time (a) present the charge in writing through the AIF, (b) present the student with a copy of the University's Academic Integrity policy, and (c) notify the student that he or she may meet with the AIO prior to admitting or denying any charges.
5. In the case of emergency closures or other disruptions to the University's schedule, the meeting must occur within five procedural days upon the return to normal procedural days. Proceedings that would exceed the academic semester or would need to be initiated outside the academic semester, e.g. intercession or summer, may be delayed until the beginning of the next academic term.
6. Either the student or the faculty member may request that the AIO attend meetings to discuss the alleged violation, and each party may meet with the AIO individually. If the meeting is scheduled when the AIO cannot attend, the meeting may be rescheduled to meet within five procedural days at another time when all parties can attend.
7. The student will have three procedural days to consider the charge.
8. If the student admits the violation, he or she accepts the penalty set in place by the faculty member
9. If the student denies the violation, the AIO will act as judge and determine whether or not the student is in violation
10. If the student does not reply to the faculty member within three procedural days after receiving the charge, the student is found in violation and the faculty member's sanction goes into effect

The faculty member will submit the final, signed AIF to the AIO within three procedural days

Sanctions for Incidental Violation

Sanctions for incidental violations may not exceed an F on the given assignment, and may also involve revision, resubmission, or the completion of additional coursework. In addition to

sanctions, faculty members are encouraged to treat incidental violations as teachable moments, but they may also consider the number of prior incidental violations when determining the severity of the sanction imposed. All students found in violation must either complete an Academic Integrity course or meet with a CAE tutor for an AI consultation.

Typical Violation

Procedures for a Typical Violation

1. If the alleged violation is typical, the faculty member must email student within three procedural days after receiving the AIF back from the AIO in order to establish a meeting with the student
2. The faculty member must afford the student six procedural days to respond to the allegation, and must include in the email the date that response would be required
3. If the student does not respond within six procedural days, the student defaults into violation and the faculty member's sanction goes into effect
4. The faculty member and student must find a time to meet within six procedural days after the student responds to the email. The faculty member must at that time
 - a. present the charge in writing through the AIF,
 - b. present the student with a copy of the University's Academic Integrity policy, and
 - c. notify the student that he or she may meet with the AIO prior to admitting or denying any charges.
5. The student will have three procedural days to consider the charge
6. If the student admits the violation, he or she accepts the penalty set in place by the faculty member
7. If the student denies the violation, the case goes to an AI hearing

If the student does not reply to the faculty member within three days after receiving the charge, the student is found in violation. The faculty member will submit the final, signed AIF to the AIO within three procedural days.

Sanctions for a First Typical Violation

1. The sanction for a first typical violation may not exceed an F in the course. It may include additional coursework, e.g., rewriting the paper for a possibly lower grade, but may not include additional coursework and an F in the course.
2. Regardless of other sanctions, the student also must either (a) re-take the Academic Integrity course (if offered), (b) read materials about Academic Integrity as assigned by the AIO and pass a test, or (c) meet with a CAE tutor for an AI consultation. The student's enrollment in the following term, or

graduation in the case of a senior, will be withheld until either a, b, and/or c is complete.

3. Students found guilty of academic dishonesty and who received a grade higher than an F may not replace that grade by retaking the course
4. Students who receive an F in a course because of Academic Dishonesty and who do not need the credits or requirement to graduate do not need to retake the course

Second or Third Typical Violation

Procedures for a Second or Third Typical Violation

1. The AIO will email student within three procedural days after returning the AIF to the faculty member
2. The AIO must afford the student six procedural days to respond to the allegation, and must include in the email the date that response would be required
3. If the student does not respond within six procedural days, the student defaults into violation and the faculty member's sanction goes into effect
4. The AIO, faculty member, and student must find a time to meet within six procedural days after the student responds to the email. The AIO must at that time (a) present the charge in writing through the AIF, (b) present the student with a copy of the University's Academic Integrity policy, and (c) notify the student that he or she may meet with the AIO prior to admitting or denying any charges.
5. The student will have three procedural days to consider the charge
6. If the student admits the violation, he or she accepts the penalty set in place by the AIO
7. If the student denies the violation, the case goes to an AI Hearing
8. If the student does not reply to the AIO within three days after receiving the charge, the student is found in violation

Sanctions for a Second or Third Typical Violation

Second Typical Violation

A student found in violation of a second typical violation will be suspended from the University for one or two semesters, typically the semester that follows the conclusion of proceedings.

1. Students who typically attend only spring/fall classes will typically be suspended for the spring if found in violation in the fall, and for the summer/fall if found in violation in the spring
2. A student found in violation of a charge during the second semester of his/her senior year receives an F in the course and will not be allowed to repeat

the course for credit until after a one-semester suspension

3. Suspension requires the approval of the provost
4. In addition to the suspension, the student typically will, at the discretion of the faculty member, also receive an F in the course
5. Regardless of other sanctions, the student also must either (a) re-take the Academic Integrity course (if offered), (b) read materials about academic integrity as assigned by the AIO and pass a test, or (c) meet with a CAE tutor for an AI consultation. The student's enrollment in the following term, or graduation in the case of a senior, will be withheld until either a, b, and/or c is complete.

Third Typical Violation

1. A student found in violation of a third typical violation will be expelled from the University
2. This action requires the approval of the president

Flagrant Violation

Procedures for Flagrant Violation

1. The AIO will email student within three procedural days after returning the AIF to the faculty member
2. The AIO must afford the student six procedural days to respond to the allegation, and must include in the email the date that response would be required
3. If the student does not respond within six procedural days, the student defaults into violation and the sanction goes into effect
4. The AIO, faculty member, and student must find a time to meet within six procedural days after the student responds to the email. The AIO must at that time (a) present the charge in writing through the AIF, (b) present the student with a copy of the University's Academic Integrity policy, and (3) notify the student that he or she may meet with the AIO prior to admitting or denying any charges.
5. The AIO will communicate that the case must go to an AI hearing and follow procedures accordingly

Sanctions for a Flagrant Violation

First Flagrant Violation

The sanction for a first flagrant violation is typically a one-semester or one-year suspension, but may include expulsion.

1. Students who typically attend only spring/fall classes will typically be suspended for the spring if found in violation in the fall, and for the summer/

fall if found in violation in the spring

2. A student found in violation of a charge during the second semester of his/her senior year receives an F in the course and will not be allowed to repeat the course for credit until after a one semester suspension
3. Suspension requires the approval of the provost
4. In addition to the suspension, the student typically will, at the discretion of the faculty member, also receive an F in the course
5. Regardless of other sanctions, the student also must either (a) re-take the Academic Integrity course (if offered), (b) read materials about academic integrity as assigned by the AIO and pass a test, or (c) meet with a CAE tutor for an AI consultation. The student's enrollment in the following term, or graduation in the case of a senior, will be withheld until either a, b, and/or c is complete.

Second Flagrant Violation

1. A student found in violation of a second flagrant violation will be expelled from the University
2. This action requires the approval of the president

Atypical Sanctions

In cases where students do not fit pre-existing categories, e.g., mixed violations such as having been found in violation of a flagrant violation and then in a subsequent case guilty of a typical violation, the AIO (non-hearing), in consultation with the faculty member, or the AIB (hearing) may alter sanctions accordingly provided they act within the spirit of the sanctions listed, including expulsion. For example, a typical violation that occurs on top of a flagrant violation may be treated as a third violation rather than a second violation.

Hearings

Timeline

1. The AIO will convene a hearing of the AIB within 10 procedural days after receiving notification that a student has denied a charge. All parties will be notified through email, and students will additionally be notified through certified mail.
2. The student will be informed of the hearing date, time, and location, and should be given a minimum of three procedural days in which to write a response to prepare for the defense. The student has the right to examine the written evidence or exhibits in the AIO's possession.
3. Through a waiver, the student can request through

- the AIO that a hearing be conducted before the 10-procedural day period
4. Within 10 procedural days after the hearing, the AIO will send via registered mail, or by email if requested by the student, notification of the AIB's verdict and sanctions

Verdict

1. The student's guilt shall be established through majority vote on a more likely than not basis. Circumstantial evidence may be used as "hearsay" evidence.
2. If the vote results in a tie, the dean may vote to break the tie
3. The AIB votes separately on each of the following matters:
 - a. The category of the violation (incidental, typical, flagrant)
 - b. Whether or not the student is in violation

Sanctions

Except in the case of an atypical sanction, the AIB must impose a penalty within the range of penalties allowed.

Hearing Policies

1. More than one charge against a student can be considered at a hearing
2. A hearing may be conducting in the absence of the student who fails to appear after the AIB has made a reasonable effort to provide adequate notice of the hearing time, date, and location
3. The hearing is closed to anyone not explicitly admitted through the AI policy
4. The hearing shall be recorded by use of digital recorder
 - a. The original record of the hearing shall be retained in a confidential file in the Office of the Academic Integrity Officer for a period of seven years after the event
 - b. Only the provost, AIO, or dean of the school in which the incident occurred shall have access to these records
 - c. The proceedings of the appeals hearing as well as all written documents arising out of the hearing are to be held in the strictest confidence
5. The student may bring to the hearing a faculty or staff member of her or his choice from the University's community. A reasonable effort should be made to accommodate the schedule of an advisor who will assist the student who is accused

of academic dishonesty.

6. Any AIB member who has been involved in investigating or prosecuting the case should not serve on the AIB while it is reviewing the particular case in question. A replacement will be appointed by the AIO.
7. The student may confront and cross-examine witnesses

Appeals

1. A student may not appeal the verdict of a hearing by the AIB
2. A student may not appeal the sanction determined by a faculty member for an incidental offense or first typical offense
3. A student may otherwise appeal the sanction in hopes of a lighter sanction
4. Appeals must be submitted in writing to the provost and the AIO within three procedural days after the student receives notification
5. Within six procedural days after receiving the appeal, the provost, who may consult with the AIO when considering the appeal, will respond to the student in writing and notify the AIO of his/her decision
6. The provost's decision is final and the student is permitted no subsequent appeals

Reference Material - www.clemson.edu/academics/academic-integrity

Undergraduate Grievance and Appeal Procedure

An undergraduate 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 student, instructor, advisor, department chair, dean of the school, and provost.

If you are taking any University of Saint Joseph courses and you have a complaint about your experience with the University of Saint Joseph, you can follow the University's process for student appeals and grievances, which is in the Student Handbook.

For students who have exhausted all institutional grievance procedures, the following state and accrediting agencies are available to address complaints:

1. The University's regional accrediting agency, the New England Association of Schools and Colleges (NEASC), which is located at 3 Burlington Woods

Drive, Suite 100, Burlington, MA 01803, at 855.886.3272 or https://cihe.neasc.org/about_us/staff/

2. The Connecticut Office of Higher Education, at: Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; at 800.842.0229; www.ctohe.org/studentcomplaints.shtml
3. If you reside outside of Connecticut and are attending the University of Saint Joseph via an online distance learning course, in many cases you can file a complaint in the state where you are residing. As required by federal regulations, we direct you to a list of state-by-state complaint resources compiled and updated by the State Higher Education Executive Officers: www.sheeo.org/sites/default/files/Complaint%20Process%20Links%2012-2012.pdf

Graduate Grievance and Appeal Procedure

A graduate 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. If it is not resolved by the school dean, the matter is resolved by the provost. For students who have exhausted all institutional grievance procedures, the following state and accrediting agencies are available to address complaints:

1. The University's regional accrediting agency, the New England Association of Schools and Colleges (NEASC), which is located at 3 Burlington Woods Drive, Suite 100, Burlington, MA, 01803 at 855.886.3272 or https://cihe.neasc.org/about_us/staff/
2. The Connecticut Office of Higher Education, at: Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; 800.842.0229; www.ctohe.org/studentcomplaints.shtml

If you reside outside of Connecticut and are attending the University of Saint Joseph via an online distance learning course, in many cases you can file a complaint in the state where you are residing. As required by federal regulations, we direct you to a list of resources compiled and updated by the State Higher Education Executive Officers: [www.sheeo.org/sites/default/files/Complaint%](http://www.sheeo.org/sites/default/files/Complaint%20Process%20Links%2012-2012.pdf)

SCHOOLS, DEPARTMENTS AND PROGRAMS

School of Education

Dean:

Ann Monroe-Baillargeon, Ph.D.

Associate Dean:

Susan Johns, Ed.D.

Contact:

Lisa Sandstrom, Executive Administrative Assistant to the Dean/Assistant Director of Academic Programs, 860-231-5331, lsandstrom@usj.edu

Accredited by:

Connecticut State Department of Education

National Council of Accreditation of Teacher Education (NCATE)

Membership in:

American Association of Colleges of Teacher Education (AACTE)

National Association for the Education of Young Children (NAEYC)

Association for Early Childhood Education International (ACEI)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

National Council for Social Studies (NCSS)

American Council on the Teaching of Foreign Languages (ACTFL)

Council for Exceptional Children (CEC)

Departments:

Education

Special Education

Sports Studies Minor

Undergraduate Majors:

Special Education, B.S. with Teacher Licensure

Undergraduate Minors:

Sports Studies Minor

Other Undergraduate Programs:

Education - Undergraduate Teacher Licensure

Education, B.A. to M.A. Programs

Master's Degree Programs:

Early Childhood Education/Special Education, M.A.

Education, M.A.

Special Education, M.A.

Other Graduate Programs:

Graduate Teacher Licensure in Early Childhood Education

Graduate Teacher Licensure in Special Education K-12

Autism Spectrum Disorders Graduate Certificate

Education

VISION AND MISSION

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

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

UNDERGRADUATE PROGRAMS

Teacher Licensure Programs

Education, B.A. to M.A. Programs

GRADUATE PROGRAMS

Master of Arts in Early Childhood/Special Education

Early Childhood Education/Special Education, M.A.

Autism Spectrum Disorders/Nursery to Grade 3

Master of Arts in Education

Curriculum and Instruction

Educational Technology

Literacy Internship

Multiple Intelligences - Theory to Practice

REACH-to-Teach (3.0 GPA requirement)

Reading/Language: Elementary

Reading/Language: Secondary

Research-Based Learning Interventions

GRADUATE TEACHER LICENSURE PROGRAMS

Early Childhood/Special Education

Nursery-Grade 3

Education

Elementary (K-6)

Secondary (7-12) in English, French, Italian, Latin, Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science

Family & Consumer Science, Pre-K-12

School Counselor

OTHER OPPORTUNITIES

Cross-Endorsement

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

Special Education

VISION AND MISSION

The mission of the Department of Special Education is to prepare highly effective practitioners whose work is grounded in current research, theory and evidence-based practice. This is accomplished through close faculty mentorship, rigorous coursework, and supervised fieldwork. Candidates develop professional skills and dispositions to effect positive change in students with specialized learning needs.

UNDERGRADUATE MAJOR:

Special Education, B.S. with Teacher Licensure

UNDERGRADUATE PROGRAMS:

Special Education - Undergraduate Teacher Licensure K-12

Education, B.A. to M.A. Programs

GRADUATE PROGRAMS:

Special Education, M.A.

- Special Education
- Special Education with Teacher Licensure
- Special Education with Cross Endorsement
- Special Education with concentration in Autism Spectrum Disorders

GRADUATE CERTIFICATE

Autism Spectrum Disorders Graduate Certificate

GRADUATE TEACHER LICENSURE PROGRAMS

Special Education

OTHER OPPORTUNITIES

Cross-Endorsement Opportunities

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

Physical Education and Sports Studies

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

UNDERGRADUATE MINORS:

Sports Studies Minor

School of Graduate and Professional Studies

Dean:

Dan Nussbaum, Ph.D.

Contact:

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

Accredited by:

Commission on Accreditation for Marriage and Family Therapy Education

Council for Accreditation of Counseling and Related Educational Programs

Connecticut State Department of Education

Council on Social Work Education

Membership in:

Accreditation Council for Business Schools and Programs

Council on Social Work Education

International Association of Schools of Social Work

National Council of Family Relations

National Organization of Human Services

Society for Research in Child Development

Society for Research in Adolescence

Mission Statement:

The School of Graduate and Professional Studies:

- Provides a rigorous, relevant, and values-based undergraduate and graduate education to a diverse student population;
- Prepares knowledgeable and skilled professionals who engage in culturally-responsive practice to deliver effective service;
- Cultivates a student-centered environment built on a

foundation of integrity and accountability;

- Develops graduates who embrace life-long learning, service, and the promotion of social justice; and
- Prepares graduates to become leaders in their communities and accomplished professionals in their chosen field of work.

DEPARTMENTS:

Business Administration

Counseling and Applied Behavioral Studies

Human Development and Family Studies

Institute of Autism and Behavioral Studies

Social Work and Latino Community Practice

UNDERGRADUATE MAJORS:

Accounting, B.S.

Child Study, B.A.

Family Studies, B.S.

Management, B.S.

Social Work, B.S.

UNDERGRADUATE MINORS:

Accounting Minor

Child Study Minor

Family Studies Minor

Gerontology Minor or Certificate

Latino Community Practice Minor

Management Minor

Youth Services Minor

OTHER UNDERGRADUATE PROGRAMS:

Adelante Certificate

GRADUATE PROGRAMS:

Autism and Applied Behavior Analysis, M.S.

Clinical Mental Health Counseling, M.A.

Human Development/Gerontology, M.A.

Marriage and Family Therapy, M.A.

Management, M.S.

School Counseling, M.A.

Social Work, M.S.W.

OTHER GRADUATE PROGRAMS:

Applied Behavior Analysis Graduate Certificate

Gerontology Graduate Certificate - Online

Healthcare Systems Management Graduate Certificate

Homeland Security Management Graduate Certificate

Latino Community Practice Graduate Certificate

Business Administration

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

UNDERGRADUATE MAJORS:

Accounting, B.S.

Management, B.S.

UNDERGRADUATE MINORS:

Accounting Minor

Management Minor

GRADUATE PROGRAMS:

Management, M.S.

OTHER GRADUATE PROGRAMS:

Healthcare Systems Management Graduate Certificate

Homeland Security Management Graduate Certificate

Counseling and Applied Behavioral Studies

The Department of Counseling and Applied Behavioral Studies offers two Masters in Arts Programs: Clinical Mental Health Counseling and School Counseling. These programs are committed to educating behavioral health professionals who will provide leadership in serving the needs of both the local and global community. The department also offers a Master's of Science in Autism and Applied Behavior Analysis and a Graduate Certificate in Applied Behavior Analysis.

GRADUATE PROGRAMS:

Autism and Applied Behavior Analysis, M.S.

Applied Behavior Analysis Graduate Certificate

Clinical Mental Health Counseling, M.A.

School Counseling, M.A.

Accelerated B.A. in Psychology or Human Development and Family Studies to M.A. in Counseling

Human Development and Family Studies

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

UNDERGRADUATE MAJORS:

Child Study, B.A.

Family Studies, B.S.

UNDERGRADUATE MINORS:

Child Study Minor

Family Studies Minor

Gerontology Minor or Certificate

Youth Services Minor

GRADUATE PROGRAMS:

Human Development/Gerontology, M.A.

Marriage and Family Therapy, M.A.

OTHER GRADUATE PROGRAMS:

Gerontology Graduate Certificate - Online

Social Work and Latino Community Practice

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

UNDERGRADUATE MAJORS:

Social Work, B.S.

Optional concentrations in Criminal Justice and Latino Community Practice

UNDERGRADUATE MINORS:

Latino Community Practice Minor

OTHER UNDERGRADUATE PROGRAMS:

Adelante Certificate

Latino Community Practice Certificate

GRADUATE PROGRAMS:

Social Work, M.S.W.

Institute of Autism and Behavioral Studies

Mission

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

Institute Goals

1. Develop graduate and undergraduate programs of study that meet the needs of educators, professionals, and parents to meet the needs of individuals with Autism Spectrum Disorders across the lifespan and lead to certification as a Board Certified Behavior Analyst®
2. Expand community service offerings for parent, professional and educators to support individuals with Autism Spectrum Disorders through instruction, continuing education and intervention service
3. Conduct applied and policy research to assess interventions and services available to individuals with Autism Spectrum Disorders across the lifespan
4. Develop and conduct pre-service and in-service trainings for professionals who work with individuals with Autism Spectrum Disorders and related disabilities
5. Provide clinical services through a partnership with the Hospital for Special Care including diagnostic and treatment services to individuals with autism and their families
6. Provide consultation services to educational, governmental, medical and community organizations that serve individuals with autism and their families to improve service provision and outcomes

GRADUATE PROGRAMS

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

IABS PROGRAMS:

- Master of Science in Autism and Applied Behavior Analysis (MS A/ABA)
- Graduate Certificate in Applied Behavior Analysis (GC/ABA)
- Certification Preparation Track (CPT/ABA)

An individualized path to complete the academic requirements to meet the eligibility to sit for the BCBA examination in combination with one or more courses from another approved University program.

- Assistant Certification Preparation Track (ACPT/ABA)

For students with an earned undergraduate degree in an approved subject area seeking coursework to meet the eligibility to sit for the BCaBA (Assistant level) examination.

- Supervised Experience Track (SE/ABA)

An option for students seeking supervision and mentorship in the development of applied skills in Behavior Analysis consistent with the standards of the BACB in conjunction with coursework at the University of Saint Joseph or another program for part or all of the required hours.

SCHOOL OF EDUCATION PROGRAMS:

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

CONTINUING EDUCATION PROGRAMS

Institute for Latino Community Practice

Latino Community Practice initiatives have been gaining momentum at the University of Saint Joseph for over a decade. In July 2012, the Institute for Latino Community Practice was founded in the School of Graduate and Professional Studies. The Institute carries out its mission in this three-pronged approach:

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

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

Mission: To facilitate access to and completion of higher education for Latinos which leads to their full participation as economic, political and thoughtful leaders in the state of Connecticut.

Vision: To engage and support Latino communities in Connecticut by preparing leaders across the educational pipeline and life course.

Values/Guiding Principles:

As the institute carries out the mission and goals, it will seek to:

- Involve individuals who are dedicated to culturally relevant practice with and within Latino communities and who exhibit a life-long commitment to the goals of Latino Community Practice
- Promote mentorship as an important growth mechanism
- Commit to reciprocal and mutually beneficial research for both participants and researchers and the Latino communities involved
- Expand the image of Latinos from one of a deficient “high-needs community” to one that reflects the expertise, cultural wealth, and beauty of the Latino community
- Demonstrate the bridges that develop when the expertise of academic and local communities are combined in working toward mutual goals.

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

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

School of Health and Natural Sciences

Dean:

Sandra G. Affenito, Ph.D., R.D., F.A.N.D.

Contact:

Executive Administrative Assistant, 860.231.5741

Accredited by:

Commission on Collegiate Nursing Education (CCNE)

Approved by the Connecticut Board of Examiners for Nursing

The American Chemistry Society

Commission on Dietetics Registration

Membership in:

National League for Nursing (NLN)

Connecticut League for Nursing (CLN)

American Association of Colleges of Nursing (AACN)

Academy of Nutrition and Dietetics (AND)

Mission Statement:

The School of Health and Natural Science is dedicated to providing a rigorous, high-quality education focused on preparing the student for careers in Biology, Chemistry, Mathematics, Nursing and Nutrition in order to support the future health of our environment and its populations. Committed to the growth of the whole person, our diverse offerings allow students to pursue advanced degrees in many health science areas such as dental, dietetics, medical, nursing, pharmacy, physical therapy and veterinary programs.

DEPARTMENTS:

Biology

Chemistry

Mathematics

Nursing

Nutrition and Public Health

UNDERGRADUATE MAJORS:

Biochemistry, B.S.

Biology, B.S.

Biology B.S. to M.S. Accelerated

Chemistry, B.S.

Chemistry, B.S. to M.S. - Accelerated

Dietetics and Nutrition - Didactic Program, B.S.

Dietetics and Nutrition - Nutrition and Wellness, B.S.

Mathematics, B.S.

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

Nursing, B.S.

Nursing, B.S. - Accelerated Second Degree

Nursing, B.S. - RN to B.S. Geriatric Pathway

Nursing, B.S. - RN to B.S. Leadership Pathway

Nursing, B.S. - RN to B.S. Multicultural Health Pathway

Nutrition, B.S.

Public Health, B.S.

UNDERGRADUATE MINORS:

Biology Minor

Chemistry Minor

Computer Science Minor

Food Service Management Minor

Information Technology Minor

Mathematics Minor

Nutrition Minor

Public Health Minor

Sports Nutrition Minor

OTHER PROGRAMS

Pre-Medical/Pre-Dental (Plan of Study)

Pre-Pharmacy (Plan of Study)

Pre-Veterinary (Plan of Study)

GRADUATE PROGRAMS:

Biochemistry, M.S. - Online

Biology, M.S. - Online

Chemistry, M.S. - Online

Nursing, M.S.

Nursing, D.N.P.

Nursing, Post-Master's Psychiatric Mental Health Nurse Practitioner

Nutrition, M.S. - Online

GRADUATE CERTIFICATE PROGRAMS:

Dietetic Internship Graduate Certificate

Emerging Infectious Diseases Graduate Certificate - Online

Integrative Genomics Graduate Certificate - Online

DUAL DEGREE PROGRAMS:

3+3 Pharm.D. Program

4+3 Doctor of Physical Therapy

4+2 Master of Science in Prosthetics and Orthotics

Accelerated B.S. to M.S. in Biology

Accelerated B.S. to M.S. in Chemistry

Biology

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.

UNDERGRADUATE MAJORS:

Biology, B.S.

Biology B.S. to M.S. Accelerated

4+3 Doctor of Physical Therapy

4+2 M.S.P.O. (M.S. in Prosthetics and Orthotics)

3+3 Pharm.D. Program

UNDERGRADUATE MINORS:

Biology Minor

GRADUATE PROGRAMS:

Biology, M.S. - Online

GRADUATE CERTIFICATES:

Emerging Infectious Diseases Graduate Certificate - Online

Integrative Genomics Graduate Certificate - Online

Chemistry

UNDERGRADUATE MAJORS:

Biochemistry, B.S.

Chemistry, B.S.

UNDERGRADUATE MINORS:

Chemistry Minor

GRADUATE PROGRAMS:

Biochemistry, M.S.

Chemistry, M.S.

Mathematics

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

has strong problem solving, communication, and technology skills.

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

UNDERGRADUATE MAJORS:

Mathematics, B.S.

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

UNDERGRADUATE MINORS:

Computer Science Minor

Information Technology Minor

Mathematics Minor

Nursing

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

UNDERGRADUATE MAJORS:

Nursing, B.S.

GRADUATE PROGRAMS:

Nursing, M.S.

Nursing, Doctor of Nursing Practice

Nursing, Post-Master's Psychiatric Mental Health Nurse Practitioner

Nutrition and Public Health

UNDERGRADUATE MAJORS:

Dietetics and Nutrition - Didactic Program, B.S.

Dietetics and Nutrition - Nutrition and Wellness, B.S.

Public Health, B.S.

UNDERGRADUATE MINORS:

Food Service Management Minor

Nutrition Minor

Sports Nutrition Minor

Public Health Minor

GRADUATE PROGRAMS:

Nutrition, M.S. - Online

OTHER GRADUATE PROGRAMS:

Dietetic Internship Graduate Certificate

School of Humanities and Social Sciences

Dean:

Wayne Steely, Ph.D.

Contact:

Ann Egan, Executive Administrative Assistant, 860-231-5797, aegan@usj.edu

Mission Statement:

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

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

commitment to developing the potential of women."

DEPARTMENTS:

English

Fine and Performing Arts

History and Society

International Studies

Languages

Philosophy

Psychology

Religious Studies

UNDERGRADUATE PROGRAMS:

Art History, B.A.

English, B.A.

History, B.A.

Interdisciplinary Studies Major

International Studies, B.A.

Philosophy, B.A.

Psychology, B.A.

Public Policy and Advocacy, B.A.

Religious Studies, B.A.

Spanish, B.A.

Women's Studies, B.A.

UNDERGRADUATE MINORS:

Art History Minor

Catholicism and Culture(s) Minor

Dance Minor

Disability Studies Minor

Drama Minor

Economics Minor

English, Self-Designed Minor

Ethics Minor

History Minor

International Studies Minor

Justice and Peace Minor

Literature Minor

Music Minor

Performing Arts Minor

Philosophy Minor

Political Science Minor

Psychology Minor

Public Administration Minor
Public Policy & Advocacy Minor
Religious Studies Minor
Sociology Minor
Spanish Minor
Studio Arts Minor
Women's Studies Minor
Writing Minor

OTHER PROGRAMS:

Pre-Law Studies (Plan of Study)

English

UNDERGRADUATE PROGRAMS:

English, B.A.

UNDERGRADUATE MINORS:

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

Fine and Performing Arts

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

UNDERGRADUATE PROGRAMS:

Art History, B.A.

UNDERGRADUATE MINORS:

Art History Minor
Dance Minor
Music Minor
Performing Arts Minor
Studio Arts Minor

History and Society

The department of History and Society encourages all students to elect at least one course in History 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 Society. Among such careers are law, library science, journalism, teaching, and government.

UNDERGRADUATE MAJORS:

History, B.A.
Public Policy and Advocacy, B.A.

UNDERGRADUATE MINORS:

Economics Minor
History Minor
Political Science Minor
Public Administration Minor
Public Policy & Advocacy Minor
Sociology Minor

OTHER PROGRAMS:

Pre-Law Studies (Plan of Study)

Languages

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

UNDERGRADUATE PROGRAMS:

Spanish, B.A.

UNDERGRADUATE MINORS:

Spanish Minor

Philosophy

UNDERGRADUATE MAJOR:

Philosophy, B.A.

UNDERGRADUATE MINOR:

Ethics Minor

Philosophy Minor

Psychology

UNDERGRADUATE PROGRAMS:

Psychology, B.A.

UNDERGRADUATE MINORS:

Psychology Minor

GRADUATE CERTIFICATE:

Applied Behavior Analysis Graduate Certificate

Religious Studies

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

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

UNDERGRADUATE PROGRAMS:

Religious Studies, B.A.

UNDERGRADUATE MINORS:

Catholicism and Culture(s) Minor

Ethics Minor

Justice and Peace Minor

Religious Studies Minor

Interdepartmental Programs

UNDERGRADUATE PROGRAMS:

Women's Studies, B.A.

UNDERGRADUATE MINORS:

Disability Studies Minor

Women's Studies Minor

Interdisciplinary Programs (B.A. or B.S.)

UNDERGRADUATE PROGRAMS:

Honors Program

Program for Adult Learners

Interdisciplinary Studies Major

School of Pharmacy

Dean:

Joseph R. Ofose, Pharm.D., R.Ph.

Contact:

Prospective Students - Office of Admissions, 860.231.5858

Current Students - Office of the Dean, 860.231.5868

Accredited by:

The University of Saint Joseph School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 LaSalle Street, Suite 4100, Chicago, IL 60503, 312./664.3375; Fax 312.664.4652, website www.acpe-accredit.org.

Membership in:

American Association of Colleges of Pharmacy

Mission Statement:

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

Degree:

Doctor of Pharmacy (Pharm.D.)

ALL PROGRAMS

3+3 Law Degree

USJ students accepted into this program with Western New England University's Law School, via the 3+3 Law Degree Program, may fulfill many of the major's requirements in their first year of law school. Students should consult and plan with their major advisor.

3+3 Pharm.D. Program

The University of Saint Joseph has developed a pathway for students enrolling in its B.S. programs in Biology, Biochemistry, and Chemistry to earn the Pharm.D. in six years. The pathway, 3+3 Pharm.D., uses courses and curricula in the existing and approved programs. The first three years of the 3+3 program are devoted to undergraduate coursework. The student will take courses in the major, general education courses, and electives that include prerequisite coursework for the pharmacy program.

The requirements of entering the Pharm.D. program are satisfied by some of the undergraduate major courses, many of the general education courses, and a few of the electives needed for students to have the 120 credits for an undergraduate degree at the University of Saint Joseph. Students prepared in Biology, Biochemistry and Chemistry who pursue training as pharmacists from the University's 3+3 Pharm.D. program will not only have an excellent foundation for Pharmacy school, but will begin their career early, filling the need for highly qualified pharmacists.

Students will apply for the Pharm.D. program in the third year of their undergraduate program. If they are accepted, they can use 7 to 10 credits of their major courses plus elective courses to satisfy the remaining credits for the B.S. degree, depending upon the major. Please see the B.S. degree programs below for specific information.

Biochemistry

Total coursework completed during your undergraduate years is 100 credits. Total to be completed at the Pharmacy School is 20 credits that will satisfy the university minimum requirement of 120 credits.

Biology

Total coursework completed toward the undergraduate degree is 97 credits. Total to be completed at the Pharmacy School is 23 credits that will satisfy the university minimum requirement of 120 credits.

Chemistry

Total coursework completed toward the undergraduate degree is 96 credits. Total to be completed at the Pharmacy School is 24 credits that will satisfy the university minimum requirement of 120 credits.

Program Admission

Eligible students will have a high school diploma with High School GPA of 3.5 on a 4.0 scale. In addition, the student's SAT score for Critical Reading and Math must be 1100 combined with a minimum of 550 in each the Math and English sections to be eligible to apply for the 3+3 Pharm. D. programs. Please

reference the degree programs below for additional admission criteria.

Please see the degree programs below for additional admission criteria.

Biochemistry

Two AP classes (score of 4 or 5) in Biology, Chemistry, Physics or Calculus. Having these AP courses will allow students to substitute into the plan of study below, keep a reasonable first semester course load and allow students to complete the 120 credits needed for a university degree. If students transfer additional AP credits, this will further reduce their course load and provide an opportunity to move other courses into that first semester.

Biology

Two AP classes (score of 4 or 5) in Biology, Chemistry, Physics or Calculus. Having these AP courses will allow students to substitute into the plan of study a second course in Religious Studies and keep a reasonable first semester course load. If students transfer additional AP credits, this will further reduce their course load and provide an opportunity to move other courses into that first semester.

Chemistry

Two AP classes (score of 4 or 5) in Biology, Chemistry, Physics or Calculus. Having these AP courses will allow students to substitute into the plan of study below to keep a reasonable first semester course load. If students transfer additional AP credits, this will further reduce their course load and provide an opportunity to move other courses into that first semester.

Degree Progression Undergraduate

During the undergraduate studies of the 3+3 Pharm.D. programs, students must maintain a 3.3 GPA and may not earn a grade below a B-minus in any major course or pharmacy prerequisite course. Any student who earns a grade below B-minus in any other elective course will be evaluated on an individual basis and may not be eligible to continue in the 3+3 Pharm.D. program. Those students will be able to complete their four-year Bachelor of Science degree.

Graduate

A student in the dual degree program who is not in good academic standing at the end of the first professional year of the Pharm. D. program will revert back to complete the Bachelor of

Science in Biochemistry, Biology, or Chemistry degree.

Criteria to complete just undergraduate studies

The criteria for completion of the B.S. degree will be determined by the original major requirements and minimum B.S. degree requirements.

- Pharmacy courses listed in the plan of study that satisfy the B.S. major will count toward the B.S. major if the student receives a passing grade.
- Pharmacy courses listed to satisfy electives in the B.S. program and passed will count as electives toward the minimum degree requirements.
- Any credits needed for minimum degree requirements must be taken at USJ. Courses needed to fulfill those requirements will be determined by the student and their advisor.

Criteria to return to graduate studies

Eligibility to reapply to the Pharm.D program will be based on the School of Pharmacy admissions policy.

Admission to the School of Pharmacy

Students pursue a separate admissions process to the professional Pharm.D. program, as well as take the PCAT. All qualified students will be considered for an interview as part of the admission process. To be considered for admission to the University of Saint Joseph Pharm.D. program, an applicant must:

- Complete a minimum of 68 semester credits of pre-pharmacy study in a regionally accredited college or university in the United States
- Achieve a minimum cumulative GPA of 2.8 on a 4-point scale and a minimum GPA of 2.8 in the 50 semester credits of required courses, with no grade below a “C” (C-minus grades will not count)
- Complete all science and mathematics prerequisite coursework by the end of the Spring semester prior to entry into the program
- Typically, all prerequisite coursework should be less than seven calendar years old

Acceptance into the School of Pharmacy

Students in the 3+3 Pharm.D. program can be enrolled in the Pharm.D. program prior to earning their Bachelor of Science degree. Bachelor’s degrees will be awarded to 3+3 Pharm.D. degree candidates upon completion of the first year of pharmacy program, using credits earned to complete the necessary credits in the Bachelor of Science degree. Students who have successfully completed the three years at the University of Saint Joseph in Biochemistry, Biology or Chemistry dual degree programs will be given priority of admission to the pharmacy program provided

these applicants are competitive with other applicants.

4+2 M.S.P.O. (M.S. in Prosthetics and Orthotics)

Students who are admitted to the 4+2 Master of Science in Prosthetics and Orthotics program enter the University as first-year students and successful candidates earn a bachelor’s degree in Biology and master of science in Prosthetics and Orthotics degree in a total of six years.

The first four years of the program are devoted to undergraduate course work. The student will take courses in the major, prerequisite coursework for the M.S.P.O. program, and general education courses and will earn a Bachelor’s degree in Biology. Upon completion of their B.S. in Biology, students will apply to the University of Hartford, where there is one admissions vacancy in the master’s program for qualified USJ students.

4+3 Doctor of Physical Therapy

The University of Saint Joseph offers a dual degree program leading to a Bachelor of Science in Biology and a Doctor of Physical Therapy degree. Students who qualify for this program are able to earn their bachelor’s degree at the University of Saint Joseph and then move to their doctorate in physical therapy program at the University of Hartford.

Students complete their prerequisite courses for the D.P.T. program while completing their Biology degree and then apply to the University of Hartford for the D.P.T. program where there are two admissions vacancies for qualified USJ students.

Requirements

- All requirements of Biology, B.S. degree
- Complete 70 credits of course prerequisites for the D.P.T included in the B.S. degree
- All prerequisite courses completed with an overall GPA of 3.2, and no grade lower than a C

Prerequisites for D.P.T. (74 credits)

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 250 - Introduction to Biological Research 1 Credits
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits

- BIOL 301 - Microbiology 4 Credits

- BIOL 325 - Genetics 4 Credits

- BIOL 485 - Internship 2 Credits

or

- BIOL 495 - Advanced Independent Study 2 Credits

or

- BIOL 497 - Advanced Independent Research 2 Credits

- BIOL 499 - Integration Seminar 1 Credits

- BIOL 533 - Bacteriology 3 Credits

- CHEM 175 - Fundamental Chemical Principles I 4 Credits

- CHEM 176 - Fundamental Chemical Principles II 4 Credits

- CHEM 200 - Organic Chemistry I 4 Credits

- CHEM 210 - Organic Chemistry II 4 Credits

- MATH 110 - Elementary Statistics 3 Credits

- MATH 170 - Calculus I 4 Credits

- PHYS 130 - Introductory Physics I 4 Credits

- PHYS 140 - Introductory Physics II 4 Credits

- PSYC 100 - Introductory Psychology 3 Credits

- PSYC 238 - Human Development Through the Lifespan 3 Credits

- PSYC 368 - Psychopathology 3 Credits

- PRPT 516 Exercise Physiology (must be taken at U of Hartford in the spring of junior year)

Credits

- ACCT 311 - Intermediate Accounting I 3 Credits

- ACCT 312 - Intermediate Accounting II 3 Credits

- ACCT 415 - Auditing I 3 Credits

Accounting, B.S.

Career Opportunities and Graduate School Preparation

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

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

Program Outcomes

The student will:

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

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

Degree Requirements

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

Accounting Minor

(24 credits)

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

Required courses

- ACCT 201 - Principles of Accounting I 3 Credits

- ACCT 202 - Principles of Accounting II 3 Credits

- ACCT 205 - Managerial Accounting 3 Credits

- ACCT 301 - Cost Accounting 3 Credits

- ACCT 303 - Fundamentals of Federal Income Tax I 3

Curriculum (39 credits)

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

Or

- ACCT 499 - Coordinating Seminar 3 Credits (Requires permission of Department Chair)

Management Curriculum (30 credits)

- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 230 - Human Behavior in Organizations 3 Credits
- MGMT 245 - Microcomputer Applications in Business 3 Credits
- MGMT 250 - International Business 3 Credits
- MGMT 305 - Financial Management 3 Credits
- MGMT 325 - Quantitative Methods for Managerial Decisions 3 Credits
- MGMT 420 - Business Law I 3 Credits
- MGMT 425 - Business Law II 3 Credits
- MGMT 450 - Business Strategy 3 Credits

Supporting Coursework (12 credits)

- ECON 101 - Principles of Macroeconomics 3 Credits
 - ECON 102 - Principles of Microeconomics 3 Credits
 - ENGL 205 - Business and Professional Communication 3 Credits
- MATH 110 - Elementary Statistics 3 Credits

Or

- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits

Internships

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

Adelante Certificate

(12 credits)

Adelante promotes the educational and professional advancement of Latina/o adult learners who are completing their bachelor's degrees in any major. The certificate is offered in the Program for Adult Learners.

Requirements

Leadership Development (3 credits)

Choose one from the following:

- PSYC 209 - Career Development and Prior Learning 3 Credits
- SOCL 208 - Latinas and Their Worlds 3 Credits
- Other elective as approved

Cultural Studies (3 credits)

Choose one from the following:

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCL 208 - Latinas and Their Worlds 3 Credits
- Other elective as approved

English Communication (3 credits)

Choose one from the following:

- ENGL 107 - Effective Communication 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- Other elective as approved

Spanish Communication (3 credits)

Choose one from the following:

- SPAN 102 - Living Spanish I 3 Credits
- SPAN 103 - Living Spanish II 3 Credits
- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other elective as approved

Additional Opportunities

- Circle of Support student group

- Community and leadership development opportunities such as participation in the Latinas and Power Symposium or as a student-representative of the LCP LOOP, a committee of the Institute for Latino Community Practice

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 sequence consists of six courses that have been approved by the BACB™ to meet the coursework requirements needed to sit for the BCBA™ examination.

Requirements (18 credits)

- IABS 501 - Foundations of Behavior Analysis 3 Credits
- IABS 502 - Behavior Analysis and Program Evaluation 3 Credits
- IABS 503 - Behavior and Educational Interventions 3 Credits
- IABS 504 - Ethical and Professional Issues 3 Credits
- IABS 505 - Advanced Topics in Behavior Analysis 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits

Supervision Option (SE/ABA)

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.

An option for students seeking supervision and mentorship in the development of applied skills in Behavior Analysis consistent with the standards of the BACB in conjunction with coursework at the University of Saint Joseph or another program for part or all of the required hours. Admission Requirements

1. On-line graduate school application
2. Non-refundable application fee
3. Official transcripts from all accredited college or university institution(s) attended with minimum 3.0 GPA
4. Two letters of recommendation from current professional references
5. One-page letter of intent clearly identifying strengths which make you a good fit for this program and the learning outcomes you expect to achieve
6. Immunization records

Art History Minor

(18 credits)

Required courses

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

Electives (12 credits)

Art History, B.A.

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

Program Outcomes

The student will:

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

Degree Requirements (33 credits)

Required courses (9 credits)

- FIAR 134 - History of Art I 3 Credits
- FIAR 135 - History of Art II 3 Credits
- FIAR 499 - Coordinating Seminar 3 Credits
- Studio Art (3 credits)

Electives (21 credits)

Students are encouraged to enroll for at least nine credits through Consortium colleges and to participate in a museum internship, FIAR 485 - Art Museum Internship

CONCENTRATIONS

American Art

- FIAR 240 - History of American Art 3 Credits
- FIAR 241 - History American Antiques:1607-1875 3 Credits
- FIAR 244 - American Architecture: 17th to 19th Centuries 3 Credits
- FIAR 249 - American Impressionism: Painters, Sites and Collections 3 Credits
- FIAR 259 - Legacy of African American Art 3 Credits
- FIAR 260 - City Limits: The Architectural History of Hartford 3 Credits

Ancient Art

- FIAR 134 - History of Art I 3 Credits
- FIAR 341 - History of Greek Art 3 Credits
- FIAR 351 - Art of Egypt: Ancient to Coptic 3 Credits

Modern Art

- FIAR 245 - Survey of Modern Art 3 Credits
- FIAR 246 - Trends in American Art: 1950-2000 and Beyond 3 Credits
- FIAR 349 - French and American Impressionism 3 Credits

Museum Studies

- FIAR 134 - History of Art I 3 Credits
- FIAR 135 - History of Art II 3 Credits
- FIAR 485 - Art Museum Internship 3-6 Credits

Renaissance Art

- FIAR 135 - History of Art II 3 Credits
- FIAR 336 - Renaissance Art History 3 Credits

Teaching Licensure

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

Autism and Applied Behavior Analysis, M.S.

The Master of Science in Autism and Applied Behavior Analysis combines expertise in Applied Behavior Analysis with a specialization in Autism to develop professionals skilled in the application of Applied Behavior Analysis principles and

practices to the education and treatment of individuals with Autism Spectrum Disorders across the lifespan. Our multi-disciplinary curriculum prepares well-rounded professionals to enter challenging positions through coursework in Behavior Analysis, which are nationally approved as meeting the eligibility requirements to take the Board Certified Behavior Analyst™ Examination by the BACB.

Requirements

Coursework includes current evidence-based practices in Autism and important research and consultative skills, as follows:

- IABS 501 - Foundations of Behavior Analysis 3 Credits
- IABS 502 - Behavior Analysis and Program Evaluation 3 Credits
- IABS 503 - Behavior and Educational Interventions 3 Credits
- IABS 504 - Ethical and Professional Issues 3 Credits
- IABS 505 - Advanced Topics in Behavior Analysis 3 Credits
- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 563 - Autism: Assessment 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits
- SPEC 565 - Psychosocial Interventions and Autism Spectrum Disorders 3 Credits
- HDFS 508 - Research Methods in Human Development 3 Credits
- HDFS 525 - Evidence-Based Practices in Autism Spectrum Disorders 3 Credits
- HDFS 580 - Human Growth and Development 3 Credits
- LCPR 595 - Practice with Diverse Populations 3 Credits
- IABS 598 - Thesis Research I 3 Credits
- IABS 599 - Thesis Research II 3 Credits

Admission Requirements

- On-line graduate school application
- Non-refundable application fee
- Official transcripts from all accredited college or university institution(s) attended with minimum 3.0 GPA
- Two letters of recommendation from current professional references
- One-page letter of intent clearly identifying strengths which make you a good fit for this program and the learning outcomes you expect to achieve
- Immunization records

Notes

- Qualified applicants are admitted on an ongoing space-available basis for fall and spring entry
- A limited number of competitive Graduate Assistantships and placements are available

Contact

www.usj.edu/aba

John Molteni, Ph.D., BCBA-D

Graduate Program Director in Autism and Applied Behavior Analysis

Institute for Autism and Behavioral Studies

860.231.5699

aba@usj.edu

The Office of Graduate and Professional Studies

www.usj.edu/admissions

860.231.5488

graduate@usj.edu

Autism Spectrum Disorders Graduate Certificate

Candidates may choose this certificate program to gain proficiency in applied educational concepts, principles, and practices, to work with students who have autism spectrum disorders and their families. Practicum experience, field studies, and observation at Connecticut public schools and the Gengras Center (a state-approved special education facility and model lab school affiliated with the University of Saint Joseph) are part of the curriculum.

Courses

- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 561 - Autism: Behavioral Interventions 3 Credits
- SPEC 562 - Autism: Communication and Technology 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits
- SPEC 565 - Psychosocial Interventions and Autism Spectrum Disorders 3 Credits

Acceptance Requirements

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

Exit Requirements

At the completion of the five-course sequence, students need to complete and have their advisor sign the Graduate Declaration of Certificate form and complete a Degree Audit Form. Both forms are to be submitted to the Registrar for review before the certificate is awarded.

Internship in Autism Spectrum Disorders

The School of Education offers an internship program in Autism Spectrum Disorders in collaboration with public schools. This program provides certified teachers the opportunity to pursue graduate-level coursework and training. Interns participate in supporting students with Autism Spectrum Disorders under the supervision of a specialist teacher on a full-day, full school year schedule. Benefits of this two-year internship include:

1. 30 credits of graduate coursework applied to a Master's Degree in Special Education with a concentration in Autism Spectrum Disorders
2. A \$9,000 stipend per school year
3. Supervision by a teacher with expertise in educating students with Autism Spectrum Disorders
4. On-site professional development and mentorship by the University of Saint Joseph faculty
5. Flexible course schedule

Please contact the director of the Autism Institute for details.

Biochemistry, B.S.

The Biochemistry major is administered by the Chemistry department. Students majoring in Biochemistry will have an advisor from Chemistry. Biochemistry is an integrated program that combines coursework in Biology and Chemistry. Nationally, this is an increasingly popular major. A bachelor's degree in Biochemistry can serve as a foundation for direct employment in industry as a biochemist, or as preparation for graduate study in many areas including Biochemistry, Chemistry, Biology, Medicine, Pharmacy, Forensic Science, and Pharmacology.

Program Outcomes

The student will:

- Explain the function of living organisms at the molecular level and the relevance of chemical and biological principles, and their interplay

- Demonstrate laboratory skills that allow research questions in Biochemistry to be pursued
- Realize opportunities for undergraduate research working with faculty mentors in their areas of expertise
- Be able to critique logical arguments in Biochemistry and apply quantitative reasoning to biochemical questions

Degree Requirements

Continuation requirements: A grade of C or better is required for all Chemistry courses, required Biology courses and required supporting courses. The GPA for all Chemistry courses, required Biology courses and required supporting courses must be 2.50 or greater. These requirements pertain to all students including transfer students.

In order for students, including transfer students, to be accepted to the major, and therefore be advised by a Chemistry faculty member, they must have completed the following courses:

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Additional Information

Students who are enrolled in Calculus II, Organic Chemistry II, Physics II and/or Molecular Biology may be admitted to the department, pending a grade of C or better in these courses and meeting the departmental GPA requirements. Ordinarily, in order for a student to complete the Biochemistry major in four years, they must complete the nine courses listed above before the beginning of their junior year.

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

Required courses (51 credits)

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits
- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 426 - Biochemistry I 4 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 490 - Advanced Laboratory 2 Credits
- CHEM 496 - Thesis 3 Credits
- CHEM 499 - Coordinating Seminar 1 Credits

Required supporting coursework (16 credits)

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Suggested Plan of Study

First Year

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits

Sophomore Year

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Junior Year

- BIOL 350 - Cell Biology 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits

Senior Year

- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 426 - Biochemistry I 4 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 490 - Advanced Laboratory 2 Credits
- CHEM 496 - Thesis 3 Credits
- CHEM 499 - Coordinating Seminar 1 Credits

Note

The CHEM 290/CHEM 300 sequence and CHEM 320 will alternate between junior and senior year depending on the year of matriculation. CHEM 320 is a prerequisite for CHEM 430.

Biochemistry, M.S. - Online

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

Program Outcomes

The student will:

1. Recognize the interconnections between Biology and Chemistry
2. Relate medical diagnoses and treatment at the molecular level
3. Interpret the relationship between the physical properties, of the reactants and products, and the reactivity of biological reactions
4. Analyze biological systems using advanced chemical concepts
5. Examine equilibrium reactions and their biological use in metabolism
6. Formulate the major intersections between the fields of Genetics and Biochemistry
7. Evaluate the research literature in Biochemistry
8. Assess the contributions various sub-disciplines of Biology have made to 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-minus or better
4. The prerequisites for admissions include two semesters of introductory Chemistry, Organic Chemistry, and Physics (all with labs) and two semesters of Calculus
5. Two letters of recommendation
6. A sealed official undergraduate transcript
7. A completed planned program of study following an interview, in person or by phone, with the program director

Degree Requirements (30 credits)

Required courses (12 credits)

- BIOL 525 - Genetics 3 Credits
- CHEM 500 - Chemical Thermodynamics 3 Credits
- CHEM 525 - Biochemistry I 3 Credits
- CHEM 530 - Biochemistry II 3 Credits

Electives

Thesis option (12 credits)

Non-thesis option (18 credits)

- BIOL 510 - Cell Biology 3 Credits
- BIOL 515 - Pharmacology 3 Credits
- BIOL 516 - Toxicology 3 Credits
- BIOL 518 - Endocrinology 3 Credits
- BIOL 522 - Immunology 3 Credits
- BIOL 530 - Cell Signaling 3 Credits
- BIOL 531 - Proteomics 3 Credits
- BIOL 532 - Genomics 3 Credits
- CHEM 510 - Intermediate Organic Chemistry 3 Credits
- CHEM 550 - Heterocyclic Chemistry 3 Credits
- CHEM 551 - Medicinal Chemistry 3 Credits
- CHEM 560 - Advanced Organic Chemistry Mechanisms 3 Credits
- CHEM 561 - Advanced Organic Chemistry Synthesis 3 Credits
- CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science 3 Credits
- CHEM 585 - Introduction to the Biochemistry of Cancer 3 Credits

Thesis Requirements (6 credits)

- CHEM 598 - Research Planning Seminar 3 Credits
- CHEM 599 - Master's Thesis 0-3 Credits

Additional courses (up to 6 credits)

May be taken from other disciplines or two more courses from the electives listed above.

Comprehensive Examination

All students must pass a comprehensive examination after having completed 24 credits in Biochemistry. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive.

Biology B.S. to M.S. Accelerated

The Accelerated Master's of Science Degree Program in Biology will allow qualified, motivated students to complete a Bachelor of Science in Biology and a Master of Science in Biology in five years. Students who are accepted into the program will begin taking graduate level Biology courses during their junior year. Most students will complete 12 credits of graduate work prior to graduating with their B.S. degree, and will complete another 18 credits during a fifth year to satisfy the required 30 credits for the M.S. degree.

Requirements

- Overall G.P.A. of 3.25 or higher at the end of the sophomore year
- Grades of B or better in all science courses
- Review of application by the Biology faculty, and interview with Biology department chair

Students accepted into the program will take one graduate level course during each semester of their junior and senior years. Students will normally complete 12 credits of graduate study prior to receiving their B.S. degree. Six graduate credits will apply toward their undergraduate and graduate degree.

Requirements for the Master's degree include successful completion of a comprehensive exam, and completion of 30 credits of graduate level courses with a GPA of 2.67.

Biology Minor

(18 credits)

A minor in the field requires 18 Biology credits completed with a grade of C or better in each course. All regular courses with a laboratory are available to be used for a minor. CHEM 240 - Biochemistry of the Human Body may also be counted toward

the Biology minor.

Biology, B.S.

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

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

Program Outcomes

The student will:

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

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

Degree Requirements: (30 credits in BIOL courses). Due to the variability of course credits, a student may need more than 30 credits to satisfy all requirements.

Required Courses (30 credits)

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 232 - Scientific Writing 2 Credits

- BIOL 237 - Integrative Biological Systems 4 Credits
- BIOL 250 - Introduction to Biological Research 1 Credits

These courses require an overall 3.0 GPA or permission of the student's advisor.

- BIOL 485 - Internship 2 Credits

or

- BIOL 495 - Advanced Independent Study 2 Credits

or

- BIOL 497 - Advanced Independent Research 2 Credits

- BIOL 499 - Integration Seminar 1 Credits

- Biology Electives 300 level or higher 8 credits

- BIOL 410 - Fundamental Concepts of Immunology 4 Credits (capstone)

or

- BIOL 418 - Microbial Ecology/Environmental Microbiology 4 Credits (capstone)

Required Supporting coursework (30-32 credits)

Two semesters of General Chemistry

Two semesters of Advanced Chemistry (such as organic, biochemistry)

Two semesters of Physical Science (such as physics, earth science, hydrology)

Two semesters of Math (such as precalculus, calculus, statistics, modeling)

The exact courses are to be determined by the intended career interest of the student.

Comprehensive Assessment

The Comprehensive Assessment is administered during the BIOL 499 - Integration Seminar.

Biology Portfolio

Three papers are submitted electronically from coursework in Biology from BIOL 232 - Scientific Writing, Biology capstone and Senior Project.

Notes

- During senior year, students with a 3.0 GPA may be able

to take graduate-level courses

- Biology majors seeking teaching licensure should speak to the teacher licensure officer about specific course selection requirements
- Any courses not passed with a C can be repeated only once

Suggested Plan of Study

Freshman Year

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 232 - Scientific Writing 2 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits

Sophomore Year

- BIOL 237 - Integrative Biological Systems 4 Credits
- MATH 1XX - Math elective 4 credits
- MATH 1XX - Math elective 4 credits
- PHYS 1XX - Physical Science elective 4 credits
- PHYS 1XX - Physical Science elective 4 credits

Junior Year

- BIOL 250 - Introduction to Biological Research 1 Credits
- BIOL 3XX/4XX - Biology elective (300 level or higher) 4 credits
- BIOL 3XX/4XX - Biology elective (300 level or higher) 4 credits
- CHEM 2XX - Advanced Chemistry 4 credits
- CHEM 2XX - Advanced Chemistry 4 credits

Senior Year

- BIOL 410 - Fundamental Concepts of Immunology 4 Credits
- or
- BIOL 418 - Microbial Ecology/Environmental Microbiology 4 Credits

- BIOL 485 - Internship 2 Credits

or

- BIOL 495 - Advanced Independent Study 2 Credits

or

- BIOL 497 - Advanced Independent Research 2 Credits
- BIOL 499 - Integration Seminar 1 Credits

conceptually and quantitatively

Specialized Career Requirements

Students who would like to follow a specific career path should consider these additional courses:

Medical Fields

- BIOL 301 - Microbiology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits

Pharmacy/Nursing/Nutrition

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 301 - Microbiology 4 Credits

Physical Therapy

- BIOL 325 - Genetics 4 Credits
- BIOL 535 - Neuroscience 3 Credits

Environmental Field

- BIOL 301 - Microbiology 4 Credits
- BIOL 305 - Ecology 4 Credits

Biology, M.S. - Online

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 careers.

Students complete their 30 credits of coursework online and may transfer up to 6 credits of Biology-related credits.

Program Outcomes

The successful student will:

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

Matriculation Requirements

1. Graduate admission application and nonrefundable application fee
2. A baccalaureate degree in Biology or related field (ex: cell biology, ecology, marine biology, genetics, zoology, plant biology, evolutionary biology, microbiology) from a regionally accredited institution. If the degree is not in Biology, transcripts must reflect a B or better for a minimum of 4 biology lab courses
3. Sealed official transcripts of all undergraduate work from all colleges attended (Minimum GPA of 3.0)
4. Two letters recommending the candidate for graduate work at University of Saint Joseph from individuals who can comment cogently upon the ability of the candidate to perform in graduate studies
5. A letter of intent stating the reason for wanting the degree or certificate, the courses of interest, possible transfer courses to be brought into the program, and what they will be bringing to the program
6. Planned program of study
7. An essay of 600 words with appropriate citations on a science topic of applicant's choice is necessary if GPA is borderline
8. Note: We no longer require the GREs for matriculation

Matriculated students have priority to register for courses during the registration period. Note: Financial aid is only available to students who are formally accepted and matriculated.

Degree Requirements (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

Comprehensive Examination

All students must pass a comprehensive examination after having completed a minimum of 24 credits in our Biology department (does not include transfer credits). Students must have a cumulative GPA of 2.67 or better to take the comprehensive examination. Students in the thesis option will present and defend

their thesis as a culminating activity in addition to a written comprehensive exam. All students must submit an application for the comprehensive examination.

Additional Thesis Requirement (selected students only)

Students wishing to produce a thesis need to submit a proposal to the department for approval and follow all degree requirements, as well as the specifics below.

- BIOL 503 - Biometry 3 Credits or graduate level Statistics
- BIOL 599 - Thesis 3 Credits
- A passing grade on the oral exam following the formal presentation of thesis research findings to the University community

Courses

Transfer credits (0–6 credits)

Biology electives (24–30 credits)

- BIOL 501 - Ecology 3 Credits
- BIOL 502 - Ornithology 3 Credits
- BIOL 503 - Biometry 3 Credits
- BIOL 504 - Emerging Infectious Diseases 3 Credits
- BIOL 505 - Epidemiology 3 Credits
- BIOL 510 - Cell Biology 3 Credits
- BIOL 513 - Virology 3 Credits
- BIOL 514 - Evolution 3 Credits
- BIOL 515 - Pharmacology 3 Credits
- BIOL 516 - Toxicology 3 Credits
- BIOL 517 - Animal Behavior 3 Credits
- BIOL 518 - Endocrinology 3 Credits
- BIOL 519 - Cancer Biology 3 Credits
- BIOL 522 - Immunology 3 Credits
- BIOL 525 - Genetics 3 Credits
- BIOL 528 - Mammalogy 3 Credits
- BIOL 530 - Cell Signaling 3 Credits
- BIOL 531 - Proteomics 3 Credits
- BIOL 532 - Genomics 3 Credits
- BIOL 533 - Bacteriology 3 Credits
- BIOL 535 - Neuroscience 3 Credits
- BIOL 540 - Public Health 3 Credits
- BIOL 560 - Parasitology 3 Credits

- BIOL 590 - Special Topics 1-3 Credits
- BIOL 593 - Biology Seminar 1-3 Credits
- BIOL 596 - Independent Study/Research 1-3 Credits
- BIOL 598 - Thesis Research 1-3 Credits
- BIOL 599 - Thesis 0-3 Credits

Catholicism and Culture(s) Minor

(18 credits)

The Catholicism and Culture(s) minor at University of Saint Joseph fosters an understanding of Catholicism in its cultural, intellectual, spiritual, and moral manifestations both past and present. It incorporates an interdisciplinary approach to analyze the role of Catholicism in national histories, in the arts, in philosophical, political, and social systems, as well as in individual spiritual development.

Required courses (18 credits)

Nine credits

- RELS 201 - An Introduction to the Theological Study of the Church 3 Credits
- RELS 215 - Contemporary Christian Spirituality 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits

Three related courses (9 credits)

- PHIL 250 - Philosophy of Love and Sex 3 Credits
- PHIL 360 - Philosophies of Beauty and Art 3 Credits
- RELS 202 - Christian Sacraments 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- RELS 266 - World Christianity 3 Credits

Chemistry Minor

(18 credits)

At least one course numbered 290 or higher. A grade of C or better is required in each course.

Chemistry, B.S.

Chemistry is a foundational science. A bachelor's degree can be used for many purposes, including direct employment in industry as a chemist, or as preparation for graduate study in many areas including chemistry, biology, medicine, forensics, environmental science, or art history/preservation. The Chemistry program is

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

Program Outcomes

The student will demonstrate:

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

Degree Requirements

Continuation requirements: A grade of C or better is required for all Chemistry courses and required supporting courses. The GPA for all Chemistry courses and required supporting courses must be 2.50 or greater. These requirements pertain to all students including transfer students.

In order for students, including transfer students, to be accepted to the major, and therefore be advised by a Chemistry faculty member, they must have completed these courses:

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Additional Information

Students who are enrolled in Calculus II, Organic Chemistry II 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, for a student to complete the Chemistry major in four years, a student must complete the eight courses above before the beginning of their junior year.

Those students who wish to use a bachelor's degree in Chemistry as a foundation for direct employment or for future study in areas including biology, chemistry, medicine, forensics, environmental science, and art history/preservation can major in Chemistry with these courses:

Required Chemistry courses (37 credits)

- CHEM 175 - Fundamental Chemical Principles I 4 Credits

- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits
- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 330 - Physical Chemistry II: Quantum Theory 3 Credits
- CHEM 420 - Inorganic Chemistry 3 Credits

or

- CHEM 426 - Biochemistry I 4 Credits
- CHEM 496 - Thesis 3 Credits (90 research hours)
- CHEM 499 - Coordinating Seminar 1 Credits

Required supporting coursework (16 credits)

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Suggested Plan of Study

First Year

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits

Sophomore Year

- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Junior Year

- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits

Senior Year

- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 330 - Physical Chemistry II: Quantum Theory 3 Credits

- CHEM 420 - Inorganic Chemistry 3 Credits Or
- CHEM 426 - Biochemistry I 4 Credits

- CHEM 496 - Thesis 3 Credits (90 research hours)
- CHEM 499 - Coordinating Seminar 1 Credits

Rotating Courses

Note that the CHEM 290/CHEM 300 and CHEM 320/CHEM 330 sequences will alternate between junior and senior year depending on the year of matriculation.

Certification by American Chemical Society

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 these courses:

Required supporting coursework (16 credits)

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

One of the following:

- CHEM 390 - Physical Chemistry Laboratory 2 Credits
- CHEM 490 - Advanced Laboratory 2 Credits

Required Chemistry courses (50 credits)

- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- CHEM 290 - Quantitative Analysis 4 Credits
- CHEM 300 - Analytical Instrumentation 4 Credits
- CHEM 320 - Physical Chemistry I: Thermodynamics 3 Credits
- CHEM 330 - Physical Chemistry II: Quantum Theory 3 Credits
- CHEM 420 - Inorganic Chemistry 3 Credits
- CHEM 426 - Biochemistry I 4 Credits

- CHEM 430 - Biochemistry II 3 Credits
- CHEM 460 - Advanced Organic Mechanisms 3 Credits
- CHEM 496 - Thesis 3 Credits (180 research hours)
- CHEM 499 - Coordinating Seminar 1 Credits

Teacher Licensure

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

Chemistry, B.S. to M.S. - Accelerated

Motivated students who are accepted into this program will begin taking graduate-level Chemistry courses during their senior year in order to complete their B.S. and M.S. in Chemistry in five years.

About the Program:

- You will complete six credits of graduate work prior to graduating with your B.S. degree. These graduate credits CANNOT be counted toward the 120 credits needed for the B.S. degree.
- Upon completion of the B.S. degree, you may apply for matriculation into the Chemistry graduate program.
- During the summer following completion of the B.S. degree, a six- to nine-credit internship must be completed. The remaining 12-15 credits are completed as coursework and research during the summer, fall and spring of the fifth year.
- Successful completion of a comprehensive exam is also required for this accelerated M.S. degree.
- By successfully completing this program, you will enhance your potential for acceptance into doctoral programs and for careers in teaching, industry, and business.

Program Requirements

- Overall GPA of 3.25 or higher at the end of the junior year
- Grades of B- or better in all Chemistry, Math, and Physics courses
- Review of application by the Chemistry faculty
- An interview with the Chemistry department chair

Curriculum

- CHEM 520 - Inorganic Chemistry 3 Credits
- CHEM 530 - Biochemistry II 3 Credits
- CHEM 550 - Heterocyclic Chemistry 3 Credits
- CHEM 551 - Medicinal Chemistry 3 Credits
- CHEM 554 - Planetary Chemistry 3 Credits

- CHEM 560 - Advanced Organic Chemistry Mechanisms 3 Credits
- CHEM 561 - Advanced Organic Chemistry Synthesis 3 Credits
- CHEM 585 - Introduction to the Biochemistry of Cancer 3 Credits
- CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science 3 Credits
- CHEM 587 - Environmental Geochemistry 3 Credits

Chemistry, M.S. - Online

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

Program Outcomes

The student will:

1. Recognize the interconnections between different areas of Chemistry
2. Relate advanced areas of Chemistry to each other
3. Recognize periodic trends and use them to predict and explain structure and reactivity
4. Interpret the relationship between the physical properties of reactants and products to their reactivity
5. Analyze chemical reactions in Organic, Inorganic, and Biochemistry
6. Apply advanced chemical principles to one or more of the following: Forensic Chemistry, Medicinal Chemistry, Planetary Chemistry, Environmental Chemistry, or Cancer Biochemistry
7. Formulate chemical mechanisms for organic reactions
8. Evaluate the research literature in Chemistry and Biochemistry
9. Use advanced chemical concepts to solve novel problems

Matriculation Requirements

1. Graduate application and nonrefundable application fee

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

Degree Requirements (30 credits)

Required courses (9 credits)

- CHEM 520 - Inorganic Chemistry 3 Credits
 - CHEM 525 - Biochemistry I 3 Credits
 - CHEM 560 - Advanced Organic Chemistry Mechanisms 3 Credits
- or
- CHEM 561 - Advanced Organic Chemistry Synthesis 3 Credits

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

Of the electives required, up to six credits can be transferred from another institution or from another USJ graduate program such as Biology or Education with permission from the graduate program director.

- CHEM 500 - Chemical Thermodynamics 3 Credits
- CHEM 510 - Intermediate Organic Chemistry 3 Credits
- CHEM 530 - Biochemistry II 3 Credits
- CHEM 550 - Heterocyclic Chemistry 3 Credits
- CHEM 551 - Medicinal Chemistry 3 Credits
- CHEM 554 - Planetary Chemistry 3 Credits
- CHEM 585 - Introduction to the Biochemistry of Cancer 3 Credits
- CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science 3 Credits
- CHEM 587 - Environmental Geochemistry 3 Credits
- CHEM 591 - Advanced Chemistry Seminar 3 Credits

Thesis requirements (6 credits)

- CHEM 598 - Research Planning Seminar 3 Credits
- CHEM 599 - Master's Thesis 0-3 Credits

Comprehensive Examination

All students in the non-thesis program must pass a written comprehensive examination after completing 24 credits in the graduate program, including all required courses. Students in the thesis option will present and defend their thesis as a culminating activity in lieu of a written comprehensive.

Child Study Minor

(18 credits)

The Child Study interdisciplinary minor is designed to enhance students' understanding of their own developmental history and their sensitivity to the diversity of developmental contexts and pathways. It focuses on understanding children (birth through adolescence) and their families from a variety of perspectives. This program enhances students' preparation to work with children and families in a range of social service or educational settings.

Required courses

- PSYC 220 - Child Development 3 Credits
 - HDFS 250 - Ways of Studying the Developing Child 3 Credits
 - HDFS 350 - Children's Expressive Behavior 3 Credits
 - HDFS 360 - Family Relations 3 Credits
 - HDFS 370 - Resilience and Risk 3 Credits
- or
- SOCL 217 - Racial and Ethnic Groups 3 Credits
 - SOCL 227 - Inequality in America 3 Credits

Note

Family Studies majors with a minor in Child Study will take Child Study-approved related courses to complete the Child Study minor, in collaboration with their major advisor.

Child Study, B.A.

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

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
- Apply research, theory, and objective observation to work with children

These objectives are integrated throughout the Child Study interdisciplinary major:

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

- Families within societies and cultures
- Socialization of children to the family, society, and culture
- Culture - values, beliefs, goals, and practices; gender, ethnicity, and race; exceptionalities

Theory: To understand the development and implications of theoretical perspectives, including:

- Theories as socio-cultural and historic constructs
- Knowledge and applications of major theories of child development

Research: To be intelligent consumers and generators of research, including:

- Knowledge and understanding of research methods
- Criteria for evaluating research
- Participation in action research related to children and families

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. They are the School for Young Children, near the campus, and the Gengras Center, an on-campus school for exceptional children.

Degree Requirements (39 credits)

Students must have a minimum cumulative GPA of 2.7 at the time of application to the major and are required to maintain a minimum GPA of 2.7 throughout their academic program.

Child Study courses (27 credits)

- HDFS 250 - Ways of Studying the Developing Child 3 Credits
- HDFS 350 - Children's Expressive Behavior 3 Credits
- HDFS 360 - Family Relations 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 430 - Field Study 3 - 6 Credits (may be taken for up to 6 credits; may be waived if student teaching is completed before HDFS 485)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- HDFS 485 - Internship 3-6 Credits
- HDFS 499 - Coordination Seminar: Children & Families In Contemporary Society 3 Credits

Supporting coursework (6 credits)

- PSYC 220 - Child Development 3 Credits
 - SOCL 217 - Racial and Ethnic Groups 3 Credits
- or
- SOCL 227 - Inequality in America 3 Credits

Additional courses (6 credits)

Students must ask their academic advisor for the most recent list of approved related courses. Courses must be selected from two disciplines other than Child Study, Psychology, and Sociology or approved by the student's HDFS academic advisor.

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.

Teacher Licensure

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

Suggested Plan of Study

First Year

- PSYC 100 - Introductory Psychology 3 Credits

- SOCL 101 - Introduction to Sociology 3 Credits

Sophomore Year

- HDFS 250 - Ways of Studying the Developing Child 3 Credits (Spring)
- PSYC 220 - Child Development 3 Credits

- SOCL 217 - Racial and Ethnic Groups 3 Credits

or

- SOCL 227 - Inequality in America 3 Credits

- Approved Related Course - 3 Credits

Junior Year

- HDFS 350 - Children's Expressive Behavior 3 Credits (fall)
- HDFS 360 - Family Relations 3 Credits (fall)
- HDFS 370 - Resilience and Risk 3 Credits (spring)
- Approved Related Course - 3 Credits

Senior Year

- HDFS 420 - Managing in a Non-Profit Organization 3 Credits (spring)
- HDFS 430 - Field Study 3 - 6 Credits (May be taken for up to 6 credits; waived if Student Teaching) (fall)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits (spring)
- HDFS 485 - Internship 3-6 Credits (May be taken for up to 6 credits)(spring)
- HDFS 499 - Coordination Seminar: Children & Families In Contemporary Society 3 Credits (spring)

Child Study, B.A. to M.A. (Counseling/Marriage and Family Therapy) Accelerated

Outstanding Child Study students may enroll in two introductory level three-credit graduate Counseling or Marriage and Family Therapy classes during their senior year. These six graduate credits count toward undergraduate graduation requirements.

Upon graduation, the student may apply for matriculation into the Master of Arts in Counseling or Marriage and Family Therapy program without completing the application essay requirement or paying the application fee. 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 in the integrated master's degree program

Child Study, B.A. to M.S. (Autism & Applied Behavior Analysis) Accelerated

An integrated program leading to a master of science degree in Autism and Applied Behavior Analysis 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
- Recommendation by the faculty of the Child Study program, based on the student's readiness for graduate level work and 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 toward undergraduate graduation requirements. Upon graduation, the student may apply for matriculation into the Master of Science in Autism and Applied Behavior Analysis 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.

Clinical Mental Health Counseling, M.A.

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

Learning Outcomes

The student will develop:

- **Clinical Skills:** This domain focuses on the skills necessary for engaging in the helping process. Students will demonstrate culturally appropriate skills and techniques necessary for successful pre-session, in-session, and post-session counseling behaviors
- **Conceptualization of Client Need(s):** This domain focuses on the skills needed to formulate a clear understanding of the client's struggle within the framework of intrapersonal as well as a broader social context and the ability to construct an intervention plan that reflects a theoretical orientation and that is respectful of the individual or the larger group
- **Counseling Process:** This domain focuses on the ability to recognize any aspect of counselor-client interaction, total or in part, that can be understood to directly or indirectly affect the counselor, the client, the direction of sessions, and movement toward the resulting outcome of counseling
- **Professional Role Skills:** This domain focuses on an awareness of the aspects of the candidate's character that serves to enhance work as a clinical mental health counselor, as well as those aspects that serve as obstacles to working in a clinical mental health setting

Matriculation

A student seeking to matriculate into the Clinical Mental Health Counseling Program is required to submit the following to the Office of Graduate and Professional Studies:

1. A completed admission application along with a nonrefundable application fee
 2. All official college transcripts mailed directly to the Office of Graduate and Professional Studies. These must be from accredited institutions and must evidence at least a baccalaureate degree. Transcripts are required prior to registration.
 3. Two letters of professional reference mailed directly to the Office of Graduate and Professional Studies recommending the candidate for graduate work in the Clinical Mental Health Counseling Program at University of Saint Joseph. Recommendation forms are available in the Office of Graduate and Professional Studies.
 4. All immunization records as required by the Office of Graduate and Professional Studies
- In addition, Clinical Mental Health Counseling applicants are required to:
5. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies)
 6. Sign up for a group interview/information session once the application and an official transcript are submitted

and received

Plan of Study

During the interview, a planned Program of Study will be prepared based on the number of credits the student wishes to carry each semester. The plan will be emailed to you with instructions for registration and final matriculation.

Degree Requirements (60 credits)

Foundations

- COUN 515 - Ethics and Standards of Practice 3 Credits
- COUN 540 - Foundations of Counseling 3 Credits

Counseling Prevention and Intervention

- COUN 529 - Crisis and Trauma Theory and Counseling 3 Credits
- COUN 531 - Group Process and Dynamics 3 Credits
- COUN 533 - Theoretical and Practical Sources for Career Development 3 Credits
- COUN 541 - Skills and Techniques in Counseling 3 Credits
- COUN 543 - Theories of Counseling & Psychology 3 Credits
- COUN 547 - Substance Abuse and Dependence 3 Credits
- COUN 552 - Developmental Theories and Applications 3 Credits
- COUN 564 - Psychopharmacology 3 Credits

Diversity and Advocacy

- COUN 514 - Multicultural Counseling 3 Credits
- COUN 577 - Consultation, Leadership, and Advocacy 3 Credits

Assessment

- COUN 550 - Appraisal and its Applications in Counseling 3 Credits

Research and Evaluation

- COUN 597 - Applied Research Methods for Counselors 3 Credits

Diagnosis

- COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning 3 Credits

Practicum/Internship

- COUN 568 - Practicum (CMHC) 3 Credits
- COUN 570 - Internship I (CMHC) 3 Credits
- COUN 571 - Internship II (CMHC) 3 Credits

Clinical Hours

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

Comprehensive Examination

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

Computer Science Minor

(18 credits)

Required courses

- COMP 110 - Computer Programming I 3 Credits
- COMP 150 - Computer Programming II 3 Credits
- COMP 220 - Data Structures 3 Credits
- COMP 280 - Object-Oriented Design and Programming 3 Credits
- COMP 330 - Algorithm Analysis 3 Credits
- MATH 165 - Discrete Mathematics I 3 Credits

Dance Minor

(18 credits)

Both on- and off-campus opportunities for performance are available through the University of Saint Joseph Dance Group. Students preparing for graduate work in Dance Therapy should consider a major concentration in Psychology and a minor in Dance. This minor in Dance requires 18 credits, including nine credits in upper-level courses.

The Dance minor offers a Dance curriculum that provides the student with a solid foundation of dance technique, cultural and historical perspectives, creative expression, production, and performance opportunities.

Dietetic Internship Graduate Certificate

The Dietetic Internship Graduate Certificate is a specialized credential for dietetic professionals who have completed the undergraduate course work to receive a Didactic Program in Dietetics Verification Statement and have applied and been accepted into the University of Saint Joseph Dietetic Internship. The program accepts 10 to 16 qualified Didactic Program graduates per year and is a two-semester program.

The course sequence consists of 2 courses that have been approved by the Academy of Nutrition & Dietetics (AND) Accreditation Council for Education in Nutrition and Dietetics (ACEND) and includes 1,200 hours of supervised practicum required to sit for the Commission on Dietetic Registration (CDR) registration examination to become a registered dietitian.

Application Procedure

Applications are available online. Applications should be postmarked by February 15 for fall admission. The University of Saint Joseph Dietetic Internship Program participates in the Dietetic Internship Centralized Application System (DICAS) and uses the Computer Matching System (D&D Digital) as mandated by the Academy of Nutrition & Dietetics. A supplemental USJ-DI application must be completed with a \$50 application fee to University of Saint Joseph-DI, postmarked no later than February 15.

Cost

The cost of the program is based on nine graduate credits per semester for full-time students. The student must also be prepared to purchase a variety of text and reference books, a lab coat, health insurance, criminal background check and Hepatitis B inoculation. Students are responsible for transportation to facilities, parking, and meals.

Application Requirements

- Bachelor's degree in Nutrition and Dietetics
- DPD Verification Statement from undergraduate DPD director
- Overall GPA of 3.2.
- Dietetic Internship Centralized Application System (DICAS) \$40 fee, includes application, official transcripts, personal letter, three reference letters, and resume. Due by February 15.
- D&D Computer Matching \$50 fee

Program Requirements (18 credits)

Dietetic interns receive nine credits toward an online Master's of Nutrition at the University of Saint Joseph. Courses may be taken in conjunction with the internship if interns choose a full graduate program in lieu of a graduate certificate program, with permission from the DI director. Scholarships are available through the Academy of Nutrition and Dietetics.

- NUTR 550 - Dietetic Internship
- NUTR 551 - Dietetic Internship

Sample Calendar and Rotation Schedule

End of August: Orientation at USJ

September - December: Seminars every other week

Rotations include those at extended care facilities, hospitals and diabetes centers

Mid December: Holiday Break

Mid January - March: Seminars every other week

Orientation at USJ

Rotations include those at dialysis units, school nutrition and food service

Mid March: Spring Break

March - mid-May: Community Placements

End of May: AND Exam Review Course

The Dietetic Internship Graduate Certificate at the University of Saint Joseph has been accredited since 1998 by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Dietetics and Nutrition - Didactic Program, B.S.

The Didactic Program in Dietetics is a four-year baccalaureate degree leading to the completion of the academic requirements of the Academy of Nutrition and Dietetics (AND). The courses are designed to meet the knowledge competencies for entry-level dietitians.

Completion of this degree qualifies a student to apply for a dietetic internship. After completing both the didactic program and more than 1,200 hours of experience provided by the internship, the student is then eligible to sit for the national 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 Nutrition.

In 2009 the University of Saint Joseph Didactic Program was granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), of the Academy of Nutrition and Dietetics, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606 (312.899.0040 x 5400). ACEND is the accrediting agency for education programs preparing students for careers as registered dietitians or dietetic technicians, registered. ACEND establishes and enforces 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 ACEND.

Admission and Continuation Requirements

Students in the didactic program must earn a minimum of a “C” in all Nutrition major courses and in the following natural science courses or their equivalents: general Biology, Microbiology, Inorganic and Organic Chemistry (CHEM 170), Biochemistry, Anatomy and Physiology (both semesters). A course may be repeated only once to raise the grade.

Application Procedure

- Students must meet the University of Saint Joseph admissions requirements
- Students who already possess a bachelor’s degree in Nutrition may enroll in classes to update their education to meet requirements of the Academy. They must meet with a department faculty member, submit official transcripts, and maintain a department file as a non-matriculated student.

Mission Statement

The mission of the USJ didactic program is to provide excellence in education in Nutrition and Dietetics in the context of a liberal arts education and that meets the requirements of the AND and ACEND.

Goals and Objectives

1. University of Saint Joseph didactic students will successfully complete these didactic requirements

Objectives:

- Over a five-year-period 75% of entering seniors will complete the program within five years
 - 100% of didactic program students or graduates will earn at least a C in all major courses and the required sciences
2. University of Saint Joseph didactic graduates will be successful in furthering their professional education or obtaining employment

Objectives:

- Of the students who receive didactic verification, 75% over a five-year-period will apply to an internship
- Over a 5-year period, of those who apply two-thirds or 66% will be accepted
- Of those who are accepted into a didactic internship, over a five-year-period, 90% will successfully complete the internship
- Of students who complete a didactic internship and take the exam, 80% will pass over a five-year-period
- 75% of graduates will obtain employment in nutrition,

a nutrition-related field or a position of responsibility within two years of graduation

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

Outcomes Measures (75% will participate in at least two of the following activities)

- Join AND or another professional organization or a dietetic practice group
- Attend professional meetings including webinars
- Read professional journals and become preceptors to didactic students
- Present posters or talks to the public or professional groups
- Undertake post-graduate work including continuing education credits or certificates

4. University of Saint Joseph didactic graduates will be competent professionals

Outcomes Measures:

- Students will be evaluated in NUTR 499 - Coordinating Seminar, 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 objectives

1. Graduates will demonstrate the ability to write and speak effectively
 - 100% of students must achieve a three or better on their portfolio submission to the CAE
 - All students will earn at least a C in NUTR 310 - Nutrition Counseling and Communication
 - All students must earn at least a C in NUTR 499 - Coordinating Seminar, which includes a final paper and an oral presentation
2. Graduates will have successfully acquired knowledge of Biology and Chemistry
 - Graduates must earn a minimum of C in all required science courses
 - Students must earn a minimum of C in NUTR 418 - Advanced Nutrition, which incorporates nutritional biochemistry and NUTR 316 - Medical Nutrition Therapy I, which is highly focused on nutrition-related physiology and biochemistry
3. Graduates will have a broad understanding of food and nutrition for healthy populations. Graduates will earn at least a C in NUTR 130 - Foods, NUTR 220 - Fundamentals of Nutrition, NUTR 315 - Community Nutrition I, NUTR 325 - Nutrition Through the

Lifecycle, NUTR 330 - Food Science, NUTR 418 - Advanced Nutrition

4. Graduates will demonstrate a broad understanding of food and nutrition for individuals in need of medical nutrition therapy
 - Students will earn at least a C in NUTR 316 - Medical Nutrition Therapy I and NUTR 416 - Medical Nutrition Therapy II
 - Students will earn at least a C in the pediatric case study within NUTR 416 - Medical Nutrition Therapy II
5. Graduates will demonstrate an understanding of management in a food and nutrition-related setting.
 - Graduates will successfully complete the creation of a food service company in NUTR 411 - Food and Nutrition Management II
 - Graduates will earn at least a C in both NUTR 311 - Food and Nutrition Management I and NUTR 411 - Food and Nutrition Management II

Degree Requirements

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

Required Nutrition Major Courses (42 credits)

- NUTR 101 - Survey of Careers in Nutrition and Dietetics 1 Credits
- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 305 - Health Coaching 3 Credits
- NUTR 310 - Nutrition Counseling and Communication 3 Credits
- NUTR 311 - Food and Nutrition Management I 3 Credits
- NUTR 315 - Community Nutrition I 2 Credits
- NUTR 325 - Nutrition Through the Lifecycle 2 Credits
- NUTR 330 - Food Science 4 Credits
- NUTR 316 - Medical Nutrition Therapy I 4 Credits
- NUTR 410 - Health Care Issues 1 Credits
- NUTR 411 - Food and Nutrition Management II 3 Credits
- NUTR 416 - Medical Nutrition Therapy II 3 Credits
- NUTR 418 - Advanced Nutrition 3 Credits

Or

- NUTR 518 - Advanced Nutrition 3 Credits
- NUTR 499 - Coordinating Seminar 3 Credits

Required Supporting Courses (36 credits)

- BIOL 110 - General Biology 4 Credits
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 301 - Microbiology 4 Credits
- CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits
- CHEM 240 - Biochemistry of the Human Body 4 Credits
- Introduction to Psychology (3 credits)
- English writing (3 credits)
- Elementary statistics (3 credits)
- Computer course (3 credits)

Other Requirements

To maintain good standing in the didactic major a student must earn at least a C in all of the Nutrition and Science courses.

After completion of the didactic courses a student can then apply for a Dietetic Internship.

A second bachelor's in Nutrition requires a minimum of 30 credits.

Additional Outcomes

The student will:

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

Dietetics and Nutrition - Nutrition and Wellness, B.S.

The USJ Nutrition and Public Health Department offers two tracks in Nutrition. One prepares a student for a dietetic internship (Didactic) and this second one, (Nutrition and Wellness) which will prepare a student to work in the arena of wellness and community as a nutrition educator working with a variety of populations such as pregnant women and their children in a Women, Infants and Children nutrition program, Head Start, the SNAP program, and food programs including school nutrition programs. The emphasis is on preventative nutrition, education and wellness. This track is flexible and allows room for a minor in Public Health, Biology, Sports Studies, Psychology or other areas of interest.

Degree Requirements (38-39 credits)

Required Courses (29 credits)

- NUTR 101 - Survey of Careers in Nutrition and Dietetics 1 Credits
- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 305 - Health Coaching 3 Credits
- NUTR 310 - Nutrition Counseling and Communication 3 Credits
- NUTR 315 - Community Nutrition I 2 Credits
- NUTR 325 - Nutrition Through the Lifecycle 2 Credits
- NUTR 330 - Food Science 4 Credits
- NUTR 410 - Health Care Issues 1 Credits
- NUTR 499 - Coordinating Seminar 3 Credits
- PUBH 101 - Introduction to Public Health 3 Credits

Nutrition Electives (3 courses 9-10 credits)

Any Nutrition course. Here are possible electives:

- NUTR 236 - Sports Nutrition 3 Credits
- NUTR 311 - Food and Nutrition Management I 3 Credits
- NUTR 411 - Food and Nutrition Management II 3 Credits
- NUTR 316 - Medical Nutrition Therapy I 4 Credits
- NUTR 416 - Medical Nutrition Therapy II 3 Credits
- NUTR 418 - Advanced Nutrition 3 Credits

Required Supporting Coursework (17 credits)

- BIOL 223 - Human Biology 3 Credits (Or a semester of Anatomy and Physiology)
- CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits
- CHEM 240 - Biochemistry of the Human Body 4 Credits
- MATH 110 - Elementary Statistics 3 Credits
- PUBH 107 - Introduction to Health Informatics 3 Credits

Program Outcomes

The student will:

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

current in their area of professional expertise

Disability Studies Minor

(18 credits)

Disability occurs worldwide and has both national and global consequences. Its study suggests questions about social institutions, civil rights and social justice, bioethics and healthcare, public policy and economics, families and culture, genetic, environmental and nutritional relationships, legal and welfare parameters, educational and rehabilitative supports, and artistic depictions in media, literature and film.

The Disability Studies minor is an interdisciplinary program focusing on disability in American life. It consists of a minimum of 18 credits from at least three disciplines. Courses for the minor in Disability Studies are in addition to courses required for student's major.

Requirements (18 credits)

- BIOL 270 - Human Heredity and Birth Defects 3 Credits
 - ENGL 310 - Special Topics in Literature 3 Credits (when appropriate)
 - ENGL 410 - Special Topics in Literature 3 Credits (when appropriate)
 - HDFS 360 - Family Relations 3 Credits
 - INTD 100 - First-Year Seminar 3 Credits (disabilities-related topic)
 - PHIL 340 - Contemporary Ethical Problems 3 Credits
 - PSYC 235 - Social Psychology 3 Credits
 - PSYC 245 - Contemporary Issues in Psychology 3 Credits
 - PSYC 247 - Introduction to Autism Spectrum Disorders 3 Credits
 - PSYC 299 - Behavior Analysis 3 Credits
 - PSYC 311 - Art Therapy: An Introduction 3 Credits
 - PSYC 430 - Field Study - Children and Adolescents 3-6 Credits
 - SPEC 237 - Exceptional Children 3 Credits
 - SPEC 217 - Teaching Students with Mild Disabilities 3 Credits
- or
- SPEC 218 - Teaching Students with Significant Disabilities 3 Credits
 - SPEC 295 - Exploratory Independent Study 3 Credits

- SPEC 403 - Field Experiences in Special Education 3-6 Credits
- SPEC 495 - Advanced Independent Study 1-3 Credits
- American Sign Language (Courses may be taken through the Hartford Consortium or other accredited institutions) Maximum 6 credits.

Drama Minor

(18 credits)

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

Required courses (6 credits)

- DRAM 115 - Production Practicum 1.5 Credits (one and one-half hours per semester)
- DRAM 174 - Introduction to Theater 3 Credits

Also listed as ENGL 174 - Introduction to Theater

Two Courses (6 credits)

- DRAM 110 - Acting Fundamentals I 3 Credits
- or
- DRAM 111 - Acting Fundamentals II 3 Credits

- DRAM 301 - From the Page to the Stage 3 Credits
- or

Also listed as ENG 301 - From the Page to the Stage

- DRAM 305 - Directing for the Stage 3 Credits

Two Courses (6 credits)

- DRAM 253 - History of Theater I 3 Credits

Also listed as ENGL 253 - History of Theater I

- DRAM 254 - History of Theater II 3 Credits

Also listed as ENGL 254 - History of Theater II

Early Childhood Education/ Special Education, M.A.

Two Concentrations:

- Nursery-Grade 3
- Autism Spectrum Disorders

Program Outcomes

Students will:

- Be critical thinkers and effective problem solvers who are concerned with the social, emotional, and intellectual issues of young children in the contemporary educational setting
- Apply advanced pedagogy in child development, curriculum, instruction, and assessment to engage young students in reaching their potential as individuals and as learners
- Develop the capacity to influence and advance positive change for young children and the profession of early childhood education in a complex global society
- Encourage development of collaborative relationships among all adults and agencies responsible for the appropriate emotional, social and cognitive development of young children

Acceptance Requirements

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. Note: Recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at the University of Saint Joseph.
6. Immunization record using the University of Saint Joseph Health Service form available on the University website
7. A planned program of study developed by the candidate and the faculty advisor, approved by the chair of the Department of Education.

Continuation Requirements

Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements for the acceptance into a

Graduate Teacher Licensure Program.

Exit Requirements

Eligible candidates for the Master of Arts degree take a comprehensive exam in February or July. The application for the Comprehensive Exam is available from the School of Education and the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the due date.

Degree Requirements (30 credits)

Nursery-Grade 3 with Teacher Licensure

Core courses (21 credits)

- ECSE 510 - Growth and Development in Early Childhood 3 Credits
- ECSE 520 - Language Development and Emergent Literacy 3 Credits
- ECSE 530 - Families and Development 3 Credits
- ECSE 555 - Programs for Young Children 3 Credits (Foundations)
- ECSE 560 - Learning in a Social Context 3 Credits
- ECSE 587 - Pre-K to Kindergarten Curriculum 3 Credits
- EDUC 515 - Educational Research 3 Credits

Concentration requirements

- ECSE 540 - Assessment: Pre-K to Grade 3 3 Credits
- ECSE 576 - Primary Curriculum (Grades 1-3) 3 Credits
- ECSE 580 - Practicum: Pre-K - Kindergarten 3 Credits

Comprehensive Examination

The exam is taken after the completion of all coursework.

Early Childhood Special Education Autism Spectrum Disorders

Core requirements (24 credits)

- ECSE 555 - Programs for Young Children 3 Credits (Foundations)
- ECSE 587 - Pre-K to Kindergarten Curriculum 3 Credits
- EDUC 515 - Educational Research 3 Credits

- SPEC 560 - Autism: Nature and Characteristics 3 Credits
- SPEC 561 - Autism: Behavioral Interventions 3 Credits
- SPEC 562 - Autism: Communication and Technology 3 Credits
- SPEC 563 - Autism: Assessment 3 Credits
- SPEC 564 - Autism: Application of Instructional Strategies 3 Credits

Concentration requirements (6 credits)

- ECSE 576 - Primary Curriculum (Grades 1-3) 3 Credits
- ECSE 580 - Practicum: Pre-K - Kindergarten 3 Credits

Comprehensive examination

Taken after the completion of all coursework

Other Opportunities in Education

Graduate Teacher Licensure in Early Childhood Education

Cross-Endorsement Opportunities

International Honor Society - Kappa Delta Pi

Laboratory Schools

Internships

Economics Minor

(18 credits)

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

Required Courses

- ECON 101 - Principles of Macroeconomics 3 Credits
- ECON 102 - Principles of Microeconomics 3 Credits
- Two Economics courses at the 200 level and two Economics courses at the 300 level

Education - Undergraduate Teacher Licensure

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

- Elementary Education (1-6)
- Secondary Education (7-12) in English, French, Italian,

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

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

Program Outcomes

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 and adolescents in education-related settings
- Teach all children and adolescents effectively in a constructivist and collaborative manner using best practice

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. Prospective candidates work closely with University Advisement Staff to follow procedures for acceptance to the School of Education, including the successful completion of the Praxis I or waiver requirement by the fall of the sophomore year.

Teacher Licensure Program Process

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 Core Academic Skills tests. Candidates are eligible for a waiver of the Praxis Core Academic Skills tests with a combined score of 1,000 or more on the SAT, if neither the math nor the verbal subtest scores were below 400 points from any test administration by 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 April 1, 1995 or after

- Two letters of recommendation from individuals who can attest to the candidate's suitability as a prospective teacher. Recommendations must be obtained from individuals who are not family members or personal friends, or members of the School of Education at the University of Saint Joseph.
- A well-written essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places and experiences with children or adolescents that have affected this decision.
- A successful interview with a School of Education faculty team
- A planned program of course requirements completed with an assigned Education/Special Education faculty advisor and signed by the Licensure Officer

Continuation in the program

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

- Critical thinking skills (e.g., the ability to analyze information)
- Capacity to form interpersonal relationships with colleagues and individuals which are characterized by sensitivity, mutual respect, constructive collaboration, and advocacy
- Responsibility as demonstrated in the timely completion of assignments, commitment to quality performance, and professional growth
- Commitment to the mission and philosophy of the department
- Achievement of grades of C+ or better
- Continued minimum cumulative GPA of 2.67
- Achievement of a grade of B or better in Tuesday Experience, a full-day field experience unique to USJ during spring semester of junior year

Application to Student Teach

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

- Academic proficiency as indicated by coursework
- Communication facility as reflected in oral and written expression and listening
- Social sensitivity and skills as demonstrated by interactions with peers, children, and professionals
- All alert forms in a candidate's file must be resolved prior to student teaching

An application to student teach may be obtained from the Office of Student Teaching and Clinical Experiences and must be submitted by February 1 for fall placements and September 15 for spring placements.

1. All applications and required forms may be found on MyUSJ, under the School of Education, Student Teaching, and must include:
 - A copy of the candidate's official letter of acceptance into the Teacher Licensure program
 - A copy of the candidate's Teacher Licensure Planned Program
 - An unofficial transcript with most recent semester's grades, showing completion of all required teacher licensure and general education coursework with a C+ or better, a 2.67 minimum GPA, and a B or better in Tuesday Experience
 - A typed Student Information Form showing completed courses with grades, previous work, teaching, and child-related experiences
 - A typed autobiographical essay related to the School of Education Conceptual Framework and no longer than two pages
 - A typed Field Experience form
 - A copy of Praxis II / ACTFL registration confirmation showing that the required licensure tests will be taken before student teaching begins. The Foundations of Reading test may be taken after the student teaching experience. Secondary licensure candidates must pass Praxis II/ACTFL before student teaching.
 - Proof of fingerprinting at a regional educational service center (CREC, EASTCONN, ACES, etc.)
2. Candidates must successfully complete the University of Saint Joseph Writing Portfolio prior to student teaching
3. Candidates must resolve all alert forms prior to student teaching
4. Candidates may not take any other courses while student teaching
5. Candidates must attend all student teaching seminars
6. Candidates must attend an exit interview
7. Candidates must provide the Licensure Office copies of Praxis II/ACTFL and Foundations of Reading Score Reports

Exit from Teacher Licensure program

A "Licensure Program Completer" is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

To be recommended to the Connecticut State Department of Education for licensure, applicants must:

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

Requirements for Teacher Licensure

Elementary license for Grades 1-6 (48 credits)

A. Supporting coursework

General education requirements (39 credits) including a survey course in American History (3), and COMP 100 - Introduction to Computers or EDUC 210 - Incorporating Technology into 21st Century Skills and Learning, or waiver.

B. An appropriate subject area major/interdisciplinary major

C. Required courses

Sophomore year

- EDUC 205 - Foundations of Education 3 Credits (spring)
- EDUC 250 - Reading and Social Studies 3 Credits
- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- ENGL 340 - Literature for Children 3 Credits (can be taken junior year)

- EDUC 265 - The Elements of Teaching 3 Credits (fall)
- SPEC 237 - Exceptional Children 3 Credits
- NUTR 245 - Health Promotion Strategies 3 Credits

Cross-listed with SPEC 265 - The Elements of Teaching

- PSYC 238 - Human Development Through the Lifespan 3 Credits
- or
- PSYC 220 - Child Development 3 Credits

- Plus one additional course in reading

Junior year

- EDUC 322 - Developmental Reading in the Elementary School 3 Credits (fall)
- EDUC 341 - Effective Teaching of Mathematics 3 Credits (fall)
- EDUC 370 - The Language Arts 3 Credits (spring)

Tuesday Field Experience

Tuesday Field Experience (all day Tuesday, spring semester in public schools); aligned with EDUC 370 - The Language Arts

Senior year

- EDUC 420 - Student Teaching & Student Teaching Seminar: Elementary 12 Credits (usually in the fall but may be taken in the spring) No additional course work may be taken while student teaching.

Additional Requirements

Candidates must take Praxis II exams before student teaching and pass Foundations of Reading and all Praxis II exams before submitting a license application.

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

A. Supporting coursework

General education requirements (39 credits) including a survey course in U.S. History (3) and COMP 100 - Introduction to Computers or EDUC 210 - Incorporating Technology into 21st Century Skills and Learning, or waiver.

B. An appropriate major/interdisciplinary major

C. Required courses

Sophomore year

- EDUC 205 - Foundations of Education 3 Credits (spring)

- EDUC 241 - Adolescent Development 3 Credits (fall)
- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- EDUC 265 - The Elements of Teaching 3 Credits (fall)
- NUTR 245 - Health Promotion Strategies 3 Credits
- SPEC 237 - Exceptional Children 3 Credits

Junior year

- EDUC 320 - Reading & Writing Development in Secondary Schools 3 Credits (fall)
- EDUC 350 - Teaching and Learning in the Content Areas 3 Credits (fall)
- EDUC 351 - Methods of Secondary School Teaching 3 Credits (spring)

Additional requirement for English Licensure candidates:

- ENGL 390 - Literature for Adolescents and Young Adults 3 Credits

Senior year

- EDUC 440 - Student Teaching & Student Teaching Seminar: Secondary 12 Credits (usually in fall, but may be taken in the spring) No additional course work may be taken while student teaching

Additional Requirements

Candidates must pass Praxis II exams in their content areas/ACTFL before student teaching. Candidates must provide the Licensure Office copies of all Score Reports.

Education, B.A. to M.A. Programs

B.A. in Child Study to M.A. 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

Global Educator B.A. to M.A.

This program provides both study abroad and an internship for students who complete a Teacher Licensure Program as undergraduates with a minimum cumulative GPA of 3.25 at the end of the second semester junior year. The program places an emphasis on global awareness, literacy, and meeting the needs of all students in the classroom. This program is directed by the dean.

Other B.A. to M.A. Programs

B.A. with elementary licensure to M.A. in Education with Reading Concentration

B.A. with elementary licensure to M.A. in Education, Literacy Internship

B.A. with secondary licensure to M.A. in Education

B.A. with elementary or secondary licensure to M.A. in Special Education (with or without teacher licensure)

Personalized B.A. to M.A. in Education

Additional 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 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

Education, M.A.

Concentrations in:

- Curriculum and Instruction
- Educational Technology
- Literacy Internship
- Multiple Intelligences - Theory to Practice
- Reading and Language - Elementary
- Reading and Language - Secondary

Program Outcomes

The student will:

- Be a critical thinker and effective problem solver who is concerned with the social, emotional, and intellectual issues of all children and adolescents in contemporary educational settings
- Apply advanced pedagogy in curriculum, instruction, and assessment to engage all students in reaching their potential as people and as learners
- Develop the capacity to influence and advance positive change for students, professionals, and the profession in a complex global society

Acceptance Requirements

1. Graduate admission application and nonrefundable admission fee
2. A conferred bachelor's degree from a regionally accredited institution
3. A minimum cumulative undergraduate GPA of 2.5; cumulative GPA of 3.0 for REACH to Teach
4. Two sealed official transcripts of all undergraduate work and any prior graduate work
5. Two letters of recommendation from individuals who can attest to the candidate's suitability to work with children and families. The cover form for these letters is available on the University website. Note: Recommendations must be obtained from individuals who are not family members, personal friends, or members of the School of Education at the University of Saint Joseph
6. Immunization record using the University of Saint Joseph Health Services form available on the USJ website
7. A planned program of study developed by the candidate and the faculty advisor, approved by the dean of the School of Education.

There are additional requirements for acceptance into a Graduate Teacher Licensure Program.

Continuation Requirements

Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

Exit Requirements

Eligible candidates for the Master of Arts degree take a comprehensive exam in February or July. The application for the comprehensive exam is available from the School of Education and the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of

the School of Education by the indicated due date.

Coursework for M.A. Concentrations

The Master of Arts degree in Education features a set of core courses, a concentration area, and electives. All degree options are planned in consultation with program faculty. Core and concentration courses must be taken at the University of Saint Joseph.

Degree requirements (30 credits)

A. Core requirements for all concentrations (6 credits)

- EDUC 515 - Educational Research 3 Credits

Plus one course (3 credits):

- EDUC 511 - Educational Issues: Contemporary & Historical Perspectives 3 Credits
- EDUC 587 - Public School Law 3 Credits

B. Concentration courses (9 credits)

May not be chosen from the candidate's individual Teacher Licensure Program

C. Elective courses (15 credits)

Teacher licensure candidates may use 15 credits from coursework in Teacher Licensure program

D. Comprehensive examination after the completion of all coursework

Course Selections by Concentration

Curriculum and Instruction: (9 credits)

- EDUC 556 - Curriculum Development 3 Credits
- SPEC 539 - Curriculum and Instruction: Adaptive Strategies 3 Credits

or

- EDUC 535 - English Language Learners 3 Credits

and

- EDUC 534 - Assessment for Learning 3 Credits

Educational Technology (9 credits)

- EDUC 536 - Technology for Learning 3 Credits
- EDUC 570 - Computers in the Classroom 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

Multiple Intelligences: Theory into Practice (9 credits)

- EDUC 513 - Curricular Applications of Multiple Intelligences 6 Credits

- EDUC 565 - Multiple Intelligence Theory and Arts 3 Credits

Reading and Language - Elementary (9 credits)

- EDUC 521 - Action Research in Literacy 3 Credits (capstone)

Plus two electives:

- EDUC 505 - Teaching of Literature for Children 3 Credits
- EDUC 506 - Teaching the Adolescent Literature 3 Credits
- EDUC 518 - The Writing Process 3 Credits
- EDUC 519 - Emergent Literacy 3 Credits
- EDUC 526 - Diagnosis and Remediation in Reading and Language Arts 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

Reading and Language - Secondary (9 credits)

- EDUC 521 - Action Research in Literacy 3 Credits (capstone)

Plus two electives:

- EDUC 506 - Teaching the Adolescent Literature 3 Credits
- EDUC 518 - The Writing Process 3 Credits
- EDUC 526 - Diagnosis and Remediation in Reading and Language Arts 3 Credits
- EDUC 584 - Integrating Technology & Literacy 3 Credits

Literacy Internship

The Literacy Internship is for licensed teachers. Selected interns, with a minimum GPA of 3.25, receive 15-30 tuition 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. This program is directed by the Teacher Licensure Officer.

Other Opportunities in Education

Cross-Endorsement

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

Graduate Teacher Licensure in Education

Emerging Infectious Diseases Graduate Certificate - Online

(12 credits)

Required courses (9 credits)

- BIOL 503 - Biometry 3 Credits
- BIOL 505 - Epidemiology 3 Credits
- BIOL 513 - Virology 3 Credits
- BIOL 522 - Immunology 3 Credits
- BIOL 533 - Bacteriology 3 Credits
- BIOL 540 - Public Health 3 Credits
- BIOL 560 - Parasitology 3 Credits

Special Topics

A Special Topics course may be recommended in place of one of the required courses, depending on the student's goals.

Required Capstone Course (3 credits)

- BIOL 504 - Emerging Infectious Diseases 3 Credits

English, B.A.

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

Program Outcomes

The student will:

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

Degree Requirements (39 credits)

Required courses (15 credits)

- ENGL 220 - Literary Criticism 3 Credits

- ENGL 215 - American Authors I 3 Credits
- or
- ENGL 216 - American Authors II 3 Credits

- ENGL 225 - Major British Authors I 3 Credits
- or
- ENGL 226 - Major British Authors II 3 Credits

- ENGL 314 - Shakespeare 3 Credits
- ENGL 499 - Coordinating Seminar 3 Credits

An upper-level seminar

- Usually ENGL 401 - Major Author Seminar
- or
- ENGL 410 - Special Topics in Literature 3 Credits

One Cultural Studies or Multi-Cultural course

- ENGL 237 - African American Women Writers 3 Credits
- ENGL 238 - Native American Literature 3 Credits
- ENGL 239 - Postcolonial Literature 3 Credits
- ENGL 275 - British Cultural Studies 3 Credits
- ENGL 276 - Cultural Studies 3 Credits
- ENGL 346 - Writing Women's Lives: The Construction of the Self 3 Credits

One Drama course

- DRAM 110 - Acting Fundamentals I 3 Credits
- DRAM 111 - Acting Fundamentals II 3 Credits
- DRAM 174 - Introduction to Theater 3 Credits
- DRAM 200 - Special Topics in Theater 3 Credits
- DRAM 253 - History of Theater I 3 Credits
- DRAM 254 - History of Theater II 3 Credits
- DRAM 301 - From the Page to the Stage 3 Credits
- DRAM 305 - Directing for the Stage 3 Credits

One Writing course

- ENGL 106 - Journalism 3 Credits
- ENGL 205 - Business and Professional Communication 3 Credits
- ENGL 206 - Advanced Writing 3 Credits
- ENGL 208 - Creative Writing: Fiction 3 Credits

- ENGL 209 - Creative Writing: Poetry 3 Credits
- ENGL 210 - Autobiography 3 Credits
- ENGL 211 - Playwriting 3 Credits
- ENGL 308 - Advanced Fiction Writing 3 Credits
- ENGL 309 - Advanced Poetry Writing 3 Credits

English electives (12)

Note

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

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

English, Self-Designed Minor

(18 credits)

Courses to reflect a student's focused interest. Consultation and approval of a member of the English faculty are necessary when planning a minor.

Ethics Minor

(18 credits)

A student pursuing a minor in Ethics should contact the chair of Philosophy or Religious Studies in sophomore or junior year to plan a program of study.

Offered jointly by the Philosophy and Religious Studies departments.

Required courses (6 credits)

- PHIL 340 - Contemporary Ethical Problems 3 Credits
or
- PHIL 495 - Advanced Independent Study 3 Credits

Cross-listed with RELS 495 - Advanced Independent Study
or

- RELS 210 - An Introduction to Christian Morality 3 Credits
- RELS 385 - Internship 3-6 Credits
or
- RELS 386 - Internship 3-6 Credits

Electives (12 credits)

Courses meeting the Ethics and Values theme or courses related to Ethics offered by nearby colleges in the Hartford Consortium for Higher Education. Suggested courses:

- MGMT 410 - Ethical Considerations in Business 3 Credits
- PHIL 225 - Philosophy of the Human Person 3 Credits
- PHIL 235 - Philosophy of Race 3 Credits

- PHIL 236 - Ethical Decision-Making 3 Credits
- PHIL 340 - Contemporary Ethical Problems 3 Credits
- POLS 347 - Environmental Ethics 3 Credits
- RELS 205 - The Ecological Challenge 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 210 - An Introduction to Christian Morality 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits

Family Studies Minor

(19 Credits)

With a Concentration in Contemporary Family Issues

Family Studies is an academic interdisciplinary field that focuses on understanding and working with families in the context of modern society. The Family Studies minor incorporates the study of human development and family systems among diverse cultural, racial and ethnic groups. This program enhances students' ability to work with children, youth and families in a range of social service, judicial or advocacy settings.

Courses (or as designated by Family Studies faculty)

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- HDFS 356 - Consumer and Family Resource Management 4 Credits
- HDFS 360 - Family Relations 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- PSYC 220 - Child Development 3 Credits
or
- PSYC 241 - Adolescent Development 3 Credits
or
- HDFS 110 - Introduction to Gerontology 3 Credits

Note

Child Study majors with a minor in Family Studies will take approved, related courses in Family Studies to complete the minor, in collaboration with their major advisor.

Family Studies, B.S.

Concentration in Contemporary Family Issues

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

Program Outcomes

The student will:

- Understand families in the context of their community, society, and culture
- Appreciate diverse pathways to developmental competence
- Apply research and theory to work with families
- Appreciate multiple and interacting influences on family systems

Specific areas of understanding include:

Individuals, Families, Societies, and Cultures

Students will know and understand the dynamic interrelationship of individuals, families, society, and culture, including:

- Families within societies and cultures
- Socialization of individuals within family, society, and culture
- Issues of diversity - values, beliefs, goals, and practices; gender, ethnicity, race; and exceptionalities

Theory

Students will understand the development and implications of theoretical perspectives, including:

- Theories as socio-cultural and historic constructs
- Knowledge and applications of major family theories

Research

Students will be intelligent consumers and generators of research, including:

- Knowledge and understanding of research methods
- Criteria for evaluating research
- Participation in action research related to families

Skills: To develop and demonstrate communicative and experiential skills, including:

- 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 required to maintain a GPA of 2.7 or better throughout their academic program.

Degree Requirements (40 credits)

Core Courses (28 credits)

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- HDFS 356 - Consumer and Family Resource Management 4 Credits
- HDFS 360 - Family Relations 3 Credits
- HDFS 370 - Resilience and Risk 3 Credits
- HDFS 420 - Managing in a Non-Profit Organization 3 Credits
- HDFS 430 - Field Study 3 - 6 Credits (May be taken for 6 credits)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- HDFS 485 - Internship 3-6 Credits (May be taken for 6 credits)
- HDFS 499 - Coordination Seminar: Children & Families In Contemporary Society 3 Credits

Supporting Coursework (6 credits)

- HDFS 110 - Introduction to Gerontology 3 Credits
or
- PSYC 220 - Child Development 3 Credits
or
- PSYC 241 - Adolescent Development 3 Credits

- SOCL 217 - Racial and Ethnic Groups 3 Credits
or
- SOCL 227 - Inequality in America 3 Credits

Additional Courses

Students must ask their academic advisor for the most recent list of approved related courses.

Comprehensive examination

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

has an oral and written component.

Suggested Plan of Study

First Year

- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits

Sophomore Year

- HDFS 210 - Voices of Development Across the Life Course 3 Credits (fall)

- PSYC 220 - Child Development 3 Credits
or
- PSYC 241 - Adolescent Development 3 Credits
or
- HDFS 110 - Introduction to Gerontology 3 Credits (spring)

- SOCL 217 - Racial and Ethnic Groups 3 Credits
or
- SOCL 227 - Inequality in America 3 Credits

- Approved, related course 3 Credits

Junior Year

- HDFS 356 - Consumer and Family Resource Management 4 Credits (fall)
- HDFS 360 - Family Relations 3 Credits (fall)
- HDFS 370 - Resilience and Risk 3 Credits (spring)
- Approved, related course 3 Credits

Senior Year

- HDFS 420 - Managing in a Non-Profit Organization 3 Credits (spring)
- HDFS 430 - Field Study 3 - 6 Credits (May be taken for up to 6 Credits)(fall)
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits (spring)
- HDFS 485 - Internship 3-6 Credits (May be taken for up to 6 Credits)(spring)
- HDFS 499 - Coordination Seminar: Children & Families In Contemporary Society 3 Credits (spring)

Food Service Management Minor

(21 Credits)

Required Courses

- ACCT 201 - Principles of Accounting I 3 Credits
- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 230 - Human Behavior in Organizations 3 Credits
- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits
- NUTR 311 - Food and Nutrition Management I 3 Credits
- NUTR 411 - Food and Nutrition Management II 3 Credits

Gerontology Graduate Certificate - Online

(12 credits)

This certificate is designed for working professionals interested in increasing their knowledge about adulthood and aging. The certificate program is presented in two 7.5-week online course modules per semester.

Our curriculum promotes understanding of lifelong growth and emphasizes a strengths-based, interdisciplinary approach to knowing and serving elders and their families. Learn about current issues in the field of gerontology and how to effectively navigate elder care systems and networks.

Required courses

- HDGE 500 - Health Related Aspects of Aging 3 Credits
- HDGE 501 - Systems and Networks Supporting Human Development 3 Credits
- HDGE 503 - Social Issues and Aging 3 Credits

Gerontology Minor or Certificate

(18 credits)

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

Plan of Study

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

Required courses

- HDFS 110 - Introduction to Gerontology 3 Credits
- HDFS 111 - Biology of Aging 1 Credits
- HDFS 112 - Nutrition of Aging 1 Credits
- HDFS 113 - Health of Aging 1 Credits
- HDFS 315 - Seminar on Aging 3 Credits

9 credits in related disciplines

- HDFS 210 - Voices of Development Across the Life Course 3 Credits
- NUTR 245 - Health Promotion Strategies 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits
- PSYC 311 - Art Therapy: An Introduction 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits
- RELS 307 - Death 3 Credits
- POLS 300 - Social Welfare Policy 3 Credits
- SOCW 382 - Human Behavior in the Social Environment 3 Credits

Graduate Teacher Licensure in Early Childhood Education

Accredited by the Connecticut State Department of Education:

- Early Childhood Special Education: Nursery-Grade 3

Program Outcomes

The candidate will:

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

Requirements May Change

The State of Connecticut Department of Education regulates

licensure requirements. Therefore, the University reserves the right to make changes as necessary to meet the state regulations for teacher licensure.

Teacher Licensure in Integrated Early Childhood / Special Education

Nursery-K with Elementary 1-3

This license endorses teachers for positions in nursery to Grade 3 programs.

Required courses (42 credits)

- ECSE 510 - Growth and Development in Early Childhood 3 Credits
- ECSE 520 - Language Development and Emergent Literacy 3 Credits
- ECSE 530 - Families and Development 3 Credits
- ECSE 540 - Assessment: Pre-K to Grade 3 3 Credits
- ECSE 555 - Programs for Young Children 3 Credits
- ECSE 560 - Learning in a Social Context 3 Credits
- ECSE 576 - Primary Curriculum (Grades 1-3) 3 Credits
- ECSE 580 - Practicum: Pre-K - Kindergarten 3 Credits
- ECSE 587 - Pre-K to Kindergarten Curriculum 3 Credits
- EDUC 507 - Developmental Reading in the Elementary School 3 Credits
- EDUC 523 - Student Teaching and Student Teaching Seminar: Primary Grades 1, 2 or 3 9 Credits
- SPEC 516 - Exceptional and At-Risk Children in Today's Schools 3 Credits

Other Opportunities in Education

Cross-Endorsement Opportunities

International Honor Society - Kappa Delta Pi

Laboratory Schools

Internships

Graduate Teacher Licensure in Education

Approved by the Connecticut State Department of Education

- Elementary Education (Grades 1-6)
- Secondary Education (Grades 7-12) in English, French, Italian, Latin, Spanish, History and Social Studies, Mathematics, Biology, Chemistry, and General Science
- Special subjects: Family and Consumer Science,

Pre-K-12

- School Counseling, M.A.

Candidates for teacher licensure in elementary and secondary education may apply 15 teacher licensure credits to the Master of Arts degree program.

Program Outcomes

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 and adolescents in education-related settings
- Teach all children and adolescents effectively in a constructivist and collaborative manner using best practice

Graduate Teacher Licensure-Initial

The State of Connecticut Department of Education regulates licensure requirements. The University reserves the right to make changes as necessary to meet the Connecticut State Regulations for teacher licensure.

Teacher Licensure Programs of Study

Elementary Education

Grades 1-6

Required courses (34 credits)

- EDUC 501 - Educational Psychology 3 Credits
- Or
- EDUC 502 - Human Growth and Development 3 Credits
 - EDUC 507 - Developmental Reading in the Elementary School 3 Credits

- EDUC 509 - Language Arts in the Elementary School 3 Credits
- EDUC 510 - Children and Mathematics 3 Credits
- EDUC 522 - Student Teaching and Student Teaching Seminar: Elementary Grades 1-6 9 Credits
- EDUC 524 - Instruction and Curriculum 3 Credits
- EDUC 555 - Science and Social Studies as Continuous Inquiry 3 Credits
- EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- SPEC 516 - Exceptional and At-Risk Children in Today's Schools 3 Credits

Secondary Education

Grades 7-12 and Family and Consumer Sciences, K-12

Required courses (36 credits)

- EDUC 503 - Adolescence 3 Credits
- EDUC 508 - Reading and Writing Development in Secondary Schools 3 Credits
- EDUC 512 - Teaching for Learning in the Content Areas 3 Credits

One content area specialty

- EDUC 512.01 - Social Studies & History
- EDUC 512.02 - World Language
- EDUC 512.03 - Mathematics
- EDUC 512.04 - Science
- EDUC 512.05 - Family & Consumer Science
- EDUC 512.06 - English
- EDUC 528 - Instruction and Curriculum for Secondary Teaching 3 Credits
- EDUC 532 - Curriculum in the Secondary School 3 Credits
- EDUC 540 - Student Teaching and Student Teaching Seminar: Secondary Grades 7-12 9 Credits
- EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- EDUC 544 - Classroom Management: Secondary 3 Credits
- SPEC 582 - Exceptional Adolescents 3 Credits

English Content Area

One additional course requirement for candidates for Secondary English Licensure: EDUC 506 - Teaching the Adolescent Literature

Other Opportunities in Education

Cross-Endorsement Opportunities

Laboratory Schools

Graduate Teacher Licensure in Special Education K-12

This program is designed for candidates who want a master of arts in Special Education with initial Special Education teacher licensure. Candidates interested in teaching at the elementary level are encouraged to pass the Praxis II tests in elementary education. 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 test in one of these content areas.

Program Outcomes

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

Other Opportunities in Education

Cross-Endorsement Opportunities

Laboratory Schools

International Honor Society - Kappa Delta Pi

Internships

Healthcare Systems Management Graduate Certificate

The graduate certificate in Healthcare Systems Management is

oriented toward those individuals who wish to advance or begin a career in healthcare management. The four courses that comprise this graduate certificate program provide participants with the knowledge they need to succeed in their careers, including best practices, diversity issues, technology impact, change and the competitive and regulated healthcare environment.

All credits earned may be applied to the Master of Science in Management if students decide to continue on for this degree.

Requirements (12 credits)

- MGMT 516 - Managing Health Care Delivery Systems 3 Credits
- MGMT 517 - Legal Aspects in Health Care Management 3 Credits
- MGMT 518 - Third-Party Payer Systems and Managed Care 3 Credits
- MGMT 519 - Joint Ventures and Alliances in Health Care Management 3 Credits

History Minor

The History and Society department offers its minors studies of historical and contemporary events and issues, using primary sources and developing critical reasoning and writing skills. These introduce the student to the methodologies and skills needed in graduate school and for success in careers.

(18 credits)

No more than six credits at the 100 level.

History, B.A.

The History and Society department offers its majors intensive studies of historical and contemporary events and issues, using primary sources and field experience, as well as internships. These introduce the student to the methodologies needed in graduate school and in careers related to History. Among such careers are law, library science, journalism, teaching and government.

Program Outcomes

The student will:

- Demonstrate in-depth knowledge of the fields of American and World history
- Apply historical methodology to a significant research project
- Demonstrate skills in written and oral communication, critical thinking and presentation

- Demonstrate knowledge of a wide range of career choices and graduate studies

All credits earned may be applied to the Management, M.S. degree if students decide to continue on for this degree.

Program Requirements (33 credits)

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

Required courses (12 credits)

- HIST 105 - World History I 3 Credits
or
- HIST 106 - World History II 3 Credits

- HIST 120 - The American Scene to 1865 3 Credits
or
- HIST 121 - The American Scene From 1865 3 Credits

- HIST 201 - Workshop History: Going to the Source 3 Credits
- HIST 499 - Coordinating Seminar 3 Credits

Electives (21 credits)

Electives must include at least 18 credits of courses at 200-level or above, including at least two 200-level or above courses in non-American History and at least one 300-level course. Students are allowed to use another 100-level course toward their electives if they so choose.

Teacher Licensure

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

Legal Studies focus

Legal Studies focus for students interested in learning more about law

Three courses (9 credits)

- POLS 310 - Leadership, Activism and Social Justice 3 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 330 - Constitutional Law 3 Credits
- POLS 390 - Children and the Law 3 Credits

Homeland Security Management Graduate Certificate

The graduate certificate in Homeland Security Management is designed not only for personnel working in the field, but for those individuals who do not have a background in this area but wish to make it their new career. The four courses that comprise this graduate certificate program have been designed to accommodate new information and approaches as they develop.

Requirements (12 credits)

- MGMT 520 - Introduction to Homeland Security 3 Credits
- MGMT 521 - Law Enforcement and Judicial System Issues 3 Credits
- MGMT 522 - Command Management and Operations 3 Credits
- MGMT 523 - Simulation for Homeland Security 3 Credits

Honors Program

The undergraduate 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:

- Demonstrate, through Honors class discussions, assignments and projects that she has developed a multi-disciplinary perspective on learning
- Demonstrate a high level of critical reading, thinking and writing in class discussions and projects
- Exhibit a commitment to deep and engaged learning through active participation in curricular and extra-curricular Honors offerings

Program Requirements

- Four Honors courses in arts and sciences that meet general education requirements

(Students entering the Honors Program after their first

semester need three general Honors courses)

- Honors Independent Study project

(Students may substitute an Honors Service Learning seminar or approved Honors Study Abroad program for the independent study or one of the arts and sciences courses)

- Honors Capstone team-taught interdisciplinary course
- Maintain a 3.25 cumulative GPA
- Participate in a minimum of one extra-curricular Honors events per semester

Frequently offered

- ENGL 110 - Thematic Approaches to Literature 3 Credits
- PHIL 120 - Discovering Philosophy 3 Credits
- PSYC 190 - Introduction to Psychological Research 3 Credits

Additional Courses

Offered to Honors students and others with permission of the instructor:

- BIOL 270 - Human Heredity and Birth Defects 3 Credits
- BIOL 300 - Current Topics in Biology 1 Credits
- ECON 370 - International Political Economy: American Empire 3 Credits

Cross listed with POLS 370 - International Political Economy

- ENGL 346 - Writing Women's Lives: The Construction of the Self 3 Credits

Cross- listed with PSYC 346 - Writing Women's Lives: Construction of the Self

- ENGL 375 - In-famous Characters in Russian History and Culture 3 Credits

Cross-listed with HIST 375 - In-Famous Characters in Russian History and Culture

- FIAR 336 - Renaissance Art History 3 Credits
- FIAR 341 - History of Greek Art 3 Credits
- FIAR 351 - Art of Egypt: Ancient to Coptic 3 Credits
- HIST 217 - Sex, Freud and Morality: History of Vienna and the Culture of 1900 Vienna 3 Credits
- INTD 305 - Study Abroad Experience Variable - 1-12 Credits

Students wishing Honors credit for study abroad must work with the Office of International Study and the Honors Director to have their project approved.

- INTD 375 - Honors Junior Independent Study 3 Credits
- INTD 377 - Honors Service Learning Seminar 3 Credits
- INTD 401 - Are We Becoming Cyborgs? (Honors Capstone) 3 Credits

Cross-listed with PHIL 401 - Are We Becoming Cyborgs? (Honors Capstone)

- INTS 200 - Women, Work, and Family in the Two-Thirds World 3 Credits
- POLS 375 - Contemporary Topics in Political Psychology 3 Credits

Cross-listed with PSYC 375 - Contemporary Topics in Political Psychology

- PSYC 190 - Introduction to Psychological Research 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits

Human Development/Gerontology, M.A.

The Gerontology program provides an interdisciplinary approach to understanding aging as a process of life-long development. The program of study includes courses in the health-related, social-behavioral aspects of aging, and the public policy issues that affect the lives of older adults. The program is designed to provide helping professionals already educated in basic disciplines at the baccalaureate level with the background needed to work in the field of aging and to gain a more in-depth understanding of human development. To accommodate the full-time working professional, classes are scheduled during late afternoon hours, evenings, weekends, and online.

Program Outcomes

The student will:

1. Demonstrate grounding in the lifespan human development model and be able to interpret research and theory in relation to this model
2. Master the demographic and political issues related to the aging population and form educated opinions
3. Demonstrate basic familiarity with the systems and networks supporting older adults (regional and national)
4. Demonstrate enhanced self-knowledge of personal development and understand other individuals, families, and communities in relation to lifespan developmental perspective
5. Provide educational resources and materials on the topic of older adulthood to a wide variety of populations
6. Understand current policy and cultural paradigms that enhance and support development of older adults
7. Demonstrate a firm knowledge base to dispel ageism

Matriculation Requirements

1. Admission application and nonrefundable admission fee

2. Sealed transcript of a bachelor's degree from a regionally accredited institution
3. Two letters recommending the student for graduate work at the University of Saint Joseph
4. Planned program of study (with the director)
5. An immunization record using the University of Saint Joseph Health Services form

Degree requirements (30 credits)

Core Human Development courses (15 credits)

- HDFS 508 - Research Methods in Human Development 3 Credits
- HDFS 518 - Human Services Administration 3 Credits
- HDFS 555 - Families and Development 3 Credits
- HDFS 580 - Human Growth and Development 3 Credits
- HDFS 585 - Integrating Seminar 3 Credits

Required Gerontology courses (3 credits)

- HDGE 501 - Systems and Networks Supporting Human Development 3 Credits

Gerontology specialization (9 credits)

- HDGE 500 - Health Related Aspects of Aging 3 Credits
- HDGE 502 - Psychology of Older Adults 3 Credits
- HDGE 503 - Social Issues and Aging 3 Credits
- HDGE 510 - Practicum 3 Credits
- HDGE 522 - Gerontological Studies 3 Credits
- HDGE 540 - Health and Community 3 Credits
- HDGE 560 - Older Adult as Learner 3 Credits
- HDGE 562 - Sexuality and Aging 3 Credits
- HDGE 590 - Special Topics 3 Credits
- HDGE 593 - Gerontology Seminar 3 Credits
- HDGE 595 - Independent Study/Research 4 Credits

Comprehensive examination

All students must pass a comprehensive examination after completing 21 credits in the program.

Information Technology Minor

(18 credits)

Emphasizes use of computers in a business setting and provides students with a practical knowledge of computer applications essential in an era of rapidly changing technology. The applied skills provided by the minor enhance students' career opportunities in business, management, insurance, banking, education, allied health, Web design and administration, and other

technology-intensive fields.

Required courses (15 credits)

- INFT 100 - Introduction to Computers 3 Credits
- INFT 105 - Web Page Development 3 Credits
- INFT 215 - Information Technology Practicum 3 Credits
- INFT 245 - Microcomputer Applications in Business 3 Credits
- INFT 401 - Systems Thinking 3 Credits

One course (3 credits)

- INFT 110 - Computer Programming I 3 Credits
- INFT 205 - Business and Professional Communication 3 Credits

Note

Management majors who have not taken MGMT 345 - Database Concepts and Design must take two of the electives for the minor.

Integrative Genomics Graduate Certificate - Online

Integrative Genomics provides an interface between Biology and computational sciences. Study in this area is growing and is at the forefront of cutting-edge research. Students in this certificate program will learn new techniques and applications of current biotechnology databases to DNA and protein analysis. These techniques allow the study of disease at the cellular and molecular level.

Students who would benefit from this program are in industry and research, or teach Biology. For teachers, exposure to this area of science would keep them current in these fields as well as better prepare their students for college, or upper-level courses.

This certificate consists of four courses (12 credits) that are part of the online Biology Master's of Science.

Required Courses (12 credits)

- BIOL 519 - Cancer Biology 3 Credits
- BIOL 530 - Cell Signaling 3 Credits
- BIOL 531 - Proteomics 3 Credits
- BIOL 532 - Genomics 3 Credits

Interdisciplinary Studies Major

Through this interdisciplinary major, a student may develop a major around a particular theme or issue related to her specific

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 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.)

Required Courses (Minimum 40 credits)	Credits
Primary discipline	18
Remaining two disciplines	at least 9 from each
INTD 499 - Coordination	1-3

Requirements

- An application for approval of an Interdisciplinary Major, completed in consultation with the director of Academic Advisement and appropriate faculty in relevant departments
- A 1-2 page essay responding to the questions posed on the application
- A proposed plan of study outlining all courses to be applied to the proposed major (see director of advisement for appropriate format)

Applicants are also expected to meet with the dean of the school and the department chairpersons involved in a student's proposed major, where the student will describe and defend the proposal before it is approved.

To allow planning of appropriate courses, internships and coordinations, applications for INTD majors must be submitted no later than the last day of class in the fall semester of the student's junior year. Applicants should be aware that such majors may entail additional semesters to complete.

This major is an option subject to approval on the basis of its academic merits, as determined by the dean of the school and department chairpersons of the disciplines involved.

International Studies Minor

(18 credits)

Required courses (9 credits)

- INTS 100 - Global Issues and Perspectives for the 21st Century 3 Credits
- INTS 249 - International Politics 3 Credits
- INTS 260 - Understanding the Global Economy 3 Credits

Electives (9 credits)

Select from the lists 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.

International Studies, B.A.

This multidisciplinary course of study is 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 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.

A self-designed concentration is also possible if approved by the director of International Studies.

Program Outcomes

The student will:

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

Degree Requirements (39 Credits)

Foundations (21 credits)

- INTS 100 - Global Issues and Perspectives for the 21st Century 3 Credits
- INTS 101 - World Geography 3 Credits
- INTS 106 - World History II 3 Credits
- INTS 110 - Cultural Anthropology 3 Credits
- INTS 249 - International Politics 3 Credits
- INTS 260 - Understanding the Global Economy 3 Credits

- INTS 499 - Capstone Course/Coordination 3 Credits

Foreign language (6 credits)

Proficiency in one modern foreign language at the advanced level, demonstrated by:

- Six credits of foreign language course work at the 300 level
- A foreign study or internship experience that involves advanced-level foreign language competency

or

- Students may demonstrate at least one year of successful study at the high school level or above in another language. Then they must pass an oral/written test approved by the Office of International Studies and administered by the Department of Foreign Languages.

Study abroad or internship abroad

Students should plan for at least a summer or a semester abroad junior year. Consultation with the director of International Studies and Programs required. International Studies provides information on study abroad or semester abroad opportunities.

Concentration (18 credits)

1. Polity/Economy and Society Concentration

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

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

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

- INTS 200 - Women, Work, and Family in the Two-Thirds World 3 Credits
- INTS 210 - Introduction to Human Rights 3 Credits
- ECON 265 - Women in the World Economy 3 Credits
- HIST 224 - Visions of Utopia and Terror 3 Credits
- HIST 227 - Latin America 3 Credits
- HIST 239 - Women in World History 3 Credits
- HIST 250 - The World of Asia 3 Credits
- HIST 253 - History of Islamic Peoples 3 Credits
- HIST 335 - Imperial Russia to the Present 3 Credits
- HIST 357 - Israel and Palestine 3 Credits

Cross-listed with POLS 357 - Israel and Palestine

- HIST 359 - A History of Modern Germany 3 Credits
- POLS 227 - Latin America and the Caribbean 3 Credits
- POLS 370 - International Political Economy 3 Credits

Cross-listed with ECON 370 - International Political Economy: American Empire

2. Languages and Culture Concentration

At least three courses at or above the 300 level.

- Nine credits from any language cluster (English, French, and Spanish)
- Nine credits from Religious Studies or Art History

English Language Cluster

- ENGL 220 - Literary Criticism 3 Credits
- ENGL 225 - Major British Authors I 3 Credits
- ENGL 226 - Major British Authors II 3 Credits
- ENGL 239 - Postcolonial Literature 3 Credits
- DRAM 253 - History of Theater I 3 Credits

Cross-listed with ENGL 253 - History of Theater I

- ENGL 276 - Cultural Studies 3 Credits

Cross listed with AMST 276 - Cultural Studies

Spanish Language Cluster

- SPAN 204 - Latino Storytelling 3 Credits
- SPAN 250 - Conversations and Readings 3 Credits
- SPAN 260 - Spanish Film and Conversation 3 Credits
- SPAN 301 - Fundamentals of Hispanic Cultural Studies 3 Credits
- SPAN 310 - Workshop in Spanish Grammar and Composition I 3 Credits
- SPAN 311 - Workshop in Spanish Grammar and Composition II 3 Credits
- SPAN 331 - Study Culture Workshop in Spain or Latin America 1-6 Credits
- SPAN 360 - Cultural Perspectives of Hispanic Peoples 3 Credits
- SPAN 361 - Special Topics in Spanish Language, Literature and Culture 3 Credits
- SPAN 390 - Masterpieces of Hispanic Literature 3 Credits
- SPAN 495 - Advanced Independent Study 3-6 Credits
- FIAR 269 - Latin American Art 3 Credits

Religious Studies Cluster

- RELS 205 - The Ecological Challenge 3 Credits
- RELS 207 - Women in Christian Tradition 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 240 - Religions of the East 3 Credits
- RELS 241 - Religions of the West 3 Credits
- RELS 257 - Islam 3 Credits
- RELS 258 - Religion and Race in the United States 3

Credits

- RELS 266 - World Christianity 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits

Art History and Performing Arts Cluster

- FIAR 245 - Survey of Modern Art 3 Credits
- FIAR 269 - Latin American Art 3 Credits
- FIAR 299 - Vincent van Gogh: His Life and Work 3 Credits
- FIAR 336 - Renaissance Art History 3 Credits
- FIAR 341 - History of Greek Art 3 Credits
- FIAR 349 - French and American Impressionism 3 Credits
- FIAR 351 - Art of Egypt: Ancient to Coptic 3 Credits
- DANC 220 - History and Appreciation of Dance 3 Credits
- MUSC 236 - History of Music I 3 Credits
- MUSC 237 - History of Music II 3 Credits

3. Self-Designed Concentration

The student will work closely with the program director to select courses, including courses offered by the Hartford Consortium for Higher Education.

Teacher Licensure

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

Justice and Peace Minor

(18 credits)

Students should develop their program of studies with an advisor in the Religious Studies department.

Required courses (9 credits)

- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 385 - Internship 3-6 Credits

Recommended:

- HIST 348 - American Society From Hiroshima to Present 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits
- SOCL 227 - Inequality in America 3 Credits

Latino Community Practice

Certificate

(12 Credits)

It is projected that Latinos will comprise 29% of the total population of the United States by 2050, making them the largest minority group in the country (Pew Research Center, 2008). Multiculturalism and diversity are among the core values of the University of Saint Joseph. In turn, USJ is committed to preparing professionals to meet the increasing demand for cultural and linguistically competent services by teaching our students about Latinos across the diaspora including immigration, acculturation, and cultural preservation. Moreover, students will also develop projects that meet the needs of Latino communities.

The Latino Community Practice Certificate increases Latino cultural knowledge and Spanish language proficiency. It is open to students in every major.

Prerequisite

Intermediate-level Spanish proficiency

Requirements

Spanish (6 credits)

Choose two from the following:

- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other Spanish elective at the 200-level or above

Latino Cultures and Diversity (6 credits)

Choose two from the following:

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCL 208 - Latinas and Their Worlds 3 Credits
- Other elective as approved

Note

Offered in Undergraduate Program for Women and the Program for Adult Learners.

Latino Community Practice Graduate Certificate

(12 Credits)

It is projected that Latinos will comprise 29% of the total population of the United States by the year 2050, making them the largest minority group in the country (Pew Research Center, 2008). Professionals need to prepare for the increasing demand for cultural and linguistically competent services across disciplines and to learn about the diversity of Latinos, immigration and acculturation process.

The Latino Community Practice Graduate Certificate is a specialized professional credential for bilingual professionals in health, education, management, and human services. The

program prepares participants for effective service and leadership in the Latino community. It offers the opportunity to network with professional leaders, and supports development of programs, research, or evaluation projects.

Program outcomes:

- Understanding of the diversity of Latino cultures based on history of immigration and integration in the United States
- Ability to assess population needs, in collaboration with community members
- Ability to reach Latino markets by using and adapting general program design and management practices
- Increased Spanish language proficiency
- Proficiency in business and management practices, when coupled with the M.S. in Management

Courses

- LCPR 598 - Latino Community Research I 3 Credits
- LCPR 599 - Latino Community Research II 3 Credits

Choice of:

- LCPR 514 - Latino Cultures for the Global Era 3 Credits
or
- LCPR 579 - Advanced Spanish Grammar and Composition for the Professions 3 Credits

Graduate Credit

The 12 credits earned for the LCP certificate may be used as 12 elective credits for students enrolled or enrolling in the Master's in Management. Students who graduate from that program with the 12 LCP credits will receive a Master's in Management and an LCP Certificate.

Credits may be applied to other master's programs as electives.

Latino Community Practice Minor

(18 credits)

Between 1992 and 2000, the Latino and Latina population of Connecticut increased by 40 percent, from 228,000 to 320,000 residents. The majority of Latinos and Latinas in Connecticut are Puerto Rican, and in 2000 they accounted for 61% of all Latinos. The second-largest Latino and Latina group in Connecticut is "Other Hispanics" at 30 percent, consisting of a mixture of Central and South American nationals. (Oboler & Gonzalez, 2012). Three cities have the largest concentrations of Latinos and Latinas in the state: Hartford, Bridgeport, and New Haven. Together these cities account for 38 percent of the state's Latino and Latina residents. It is projected that Latinos will comprise 29% of the total population of the United States by 2050, making them the largest minority group in the country (Pew Research Center, 2008).

Multiculturalism, diversity, and a commitment to social justice are included among the core values of the University of Saint Joseph. In turn, USJ is committed to preparing professionals to meet the increasing demand for cultural and linguistically competent services by teaching our students about Latinos across the diaspora including immigration, acculturation, and cultural preservation. Moreover, students will also develop projects that meet the needs of Latino communities.

The Latino Community Practice Minor increases Latino cultural knowledge and Spanish language proficiency. It is open to students in every major in both the Women's College and Program for Adult Learners.

Prerequisite

Intermediate-level Spanish proficiency

Requirements

Spanish (6 credits)

Choose two from the following:

- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits

Other Spanish elective at the 200-level or above

Latino Cultures and Diversity (6 credits)

Choose two from the following:

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCL 208 - Latinas and Their Worlds 3 Credits
- ENGL 240 - U.S. Hispanic Literature and Culture 3 Credits
- FIAR 269 - Latin American Art 3 Credits

Remaining courses (6 credits)

Choose two additional courses from above lists or other approved courses.

Note

Offered in Undergraduate Program for Women and the Program for Adult Learners.

Literature Minor

(18 credits)

Only one 100-level course may be counted (excluding ENGL 104 - The Art of Effective Writing I); remaining courses should be 200-level or above. One in-depth author course required (ENGL 314 - Shakespeare or ENGL 401 - Major Author Seminar).

Management Minor

(21 credits)

The Management minor will provide the non-business major with knowledge of current management practices which will help the student in her/his chosen career. In addition to the four required courses, students select three management electives as part of this minor to enable them to study a specific business area or areas that might be of special interest to them.

Requirements

- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 245 - Microcomputer Applications in Business 3 Credits
- MGMT 420 - Business Law I 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits

Management, B.S.

In the Management program, you will be introduced to the most current management theories, concepts, and practices by a faculty committed to ethical decision-making. As a Management major, you will benefit from small classes and individualized attention. In addition, there will be a strong focus on computers and their application to business decision-making. As an undergraduate student in good academic standing (B average or better), you are permitted to take two graduate business courses in your senior year which can count toward your Master of Science in Management degree at the University of Saint Joseph.

Career Opportunities and Graduate School

Management majors have gone on to successful careers in industry, government, and the not-for-profit sector. Graduates have been employed by a variety of organizations, including: Webster Financial Services, Pratt & Whitney, Capital United Way, Aetna, Legrand/Wiremold Corporation, The Travelers, J.C. Penney, Connecticut Convention & Visitors Bureau, St. Francis Hospital, TD Bank, Northeast Utilities, Insurity, and the Connecticut Science Center.

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
- 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 used 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

Management curriculum (60 credits)

- ACCT 201 - Principles of Accounting I 3 Credits
- ACCT 202 - Principles of Accounting II 3 Credits
- ACCT 205 - Managerial Accounting 3 Credits
- MGMT 101 - Business in a Changing World 3 Credits
- MGMT 210 - Dynamics of Management 3 Credits
- MGMT 230 - Human Behavior in Organizations 3 Credits
- MGMT 245 - Microcomputer Applications in Business 3 Credits
- MGMT 250 - International Business 3 Credits
- MGMT 305 - Financial Management 3 Credits
- MGMT 325 - Quantitative Methods for Managerial Decisions 3 Credits
- MGMT 390 - Marketing Management 3 Credits
- MGMT 400 - Operations Management 3 Credits
- MGMT 410 - Ethical Considerations in Business 3 Credits
- MGMT 420 - Business Law I 3 Credits
- MGMT 425 - Business Law II 3 Credits
- MGMT 450 - Business Strategy 3 Credits
- MGMT 485 - Internship 3-6 Credits (May be taken twice)
or
- MGMT 499 - Coordinating Seminar 3 Credits (Requires permission of department chair)
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits
- MGMT XXX - Management Elective 3 Credits

Required supporting coursework (12 credits)

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

Internships

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

Management, M.S.

The master of science in Management is oriented toward the goal of students who wish to advance their careers in business. It is designed to serve the needs of full-time students electing to continue their education for a fifth year, and working professionals who would like to enhance their skills through the completion of an advanced degree on a part-time or full-time basis.

Managers today are under constant scrutiny to justify projects and programs, to develop and utilize new technology, to change and transform, to behave in an ethical manner, and above all, to develop sound financial and strategic approaches to markets while providing a fair and equitable wage to employees and an adequate profit for shareholders. This program culminates with a capstone course, MGMT 515 - 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 organization
- Demonstrate knowledge of sound business principles and ethical dimensions
- Demonstrate knowledge of the core management responsibilities and the specifics of a chosen, focused discipline

Matriculation Requirements

- Admissions application and nonrefundable admission fee

- A sealed official transcript of all undergraduate work, showing a baccalaureate degree from a regionally accredited institution
- Two letters recommending the candidate for graduate work at the University of Saint Joseph
- Program of study signed by the advisor
- Letter of intent
- An immunization record using the University of Saint Joseph Health Services form

Degree Requirements (36 credits)

Core Courses (24 credits)

- ACCT 505 - Accounting Strategies for Decision-Making 4 Credits
- MGMT 501 - Managing and Developing the High Performance Organization 3 Credits
- MGMT 502 - Management Information Technologies 4 Credits
- MGMT 506 - Marketing and Stakeholder Relations 3 Credits
- MGMT 507 - Financial Management for Successful Organizations 4 Credits
- MGMT 508 - Business Decisions and Ethical Dimensions 3 Credits
- MGMT 515 - Strategic Management 3 Credits (capstone course)

Elective Courses (12 credits)

This requirement can be met by completing one of the three graduate Management certificate programs offered by the department or by selecting four graduate Management electives in consultation with your academic advisor.

Marriage and Family Therapy, M.A.

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 "Family Systems" paradigm within which students are exposed to structural, strategic, solution-focused, systemic, and social constructionist approaches in addition to the other major modalities of the discipline. Students are encouraged to select and integrate those approaches that best fit their own clinical style. The program emphasizes a broad blend of theoretical knowledge and therapeutic approaches, with the primary goal of training competent clinicians in the field of marriage and family therapy.

The Marriage and Family Therapy Program is nationally accredited by the Commission on Accreditation for Marriage and Family Therapy Education.

Educational Outcomes

1. Students will become competent professional practitioners of marriage and family therapy
2. Students will become familiar with core knowledge about the field of marriage and family therapy
3. Students will demonstrate the ability to consider and reflect upon self-of-the-therapist issues towards achieving clinical goals or in resolution of systemic problems
4. Students will demonstrate the ability to collaborate with client, professional and community systems

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 Admissions and Academic Services:

1. A completed admission application along with a nonrefundable application fee
2. All official college transcripts mailed directly to the Office of Graduate and Professional Studies from accredited institutions that evidence at least a baccalaureate degree with a GPA of 2.7 or higher
3. Two letters of professional reference recommending the candidate for graduate work in the Marriage and Family Therapy Program at the University of Saint Joseph
4. All immunization records as required by the Office of Graduate and Professional Studies

In addition, Marriage and Family Therapy applicants are required to:

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

Students who have not provided our office or the Office of Graduate Admissions and Academic Services with the required documents are not eligible to be matriculated into the Marriage and Family Therapy Program. Please review the list above and contact the Department of Human Development and Family Studies if you have any questions.

Degree Requirements (60 credits)

RECOMMENDED PLAN OF STUDY:

Fall Start - Full Time (9 credits/semester)

Fall Semester 1:

- MFTH 550 - Basic Therapy Skills 3 Credits
- MFTH 560 - Family Systems Theory 3 Credits
- MFTH 580 - Human Development 3 Credits

Spring Semester 1:

- MFTH 581 - DSM and Psychopathology 3 Credits
- MFTH 597 - Research Methods 3 Credits
- MFTH 561 - Family Therapy I: Modernist Models of Family Therapy 3 Credits

Summer Semester 1:

- MFTH 530 - Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists 3 Credits
- MFTH XXX - Advanced Therapy Skills 3 Credits
- MFTH XXX - Self-of-Therapist 3 Credits

Fall Semester 2:

- MFTH 562 - Family Therapy II: Post-Modern Models of Family Therapy 3 Credits
- MFTH 571 - Marriage and Family Therapy Practicum I 3 Credits
- MFTH XXX - Play Therapy 3 Credits

Spring Semester 2:

- MFTH 563 - Family Therapy III: Couples Therapy 3 Credits
- MFTH 572 - Marriage and Family Therapy Practicum II 3 Credits
- MFTH 582 - Gender and Diversity in Family Therapy 3 Credits

Summer Semester 2:

- MFTH 573 - Marriage and Family Therapy Practicum III 3 Credits
- MFTH 583 - Human Sexuality and Sex Therapy 3 Credits
- MFTH XXX - MFTH Capstone 3 Credits

Fall Semester 3:

- MFTH 564 - Evidence-Based Practice in Family Therapy 3 Credits
- MFTH XXX - Medical Family Therapy 3 Credits

Additional Courses:

Students may need to register for one or two additional courses (3 to 6 credits) to complete their practicum hours:

- MFTH 574 - Marriage and Family Therapy Practicum IV 3 Credits

- MFTH 575 - Marriage and Family Therapy Practicum V
3 Credits

Fall Start - Part Time (6 credits/semester)

Fall Semester 1:

- MFTH 550 - Basic Therapy Skills 3 Credits
- MFTH 560 - Family Systems Theory 3 Credits

Spring Semester 1:

- MFTH 581 - DSM and Psychopathology 3 Credits
- MFTH 597 - Research Methods 3 Credits

Summer Semester 1:

- MFTH 530 - Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists 3 Credits
- MFTH 583 - Human Sexuality and Sex Therapy 3 Credits

Fall Semester 2:

- MFTH 580 - Human Development 3 Credits
- MFTH XXX - Play Therapy 3 Credits

Spring Semester 2:

- MFTH 561 - Family Therapy I: Modernist Models of Family Therapy 3 Credits
- MFTH 582 - Gender and Diversity in Family Therapy 3 Credits

Summer Semester 2:

- MFTH XXX - Advanced Therapy Skills 3 Credits
- MFTH XXX - Self-of-Therapist 3 Credits

Fall Semester 3:

- MFTH 562 - Family Therapy II: Post-Modern Models of Family Therapy 3 Credits
- MFTH 571 - Marriage and Family Therapy Practicum I 3 Credits

Spring Semester 3:

- MFTH 563 - Family Therapy III: Couples Therapy 3 Credits
- MFTH 572 - Marriage and Family Therapy Practicum II 3 Credits

Summer Semester 3:

- MFTH 573 - Marriage and Family Therapy Practicum III 3 Credits
- MFTH XXX - MFTH Capstone 3 Credits

Fall Semester 4:

- MFTH 564 - Evidence-Based Practice in Family Therapy 3 Credits
- MFTH XXX - Medical Family Therapy 3 Credits

Additional Courses:

Students may need to register for one or two additional courses (3 to 6 credits) to complete their practicum hours:

- MFTH 574 - Marriage and Family Therapy Practicum IV 3 Credits
- MFTH 575 - Marriage and Family Therapy Practicum V 3 Credits

Comprehensive Examination

The Marriage and Family Therapy comprehensive exam (comps) is a professional clinical presentation used to assess the student's personal theory of therapy. As part of the MFTH XXX - Capstone course, the student presents his/her model of therapy in a theory of change paper that is also accompanied by a video demonstration of the written document. The purpose of this experience is to prepare the student to conduct a professional presentation, clearly articulate the theory of therapy and demonstrate consistency between the written description and practice of therapy. Students are expected to demonstrate a cumulative understanding and integration of the coursework and clinical training received in the program. Combined with an understanding of course content, supervision evaluations, and professional development feedback throughout the program of study, the comprehensive exam is an opportunity for MFT faculty to assess the student's ability to integrate all of the information and skills learned. This assessment will be used as a measure of clinical competency and professional readiness in Marriage and Family Therapy.

Mathematics Minor

(18-20 credits)

Required courses

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- Additional Math courses (10-12 credits)
- At least two courses at the 200-level or higher

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

Program Outcomes

The student will:

- Demonstrate a working knowledge of fundamental concepts of discrete mathematics, calculus and linear algebra and their applications to modeling in Computer Science
- Demonstrate understanding of the fundamental principles

of Computer Science, including those of software design, data structures, and algorithm analysis

- Demonstrate strong programming skills, including proficiency in one or two popular programming languages and familiarity with current software development tools, computing platforms, and leading-edge technology in Computer Science
- Critically analyze programming problems and use appropriate techniques to implement efficient solutions
- Communicate technical concepts and information in a clear, concise, meaningful way, both verbally and in writing

Admission and continuation requirements:

A minimum grade of C- must be earned in each course required for the major/minor and a minimum GPA of 2.33 must be earned in the required courses.

Required Courses (43 Credits)

- COMP 110 - Computer Programming I 3 Credits
- COMP 150 - Computer Programming II 3 Credits
- COMP 220 - Data Structures 3 Credits
- COMP 280 - Object-Oriented Design and Programming 3 Credits
- COMP 330 - Algorithm Analysis 3 Credits
- MATH 165 - Discrete Mathematics I 3 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- MATH 251 - Probability and Statistics I 3 Credits
- MATH 252 - Probability and Statistics II 3 Credits
- MATH 270 - Discrete Mathematics II 3 Credits
- MATH 320 - Linear Algebra 4 Credits
- MATH 498 - Coordinating Seminar I 0 Credits
- MATH 499 - Coordinating Seminar II 3 Credits

Teacher Licensure

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

Mathematics, B.S. Program Outcomes

The student will:

- Understand and apply the fundamental principles, concepts and techniques of all major areas of Mathematics, including algebra, calculus, analysis, geometry, discrete mathematics, probability, and statistics
- Demonstrate strong problem-solving skills: state problems carefully, articulate assumptions, be willing to try different approaches, devise and test conjectures, reason logically to conclusions, and interpret results intelligently
- Create and evaluate rigorous mathematical arguments and proofs; describe objects and processes using precise language
- Read mathematical literature with understanding; interpret graphs and diagrams
- Communicate mathematical ideas with clarity and coherence through writing and speaking
- Demonstrate familiarity with a broad range of applications of Mathematics to other subject areas and to the real world
- Use computer technology as a tool for solving problems and as an aid to understanding mathematical ideas

Admission and continuation requirements:

A minimum grade of C- must be earned in each course required for the major/minor and a minimum GPA of 2.33 must be earned in the required courses.

Degree requirements (43 credits)

Required courses (40 credits)

- COMP 110 - Computer Programming I 3 Credits
- COMP 150 - Computer Programming II 3 Credits
- MATH 165 - Discrete Mathematics I 3 Credits
- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- MATH 220 - Calculus III 3 Credits
- MATH 251 - Probability and Statistics I 3 Credits
- MATH 252 - Probability and Statistics II 3 Credits
- MATH 320 - Linear Algebra 4 Credits
- MATH 405 - Complex Analysis 3 Credits
- MATH 430 - Abstract Algebra 4 Credits
- MATH 498 - Coordinating Seminar I 0 Credits
- MATH 499 - Coordinating Seminar II 3 Credits

One course (3 credits)

- MATH 230 - Geometry 3 Credits

- MATH 270 - Discrete Mathematics II 3 Credits
- MATH 310 - Differential Equations 3 Credits

Teacher Licensure

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

Music Minor

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

Requirements

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

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

- MUSC 126 - Fundamental Elements of Music 3 Credits

Two courses in Music History

- MUSC 230 - Survey of Music in America 3 Credits
- MUSC 236 - History of Music I 3 Credits
- MUSC 237 - History of Music II 3 Credits

Electives (6 credits)

In history of Music, theory, vocal or instrumental ensemble or applied music

Nursing, B.S.

Choose your program:

- Nursing, B.S. - Traditional (4 years)
- Nursing, B.S. - Accelerated Second Degree (15 months)
- RN to B.S. Programs (2 years)
 - Multicultural Pathway
 - Geriatric Pathway (Hartford Hospital staff only)
 - Leadership Pathway (Hartford Hospital staff only)

Mission Statement

The Department of Nursing educates students for all levels of

nursing practice by building on a firm foundation in the liberal arts and sciences. The mission promotes the growth of the whole person in a caring environment and fosters strong ethical values, intellectual curiosity, personal integrity and a commitment to the health and well-being of society. The goal is to prepare graduates to practice the art and science of nursing, be effective leaders and use evidence-based resources to improve the health of persons, families and communities.

Traditional B.S. (4 years)

Students in the traditional program are high school graduates or transfer 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 baccalaureate programs in Nursing at the University of Saint Joseph are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791.

Program Outcomes

The student will:

1. Integrate the aesthetics and empirics of nursing with the natural/behavior sciences, the humanities, and interprofessional education to provide holistic care for individuals, families, groups, communities and populations
2. Demonstrate knowledge and skills in leadership that promote quality improvement and patient safety
3. Implement an evidence-based and theoretically guided framework for nursing practice including the five patterns of knowing in nursing and transition theory
4. Use data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal patient outcomes
5. Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, communities and populations through emancipatory knowing
6. Communicate and collaborate with other members of the health care team to advocate for high quality and safe patient care
7. Deliver culturally appropriate nursing care through health promotion and disease prevention to populations on a local and global level
8. Assume responsibility and accountability for ethical professional behavior and nursing care
9. Demonstrate competent nursing practice in diverse settings caring for individuals, families, groups, communities, and populations

Criteria for Sophomore Admission into Nursing (effective August 1, 2014)

- Grade B minus (B-) or above in all science courses and in Nursing 200.
- Cumulative GPA of 3.0 or better
- Previously completed science or nursing courses for which students achieved a grade of C or better will not need to be retaken.
- If a student earns less than B minus (B-) in any science or Nursing course, one repeat of each course is permitted. Students must repeat the course before they can progress.
- 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.

Application to Nursing Major

By the end of the fall semester of the sophomore year, students complete the Application to the Nursing Major 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 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
- Once a decision has been made, all applicants will receive a written response from the Nursing chairperson

Health Requirements

- Physical examination and vaccination form needed upon entering the program, and every two years thereafter
- Immunization against: Rubeola, Rubella (or titer), Mumps, Poliomyelitis; Tetanus booster within 10 years
- Two-step Tuberculosis skin test
- Varicella (Chicken Pox) titer or two vaccines
- Hepatitis B vaccine
- Evidence of health insurance, submitted yearly
- Influenza vaccine yearly

Uniforms and Equipment for Clinical Experiences

Students are responsible for purchasing their own uniforms and several specific items of equipment necessary for clinical experiences. Students are also responsible for arranging their own transportation to clinical agencies. For details regarding these requirements, see the Student Handbook for Nursing Majors.

Criminal Background Investigation and Drug Screening

All undergraduates must have a Criminal Background Investigation and drug testing completed and on file during the spring of their sophomore year. A letter will be provided to each student accepted into the major with instructions. The background investigation may need to be updated throughout the program.

CPR Course Requirement

All students must provide annual evidence of completion of a CPR course for health care providers prior to starting clinical courses. The CPR course must have an American Heart Association or Red Cross designation good for two years.

Progression in the Nursing Major

Freshmen and Transfer Students in Nursing (starting August 1, 2014):

- Maintain a cumulative GPA of 2.67 or above in all Nursing courses
- Earn grades of B minus (B-) or better in all Nursing and science courses
- Grades in sciences transferred from other institutions will count toward the repeat policy if they are less than a B minus (B-).
- If a student earns less than B minus (B-) in any science or Nursing course, one repeat of a science and one repeat of a nursing course is permitted. Students must repeat the course before they can progress.
- A student may only withdraw once from a Nursing course over the duration 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.

Progression in Junior and Senior nursing students (effective August 1, 2014):

Students in the graduating classes of 2015 and 2016 must:

- Maintain a cumulative GPA of 2.33 or above in all Nursing courses. (Note: This is not a change from the previous policy.)
- Earn grades of B minus (B-) or better in all Nursing courses.
- Previously completed science or nursing courses for

which students achieved a grade of C or better, repetition of the course will not be required.

- Beginning in the Fall 2014 semester, if a student earns less than B minus (B-) in any Nursing course, one repeat of one course is permitted. Students must repeat the course before they can progress.
- A student may only withdraw once from a Nursing course over the duration 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.

Degree Requirements

Required courses (53 credits)

- NURS 200 - Foundations of Professional Nursing 3 Credits
- NURS 216 - Pathophysiology and Pharmacology I 3 Credits
- NURS 218 - Pathophysiology and Pharmacology II 3 Credits
- NURS 219 - Health Assessment and Clinical Skills 4 Credits
- NURS 310 - Nursing Research 3 Credits
- NURS 318 - Foundations of Clinical and Theoretical Nursing across the Lifespan I 6 Credits
- NURS 319 - Clinical and Theoretical Nursing across the Lifespan II 7 Credits
- NURS 411 - Nursing in the Community across the Lifespan 4 Credits
- NURS 412 - Clinical and Theoretical Nursing across the Lifespan III 8 Credits
- NURS 417 - Management of Complex Health Problems 8 Credits
- NURS 420 - Public Health Nursing 2 Credits
- NURS 424 - Issues in Professional Practice 2 Credits

Suggested Plan of Study

First Year

- CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits (fall)
- BIOL 110 - General Biology 4 Credits (fall)

- PSYC 100 - Introductory Psychology 3 Credits
or
- SOCL 101 - Introduction to Sociology 3 Credits (fall)

- CHEM 240 - Biochemistry of the Human Body 4 Credits (spring)
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits (spring)

- PSYC 100 - Introductory Psychology
or
- SOCL 101 - Introduction to Sociology 3 Credits (spring)

Sophomore Year

- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits (fall)
- BIOL 301 - Microbiology 4 Credits (spring)
- NURS 216 - Pathophysiology and Pharmacology I 3 Credits (spring)
- NURS 219 - Health Assessment and Clinical Skills 4 Credits (spring)
- NURS 200 - Foundations of Professional Nursing 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits (fall)

Junior Year

- NURS 218 - Pathophysiology and Pharmacology II 3 Credits (fall)
- NURS 310 - Nursing Research 3 Credits (spring)
- NURS 318 - Foundations of Clinical and Theoretical Nursing across the Lifespan I 6 Credits (fall)
- NURS 319 - Clinical and Theoretical Nursing across the Lifespan II 7 Credits
- NUTR 380 - Nutrition for Nursing Practice 3 Credits (fall)

Senior Year

- NURS 411 - Nursing in the Community across the Lifespan 4 Credits (spring)
- NURS 412 - Clinical and Theoretical Nursing across the Lifespan III 8 Credits (fall)
- NURS 417 - Management of Complex Health Problems 8 Credits (spring)
- NURS 420 - Public Health Nursing 2 Credits (fall)
- NURS 424 - Issues in Professional Practice 2 Credits (fall)

State Law on 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 of Health Services 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 of Health Services in reviewing licensure applications are:

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

Note: This information pertains to Connecticut. Please check with the state in which you wish to be licensed, as requirements vary.

Comprehensive Exam

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

Nursing, B.S. - Accelerated Second Degree

Students who have previously earned a bachelor's degree in another discipline may apply for admission to the Accelerated Second Degree in Nursing. Students in the ASD program are awarded a Bachelor of Science degree upon completion of all Nursing academic requirements. Graduates of the ASD program will then be eligible to take the National Council licensing examination for licensure as a Registered Nurse. The Nursing Program is approved by the Connecticut Board of Examiners for Nursing. The baccalaureate programs in Nursing at the University of Saint Joseph are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791.

Program Outcomes

The student will:

1. Integrate the aesthetics and empirics of Nursing with the natural/behavior sciences, the humanities, and interprofessional education to provide holistic care for individuals, families, groups, communities and populations
2. Demonstrate knowledge and skills in leadership that promote quality improvement and patient safety
3. Implements an evidence-based and theoretically guided framework for Nursing practice including the five patterns of knowing in Nursing and transition theory
4. Utilize data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal patient outcomes
5. Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, communities and populations
6. Communicate and collaborate with other members of the health care team to advocate for high quality and safe patient care
7. Deliver culturally appropriate Nursing care through health promotion and disease prevention to populations on a local and global level
8. Assume responsibility and accountability for ethical professional behavior and Nursing care.
9. Demonstrate competent nursing practice in diverse settings caring for individuals, families, groups, communities, and populations

Criteria for Admission

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 reviews prospective transfer applicants with the Office of Admissions. Applicants should contact the admissions for specific application deadlines.

Students are expected to apply to this program with the following completed:

- B.S. or B.A. in a non-Nursing degree
- Minimum GPA of 3.0
- Grade of B- or above in all pre-requisite science courses, which must have been taken within the past eight years
- Transfer student grades earned previously in Biology and Chemistry courses are assessed for their equivalencies by the ASD program director in consultation with the natural

science faculty

- Interviews are granted to students who have submitted an application and transcripts and who have the minimum GPA
- Placement in this program is competitive, is available on a space-available basis and is completed in a continuous 15-month cycle

Students are expected to have completed these prerequisites:

BIOL 110 - General Biology

BIOL 241 - Essentials of Anatomy and Physiology I

BIOL 242 - Essentials of Anatomy and Physiology II

BIOL 301 - Microbiology

CHEM 170 - Principles of Inorganic and Organic Chemistry

CHEM 240 - Biochemistry of the Human Body

NUTR 380 - Nutrition for Nursing Practice

PSYC 238 - Human Development Through the Lifespan

Application Requirements

- Completed application submitted online at www.usj.edu/admissions
- Official transcripts from ALL colleges and universities attended
- Personal statement indicating interest in Nursing and strength of academic preparation for success
- Letter of recommendation from previous employer or professor attesting to the candidate's ability to do academic work
- Students with pre-requisite courses in progress at the time of application must submit mid-semester grades and then the final transcript

Health Requirement

- Physical examination and vaccination form upon entering the program, and every two years thereafter
- Immunization against: Rubeola, Rubella (or titer), Mumps, Poliomyelitis; Tetanus booster within 10 years
- Two-step Tuberculosis skin test
- Varicella (Chicken Pox) titer or two vaccines
- Hepatitis B vaccine
- Evidence of health insurance, submitted every semester
- Influenza vaccine yearly per due date established by the Department of Nursing

Uniforms and Equipment for Clinical Experiences

Students are responsible for purchasing their own uniforms and several specific items of equipment necessary for clinical 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.

Criminal Background Investigation and Drug Screening

All undergraduates must have a Criminal Background Investigation and drug testing completed and on file prior to first Nursing course. A letter will be provided to each student accepted into the major with instructions. The background check may need to be updated throughout the program.

CPR Course Requirement

All students must provide annual evidence of completion of a CPR course for health care providers prior to starting clinical courses. The CPR course must have an American Heart Association or Red Cross designation good for two years.

Progression in the Nursing Major

Effective August 20, 2014

Students in the ASD graduating class of 2015 must:

- Maintain a cumulative GPA of 2.33 or above in all Nursing courses. [Note: This is not a change in policy]
- Starting Fall 2014 semester, students must earn grades of B minus (B-) or better in all Nursing courses
- If a student earns less than a B minus (B-) in any Nursing course, one repeat of one course is permitted. Students must repeat the course before they can progress.
- Previously completed science or nursing courses for which students achieved a grade of C or better will not need to be retaken.
- Grades in science courses transferred from other institutions that have already been accepted are exempt from the repeat policy if they are less than a B minus (B-).
- A student may only withdraw once from a Nursing course over the duration of the Nursing program.
- A student who does not meet the requirements to progress in the Nursing major will be dismissed from the program.

The Nursing program has additional policies. Students must see the Nursing student handbook for details.

All other ASD students admitted to the University after January 1, 2015 must:

- Maintain a cumulative GPA of 2.67 or above in all Nursing courses
- Earn grades of B minus (B-) or better in all Nursing and science courses taken after August 1, 2014

- If a student earns less than a B minus (B-) in any science or Nursing course, one repeat of one nursing and one science course 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 B minus (B-).
- A student may only withdraw once from a Nursing course over the duration of the Nursing program.
- A student who does not meet the requirements to progress in the Nursing major will be dismissed from the program.

The Nursing program has additional policies. Students must see the Nursing student handbook for details.

Required Courses in Sequence (53 credits)

First Summer

- NURS 201 - Foundations of Professional Nursing (ASD) 3 Credits
- NURS 220 - Health Assessment and Clinical Skills (ASD) 4 Credits
- NURS 227 - Principles of Pathophysiology (ASD) 3 Credits
- NURS 229 - Pharmacology for Nursing (ASD) 3 Credits

Fall

- NURS 321 - Foundations of Clinical and Theoretical Nursing across the Lifespan I (ASD) 7 Credits
- NURS 322 - Nursing Research (ASD) 3 Credits
- NURS 413 - Nursing in the Community Across the Lifespan (ASD) 4 Credits

Spring

- NURS 323 - Foundation of Clinical and Theoretical Nursing across the Lifespan II (ASD) 6 Credits
- NURS 410 - Public Health Nursing (ASD) 2 Credits
- NURS 426 - Issues in Professional Practice (ASD) 2 Credits

Second Summer

- NURS 414 - Clinical and Theoretical Nursing across the Lifespan III (ASD) 8 Credits
- NURS 418 - Management of Complex Health Problems (ASD) 8 Credits

State Law on 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 of Health Services 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 of Health Services in reviewing licensure applications are:

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

Note: This information pertains to Connecticut. Please check with the state in which you wish to be licensed, as requirements vary.

Comprehensive Exam

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

Nursing, B.S. - RN to B.S. Geriatric Pathway

Limited to Hartford Hospital Nurses

The RN to B.S. in Nursing with a Geriatrics pathway prepares nurses at Hartford Hospital to deliver effective health care to aging populations, and to promote health equity for this vulnerable group. Graduates will demonstrate the ability to:

- Assess and respond to the unique needs of the older adult

- Alleviate health disparities and improve health outcomes among elder populations
- Apply cultural competencies as defined by the American Association of Colleges and Nursing
- Be able to care for geriatric patients and manage their complex medical needs

Students in the RN to B.S. in Nursing program are graduates of an associate degree program, who hold a current Connecticut RN license. Students must be able to pass the NCLEX exam by the end of the first semester. Students without a valid Connecticut license will not be able to progress in the program. Clinical experiences are arranged in collaboration with health care leaders keeping in mind the student's area of focused study.

Program Outcomes

The student will:

1. Integrate the aesthetics and empirics of Nursing with the natural/behavior sciences, the humanities, and interprofessional education to provide holistic care for individuals, families, groups, communities and populations
2. Demonstrate knowledge and skills in leadership that promote quality improvement and patient safety
3. Implement an evidence-based and theoretically guided framework for Nursing practice including the five patterns of knowing in Nursing and transition theory
4. Use data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal patient outcomes
5. Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, communities and populations
6. Communicate and collaborate with other members of the health care team to advocate for high quality and safe patient care
7. Deliver culturally appropriate Nursing care through health promotion and disease prevention to populations on a local and global level
8. Assume responsibility and accountability for ethical professional behavior and nursing care
9. Demonstrate competent nursing practice in diverse settings caring for individuals, families, groups, communities, and populations

Criteria for Admission

Submit an application to the University of Saint Joseph Program for Adult Learners. Applications are accepted from associate degree graduates educated in and outside of Connecticut. Admission requires an overall GPA of 2.5, graduation from an accredited associate's degree program, and a Connecticut RN license. Students who graduated from an associate's degree

program more than 8 years ago may have to take additional courses.

Transfer Credits

Students are expected to transfer at least 75 credits, including 33-38 Nursing credits. They are expected to complete a minimum of 45 credits (18 nursing, 27 general education) at the University of Saint Joseph. Additionally, students must complete the same Degree Requirements and Writing Portfolio expected of all University of Saint Joseph undergraduates.

Graduate classes: Students with additional transfer credits may take up to two non-matriculated graduate-level classes for a total of 6 credits toward graduation.

Clinical Policies

1. Current Connecticut license as a registered nurse
2. Liability insurance is not required but recommended for all students
3. All students must have current CPR training for the healthcare provider prior to starting clinical
4. Students do not wear uniforms, but must wear professional attire. This includes pants or a knee-length skirt, and non-revealing shirts, sweaters, or blouses. Students must also follow the dress code of clinical sites and professional organizations.
5. Fingernails must be short. Non-natural nails are not permitted
6. Students must maintain the health requirements of the University of Saint Joseph, but there are no additional requirements related to clinical courses

Comprehensive Exam

The comprehensive examination is a University-wide requirement for all graduating seniors and is given to determine basic competence in the student's area of study. RN-B.S. students meet this graduation requirement when they have completed their synthesis project in the final Nursing course.

Latino Community Practice Concentration

For those students wishing to serve Latino culture and are already fluent/proficient in Spanish, 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. This concentration may already incorporate some of the Multicultural Health pathway requirements. Graduates will demonstrate the

ability:

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

Required Supporting Courses (18 credits)

Besides other general education courses that are USJ requirements for degree completion, these general education courses are required for the RN-B.S. program. Courses are subject to change and may vary depending on transferred courses of individual students.

- HDFS 110 - Introduction to Gerontology 3 Credits
- HDFS 315 - Seminar on Aging 3 Credits
- MATH 110 - Elementary Statistics 3 Credits
- PSYC 250 - Psychology of Women 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits
- English 2xx course or above taken at USJ approved by the Director. (3 credits)

Required Nursing Courses (18 credits)

- NURS 400 - Managing Complex Health Issues for Older Adults 3 Credits
- NURS 401 - Community Nursing for Geriatric Communities 5 Credits
- NURS 405 - Evidence-Based Practice 3 Credits
- NURS 409 - Issues in Professional Nursing Practice 4 Credits
- NURS 416 - Nursing Research 3 Credits

Nursing, B.S. - RN to B.S. Leadership Pathway

Limited to Hartford Hospital Nurses

The RN to B.S. in Nursing with a Nursing Leadership pathway prepares nurses at Hartford Hospital to deliver effective health care to aging populations, and to promote health equity for this vulnerable group. Graduates will demonstrate the ability to:

- Assess and respond to the changing needs of professional nurses
- Establish and sustain healthy work environments
- Apply leadership standards as defined by the American Association of Colleges and Nursing
- Collaborate with colleagues and community leaders to identify and meet health challenges

Students in the RN to B.S. in Nursing program are graduates of an associate degree program, who hold a current Connecticut RN license. Students must be able to pass the NCLEX exam by the

end of the first semester. Students without a valid Connecticut license will not be able to progress in the program. Clinical experiences are arranged in collaboration with health care leaders keeping in mind the student's area of focused study.

Program Outcomes

The student will:

1. Integrate the aesthetics and empirics of Nursing with the natural/behavior sciences, the humanities, and interprofessional education to provide holistic care for individuals, families, groups, communities and populations
2. Demonstrate knowledge and skills in leadership that promote quality improvement and patient safety
3. Implement an evidence-based and theoretically guided framework for Nursing practice including the five patterns of knowing in nursing and transition theory
4. Utilize data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal patient outcomes
5. Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, communities and populations
6. Communicate and collaborate with other members of the health care team to advocate for high quality and safe patient care
7. Deliver culturally appropriate Nursing care through health promotion and disease prevention to populations on a local and global level
8. Assume responsibility and accountability for ethical professional behavior and nursing care
9. Demonstrate competent Nursing practice in diverse settings caring for individuals, families, groups, communities, and populations

Criteria for Admission

Submit an application to the University of Saint Joseph Program for Adult Learners. Applications are accepted from associate degree graduates educated in and outside of Connecticut. Admission requires an overall GPA of 2.5, graduation from an accredited associate's degree program, and a Connecticut RN license. Students who graduated from an associate's degree program more than 8 years ago may have to take additional courses.

Transfer Credits

Students are expected to transfer at least 75 credits, including 33-38 nursing credits, and are expected to complete a minimum

of 45 credits (18 nursing, 27 general education) at the University of Saint Joseph. Additionally, students must complete the same Degree Requirements and Writing Portfolio expected of all University of Saint Joseph undergraduates.

Graduate classes: Students with additional transfer credits may take up to two non-matriculated graduate level classes for a total of 6 credits toward graduation.

Clinical Policies

1. Current Connecticut license as a registered nurse
2. Liability insurance is not required but recommended for all students
3. All students must have current CPR training for the healthcare provider prior to starting clinical
4. Students do not wear uniforms, but must wear professional attire. This includes pants or a knee length skirt, and non-revealing shirts, sweaters, or blouses. Students must also follow the dress code of clinical sites and professional organizations
5. Fingernails must be short and non-natural nails are not permitted
6. Students must maintain the health requirements of the University of Saint Joseph, but there are no additional requirements related to clinical courses

Comprehensive Exam

The comprehensive examination is a University-wide requirement for all graduating seniors and is given to determine basic competence in the student's area of study. RN-B.S. students meet this graduation requirement when they have completed their synthesis project in the final Nursing course.

Latino Community Practice Certificate

For those students wishing to serve Latino culture and are already fluent/proficient in Spanish, 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. This concentration may already incorporate some of the Multicultural Health pathway requirements. Graduates will demonstrate the ability:

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

RN to B.S. Required Supporting Courses (18 credits)

Besides other general education courses that are USJ requirements for degree completion, these general education courses are required for the RN-B.S. program. Courses are subject to change and may vary depending on transferred courses of individual students.

- MATH 110 - Elementary Statistics 3 Credits
- MGMT 101 - Business in a Changing World 3 Credits
- POLS 310 - Leadership, Activism and Social Justice 3 Credits
- PSYC 250 - Psychology of Women 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits
- English 2xx course or above taken at USJ, approved by the director.

Required Nursing Courses (18 credits)

- NURS 405 - Evidence-Based Practice 3 Credits
- NURS 402 - Nursing Informatics 3 Credits
- NURS 404 - Community Nursing Activism, Leadership, and Politics 5 Credits
- NURS 409 - Issues in Professional Nursing Practice 4 Credits
- NURS 416 - Nursing Research 3 Credits

Nursing, B.S. - RN to B.S. Multicultural Health Pathway

The RN to B.S. in Nursing with a Multicultural Health emphasis 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 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
- Promote National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS Standards)
- Communicate in Spanish with beginning-level proficiency

Students in the RN to B.S. in Nursing program are graduates of an associate degree program, who hold a current Connecticut RN license. Students must be able to pass their boards by the end of the first semester. Students without a valid Connecticut license will not be able to progress in the program. Clinical experiences are arranged in collaboration with health care leaders keeping in mind the student's area of focused study.

Program Outcomes

The student will:

1. Integrate the aesthetics and empirics of nursing with the natural/behavior sciences, the humanities, and interprofessional education to provide holistic care for individuals, families, groups, communities and populations
2. Demonstrate knowledge and skills in leadership that promote quality improvement and patient safety
3. Implements an evidence-based and theoretically guided framework for nursing practice including the five patterns of knowing in nursing and transition theory
4. Use data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal patient outcomes
5. Appraise and respond to the economic, legal, political, and social issues that impact health and wellness of individuals, families, groups, communities and populations
6. Communicate and collaborate with other members of the health care team to advocate for high quality and safe patient care
7. Deliver culturally appropriate nursing care through health promotion and disease prevention to populations on a local and global level
8. Assume responsibility and accountability for ethical professional behavior and nursing care
9. Demonstrate competent nursing practice in diverse settings caring for individuals, families, groups, communities, and populations

Criteria for Admission For CT-CCNP Students:

You may apply at any time you are enrolled and in good standing in the Connecticut Community College Nursing Programs (CT-CCNP), as per the Guaranteed Admission Program agreement. Submit an application to the University of Saint Joseph Program for Adult Learners. Applications are also accepted from associate degree graduates educated outside of Connecticut, who may apply in the last semester of their program or later. Admission requires an overall GPA of 2.5, graduation from an accredited associate's degree program (with preference for students who graduated within the last 3 years), and a Connecticut RN license. Students who graduated from an associate's degree program more than 8 years ago may have to take additional courses.

Transfer Credits

Students are expected to transfer at least 75 credits including 33-38 Nursing credits, and are expected to complete a minimum of 45 credits (18 Nursing, 27 general education) at the University of Saint Joseph. Additionally, students must complete the same Degree Requirements and Writing Portfolio expected of all

undergraduates.

Nursing Guaranteed Admissions Program

Students can apply to the University of Saint Joseph during any semester in their community college program. The student is guaranteed a place in the University of Saint Joseph RN to B.S. as a conditionally accepted student. Students are accepted to the RN to B.S. program under the condition that they will:

- Complete the A.S. degree within three years of beginning the CT-CCNP program
- Maintain good academic standing in their A.S. program until graduation
- Maintain a cumulative grade point average of 2.5 or above
- Enroll in University of Saint Joseph within two years of earning the A.S. degree
- Have or acquire a license as a registered nurse in Connecticut before the second semester of the RN-B.S. program

Clinical Policies

1. Current Connecticut license as a registered nurse
2. Liability insurance is not required but recommended for all students
3. All students must have current CPR training for the healthcare provider prior to starting clinical
4. Students do not wear uniforms, but must wear professional attire. This includes pants or a knee-length skirt, and non-revealing shirts, sweaters, or blouses. Students must also follow the dress code of clinical sites and professional organizations.
5. Fingernails must be short. Non-natural nails are not permitted.
6. Students must maintain the health requirements of the University of Saint Joseph, but there are no additional requirements related to clinical courses

Comprehensive Exam

The comprehensive examination is a University-wide requirement for all graduating seniors and is given to determine basic competence in the student's area of study. RN-B.S. students meet this graduation requirement when they have completed their synthesis project in the final Nursing course.

Required Supporting Courses (21 credits)

Besides other general education courses that are USJ requirements for degree completion, these general education

courses are required for the RN-B.S. program. Courses are subject to change and may vary depending on transferred courses of individual students.

Graduate classes: Students with additional transfer credits may take up to two non-matriculated graduate-level classes for a total of 6 credits toward graduation.

- MATH 110 - Elementary Statistics 3 Credits
- PSYC 250 - Psychology of Women 3 Credits
- SOCW 202 - Black Families in the United States 3 Credits
- SOCW 207 - Latinas and Their Worlds 3 Credits
- SPAN 100 - Beginning Conversation I 3 Credits
- SPAN 101 - Beginning Conversation II 3 Credits
- SPAN 154 - Spanish for Health Professionals 3 Credits

Required Nursing Courses (18 credits)

- NURS 403 - Health Care Systems in a Global Society 3 Credits
- NURS 409 - Issues in Professional Nursing Practice 4 Credits
- NURS 416 - Nursing Research 3 Credits
- NURS 423 - Perspectives in Nursing Science 3 Credits
- NURS 435 - Multicultural Community Health Nursing 5 Credits

Latino Community Practice Concentration (13-14 credits)

For those students wishing to serve Latino culture and are already fluent/proficient in Spanish, 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. This concentration may already incorporate some of the Multicultural Health pathway requirements. Graduates will demonstrate the ability:

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

Requirements

- SOCW 207 - Latinas and Their Worlds 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits

- LCPR 300 - Community Interpreting and Cultures 3 Credits Or
- LCPR 310 - Latino Identities and Cultures 3 Credits or
- NURS 409 - Issues in Professional Nursing Practice 4 Credits
- Clinical placements must be in a Spanish-speaking or bilingual setting as approved by the program director

Nursing, Doctor of Nursing Practice

The University of Saint Joseph's highly regarded Nursing program offers a rigorous academic curriculum combined with clinical, real-world experience. Our Doctor of Nursing Practice program will prepare you for professional advancement and leadership roles in managing the clinical care of patients, improving health care systems and clinical education. The University of Saint Joseph's Nursing programs are well respected in the local and global health care communities.

The D.N.P. program will prepare graduates for leadership roles in clinical practice and the community. Utilizing an evidence-based practice approach graduates will be able to evaluate how organizational, financial and policy decisions affect the cost, quality and accessibility of health care.

The Doctor of Nursing Practice program at the University of Saint Joseph is pursuing initial accreditation in 2014 by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

Program Outcomes

- Integrates scientific underpinnings from advanced practice nursing
- Validates evidence-based practice through competence in quality improvement, systems thinking, scholarship, and information technology
- Fosters professional collaboration to improve individual patient outcomes and population health through advocacy and policy
- Formulates leadership skills to strengthen advanced Nursing practice and healthcare delivery
- Embraces responsibility for advanced Nursing practice and healthcare delivery
- Synthesizes theoretical concepts from Nursing practice to improve the care of patients and populations in a culturally competent manner

Admission Requirements

Submit an application, available at www.usj.edu/grad-application.

Include:

- \$50 non-refundable application fee
- Official sealed Master's (M.S.N.) transcript from a regionally accredited institution with a minimum cumulative G.P.A. of 3.2
- Three letters of recommendation
- Personal essay: Describe your clinical interests and why you want to pursue your Doctorate in Nursing Practice
- Immunization records
- Nursing supplemental health form
- Copy of valid nursing license
- Certified background check
- Certification form documenting previous master's-level clinical experience signed by the previous school's program director

A Comprehensive Curriculum

Using the American Association of Colleges of Nursing Essentials for Doctoral Education the D.N.P. program at the University of Saint Joseph prepares the graduate in:

- Scientific underpinnings of practice
- Organizational and systems leadership for quality improvement and systems thinking
- Clinical scholarship and analytical methods for evidence-based practice
- Information systems and technology for patient care
- Healthcare policy for advocacy in health care
- Interprofessional collaboration for improving patient and population health outcomes
- Clinical prevention and population health to improve our nation's health and advanced Nursing practice

Advanced Practice Nursing programs in Family Psychiatric Mental Health and Family Health are offered with clinical internships in community and hospital settings in our master's degree programs. Students who pursue the Nurse Practitioner coursework along with the D.N.P. and the required clinical hours are eligible to sit for the National Accreditation Exams as either a Family Nurse Practitioner or a Family Psychiatric Mental Health Nurse Practitioner.

Required Courses

- NURS 700 - Nursing Science and Practice 3 Credits
- NURS 701 - Health Care Quality and Informatics 3 Credits
- NURS 702 - Management and Transformational Leadership 3 Credits

- NURS 703 - Quantitative Methods and Biostatistics 3 Credits
- NURS 704 - Systems Thinking and Fiscal Analysis 3 Credits
- NURS 723 - Ethics, Health Care Disparities and Social Justice 3 Credits
- NURS 724 - Health Policy and Political Action in Nursing and Health Care 3 Credits
- NURS 725 - Research Translation 3 Credits
- NURS 726 - Specialty Seminar 3 Credits
- NURS 780 - Clinical Practicum I 5 Credits
- NURS 781 - Clinical Practicum II 8 Credits

Specialty Courses - Psychiatric/Mental Health Nurse Practitioner

- NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I 4 Credits
- NURS 503 - Nursing Practice II: Group Theory and Practice 4 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 530 - Neuropsychopharmacology 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits

Specialty Courses - Family Nurse Practitioner

- NURS 508 - Nursing Practice in Family Health III 4 Credits
- NURS 509 - Nursing Practice Family Health IV 4 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits
- NURS 591 - Women's Health 3 Credits

Advanced Practical Registered Nurse

- NURS 507 - Advanced Physical Assessment 3 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits

Nursing, M.S.

Master's degree programs are designed to be completed within six years maximum on a part-time or full-time basis, with courses scheduled in the late afternoon and evening. Clinical learning experiences occur at a variety of health care agencies and meet the required hours for certification.

Candidates apply to the program to prepare as Nurse Practitioners in family psychiatric/mental health nursing, family health nursing, or as nurse educators.

The master's program in nursing at the University of Saint

Joseph is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791.

Program Outcomes

The student:

1. Applies scientific basis for advanced Nursing practice including concepts from pathophysiology, pharmacology and physical assessment
2. Demonstrates competence in advanced Nursing practice in complex health situations
3. Incorporates evidence-based Nursing research into the design of a health promotion project and research proposal
4. Uses leadership skills in cultural, ethical and policy issues in healthcare
5. Assumes responsibility and accountability for advanced Nursing practice
6. Integrates theoretical concepts to improve the care of patients and populations

Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. GPA of 3.0 in the undergraduate program
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?
6. Knowledge of health assessment, research, and statistics. Students lacking this knowledge will be required to take appropriate undergraduate course work or demonstrate competency in these areas by examination.
7. Two letters from professionals attesting to the candidate's intellectual ability to pursue graduate work at the University of Saint Joseph
8. An interview with the director of the Nursing program
9. All immunization records as required by the Office of Graduate and Professional Studies
10. A planned program of study
11. At time of admission, a certified background check is required

12. Malpractice Insurance: All students must carry their own malpractice insurance appropriate for APRN students

Progression Requirements

GPA of 3.0 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.

Degree Requirements

Core courses (24 credits)

- NURS 500 - Philosophy of Science/Nursing Theory 3 Credits
- NURS 505 - Health Policy and Leadership 3 Credits
- NURS 507 - Advanced Physical Assessment 3 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 540 - Ethical Issues in Advanced Practice Nursing 3 Credits
- NURS 550 - Health and Community 3 Credits
- NURS 589 - Statistics and Quantitative Methods 3 Credits
- NURS 597 - Advanced Nursing Research 3 Credits

Concentration requirements

Family Nurse Practitioner (20 credits)

- NURS 508 - Nursing Practice in Family Health III 4 Credits
- NURS 509 - Nursing Practice Family Health IV 4 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits
- NURS 591 - Women's Health 3 Credits

Nurse Educator (15 credits)

- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 517 - Curriculum and Evaluation in Nursing Education 3 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 528 - Nursing Education Theories and Methods 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits

Family Psychiatric/Mental Health Nurse Practitioner (20 credits)

- NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I 4 Credits

- NURS 503 - Nursing Practice II: Group Theory and Practice 4 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 530 - Neuropsychopharmacology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits
- NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions 3 Credits

(18 credits)

Required courses (6 credits)

- NUTR 130 - Foods 4 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits

Electives (12 credits)

Chosen in consultation with a department faculty member

Comprehensive examination

A written comprehensive exam is required to complete the program. It is offered in March and November of the student's final year. An application must be filed with the Registrar prior to taking the exam. These are available in the Graduate Admissions Office and are due on February 1 for the March exam and October 1 for the November exam.

Nursing, Post-Master's Psychiatric Mental Health Nurse Practitioner

This graduate program prepares the Psychiatric Clinical Nurse Specialist for advanced practice and board certification as a Family Psychiatric/Mental Health Nurse Practitioner.

The curriculum is designed to meet certification and practice criteria for both Adult and Child/Adolescent Psychiatric/Mental Health for the Family Psychiatric/Mental Health Nurse Practitioner certification.

The program is designed to be completed part-time, with courses scheduled in the late afternoon and evening. Clinical learning experiences occur at a variety of mental health agencies. The program prepares nurse practitioners for leadership and change agent roles in mental health promotion and therapeutic clinical practice. They are also prepared to deliver, administer, consult, educate and research as part of the advanced practice role in Nursing.

Required Courses

(12 credits)

This new certificate has been designed for Master's-prepared Psychiatric Nurse Clinicians who wish to sit for the Family Psychiatric Mental Health Nurse Practitioner exam.

- NURS 507 - Advanced Physical Assessment 3 Credits
- NURS 511 - Advanced Clinical Practicum 3 Credits
- NURS 519 - Advanced Pathophysiology 3 Credits
- NURS 535 - Advanced Pharmacology 3 Credits

Nutrition Minor

Nutrition, M.S. - Online

As the Nutrition profession continues to evolve, the master's degree is increasingly becoming the first professional credential expected in the field. The online format provides the flexibility and convenience for continued education so that students can work while earning this degree.

The online program can contribute to an individualized professional development plan tailored to the student's particular needs and areas of interest. The program is specifically designed to enhance and update the knowledge of nutrition or dietetics professionals who already have a background in the field. The degree can be customized to provide those who have a science background to become versed in the science of Nutrition.

This 30-credit science-based curriculum includes the study of health promotion, nutrition through life's stages, and the latest research on nutrition-related diseases. You will design your own curriculum in collaboration with the program director to make your coursework particularly relevant to you and your own professional goal.

Program Outcomes

The student will:

1. Demonstrate the ability to identify a gap in the nutrition field that warrants further investigation
2. Use critical thinking skills to analyze, evaluate and interpret information in order to determine relevance for professional practice
3. Become an effective professional and leader in a variety of nutrition-related settings by demonstrating life-long learning and continuous professional development

Matriculation Requirements

1. Admission application and nonrefundable admission fee
2. Sealed transcript of a bachelor's degree and any other course work from a regionally accredited institution
3. Successful completion of the following prerequisites: a basic Nutrition course, Biochemistry, and Physiology. These must be from accredited colleges or universities. Each of these courses may have a prerequisite depending on where they are offered. These must be completed with a B or better to be eligible for matriculation.
4. Two letters recommending the candidate for graduate

work from professors or professional colleagues

5. A letter of intent from the applicant
6. A planned program of study approved by the graduate program director is required after matriculation
7. All immunization records as required by the Office of Graduate and Professional Studies if on campus

Degree requirements (30 credits)

Students who have successfully completed an internship at the University of Saint Joseph may apply nine credits to the master's degree; for an internship at another site, six credits may be transferred. An original verification form from the internship is required.

Required courses (6 credits)

- NUTR 595 - Independent Study/Research 3 Credits Or
- NUTR 596 - Independent Study/Research 3 Credits

- NUTR 594 - Research Methods 3 Credits

If you don't have a B.S. in Nutrition

This course is required:

- NUTR 518 - Advanced Nutrition 3 Credits

Electives in Health Promotion, Professional Skills, General Nutrition, Life Cycle, and Nutrition and Disease (18 credits)

- NUTR 516 - Health Education Concepts 3 Credits
- NUTR 525 - Nutritional Therapy Eating Disorders 3 Credits
- NUTR 528 - Supplement Savvy 3 Credits
- NUTR 531 - Maternal-Infant Nutrition 3 Credits
- NUTR 532 - Pediatric Nutrition 3 Credits
- NUTR 533 - Nutrition and Aging 3 Credits
- NUTR 542 - Advanced Community Nutrition 3 Credits
- NUTR 560 - Diabetes Mellitus 3 Credits
- NUTR 561 - Obesity 3 Credits
- NUTR 562 - Nutrition and Cancer 3 Credits
- NUTR 563 - Renal Nutrition 3 Credits
- NUTR 564 - Cardiovascular Nutrition 3 Credits
- NUTR 565 - Nutrition in Critical Care 3 Credits
- NUTR 566 - Nutrition and the Gastrointestinal Tract 3 Credits
- NUTR 591 - Sports Nutrition 3 Credits

Additional electives

Up to 6 credits from another discipline or two more courses from the list above.

Performing Arts Minor

(18 credits)

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

Pharm.D. Program

First Professional (P1) Year: 65 Credits

Required Courses: 65 Credits

- PHCY 701 - Introduction to the Profession of Pharmacy 2 Credits
- PHCY 703 - Introduction to Self-Care Therapeutics 1 Credits
- PHCY 704 - Pharmaceutical Calculations 3 Credits
- PHCY 706 - Communication Skills 1 Credits
- PHCY 710 - Introduction to Pharmacology 2 Credits
- PHCY 715 - Protein Function 2 Credits
- PHCY 716 - Information Metabolism: Nucleic Acids and Cellular Communication 2 Credits
- PHCY 717 - Carbohydrate, Lipid and Amino Acid Metabolism 2 Credits
- PHCY 720 - Pharmacy Administration 3 Credits
- PHCY 721 - Pharmacoeconomics 2 Credits
- PHCY 722 - Biostatistics and Literature Evaluation 2 Credits
- PHCY 724 - Drug Information and Literature Evaluation 2 Credits
- PHCY 728 - Pharmacy Law 2 Credits
- PHCY 730 - Pharmacology of the Autonomic Nervous System 2 Credits
- PHCY 731 - Pharmacology of the Cardiovascular, Renal and Blood Clotting Systems 3 Credits
- PHCY 732 - Pharmacology of Drugs with Actions on Smooth Muscle Systems 2 Credits
- PHCY 733 - Pharmacology of the Endocrine System 2 Credits
- PHCY 734 - Pharmacology of the Immune System

3 Credits

- PHCY 735 - Pharmacochemistry of Anti-infective Drugs 3 Credits
- PHCY 736 - Pharmacochemistry of the Antineoplastic Agents 2 Credits
- PHCY 737 - Pharmacochemistry of the Central Nervous System 2 Credits
- PHCY 745 - Herbal Products and Dietary Supplements 2 Credits
- PHCY 750 - Pharmaceutics 4 Credits
- PHCY 751 - Pharmacokinetics and Biopharmaceutics 4 Credits
- PHCY 752 - Pharmaceutical Sciences Laboratory 1 Credits
- PHCY 753 - Pharmaceutical Care Lab 1 Credits
- PHCY 761 - Introductory Pharmacy Practice Experience 1 1 Credits
- PHCY 762 - Introductory Pharmacy Practice Experience 2 1 Credits
- PHCY 763 - Introductory Pharmacy Practice Experience 3 4 Credits
- PHCY 795 - First Year Integrative Experience 2 Credits

Second Professional (P2) Year: 57 Credits

Required Courses: 53 Credits

- PHCY 803 - Advanced Self-care Therapeutics 2 Credits
- PHCY 805 - Writing in Pharmacy Practice 2 Credits
- PHCY 808 - Practice Integration 4 Credits
- PHCY 810 - Clinical Toxicology 2 Credits
- PHCY 814 - Patient Assessment 3 Credits
- PHCY 828 - Pharmacotherapy of Infectious Diseases, Part I 2 Credits
- PHCY 830 - Pharmacotherapy of Renal Disorders 2 Credits
- PHCY 831 - Pharmacotherapy of the Cardiovascular System 4 Credits
- PHCY 832 - Pharmacotherapy of the Endocrine System 2 Credits
- PHCY 833 - Pharmacotherapy of Immunologic and Autoimmune Disorders 1 Credits
- PHCY 834 - Pharmacotherapy of Common Respiratory Disorders 2 Credits
- PHCY 835 - Pharmacotherapy of GI & Liver Disorders 3 Credits
- PHCY 837 - Pharmacotherapy of Hematologic and Oncologic Disorders 3 Credits

- PHCY 838 - Pharmacotherapy of Psychiatric Disorders 2 Credits
- PHCY 839 - Pharmacotherapy of Neurologic Disorders 2 Credits
- PHCY 840 - Pharmacotherapy of Selected Populations: Geriatrics 2 Credits
- PHCY 841 - Pharmacotherapy of Infectious Diseases, Part II 4 Credits
- PHCY 842 - Pharmacotherapy of Selected Populations: Pediatrics 2 Credits
- PHCY 843 - Pharmacotherapy of Common Dermatologic Conditions 2 Credits
- PHCY 856 - Pharmacotherapy of Selected Populations: Women's and Men's Health 2 Credits
- PHCY 858 - Immunization Certification Course 1 Credits
- PHCY 861 - Introductory Pharmacy Practice Experience 4 1 Credits
- PHCY 862 - Introductory Pharmacy Practice Experience 5 1 Credits
- PHCY 895 - Second Year Integrative Experience 2 Credits

Elective Courses: 4 Credits (Minimum)

PHCY 8XX - Electives

Third Professional (P3) Year: 38 Credits

Required Courses: 26 Credits

- PHCY 901 - Advanced Pharmacy Practice Experience in Ambulatory Care 6 Credits
- PHCY 902 - Advanced Pharmacy Practice Experience in Acute Care 6 Credits
- PHCY 903 - Advanced Pharmacy Practice Experience in Community Practice 6 Credits
- PHCY 904 - Advanced Pharmacy Practice Experience in Advanced Institutional Practice 6 Credits
- PHCY 995 - Third-Year Integrative Experience 2 Credits

Elective Courses: 12 Credits

- PHCY 901 - Advanced Pharmacy Practice Experience in Ambulatory Care 6 Credits
- PHCY 902 - Advanced Pharmacy Practice Experience in Acute Care 6 Credits
- PHCY 903 - Advanced Pharmacy Practice Experience in Community Practice 6 Credits
- PHCY 904 - Advanced Pharmacy Practice Experience in Advanced Institutional Practice 6 Credits
- PHCY 920 - Advanced Pharmacy Practice Experience in

Cardiology 6 Credits

- PHCY 921 - Advanced Pharmacy Practice Experience in Critical Care 6 Credits
- PHCY 923 - Advanced Pharmacy Practice Experience in Hematology and Oncology 6 Credits
- PHCY 928 - Advanced Pharmacy Practice Experience in Long-Term Care/Consulting 6 Credits
- PHCY 930 - Advanced Pharmacy Practice Experience in Pediatrics 6 Credits
- PHCY 931 - Advanced Pharmacy Practice Experience in Psychiatry 6 Credits
- PHCY 933 - Advanced Pharmacy Practice Experience in Trauma/Surgery 6 Credits
- PHCY 960 - Advanced Pharmacy Practice Experience in Compounding 6 Credits
- PHCY 961 - Advanced Pharmacy Practice Experience in Drug Information 6 Credits
- PHCY 963 - Advanced Pharmacy Practice Experience in Managed Care 6 Credits
- PHCY 964 - Advanced Pharmacy Practice Experience in Nuclear Pharmacy 6 Credits
- PHCY 965 - Advanced Pharmacy Practice Experience in the Pharmaceutical Industry 6 Credits
- PHCY 967 - Advanced Pharmacy Practice Experience in Pharmacy Management 6 Credits
- PHCY 968 - Advanced Pharmacy Practice Experience in Professional Organizations 6 Credits
- PHCY 969 - Advanced Pharmacy Practice Experience Elective in Pharmaceutical Research 6 Credits

TOTAL FOR THE PROGRAM: 160 CREDITS

Philosophy Minor

(18 credits)

A student pursuing a minor in Philosophy should inform the chair of the Philosophy department of those plans. Both PHIL 110 - Logic and Critical Thinking and PHIL 120 - Discovering Philosophy can count toward the minor. The remainder of the credits can be selected from any course offered in the Philosophy Department or a student may complete select courses from the Hartford area Consortium.

Philosophy, B.A.

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

Degree Requirements (30 credits)

Required courses (6 credits)

- PHIL 120 - Discovering Philosophy 3 Credits
- PHIL 499 - Coordinating Seminar 3 Credits

Electives

Students may complete their major requirements by selecting courses from departmental offerings or the Hartford area Consortium.

Wherever feasible, students are encouraged to take these courses sequentially in order to follow the development of certain currents of thought clearly, and to follow the way that later philosophers build on their predecessors.

Recommended courses

1. Philosophical Methodologies
 - PHIL 110 - Logic and Critical Thinking 3 Credits
2. History of Philosophy (9 credits)
 - PHIL 240 - Existentialism 3 Credits
 - PHIL 244 - American Philosophers 3 Credits
3. Philosophical Issues and Concerns (6 credits)
 - PHIL 200 - Philosophy Goes to the Movies 3 Credits

- PHIL 236 - Ethical Decision-Making 3 Credits
- PHIL 333 - Political Philosophy 3 Credits
- PHIL 340 - Contemporary Ethical Problems 3 Credits
- PHIL 360 - Philosophies of Beauty and Art 3 Credits
- POLS 347 - Environmental Ethics 3 Credits

Teacher Licensure

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

Students interested in law should take PHIL 110 - Logic and Critical Thinking or PHIL 230.04 - Logic for the LSAT, PHIL 333 - Political Philosophy, and PHIL 340 - Contemporary Ethical Problems.

Double majors should take courses that complement their other major. For example, a major in Philosophy and Psychology should take PHIL 225 - Philosophy of the Human Person and a major in Philosophy and Women's Studies should take PHIL 350 - Women Philosophers.

Physics Minor

A minor in Physics is available upon completion of 18 credits in Physics, including PHYS 130 - Introductory Physics I and PHYS 140 - Introductory Physics II. A grade of C or better is required in each course.

Political Science Minor

(18 credits)

Required courses (6 credits)

- POLS 110 - How Politics Affects Your Life: An Introduction to Politics 3 Credits
- POLS 125 - American Government 3 Credits

One course (3 credits)

- POLS 249 - International Politics 3 Credits
- POLS 333 - Political Philosophy 3 Credits

Electives (9 credits)

Pre-Law Studies (Plan of Study)

The University of Saint Joseph 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.

3 + 3 Program

Students complete a bachelor's degree from the University of Saint Joseph and a juris doctor degree from Western New England University - School 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 University - School of Law matriculants of the previous year, whichever is higher. The Three plus Three students admitted to Western New England University - School of Law count their first-year law courses toward the credits for their University of Saint Joseph bachelor's degrees. Students interested in this program must work closely with their major-area advisor and with the University of Saint Joseph Pre-Law advisor.

Program recommendations

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

Recommended courses (9 credits)

- PHIL 110 - Logic and Critical Thinking 3 Credits
- POLS 125 - American Government 3 Credits
- POLS 330 - Constitutional Law 3 Credits

Two of the following or their equivalent:

- ENGL 104 - The Art of Effective Writing I 3 Credits
- ENGL 105 - The Art of Effective Writing II 3 Credits
- ENGL 203 - Oral Communication 3 Credits

Pre-Medical/Pre-Dental (Plan of Study)

Students preparing for medical or dental school may pursue a major in any of the traditional arts or sciences. The area of concentration should be based on a sincere interest in a discipline that will allow possible alternate career options.

Pre-Professional Plans of Study

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

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD 135 - Explorations of Careers in Medicine and the Biomedical Sciences

in their first year.

Recommended courses

Most medical and dental schools require:

These courses or their equivalents are required by most medical and dental programs in the United States and Canada. You should include them in your program:

- BIOL 205 - Introduction to Cellular and Molecular Biology 4 Credits
- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- At least one upper division course in Biology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Extra Math and English

Many schools also require a year of Calculus and a year of English.

- MATH 170 - Calculus I 4 Credits
- MATH 180 - Calculus II 4 Credits
- ENGL - Two college-level courses in English 6 Credits

For Medical School

These courses are recommended by most medical schools:

- CHEM 240 - Biochemistry of the Human Body 4 Credits
Or
- CHEM 430 - Biochemistry II 3 Credits
- PHIL 120 - Discovering Philosophy 3 Credits
- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits

Also suggested

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 313 - Developmental Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits

- BIOL 410 - Fundamental Concepts of Immunology 4 Credits
- CHEM 460 - Advanced Organic Mechanisms 3 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits

- NUTR 315 - Community Nutrition I 2 Credits And/Or
- NUTR 316 - Medical Nutrition Therapy I 4 Credits

Pre-Pharmacy (Plan of Study)

The University of Saint Joseph offers a 3-calendar-year post-baccalaureate Pharm.D. program. Students enter as Biology, Biochemistry or Chemistry majors and complete all Pre-Pharmacy and general education requirements as earned with their Bachelor's degree. Students pursue a separate admissions process to the professional Pharm.D. Program, as well as take the PCAT. All qualified students will be considered for an interview as part of the admission process.

Students must meet the prerequisites of the Pharm.D. program. The University of Saint Joseph courses that meet the prerequisite requirements are listed below. Applicants from other schools must have equivalent courses.

3+3 Pharm.D. Program

The University also offers the option to complete an undergraduate and Pharm.D. degree in six years. Students who are admitted to the 3+3 Pharm.D. Program enter the University as first-year students and earn a Bachelor's degree and Doctor of Pharmacy practice (Pharm.D.) degree in six years.

Pre-Professional Plans of Study

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

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD 135 - Explorations of Careers in Medicine and the Biomedical Sciences in their first year.

Requirements

- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits (with Laboratory)
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits (with Laboratory)

- BIOL 301 - Microbiology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits (with Laboratory)
- CHEM 176 - Fundamental Chemical Principles II 4 Credits (with Laboratory)
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits

• ECON 101 - Principles of Macroeconomics 3 Credits

Or

• ECON 102 - Principles of Microeconomics 3 Credits

- ENGL 104 - The Art of Effective Writing I 3 Credits
- ENGL 203 - Oral Communication 3 Credits
- ENGL XXX - Elective (Literature, Creative Writing or Poetry)
- MATH 110 - Elementary Statistics 3 Credits
- MATH 170 - Calculus I 4 Credits
- PHYS 130 - Introductory Physics I 4 Credits (with Laboratory)

Highly recommended

The School of Pharmacy also recommends students take these courses:

Humanities (at least 6 credits)

- Art
- Drama
- Theater
- Literature
- Religion
- Music
- Foreign Languages
- Philosophy

Social Sciences (at least 6 credits)

- Psychology
- Sociology
- Political Sciences
- Economics
- History
- Anthropology
- Government
- Ethnic Studies

Health-related Science and Mathematics (at least 6 credits)

- Computer Fundamentals
- Informatics
- Medical Terminology
- Mathematics above Calculus I
- Biochemistry
- Immunology
- Genetics
- Cell Biology

Pre-Veterinary Studies (Plan of Study)

Students preparing for veterinary medicine may use this information as a guide.

Pre-Professional Plans of Study

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

Students interested in medical, dental, pharmacy, physical therapy, or veterinary careers should enroll in INTD 135 - Explorations of Careers in Medicine and the Biomedical Sciences in their first year.

Recommended Courses

It is strongly recommended students major in Biology or Biochemistry.

Most veterinary schools require:

These courses or their equivalents are required by most veterinary programs in the United States and Canada.

- BIOL 117 - Introduction to Evolution and Kingdoms 4 Credits
- At least one upper-division course in Biology 4 Credits
- CHEM 175 - Fundamental Chemical Principles I 4 Credits
- CHEM 176 - Fundamental Chemical Principles II 4 Credits
- CHEM 200 - Organic Chemistry I 4 Credits
- CHEM 210 - Organic Chemistry II 4 Credits
- MATH 110 - Elementary Statistics 3 Credits
- MATH 170 - Calculus I 4 Credits

- PHYS 130 - Introductory Physics I 4 Credits
- PHYS 140 - Introductory Physics II 4 Credits

Also suggested:

- BIOL 220 - Zoology 4 Credits
- BIOL 241 - Essentials of Anatomy and Physiology I 4 Credits
- BIOL 242 - Essentials of Anatomy and Physiology II 4 Credits
- BIOL 313 - Developmental Biology 4 Credits
- BIOL 325 - Genetics 4 Credits
- BIOL 350 - Cell Biology 4 Credits
- BIOL 410 - Fundamental Concepts of Immunology 4 Credits
- CHEM 430 - Biochemistry II 3 Credits
- CHEM 460 - Advanced Organic Mechanisms 3 Credits
- NUTR 220 - Fundamentals of Nutrition 3 Credits

Program for Adult Learners

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

Bachelor’s degrees offered in the Program

- Accounting, B.S.
- Management, B.S.
- Nursing, B.S. - RN to B.S. Multicultural Health Pathway
- Nursing, B.S. - Accelerated Second Degree
- Psychology, B.A. (Behavior Analysis/Autism concentration not possible)
- Social Work, B.S.

Certificates

- Adelante Certificate

Concentrations

- Criminal Justice Concentration, Social Work, B.S.
- Criminal Justice and Mental Health Concentration, Psychology, B.A.
- Human Resource Management Concentration, Management, B.S.

Latino Community Practice Concentration, Social Work, B.S.

Latino Community Practice Concentration, Nursing, B.S. - RN to B.S. Multicultural Health Pathway

Credits for Prior Learning

The Prior Learning Assessment Process allows matriculated students to earn up to 30 elective credits for college-level knowledge that they have gained through life or work experience. See the Program for Adult Learners for more information on prior learning assessment.

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 (Defense Activity for Non-Traditional Education Support) may be used as the basis for awards. Please see complete list of Proficiency and CLEP Credit exams accepted.

Psychology Minor

(18 credits)

Only six credits may be transferred towards the minor.

Psychology, B.A.

Psychology majors receive personalized advising and mentoring from a team of dedicated professors with expertise/interest areas that include autism, forensic psychology, clinical psychology, behavior analysis, the psychology of women, moral development, neuroscience, social psychology, and gerontology. Exciting special topics courses are offered regularly in areas such as sleep and dreams, child psychopathology, health psychology, and positive psychology. Professors encourage students to pursue field study and research opportunities that best fit their individual interests and goals.

Psychology majors have entered doctoral and master’s programs in Psychology, School Counseling, Marriage and Family Counseling, Social Work, Applied Developmental Psychology, and Counseling. Others have enrolled in programs in Medicine and Law. Psychology alumni work in a range of settings from school systems to psychiatric hospitals and businesses in such roles as school psychologists, counselors, elementary teachers, Gestalt therapists, case supervisors, researchers, and administrators.

Psi Chi: The Psychology department is affiliated with Psi Chi, the International Academic Honors Society for Psychology. Psychology majors and minors who demonstrate superior scholarship are eligible to apply for membership in the University

of Saint Joseph Psi Chi chapter.

Program Outcomes

The student will:

- Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology
- Understand and apply basic research methods in Psychology, including research design, data analysis, and interpretation
- Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes
- Communicate effectively in a variety of formats

(Adapted from the American Psychological Association's National Guidelines and Suggested Learning Outcomes for the Undergraduate Major)

Admission and Continuation Requirements:

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

Accelerated B.A. in Psychology to M.A. in Counseling or Marriage and Family Therapy

Outstanding Psychology majors may be invited during their senior year to enroll in two introductory level three-credit graduate Counseling or Marriage and Family Therapy classes. The six graduate credits count toward undergraduate graduation requirements

Upon graduation, the student may apply for matriculation into the master of arts in Counseling program or the Marriage and Family Therapy program without taking the usual standard test. Accepted students may transfer the six credits taken during their senior year into the master's program, resulting in significant financial and time savings.

Admission Requirements for Accelerated B.A. to M.A.

- Second-semester junior Psychology major OR minor
- 3.2 GPA
- Invitation by the Psychology Department to participate
- Acceptance by Counseling Department or Marriage and Family Therapy Department

Degree Requirements (34 credits)

Required courses (19 credits)

- PSYC 100 - Introductory Psychology 3 Credits Or
- PSYC 190 - Introduction to Psychological Research 3 Credits
- PSYC 201 - Critical Writing and Research in the Social Sciences 3 Credits
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits
- PSYC 254 - Research Methods in Psychology 4 Credits
- PSYC 345 - History and Systems of Psychology 3 Credits
- PSYC 499 - Coordinating Seminar 3 Credits

One human development course (3 credits)

- PSYC 220 - Child Development 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits
- PSYC 241 - Adolescent Development 3 Credits
- PSYC 242 - Psychology of Adulthood and Aging 3 Credits

One course (3 credits)

- PSYC 300 - Brain and Behavior 3 Credits
- PSYC 368 - Psychopathology 3 Credits

Nine elective Psychology credits

Suggested Plan of Study

First Year

Required Course

- PSYC 100 - Introductory Psychology 3 Credits
or
- PSYC 190 - Introduction to Psychological Research 3 Credits

Electives (3 credits)

One human development course from:

- PSYC 220 - Child Development 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits
- PSYC 241 - Adolescent Development 3 Credits
or
- PSYC 242 - Psychology of Adulthood and Aging 3 Credits

Sophomore Year

- PSYC 201 - Critical Writing and Research in the Social Sciences 3 Credits
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits
- PSYC 254 - Research Methods in Psychology 4 Credits
- One additional departmental elective

Junior Year

Either PSYC 368 or PSYC 300 is required for the major. Students are encouraged to take both if possible in the junior year.

- PSYC 368 - Psychopathology 3 Credits
- PSYC 300 - Brain and Behavior 3 Credits

- PSYC 430 - Field Study - Children and Adolescents 3-6 Credits
or
- PSYC 431 - Field Study - Adulthood and Aging 3-6 Credits
or
- Elective (3-6)

Senior Year

- PSYC 345 - History and Systems of Psychology 3 Credits

- PSYC 430 - Field Study - Children and Adolescents 3-6 Credits
or
- PSYC 431 - Field Study - Adulthood and Aging 3-6 Credits
or
- Elective (3-6)

- PSYC 499 - Coordinating Seminar 3 Credits

Concentration in Behavior Analysis/Autism (9 credits)

Demonstrate a marketable skill set and knowledge base and gain a strong grounding in the career-focused tools of Applied Behavior Analysis and the growing field of Autism Studies. (Note: This concentration is offered only in the Women's College).

Courses

- PSYC 238 - Human Development Through the Lifespan 3 Credits

- PSYC 247 - Introduction to Autism Spectrum Disorders 3 Credits
- PSYC 299 - Behavior Analysis 3 Credits

Concentration in Criminal Justice/Mental Health (9 credits)

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

Required major course

- PSYC 368 - Psychopathology 3 Credits

Elective (choose one)

- PSYC 249 - Forensic Psychology 3 Credits
- PSYC 258 - Victimology 3 Credits

Required course (capstone)

- PSYC 330 - Criminal Justice and Mental Health 3 Credits

Psychology, B.A. to M.A. in Counseling or Marriage and Family Therapy

Outstanding Psychology majors may be invited during their senior year to enroll in two introductory level three-credit graduate Counseling or Marriage and Family Therapy classes. The six graduate credits count toward undergraduate graduation requirements

Upon graduation, the student may apply for matriculation into the master of arts in Counseling program or the Marriage and Family Therapy program without taking the usual standard test. Accepted students may transfer the six credits taken during their senior year into the master's program, resulting in significant financial and time savings.

Admission Requirements for Accelerated B.A. to M.A.

- Second-semester junior Psychology major OR minor
- 3.2 GPA
- Invitation by the Psychology Department to participate
- Acceptance by Counseling or Marriage and Family Therapy Department

Public Administration Minor

(18 Credits)

Required Courses:

- POLS 110 - How Politics Affects Your Life: An Introduction to Politics
- POLS 125 - American Government

And at least four additional courses applicable to the field of Public Administration as approved by the public administration advisor.

Public Health Minor

(18 credits)

Students from any major may complete a minor in Public Health by completing the following courses.

- PUBH 101 - Introduction to Public Health 3 Credits
- PUBH 202 - Epidemiology 3 Credits
- PUBH 203 - Environmental Health 3 Credits
- PUBH 301 - Social and Behavioral Health 3 Credits

- PUBH 498 - American Health Care Policy
or
- POLS 490 - American Health Care Policy 3 Credits

- PUBH 499 - Managing in a Non-Profit Organization
or
- HDFS 420 - Managing in a Non-Profit Organization 3 Credits

A minor in Public Health would be an excellent complement to other health-related majors, such as Nutrition, Nursing, Biology, and Public Policy.

Public Health, B.S.

The Bachelor of Science in Public Health prepares students to identify health needs of communities, promote health, and reduce health disparities. Students receive training in the five core competencies of public health with a solid foundation in the liberal arts and natural sciences. The program will prepare students to make a positive difference in the world by promoting health equity and is directly in line with the USJ mission and core values.

Public health emphasizes prevention of health problems before they occur and focuses on the health of populations and communities. Students will gain practical skills to be competitive in the job market, and will be well prepared for many graduate programs, including the Master's in Public Health.

By 2020, there is expected to be a shortage of 250,000 health care workers nationwide. Public health professionals will continue to be in high demand and the outlook for job placement is high. Given the critical shortage in the public health workforce, the need for offering an entry-level baccalaureate degree is strongly supported by the Council on

Public Health Education. Public Health professionals work to protect and improve the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention.

Learning objectives:

- To prepare students with the knowledge and skills necessary to assist with the prevention of disease and injury and the promotion of health from local communities to communities across the world
- To train students to advocate for public policies which improve access to quality, affordable, and culturally appropriate health care and promote health equity
- To equip students with the knowledge and skills to improve health literacy of residents in the community in which they serve
- To provide students with an integrative, undergraduate public health program, compliant with general and liberal arts education
- To prepare students to practice as public health professionals with an understanding of the interrelationships among multiple determinants and correlates of health

Degree Requirements

Required Core Courses (43 credits)

- PUBH 101 - Introduction to Public Health 3 Credits
- PUBH 107 - Introduction to Health Informatics 3 Credits
- PUBH 201 - Introduction to Global and Multicultural Health 3 Credits
- PUBH 202 - Epidemiology 3 Credits
- PUBH 203 - Environmental Health 3 Credits
- PUBH 301 - Social and Behavioral Health 3 Credits
- BIOL 110 - General Biology 4 Credits
- MATH 110 - Elementary Statistics 3 Credits
or
- PSYC 253 - Statistics for the Behavioral Sciences 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits
or
- HDFS 210 - Voices of Development Across the Life

Course 3 Credits

- NUTR 220 - Fundamentals of Nutrition 3 Credits
- PUBH 496 - Public Health Experiential Learning I 3 Credits
- PUBH 497 - Public Health Experiential Learning II 3 Credits
- PUBH 498 - American Health Care Policy 3 Credits
- PUBH 499 - Managing in a Non-Profit Organization 3 Credits

Required Supporting Courses (16 credits)

- CHEM 170 - Principles of Inorganic and Organic Chemistry 4 Credits
- PHIL 120 - Discovering Philosophy 3 Credits
- POLS 125 - American Government 3 Credits
- PSYC 100 - Introductory Psychology 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits
or
- PHIL 236 - Ethical Decision-Making 3 Credits
or
- POLS 347 - Environmental Ethics 3 Credits
or
- PHIL 340 - Contemporary Ethical Problems 3 Credits

Electives (14 credits)

Since the curriculum is interdisciplinary, students can choose 14 credits of electives in areas such as these:

Behavioral and Social Aspects of Health Care

Nutrition and Health Promotions

Health and the Environment

Eldercare

Management

Maternal and Child Health

Public Policy

Public Policy & Advocacy Minor

(18 credits)

- POLS 125 - American Government
- SOCL 206 - Social Problems
- POLS 310 - Leadership, Activism and Social Justice
- POLS 424 - Public Policy Analysis
- Two 3-credit electives chosen from any courses designated in Economics, Political Science or Sociology

Public Policy and Advocacy, B.A.

The new B.A. program in Public Policy and Advocacy is an interdisciplinary Social Science major focusing upon public and community affairs. The major appeals to a wide range of capable students, especially those interested in policy analysis, community advocacy, political activism, public administration, journalism, conventional and social entrepreneurship, and pre-law.

The program offers two concentrations. The Public Law/Conservatorship concentration appeals to those interested in law school and those interested in a career as a court appointed conservator and guardian, which involves financial and health planning for people in need of assistance. The Service and Activism concentration appeals to majors whose future work will, in various ways, involve leadership in public and community affairs.

Paving the Way to Exciting and Successful Futures:

Students in this major can pursue many different goals with this course of study: a lucrative career as a conservator and guardian immediately after graduation; preparation for work in fields related to activism, policy analysis and advocacy, government and business employment; and preparation for programs of graduate study in the Social Sciences, Public or Business Administration; Public Policy; or Law among others.

Foundational Core

- ECON 101 - Principles of Macroeconomics 3 Credits
- ECON 297 - Economics of Social Issues 3 Credits
- POLS 110 - How Politics Affects Your Life: An Introduction to Politics 3 Credits
- POLS 125 - American Government 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits
- SOCL 206 - Social Problems 3 Credits

Concentrations

Students will complete one of two concentrations. At least two courses in any concentration must be at or above the 300 level. Students may also choose relevant courses not on the list of courses, but appropriate for a concentration, only with approval from their major program advisor. Students can also take courses through the Consortium schools, as advised.

1. Service and Activism (12 Credits)

Students should work closely with their advisor to select these courses based on the area or type of service and activism they are interested in. With the approval of the program director, students may also choose other courses.

Select four of these courses:

- ECON 220 - Labor History in America 3 Credits
- Cross-listed with POLS 220 - Labor History in America or HIST 220 - Labor History in America
- ECON 382 - Economics of Social Justice 3 Credits
 - PHIL 333 - Political Philosophy 3 Credits
 - POLS 204 - Political Themes in Popular American Music 3 Credits

Cross-listed with HIST 204 - Political Themes in Popular American Music

- POLS 255 - Political Psychology 3 Credits

Cross listed with PSYC 255 - Political Psychology

- POLS 310 - Leadership, Activism and Social Justice 3 Credits
- POLS 325 - Environmental Law and Policy: The Decision-Making Process 3 Credits
- POLS 347 - Environmental Ethics 3 Credits
- POLS 375 - Contemporary Topics in Political Psychology 3 Credits
- SOCL 227 - Inequality in America 3 Credits
- SOCL 229 - Urban Sociology 3 Credits
- SOCL 302 - United States Women and Social Movement 3 Credits

Cross-listed with HIST 307 - United States Women and Social Movement

- SOCL 383 - Contemporary Social Theory 3 Credits

Required Internship

PPOA 485 - Service and Activism Internship

Methods and Research-Oriented Track

Students may also choose the Methods and Research-oriented Track.

Required Course

SOCL 375 - Social Research.

Pre-requisites are SOCL 101 - Introduction to Sociology and MATH 110 - Elementary Statistics or PSYC 253 - Statistics for the Behavioral Sciences

2. Public Law/Law and Guardianship (15 Credits)**Five of these courses:**

- ECON 424 - Economic Considerations of Aging 3 Credits
- POLS 206 - United States Constitution 3 Credits
- POLS 230 - Juvenile Justice and Human Rights 3 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 325 - Environmental Law and Policy: The Decision-Making Process 3 Credits

- POLS 330 - Constitutional Law 3 Credits
- POLS 390 - Children and the Law 3 Credits
- POLS 424 - Public Policy Analysis 3 Credits
- SOCL 328 - Elder Law 3 Credits
- SOCL 335 - Conservatorship and Guardianship 3 Credits

Required Internship

PPOA 485 - Service and Activism Internship (3 credits)

Coordination (3 Credits)

PPOA 499 - Coordinating Seminar

Religious Studies Minor

(18 credits)

Required courses (6 credits)

- RELS 201 - An Introduction to the Theological Study of the Church 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 266 - World Christianity 3 Credits

Recommended electives (12 credits)

- RELS 240 - Religions of the East 3 Credits
- RELS 241 - Religions of the West 3 Credits
- RELS 242 - Religion in America 3 Credits
- RELS 255 - Saint Paul and the Apostolic Church 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits

Religious Studies, B.A.

A major in Religious Studies provides an opportunity for more extensive and intensive exploration of the Christian experience. It is also an excellent focal point for the liberal arts and can serve as a preparation for Christian service, such as Christian education, and for graduate study in Religion, Ministry, or other related disciplines.

Religious Studies majors have enrolled in seminaries such as Andover-Newton Theological Seminary, Boston College, Hartford Seminary, and Yale Divinity School. Graduates have gone into ministerial roles as campus ministers, ordained hospice and hospital chaplains, and parish ministry. They also work in religious education, counseling, and social work.

Program Outcomes

The student will:

- Demonstrate knowledge of the Christian Bible or sacred texts of another religious tradition
- Demonstrate ability to critically interpret faith-related documents, with particular attention to the Roman Catholic tradition
- Demonstrate knowledge of a living faith tradition through elements of history, faith, belief, theology, rituals and practices of prayer and worship
- Demonstrate awareness and comprehension of diverse forms of religious thought and practices within and between religious traditions • 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

Admission and Continuation Requirements

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

Degree Requirements (33 credits)

Required courses (18 credits)

- RELS 210 - An Introduction to Christian Morality 3 Credits
- RELS 201 - An Introduction to the Theological Study of the Church 3 Credits
- RELS 251 - Introduction to Hebrew Scriptures 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- RELS 499 - Coordinating Seminar 3 Credits

Electives (15 credits) strongly recommended

- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 385 - Internship 3-6 Credits

Concentrations

Theology

Electives for general interest or graduate study in Theology

- RELS 210 - An Introduction to Christian Morality 3 Credits
- RELS 201 - An Introduction to the Theological Study of the Church 3 Credits

- RELS 202 - Christian Sacraments 3 Credits
- RELS 295 - Exploratory Independent Study 3 Credits
- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits
- RELS 495 - Advanced Independent Study 3 Credits

Religion

Electives in the phenomenon of religion or comparative religion

- RELS 240 - Religions of the East 3 Credits
- RELS 241 - Religions of the West 3 Credits
- RELS 242 - Religion in America 3 Credits
- RELS 257 - Islam 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- RELS 262 - Buddhism in America 3 Credits
- RELS 266 - World Christianity 3 Credits

Required supporting coursework

- HIST 116 - Whither Western Civilization?: Western Civilization II 3 Credits
- HIST 250 - The World of Asia 3 Credits
- Appropriate courses in International Studies, Philosophy, and from other schools in the Hartford Consortium for Higher Education

Religious Education

Electives in religious education in schools or churches

- RELS 202 - Christian Sacraments 3 Credits
- RELS 242 - Religion in America 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 385 - Internship 3-6 Credits
- RELS 386 - Internship 3-6 Credits

Required supporting coursework

- EDUC 265 - The Elements of Teaching 3 Credits
- ENGL 203 - Oral Communication 3 Credits
- HDFS 250 - Ways of Studying the Developing Child 3 Credits
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits
- PSYC 220 - Child Development 3 Credits
- PSYC 238 - Human Development Through the Lifespan

3 Credits

Teaching Licensure

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

Ministry

Electives in ministry in the church or in society

- RELS 202 - Christian Sacraments 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 215 - Contemporary Christian Spirituality 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- RELS 305 - Contemporary Christian Thought 3 Credits
- RELS 307 - Death 3 Credits

Required supporting coursework

- ENGL 203 - Oral Communication 3 Credits
- PSYC 235 - Social Psychology 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits
- PSYC 242 - Psychology of Adulthood and Aging 3 Credits
- PSYC 311 - Art Therapy: An Introduction 3 Credits
- SOCL 383 - Contemporary Social Theory 3 Credits

Justice and Peace

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

- RELS 205 - The Ecological Challenge 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 253 - Prophets and Prophecy in Ancient Israel 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits

Required supporting coursework

- SOCL 217 - Racial and Ethnic Groups 3 Credits
- SOCL 227 - Inequality in America 3 Credits
- HIST 348 - American Society From Hiroshima to Present 3 Credits

Christian Living

Electives in Christian ethics and spirituality

- RELS 215 - Contemporary Christian Spirituality 3

Credits

- RELS 210 - An Introduction to Christian Morality 3 Credits
- RELS 205 - The Ecological Challenge 3 Credits
- RELS 207 - Women in Christian Tradition 3 Credits
- RELS 208 - Christian Peacemaking 3 Credits
- RELS 209 - Christianity and Social Justice 3 Credits
- RELS 250 - Prayer-Ways of the Psalms 3 Credits
- RELS 258 - Religion and Race in the United States 3 Credits
- RELS 266 - World Christianity 3 Credits
- RELS 270 - Social Justice in City of Hartford 3 Credits
- RELS 301 - Moral Issues in Health Care: A Christ Perspective 3 Credits
- RELS 313 - Mysticism: East and West 3 Credits

Required supporting coursework

- PHIL 225 - Philosophy of the Human Person 3 Credits
- PHIL 340 - Contemporary Ethical Problems 3 Credits
- POLS 110 - How Politics Affects Your Life: An Introduction to Politics 3 Credits
- POLS 125 - American Government 3 Credits
- POLS 249 - International Politics 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits
- Appropriate courses in International Studies

Scripture

Electives for graduate studies in Scripture

- ENGL 220 - Literary Criticism 3 Credits
- RELS 250 - Prayer-Ways of the Psalms 3 Credits
- RELS 251 - Introduction to Hebrew Scriptures 3 Credits
- RELS 253 - Prophets and Prophecy in Ancient Israel 3 Credits
- RELS 254 - New Testament Gospels 3 Credits
- RELS 255 - Saint Paul and the Apostolic Church 3 Credits
- RELS 260 - An Introduction to the Theological Study of Jesus Christ 3 Credits
- Hebrew and New Testament Greek courses available through the Consortium.

School Counseling, M.A.

The School Counseling Program is committed to educating counselors who will provide leadership in serving the developmental needs of children in a school community. The purpose of a counselor's intervention is seen as facilitating growth towards the student's full academic and psychosocial potential. The program focuses on assisting future counselors with the wide range of issues that confront students, teachers, and parents across the full span of the school years (K-12). Therefore, school counselors who graduate from the University of Saint Joseph are prepared to work with elementary, middle, and high school students and to assist them with the challenges that they face as they grow and develop.

Learning Outcomes

- **Counseling Skills:** This domain focuses on the skills necessary for engaging in the helping process. Students will demonstrate culturally appropriate skills and techniques necessary for successful pre-session, in-session, and post-session counseling behaviors.
- **Conceptualization of Student or Programmatic Need(s):** This domain focuses on the skills needed to formulate a clear understanding of a student's or school community's need within a broader social context and the ability to construct an intervention plan that reflects respect for the individual and the larger group
- **Counseling Process:** This domain focuses on the ability to recognize any aspect of counselor-client interaction, total or in part, that can be understood to directly or indirectly affect the counselor, the client, the direction of sessions, and movement toward the resulting outcome of counseling
- **Professional Role Skills:** This domain focuses on an awareness of the aspects of the candidate's character that serves to enhance working as a school counselor, as well as those aspects that serve as obstacles to success in the school counselor role

Degree Requirements

The School Counseling curriculum is designed to facilitate self-understanding and development through individual and small group activities across a variety of educational domains that pertain to counseling practice. In addition to a common core of curricular experiences, all students in the School Counseling Program are expected to demonstrate their knowledge and skills in foundations of school counseling, ability to conceptualize a comprehensive counseling program, and the practice of school counseling including program development, implementation, evaluation, and consultation.

Matriculation

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

1. A completed admission application along with a

nonrefundable application fee

2. Two copies of all official college transcripts, one mailed directly to the Office of Graduate and Professional Studies and one mailed directly to the Department of Counseling and Family Therapy. These must be from accredited institutions and must evidence at least a baccalaureate degree with a GPA of 2.67 or higher. Transcripts are required prior to registration.
3. Two letters of professional reference mailed directly to the Office of Graduate and Professional Studies recommending the candidate for graduate work in the School Counseling Program at the University of Saint Joseph. Recommendation forms are available in the Office of Graduate and Professional Studies
4. Two copies of Praxis I scores, one to the Office of Graduate and Professional Studies and one to the Department of Counseling and Family Therapy. Any student who has scored 1100 or higher on the math/verbal SAT may apply for a Praxis I waiver.
5. All immunization records as required by the Office of Graduate and Professional Studies

In addition, School Counseling applicants are required to:

6. Submit a personal entrance essay (essay guidelines available through the Office of Graduate and Professional Studies and the Department of Counseling and Family Therapy)
7. Sign up for a group interview/information session once the application and an official transcript are received.

Note: During the interview, a planned Program of Study will be prepared based on the number of credits the student wishes to carry each semester. This program will then be sent via email to you with instructions for registration and final matriculation.

When all the required documentation is received by the Office of Graduate and Professional Studies, the file will be submitted to Counseling and Family Therapy for matriculation.

Required courses (51-54 credits)

Foundations

- COUN 539 - Professional Orientation to and Foundations of School Counseling 3 Credits
- COUN 542 - Ethics and Standards of Practice in School Counseling 3 Credits

Counseling Prevention and Intervention

- COUN 531 - Group Process and Dynamics 3 Credits
- COUN 533 - Theoretical and Practical Sources for Career Development 3 Credits
- COUN 541 - Skills and Techniques in Counseling 3 Credits
- COUN 543 - Theories of Counseling & Psychology 3 Credits

- COUN 552 - Developmental Theories and Applications 3 Credits

Diversity and Advocacy

- COUN 514 - Multicultural Counseling 3 Credits

Leadership, Collaboration, and Consultation

- COUN 560 - Principles, Organization, and Practice of School Counseling Services 3 Credits

Assessment

- COUN 550 - Appraisal and its Applications in Counseling 3 Credits

Research and Evaluation

- COUN 597 - Applied Research Methods for Counselors 3 Credits

Diagnosis

- COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning 3 Credits

Academic Development

- COUN 516 - Psychology of Exceptional Children 3 Credits
- COUN 524 - Instruction and Curriculum 3 Credits
- COUN 565 - Counseling for Postsecondary Planning 3 Credits

Practicum/Internship or Upper-Division Elective

- COUN 566 - Practicum in School Counseling 3 Credits
- COUN 573 - Internship I in School Counseling 3 Credits
- COUN 574 - Internship II in School Counseling 3 Credits

Clinical Hours

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

Note: If a student does not hold a Connecticut teaching certificate and has at minimum 30 months of classroom teaching experience, he/she must complete a 10-month full-time residency in place of the internship.

Comprehensive Examination

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

Social Work, B.S.

The Social Work program educates generalist social workers who, guided by professional ethics and standards, use culturally competent research and practice to promote individual and

social change. Social Work students gain knowledge, skills, and values for empowering individuals, strengthening families and communities, and promoting a global civil society based on human rights, social and economic justice, and peace. The Social Work Program serves as a resource for social development by improving educational opportunities for women and underrepresented student populations, including low-income students and students of color, and by preparing women for leadership in the profession and in their communities.

Social Work is one of the fastest growing professions in the United States and includes diverse and varied fields of practice. Social work students prepare for careers in child welfare, community development, criminal justice, crisis management and disaster relief, elder services, health and mental health, immigrant and refugee services, school social work, and many other fields. The University of Saint Joseph Social Work graduates hold leadership positions throughout the profession.

Social Work majors enjoy small classes and caring faculty who offer personal attention, academic advising, and guidance in career development. Students gain professional experience while they complete two separate yearlong field placements. Many students qualify to enter graduate school with advanced standing and complete their master's degree in Social Work in one year rather than the usual two. More than 90% of the University of Saint Joseph Social Work graduates go on to earn their M.S.W. degree.

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

The department's goals are to advance:

1. The understanding of the interrelationships among people and their environments, including the experiences of oppression and liberation
2. Culturally competent generalist practice with individuals, families, groups, organizations, and communities
3. Efforts to eliminate prejudice and discrimination, including discrimination based on age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation
4. Policies and programs that promote universal human rights, fundamental freedoms, and social and economic opportunities for all persons.
5. Scientific inquiry with the purpose of further developing and correctly applying professional knowledge.
6. Opportunities for undergraduate and graduate education, professional development and life-long learning among social workers
7. Diversity, community relations, and the use of

educational assessment strategies through the University of Saint Joseph

Suggested Plan of Study

Two concentrations are offered:

- Criminal Justice
- Latino Community Practice

Prerequisites

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

- ECON 101 - Principles of Macroeconomics 3 Credits
- MATH 110 - Elementary Statistics 3 Credits
- PSYC 100 - Introductory Psychology 3 Credits
- SOCL 101 - Introduction to Sociology 3 Credits
- SOCW 102 - Introduction to Social Work 3 Credits

Choice of one of the following

- LCPR 310 - Latino Identities and Cultures 3 Credits
- SOCL 217 - Racial and Ethnic Groups 3 Credits
- SOCL 227 - Inequality in America 3 Credits
- SOCL 208 - Latinas and Their Worlds 3 Credits

Choice of one of the following

- BIOL 204 - Forensic Biology 3 Credits
- BIOL 217 - Culture, Health and Illness 3 Credits
- BIOL 223 - Human Biology 3 Credits
- BIOL 270 - Human Heredity and Birth Defects 3 Credits
- Approved Related Course 3 credits

All three 1-credit courses below must be taken for credit (HDGE 111, 112, 113)

- HDGS 111 - Biology of Aging 1 Credits
- HDGS 112 - Nutrition of Aging 1 Credits
- HDGS 113 - Health of Aging 1 Credits

Choice of one of the following

- HDGS 210 - Voices of Development Across the Life Course 3 Credits
- PSYC 238 - Human Development Through the Lifespan 3 Credits

Choice of one of the following

- POLS 110 - How Politics Affects Your Life: An Introduction to Politics 3 Credits
- POLS 125 - American Government 3 Credits
- POLS 310 - Leadership, Activism and Social Justice 3 Credits

Junior Year

Fall

- SOCW 382 - Human Behavior in the Social Environment 3 Credits
- SOCW 386 - Field Practice I 4 Credits (Includes seminar and 8 hrs./week in field)
- SOCW 396 - Social Work Methods I 3 Credits

Spring

- POLS 300 - Social Welfare Policy 3 Credits
- SOCW 388 - Field Practice II 4 Credits (Includes seminar and 8 hrs./week in field)
- SOCW 398 - Social Work Methods II 3 Credits

Senior Year

Fall

- SOCL 375 - Social Research 3 Credits
- SOCW 400 - Social Work Methods III 3 Credits
- SOCW 482 - Field Practice III 7 Credits Extended placement (summer session), reduced field hours (12 hrs./week) is available

Spring

- SOCW 484 - Field Practice IV 7 Credits Extended placement (summer session), reduced field hours (12 hrs./week) is available
- SOCW 498 - Coordinating Seminar 3 Credits

For Adult Learners

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

Criminal Justice Concentration

(13 credits)

The Criminal Justice Concentration in Social Work allows social work students to develop a beginning expertise in the criminal justice system.

Required Course

- SOCW 484 - Field Practice IV in approved criminal justice setting (7 credits) and

Two supportive electives

- BIOL 204 - Forensic Biology 3 Credits
- BIOL 204L - Forensic Biology Laboratory 1 Credits
- POLS 230 - Juvenile Justice and Human Rights 3 Credits
- POLS 315 - Civil Liberties 3 Credits
- POLS 330 - Constitutional Law 3 Credits
- PSYC 249 - Forensic Psychology 3 Credits
- PSYC 258 - Victimology 3 Credits

- PSYC 330 - Criminal Justice and Mental Health 3 Credits
- POLS 390 - Children and the Law 3 Credits

Latino Community Practice Concentration

(9 credits):

The Latino Community Practice Concentration in Social Work is a professional credential in culturally and linguistically competent practice with diverse Latino populations.

Prerequisite

Intermediate-level Spanish proficiency

Requirements

At least two semesters of Field Practice must be in an approved bilingual setting.

Courses

Spanish (3 credits)

One of the following

- SPAN 154 - Spanish for Health Professionals 3 Credits
- SPAN 204 - Latino Storytelling 3 Credits
- Other approved Spanish elective at the 200 level or above

Cultural Studies (6 credits)

Choose two

- SOCL 208 - Latinas and Their Worlds 3 Credits
- LCPR 310 - Latino Identities and Cultures 3 Credits
- Other elective as approved

Note

Offered in Undergraduate Program for Women and the Program for Adult Learners.

Social Work, M.S.W.

The USJ M.S.W. program prepares Social Work students for clinical practice in community-based settings. The program will produce graduates who are guided by professional ethics and standards and who use culturally responsive research and practice to promote individual and social change. Through the use of an innovative field education model in partnership with community-based organizations, students and faculty develop, test, implement, and disseminate evidence-informed practice to advance clinical Social Work. The M.S.W. program promotes services to diverse populations that improve individual functioning, strengthen families and communities, and promote a civil society based on human rights, social and economic justice, and peace.

Social Work is one of the fastest growing professions in the United States and includes diverse and varied fields of practice. Social Work students prepare for careers in community based clinical practice in fields such as child welfare, elder services, health and mental/behavioral health, veterans' services, immigrant and refugee services, school social work, and many other fields.

Graduate Social Work students 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 year-long placements in an innovative student unit model.

USJ M.S.W. graduates possess the knowledge and skills to improve the health and well-being of persons and their communities by assessing needs, planning interventions, strengthening resources, coordinating care, delivering services, and evaluating outcomes. In addition, USJ M.S.W. graduates are prepared to promote community mental health by collaborating with community members and with health and human services providers in developing person-centered, evidence-based, integrative clinical services that are culturally responsive, trauma-informed, recovery-oriented, and delivered in the person's community setting.

Through its collaborations with community-based agencies, the USJ Master of Social Work program works to improve access to high quality health and human services for all populations, especially high-need populations such as abused and neglected children, senior citizens and veterans. To this end, the program prepares community-based clinical social workers for emerging fields of practice and labor force shortage areas.

The USJ M.S.W. program features a student unit model of field education in which university-employed clinical preceptors supervise students in select partnering organizations. This model of field education provides multidisciplinary opportunities for student learning and community-engaged research. Students, faculty, and clinical preceptors contribute to the professional knowledge base by community-engaged research and practice that develops promising practices, demonstrates best practices, and facilitates communication among multidisciplinary providers and the communities that they serve.

Program Goals:

The USJ Masters of Social Work Program will:

1. Produce ethically-strong graduates prepared for community-based practice as licensed clinical social workers in areas where there is the greatest need
2. Provide access to graduate social work education for employed health and human services personnel

3. Improve client outcomes and access to high quality clinical social work services for underserved populations through student and faculty involvement in applied, community-engaged research
4. Collaborate with other disciplines to develop evidence-informed practices and strategies for delivering integrative care to diverse populations
5. Enhance the relationship between social work education and practice through mutually beneficial partnerships with community-based organizations.
6. Implement and evaluate the Student Unit Model of field education and disseminate outcomes to the Social Work education community

Admissions Requirements:

- Graduate School Application and non-refundable \$50 application fee
- M.S.W. supplemental application
- Sealed transcript of a bachelor's degree from a regionally accredited institution
- Transcripts from all additional colleges or institutions attended
- Minimum GPA of 2.75 (expected GPA of 3.0 or higher)
- Successful completion of a prerequisite course (Statistics) with a grade of "C" or better (May be completed after admission to the program)
- Three professional letters of recommendation with cover sheet
- Social Work Essay: personal statement explaining interest and pursuit of the M.S.W. program
- Copy of an updated resume
- Proof of immunizations
- NO GRE or other exams required

Admission requirements for Advanced Standing applicants

- Degree conferral from a Bachelor in Social Work program within the last six years from a program accredited by the Council on Social Work Education (or an international degree program recognized by CSWE)
- Minimum GPA of 3.0
- Grades of "B" or better in all Social Work courses
- One of three professional letters of recommendation must come from B.S.W. program director or field practice director
- Copy of most recent field evaluation form

The M.S.W. Admissions Committee invites all qualified applicants to campus for an admissions interview (or provides alternatives for distance interviews when an applicant is not local) and to complete a writing sample.

Program Options:

1. M.S.W. (2-year option): The M.S.W. program offers a two-year (four semesters) program of study to complete the degree. This option includes two internships in student units (480 hours in year one, 600 hours in year two.)
2. M.S.W. (3-year option): The M.S.W. program offers a three-year (eight semesters) program of study to complete the degree. Students accepted into this program will take classes in two summer terms to reduce the course load in other semesters. This option includes two internships in student units (480 hours in year one, 600 hours in year two.)
3. M.S.W. Advanced Standing (1-year option): The M.S.W. program offers a 10-month (three semesters) Advanced Standing program to qualified applicants who hold a bachelor's degree in Social Work (B.S.W.) completed within the last six years from a program accredited by the Council on Social Work Education (or an international degree program recognized by CSWE.) Students accepted into this program are exempt from taking foundation year courses (except where the student achieved a grade less than a "B" in a particular undergraduate social work course.) All advanced standing students must take the Advanced Standing Bridge course and the associated Skills Lab (SOCW 598 & 599) offered in the August term. This option includes a single internship in a student unit (600 hours.)
4. M.S.W. Advanced Standing (2-year option): The M.S.W. program offers a two-year (six semesters) Advanced Standing program to qualified applicants who hold a bachelor's degree in Social Work (B.S.W.) completed within the last six years from a program accredited by the Council on Social Work Education (or an international degree program recognized by CSWE.) Students accepted into this program are exempt from taking foundation year courses (except where the student achieved a grade less than a "B" in a particular undergraduate Social Work course.) All advanced standing students must take the Advanced Standing Bridge course and the associated Skills Lab (SOCW 598 & 599). This option includes a single internship in a field unit (600 hours.)

Suggested Plan of Study for M.S.W.

Two-Year Cohort

Fall Semester 1 (16 credits):

- SOCW 500 - Social Policy I: History and Philosophy 3 Credits
- SOCW 501 - Human Behavior in the Social Environment I 3 Credits
- SOCW 502 - Social Work Practice I 3 Credits

- SOCW 503 - Populations, Diversity & Human Rights 3 Credits
- SOCW 510 - Field Practice I 4 Credits

Spring Semester 1 (16 credits):

- SOCW 504 - Social Policy II: Advocacy and Social Justice 3 Credits
- SOCW 505 - Human Behavior in the Social Environment II 3 Credits
- SOCW 506 - Social Work Practice II 3 Credits
- SOCW 507 - Social Work Research I 3 Credits
- SOCW 511 - Field Practice II 4 Credits

Fall Semester 2 (16 credits):

- SOCW 600 - Community Mental Health 3 Credits
- SOCW 601 - Advanced Clinical Practice I 3 Credits
- SOCW 602 - Social Work Research II: Community-Engaged Research 3 Credits
- SOCW XXX - Specialization Elective 3 credits
- SOCW 610 - Field Practice III 4 Credits

Spring Semester 2 (13 credits):

- SOCW 603 - Advanced Clinical Practice II 3 Credits
- SOCW 604 - Advanced Practice Seminar 3 Credits
- SOCW XXX - Specialization Elective (2) 3 credits
- SOCW 611 - Field Practice IV 4 Credits

Three-Year Cohort

Fall Semester 1 (9 credits):

- SOCW 500 - Social Policy I: History and Philosophy 3 Credits
- SOCW 501 - Human Behavior in the Social Environment I 3 Credits
- SOCW 502 - Social Work Practice I 3 Credits

Spring Semester 1 (9 credits):

- SOCW 504 - Social Policy II: Advocacy and Social Justice 3 Credits
- SOCW 505 - Human Behavior in the Social Environment II 3 Credits
- SOCW 506 - Social Work Practice II 3 Credits

Summer Semester 1 (6 credits):

- SOCW 503 - Populations, Diversity & Human Rights 3 Credits
- SOCW 507 - Social Work Research I 3 Credits

Fall Semester 2 (7 credits):

- SOCW 510 - Field Practice I 4 Credits
- SOCW 601 - Advanced Clinical Practice I 3 Credits

Spring Semester 2 (7 credits):

- SOCW 511 - Field Practice II 4 Credits
- SOCW XXX - Specialization Elective 3 credits

Summer Semester 2 (6 credits):

- SOCW 600 - Community Mental Health 3 Credits
- SOCW XXX - Specialization Elective 3 credits

Fall Semester 3 (7 credits):

- SOCW 602 - Social Work Research II: Community-Engaged Research 3 Credits
- SOCW 610 - Field Practice III 4 Credits

Spring Semester 3 (10 credits):

- SOCW 603 - Advanced Clinical Practice II 3 Credits
- SOCW 604 - Advanced Practice Seminar 3 Credits
- SOCW 611 - Field Practice IV 4 Credits

Advanced Standing One-Year Cohort

Summer Semester 1 (7 credits):

- SOCW 596 - Advanced Standing Bridge Course 3 Credits
- SOCW 597 - Advanced Standing Skills Lab 1 Credits
- SOCW 600 - Community Mental Health 3 Credits

Fall Semester 1 (13 credits):

- SOCW 601 - Advanced Clinical Practice I 3 Credits
- SOCW 602 - Social Work Research II: Community-Engaged Research 3 Credits
- SOCW 610 - Field Practice III 4 Credits
- SOCW XXX - Specialization Elective 3 credits

Spring Semester 1 (13 credits):

- SOCW 603 - Advanced Clinical Practice II 3 Credits
- SOCW XXX - Specialization Elective 3 credits
- SOCW 604 - Advanced Practice Seminar 3 Credits
- SOCW 611 - Field Practice IV 4 Credits

Advanced Standing Two-Year Cohort

Fall Semester 1 (7 credits):

- SOCW 596 - Advanced Standing Bridge Course 3 Credits
- SOCW 597 - Advanced Standing Skills Lab 1 Credits
- SOCW 601 - Advanced Clinical Practice I 3 Credits

Spring Semester 1 (6 credits):

- SOCW 603 - Advanced Clinical Practice II 3 Credits
- SOCW XXX - Specialization Elective 3 credits

Summer Semester 1 (6 credits):

- SOCW 600 - Community Mental Health 3 Credits

- SOCW XXX - Specialization Elective 3 credits

Fall Semester 2 (7 credits):

- SOCW 602 - Social Work Research II: Community-Engaged Research 3 Credits
- SOCW 610 - Field Practice III 4 Credits

Spring Semester 2 (7 credits):

- SOCW 604 - Advanced Practice Seminar 3 Credits
- SOCW 611 - Field Practice IV 4 Credits

Sociology Minor

(18 credits)

SOCL 101 - Introduction to Sociology and 15 credits at the 200-level and above.

Spanish Minor

(18 credits)

Students should consult with Spanish faculty as early as possible to determine a suitable plan of studies for the Spanish minor. The minor consists of 18 credits with at least 9 credits taken at the 200 level or above, one of which must be a 300+ level course.

Recommended courses

- SPAN 200 - Intermediate Conversation I
- SPAN 201 - Intermediate Conversation II
- SPAN 301 - Fundamentals of Hispanic Cultural Studies
- SPAN 302 - Fundamentals of Hispanic Literary Studies

Spanish, B.A.

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

The University sponsors a program in Spain or Latin America for students who are interested in an intensive language/culture program with Spanish-speaking people. See SPAN 331 - Study

Culture Workshop in Spain or Latin America.

Non-majors who wish to 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 communicate in the language. Faculty 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 Oral Proficiency standard set by the American Council for the Teaching of Foreign Languages, www.actfl.org.

Program Outcomes

The student will:

- Exhibit level of proficiency at least equivalent to Intermediate-High 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 hard copy 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 200 level or higher. Only one class taught in English will be allowed to count toward a major.

Required courses

- SPAN 301 - Fundamentals of Hispanic Cultural Studies
- SPAN 302 - Fundamentals of Hispanic Literary Studies
- SPAN 310 - Workshop in Spanish Grammar and Composition I
- SPAN 311 - Workshop in Spanish Grammar and Composition II
- SPAN 360 - Cultural Perspectives of Hispanic Peoples or
- SPAN 390 - Masterpieces of Hispanic Literature
- SPAN 499 - Coordinating Seminar

Equivalent classes studied abroad can be substituted with permission of the Spanish faculty

Electives

(12 credits) at the 200 + level in Spanish.

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.

Study Abroad

An academic semester abroad in a Spanish-speaking country is a requirement for the Spanish major (a full academic year is recommended but not required). 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 to arrange the study abroad program.

Teacher Licensure

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

Special Education - Undergraduate Teacher Licensure K-12

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

- Elementary Education (1-6)
- Secondary Education (7-12)

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

Supporting coursework (39 credits)

General education coursework including a survey course in American History (3 credits)

Required courses and Plan of Study

Sophomore year

- SPEC 217 - Teaching Students with Mild Disabilities 3 Credits (fall)
- SPEC 218 - Teaching Students with Significant Disabilities 3 Credits (spring)

Junior year

- SPEC 343 - Educational Assessment 3 Credits (fall)
- SPEC 345 - Curriculum and Instruction in Special Education 3 Credits (fall)
- SPEC 346 - Differentiated Instruction 3 Credits (spring)
- SPEC 383 - Positive Behavior Interventions and Supports 3 Credits (spring)

Senior year

- SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities 9 Credits (fall)

(Other than EDUC 430 - Practicum: Elementary, no other course work can be taken this semester)

- SPEC 499 - Coordinating Seminar 3 Credits (spring)

Required courses for Special Education licensure

Sophomore year

- PSYC 220 - Child Development 3 Credits
- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- EDUC 265 - The Elements of Teaching 3 Credits (fall)
- Cross listed with SPEC 265 - The Elements of Teaching 3 Credits (fall)
- EDUC 205 - Foundations of Education 3 Credits (spring)

Junior year

- EDUC 322 - Developmental Reading in the Elementary School 3 Credits (fall)
- ENGL 340 - Literature for Children 3 Credits

Required Courses for Cross-endorsement in Elementary Education (Grades K-6)

Sophomore year

One additional child development course:

- HDFS 250 - Ways of Studying the Developing Child 3 Credits

Junior year

- EDUC 250 - Reading and Social Studies 3 Credits
- EDUC 341 - Effective Teaching of Mathematics 3 Credits (fall)
- EDUC 370 - The Language Arts 3 Credits (spring)

Senior year

- EDUC 430 - Practicum: Elementary 3 Credits (fall)

Continuation Requirements

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

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

Requirements for Application to Student Teaching

Only candidates who have been accepted into the Teacher Licensure Program 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:
 - a. Completed courses
 - b. Previous teaching experience
 - c. Previous experience with children or adolescents
 - d. Work experience

2. Candidates must successfully complete the University of Saint Joseph 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

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

Upon completion of entrance requirements, the prescribed programs and exit requirements, candidates for Special Education (K-12) with cross-endorsement in Elementary Education (1-6) will be recommended to the State Department of Education for licensure.

Exit from Teacher Licensure Program

A Licensure Program Completer is a 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.

Other Opportunities in Education

International Honor Society

Laboratory Schools

Cross Endorsement

Internships

Special Education Cross Certification

This is a non-degree, graduate credit-bearing program for licensed teachers who do not want a formal master’s degree program. Coursework is available to fulfill specific requirements provided by the state Department of Education for a Comprehensive Special Education (K-12) license, also known as #165.

Benefits of program:

- No need for matriculation in Graduate School
- Customized, value-added advisement. Licensed teachers select courses that simultaneously fulfill requirements, while focusing on their own interests in reading, writing, inclusion, autism or social-emotional learning.
- Ability to take required student teaching practica during the summer with two different exceptionalities, without interruption to school year employment

Application Requirements:

- A copy of the written response from the state Department of Education consultant based on an individual transcript review with additional requirements needed for cross endorsement
- A copy of current teaching license
- Application to student teach in summer is required by February 1 of that year. To be eligible for student teaching, all credits required by the state in the identified regulatory areas must be completed

Student Teaching:

- Practica is open only to candidates who have completed at least 12 credits of graduate courses approved for cross-endorsement at the University of Saint Joseph
- Applications to student teach are due by February 1 of the year summer placement is requested

Special Education, B.S. with Teacher Licensure

The mission of the Department of Special Education is to prepare highly effective practitioners whose work is grounded in current research, theory, and evidence-based practice. This is accomplished through close faculty mentorship, rigorous coursework, and supervised fieldwork. Candidates develop professional skills and dispositions to effect positive change for students with specialized learning needs.

Program Outcomes for Special Education Major

The candidate will:

- Understand the field as an evolving and changing discipline grounded in evidence-based principles and theories, relevant laws and policies, and human issues that influence the education of individuals with exceptional needs, both in school and society
- Demonstrate respect for individuals with exceptional needs as unique human beings
- Understand how exceptional conditions interact with the domains of human development and use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs
- Be active in seeking to understand primary language, culture and familial backgrounds that interact with the individual’s exceptional condition
- Use multiple types of assessment information and understand the legal policies and ethical principles of measurement and assessment

- Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways

The Special Education major is a distinctive program grounded in evidence-based theory and practice. Formal study examines individuals with exceptional learning needs from multi-dimensional perspectives: cognitive, academic and social learning, language, communication, behavior and attention. Applications occur in varied settings and contexts: schools, the community and at home, across the lifespan. Concepts of social justice, current law and policies, and growth and development underlie coursework.

Program Outcomes for Special Education Teacher Licensure

The candidate will:

- Develop long-range individualized instructional plans and carefully sequenced shorter-range goals and objectives that emphasize explicit modeling and efficient guided practice
- Modify instructional plans based on analysis of the individual's learning progress, and facilitate instructional planning in a collaborative context
- Possess a repertoire of evidence based instructional strategies to individualize instruction for students with exceptional learning needs, and promote positive learning results in general and special curricula
- Modify or shape learning environments to encourage independence and create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- Enhance language development and teach communication skills using augmentative, alternative, and assistive technologies

The Special Education teacher licensure program prepares candidates to teach children with disabilities. Candidates who seek initial licensure in Special Education will major in Special Education. This plan of study allows the candidate to teach students with disabilities in grades K through 12, after passing the Praxis II assessment in Special Education and the Foundations of Reading assessment. The program features a carefully sequenced plan of field-based experiences, ranging from focused observations to supervised assessments, culminating in student teaching.

Prospective candidates work closely with University advisement staff to apply to the School of Education, including the successful completion of the Praxis I assessment requirement by the fall of the sophomore year. Candidates may also qualify for a waiver based on SAT/ACT scores. As required by the Connecticut State Department of Education, candidates may only complete two professional education courses before acceptance into the teacher licensure program.

The state Department of Education regulates initial licensure requirements. The University recommends candidates for initial licensure. The state Department of Education is responsible for the awarding of cross-endorsements in a second teaching field, beyond the initial license.

Admission Requirements

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 were below 400 points from any test by March 31, 1995; or a combined score of 1,100 or more, with no less than 450 on the math or verbal subtest from tests April 1, 1995 or after
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 the University of Saint Joseph
7. A well-written essay that describes reasons for wanting to enroll in the program and emphasizes experiences relevant to teaching. The essay should highlight people, places, and experiences with children and adolescents who have affected this decision.
8. A successful interview with an Education faculty team
9. A planned B.S. degree and licensure program developed with a Special Education faculty member who advises both the major and licensure. The program is forwarded to the licensure officer for approval.

By April 1 of sophomore year, the candidate will complete and file a declaration for the Special Education major with the faculty advisor in the Special Education department. The declaration status of a transfer candidate will be determined when meeting with the University advisement office. In addition, items 2 through 9 above will be completed by April 1 of sophomore year. After being admitted to the teacher licensure program, the candidate will maintain no less than a 2.67 cumulative GPA and earn no less than a C+ in Special Education and Education coursework, and required general education courses.

Program Sequence

Candidates in the Special Education major with teacher licensure complete a carefully designed sequence of coursework prior to student teaching. These experiences include opportunities

to interact and instruct students with and without disabilities in the general education classroom and in specialized settings, beginning sophomore year and continuing through junior year. A Coordinating Seminar in the final semester is a capstone course for the major.

During sophomore year, candidates are introduced to programs and services for children and youth with a range of abilities and disabilities, in a variety of settings - at school, home and the community. Field assignments acquaint candidates with the needs of students who may require specialized instruction in academic or non-academic areas and the programs that serve them.

In junior year, candidates participate in a series of intensive, supervised clinical experiences in educational assessment and research-based interventions. Junior year courses prepare candidates to meet the rigors of student teaching, with a focus on: the development and implementation of Individual Education Plans (IEPs), co-teaching and differentiation in the general education classroom, and positive behavior support. These experiences are applied to students with a range of disabilities, including learning disabilities, intellectual disabilities, social/emotional disabilities, attention disorders and autism spectrum disorders.

In senior year, candidates are placed in public schools for a 10-week, full-time student teaching experience in Special Education. Candidates will also be placed in a general education classroom for a field experience. For most candidates, placements in both the special and general education classroom are in the same building. During the second semester of senior year, candidates enroll in the Coordinating Seminar. This course is a culminating experience in which candidates synthesize the knowledge and skills they have acquired throughout the program, connecting theory and practice as they prepare to enter Special Education. As part of this seminar, candidates complete education evaluations of students in an on-site assessment clinic under the direct supervision and mentorship of Special Education faculty.

Coursework

Special Education teacher licensure and cross endorsement in Elementary Education

Degree Requirements

1. Supporting coursework (29 credits)

General Education coursework including a survey course in United States History (3 Credits) and COMP 100 - Introduction to Computers

2. Required Courses and Plan of Study

Sophomore year

- SPEC 217 - Teaching Students with Mild Disabilities 3 Credits (fall)

- SPEC 218 - Teaching Students with Significant Disabilities 3 Credits (spring)

Junior year

- SPEC 343 - Educational Assessment 3 Credits (fall)
- SPEC 345 - Curriculum and Instruction in Special Education 3 Credits (fall)
- SPEC 346 - Differentiated Instruction 3 Credits (spring)
- SPEC 383 - Positive Behavior Interventions and Supports 3 Credits (spring)

Senior year

- SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities 9 Credits (fall)
- SPEC 499 - Coordinating Seminar 3 Credits (spring)

3. Required Courses for Special Education licensure

Sophomore year

- EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms 3 Credits
- SPEC 265 - The Elements of Teaching 3 Credits (fall)
- EDUC 205 - Foundations of Education 3 Credits (spring)
- PSYC 220 - Child Development 3 Credits

Junior year

- EDUC 322 - Developmental Reading in the Elementary School 3 Credits (fall)

4. Additional courses for cross endorsement in Elementary Education

Sophomore year

- EDUC 250 - Reading and Social Studies 3 Credits (spring)

One additional child development course:

- HDFS 250 - Ways of Studying the Developing Child 3 Credits
or
- HDFS 450 - Cross-Cultural Studies of Children and Families 3 Credits

Junior year

- EDUC 341 - Effective Teaching of Mathematics 3 Credits (fall)
- EDUC 370 - The Language Arts 3 Credits (spring)

Senior year

- EDUC 430 - Practicum: Elementary 3 Credits (fall)

Continuation Requirements

Throughout the teacher licensure sequence, the Department of Special Education reserves the right to recommend withdrawal

of candidates who fail to show ability to meet pre-professional expectations and dispositions. For candidates who demonstrate difficulty, an improvement plan will be developed and progress towards goals will be monitored. A list of expected academic skills and professional dispositions include:

- Well-elaborated knowledge base
- Well-developed critical thinking skills
- Effective communication and interpersonal skills with peers, instructors and professionals in the field
- Commitment to the mission of the Special Education department
- Achievement of grades of C+ or better in all EDUC, SPEC, and general education courses
- Continued minimum cumulative GPA of 2.67
- Achievement of a grade of B or better in SPEC 343 - Educational Assessment
- Achievement of a grade of B or better in the Tuesday Experience, EDUC 370 - The Language Arts

Requirements for Application to Student Teach

Only candidates who have been accepted into the Teacher Licensure Program (see Admission) are eligible to apply for student teaching. An application to student teach from the Office of Student Teaching and Clinical Experiences must be submitted by February 1 for fall placements and September 15 for spring placements.

1. All application documents may be found on the School of Education, Student Teaching website. Candidates are advised to maintain a folder of important documents.. These include:
 - A copy of the letter of acceptance into the Teacher Licensure program
 - A copy of the Major and Teacher Licensure Planned Program
 - An unofficial transcript with most recent semester's grades
 - A typed Student Information Form
 - A typed autobiographical essay
 - A typed Field Experience form
 - A copy of Praxis II and Foundations of Reading (FOR) registration confirmation showing that the required licensure exams will be taken before student teaching begins. Passing grades on all exams are required for licensure application.
 - Proof of fingerprinting at a regional educational service center (CREC, EASTCONN, ACES, etc.)
2. Candidates must successfully complete the University of Saint Joseph Writing Portfolio prior to student teaching
3. Candidates must resolve all alert forms prior to student

teaching

4. Candidates may not take any other courses while student teaching

Candidates will provide the Licensure Office with copies of Praxis II and FOR Score Reports before a recommendation is made to the State Department of Education for initial special education teacher licensure. Candidates seeking cross-endorsement in elementary education, must submit score reports of successful results in all required elementary tests. The State Department of Education has the sole authority to issue cross-endorsements.

Comprehensive Exam for Special Education Major

All students must pass a comprehensive exam to be awarded a Bachelor of Science degree in Special Education. The exam is given during January break of the senior year and involves the completion of two case studies. The comprehensive exam requires candidates to analyze, synthesize and interpret student performance data from multiple sources. The candidate must demonstrate the ability to integrate the data with theory and research to formulate conclusions and propose actions.

Exit from Teacher Licensure Program

A "Licensure Program Completer" is a person who has met all the requirements of a state-approved teacher preparation program for initial certification. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

To be recommended to the Connecticut State Department of Education for licensure in Special Education, candidates must:

- Complete all program requirements for the major and for licensure, including the Connecticut State Department of Education requirements for coursework and student teaching
- Fulfill general education requirements and content with no grade lower than a C+
- Complete a successful student teaching experience with a grade of B or better
- Submit successful Praxis II test in Special Education 0543, and the Foundations of Reading Test
- Show evidence of appropriate educator dispositions as defined by the School of Education Conceptual Framework and Student Teaching Evaluation Criteria
- Submit application for a teaching license to teacher licensure officer

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

For the Connecticut State Department of Education to issue a cross-endorsement in elementary education, candidates must complete the above and submit successful Praxis II tests in Elementary 5031 and 0622/5622.

Other Opportunities in Education

Laboratory Schools

International Honor Society - Kappa Delta Pi

Special Education, M.A.

The graduate programs in Special Education are designed to meet the needs of individuals seeking to be licensed as Special Education teachers or seeking to enhance their teaching and to effectively meet the needs of at-risk and exceptional learners in the general education classroom.

Concentrations

Special Education, M.A.

Special Education with Teacher Licensure

Special Education with Cross-Endorsement

Special Education with concentration in Autism Spectrum Disorders

Program Outcomes

The student will:

- Be a critical thinker and effective problem solver who is concerned with the social, emotional, and intellectual issues of all children and adolescents in contemporary educational settings
- Apply advanced pedagogy in curriculum, instruction, and assessment to engage all students in reaching their potential as people and as learners
- Develop the capacity to influence and advance positive change for students, professionals, and the profession in a complex global society

Acceptance Requirements

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 Graduate School's cover form on the University website.
- Note:** Recommendations must be from individuals who are not family members, personal friends, or members of the School of Education at the University of Saint Joseph
6. Immunization record using the Graduate School form on the University website
 7. A planned program of study developed by the candidate and the faculty advisor, approved by the department chair

Continuation Requirements

Completion of the first six graduate credits with a grade of B or better is required for continuation in a program in the School of Education. Only courses with a B or better at any point in the program will be accepted as graduate work. After the first six credits, a course with less than a B may be repeated only one time.

There are additional requirements for acceptance into a Graduate Teacher Licensure program.

Exit Requirements

Eligible candidates for the Master of Arts degree take a comprehensive exam in February or July. The application for the Comprehensive Exam is available from the School of Education and the School of Graduate and Professional Studies. It is the candidate's responsibility to obtain his/her faculty advisor's signature and to submit the application to the office manager of the School of Education by the due date.

Comprehensive Exam

All students must pass a written comprehensive examination after having completed all of Special Education courses and 80% of their planned program, except for Special Education with Teacher Licensure, which requires 100% completion of the planned program.

Special Education Focus

This option is open to general and special educators who seek a master's degree and wish flexibility in creating a program of study that reflects professional interests. Three courses are required and the remaining 7 courses selected to complete the planned program of study are selected in collaboration with an

COURSE DESCRIPTIONS

Accounting

ACCT 201 - Principles of Accounting I

3 Credits

Introduction to financial accounting and the accounting process. Emphasis on the corporate form of business. Includes detailed coverage of the balance sheet, income statement, and the accounting cycle. Concentration on the communication of relevant financial information to external parties. Grade of C- or better required to progress in Accounting courses.

ACCT 202 - Principles of Accounting II

3 Credits

Continuation of ACCT 201. Topics covered include partnerships, statement of cash flows, long-term debt financing, equity financing, introduction to international accounting, income tax allocation, and financial statement analysis. Grade of C- or better required to progress in Accounting courses.

Prerequisite(s): ACCT 201 - Principles of Accounting I

ACCT 205 - Managerial Accounting

3 Credits

Introduction to current managerial accounting techniques and theories. Topics covered include cost-volume-profit relationships, analysis of variance, product pricing, and capital budgeting. Emphasis on management's use of accounting for planning, control, and decision-making. Grade of C- or better required to progress in Accounting courses.

Prerequisite(s): ACCT 202 - Principles of Accounting II

ACCT 301 - Cost Accounting

3 Credits

Fundamental principles and procedures of cost accounting. Emphasis on job order costs, standard costs, detailed analysis of variance, budget development/implementation, activity based costing, and quantitative techniques. Includes study of decision models, cost behavior, cost allocation, and linear programming.

Prerequisite(s): ACCT 205 - Managerial Accounting

ACCT 303 - Fundamentals of Federal Income Tax I

3 Credits

Introduction to the basic concepts of federal income tax through analysis of the Internal Revenue Code. Particular emphasis on the individual taxpayer. Examination of case law and public policy.

ACCT 311 - Intermediate Accounting I

3 Credits

Examination of theoretical aspects of generally accepted accounting principles and their significance as a frame of reference for the evaluation of accounting practices. Focus on the

official pronouncements of the Financial Accounting Standards Board and other authoritative agencies. Includes analysis of asset and liability accounts and methods of evaluation, and financial statement presentation.

Prerequisite(s): ACCT 202 - Principles of Accounting II

ACCT 312 - Intermediate Accounting II

3 Credits

Special emphasis on accounting problems peculiar to corporate organizations. Includes accounting for long-term debt, pensions, leases, and earnings per share. Also addresses analysis of financial data, cash flow statements, International Financial Reporting Standards, and current value accounting.

Prerequisite(s): ACCT 311 - Intermediate Accounting I

ACCT 340 - Accounting for Not-For-Profit Organizations

3 Credits

Introduction to accounting within the environment of the not-for-profit sector. Emphasis on governmental program objectives, managerial activities, appropriations, allotments, and funds.

Prerequisite(s): ACCT 205 - Managerial Accounting or permission of instructor.

ACCT 403 - Fundamentals of Federal Income Tax II

3 Credits

Continuation of ACCT 303 - Fundamentals of Federal Income Tax I, as applied to different business entities, with a particular emphasis on corporations. Also addresses tax aspects of operations, distribution, and liquidation of corporations and partnerships.

Prerequisite(s): ACCT 202 - Principles of Accounting II

ACCT 409 - Advanced Accounting I

3 Credits

Application of accounting principles and practices in the areas of corporate expansions and business combinations. Also addresses extensive coverage of consolidations and use of computers in this process.

Prerequisite(s): ACCT 312 - Intermediate Accounting II

ACCT 410 - Advanced Accounting II

3 Credits

A variety of sophisticated accounting topics and issues including partnership accounting, foreign currency translation, not-for-profit accounting, and estates and trusts. Computer applications are integrated with course materials whenever possible.

Prerequisite(s): ACCT 312 - Intermediate Accounting II

ACCT 415 - Auditing I

3 Credits

A study of generally accepted auditing standards, practices, and

procedures used by independent public accountants in examining accounting records and statements. Includes study and evaluation of internal control and the CPA's legal and ethical considerations.

Prerequisite(s): ACCT 312 - Intermediate Accounting II

ACCT 416 - Auditing II

3 Credits

Covers preparation of various audit reports, other reports the CPA may issue, other services offered by CPAs, and the CPA's legal liability and professional responsibilities with extensive emphasis on ethical considerations and the AICPA code of professional conduct.

Prerequisite(s): ACCT 415 - Auditing I

ACCT 485 - Internship

3-6 Credits

Planned supervised experience with business, industry, or government. For accounting major at the junior or senior level.

Prerequisite(s): Permission of department chairperson.

ACCT 495 - Advanced Independent Study

3 Credits

For Accounting majors who wish to pursue a special topic in greater depth.

Prerequisite(s): Approval by faculty advisor and department chairperson.

ACCT 499 - Coordinating Seminar

3 Credits

The student will select a topic for study subject to the approval of her/his faculty advisor. The student will present her/his research in writing or in an oral presentation during the last semester of the senior year.

Prerequisite(s): Permission of department chairperson.

ACCT 505 - Accounting Strategies for Decision-Making

4 Credits

Management decisions require the use of accounting information. It is essential, therefore, that managers develop an understanding of accounting concepts so that this information will be properly interpreted and used in the decision-making process. In this course, students will learn accounting strategies that will enable them to understand financial reports, analyze organizational performance, determine appropriate operating strategies, and make sound business decisions.

American Studies

AMST 201 - Workshop in History: Going to the Source

3 Credits

164

Introduction to the techniques of archival record-keeping and the methods of historical analysis and research through readings and field experience in archives, museums, historical societies, and libraries. Cross-listed with HIST 201 - Workshop History: Going to the Source (LAS) (AE) (WR)

AMST 276 - Cultural Studies

3 Credits

Spatially and temporally bounded, culturally specific, and methodologically oriented, this course demonstrates the sort of questions that the student of cultural studies asks and the means of investigation used in hypothesizing answers to them. Specific issue and time studied varies: Movie-Made Reality; New York City and Italian-American Narrative, 1925-2000; Sports in American Fiction, 1952-Present. Cross-listed with ENGL 276 - Cultural Studies (LAS) (AE) (HE)

Other: May be taken twice for credit.

AMST 295 - Exploratory Independent Study

3 Credits

Faculty-guided research on interdisciplinary topics proposed by students.

AMST 499 - Coordinating Seminar

3 Credits

American Studies majors engage in a study of theory while preparing a paper of original research on an interdisciplinary topic of their choice.

Biology

BIOL 106 - Field Ornithology

3 Credits

Introduces you to the basic biology and taxonomy of birds, familiarizes you with the identification of the local avifauna, introduces you to the current literature and techniques used to study birds. (LAS) (SI)

Corequisite(s): BIOL 106L - Field Ornithology Laboratory for SI credit.

Other: Must have computer capabilities and USJ email.

BIOL 106L - Field Ornithology Laboratory

1 Credit

The field trips to local birding sites will focus on identification and behavior of birds. The lab will emphasize form and function of bird structures. Several weekend laboratories usually five hours each and require outdoor work. Laboratory fee: \$75.

Corequisite(s): BIOL 106 - Field Ornithology

BIOL 110 - General Biology

4 Credits

Cell structure and function, membrane structure and integrity, and cell division via the biology of cancer. Energy metabolism and cellular respiration, homeostasis and genetics included. Three hours of lecture. Two-hour laboratory per week reinforces the

lecture topics. Laboratory fee: \$75. (LAS) (SI)
Other: Not recommended for students looking for SI credit who are unfamiliar with science.

BIOL 117 - Introduction to Evolution and Kingdoms

4 Credits

Emphasis is placed on evolution and the diversity within the kingdoms as you explore the outcomes in this course:

- Realize that organisms interact with their world in many ways that are shaped by evolutionary forces through genetic expression.
- Understand the basic concepts of genetics within populations
- Be able to demonstrate the mechanics of an experiment and understand the relationship of the scientific method to scientific knowledge
- Demonstrate a working knowledge of bacteria, viruses, protists, plant, fungi and animal form and function

Three-hour lecture, two hours laboratory per week reinforce lecture topics and develop research, writing and organizational skills. Laboratory fee: \$75.

BIOL 160 - Wild and Scenic: Natural History of the Farmington River

3 Credits

Ecology and natural history of the Farmington River. Focuses on the field analysis, sampling technique, and organismal Biology. Field Intensive. (LAS) (SI)

Corequisite(s): BIOL 160L - Wild and Scenic: Field Research for (SI) credit.

BIOL 160L - Wild and Scenic: Field Research

1 Credit

Field intensive. Sites include Hogback Dam, People's State Forest, Satan's Kingdom, and Tariffville Gorge. Laboratory fee: \$75.

Corequisite(s): BIOL 160 - Wild and Scenic: Natural History of the Farmington River

BIOL 200 - Special Topics in Biology

3 Credits

The presentation of courses not currently offered in the Biology curriculum. May be offered for one-three credits, and may have a laboratory component (if so, a laboratory fee will be assessed).

BIOL 204 - Forensic Biology

3 Credits

Application of biological science to criminal forensics. Topics covered will include basic entomology as it pertains to cadaver insects, the biological processes of decomposition, the role of molecular biology in forensics, and aspects of forensic osteology and anthropology. (LAS) (SI)

Prerequisite(s): A course in general biology, population biology

or ecology; entomology, anatomy, or molecular biology would also be useful.

Corequisite(s): BIOL 204L - Forensic Biology Laboratory for (SI) credit.

BIOL 204L - Forensic Biology Laboratory

1 Credit

The laboratory reinforces lecture topics. Two hours laboratory per week. Laboratory fee: \$75

Corequisite(s): BIOL 204 - Forensic Biology for (SI) credit.

BIOL 205 - Introduction to Cellular and Molecular Biology

4 Credits

An introductory course covering the molecular components of cells and their role in cellular function. Emphasis will be placed on cellular structure and function, chemical components of cells, energy and biosynthesis, the functions of proteins, the production of proteins by cells and the three main cellular processes by which amino acid sequences of proteins are stored as DNA and replicated, transcribed into messenger RNA, and finally translated into proteins. Two-hour lab uses cutting-edge molecular techniques and directed inquiry experiments. Laboratory fee: \$75.

Prerequisite(s): BIOL 110 - General Biology or equivalent or permission of instructor.

BIOL 210 - Marine Biology

4 Credits

Interactions and relationships between living organisms and their environment in marine systems. Includes direct personal observations and investigations of intertidal, salt marsh, and estuarine habitats, invertebrates and vertebrates. Ecosystems studied include: coastal fisheries, open ocean, tropical seas and coral reefs, and polar regions. Focus is on examination of the terrestrial-marine interface, and influence of humans on these ecosystems. Three hours lecture. Four hours laboratory per week reinforces lecture topics, and is field intensive. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): BIOL 117 - Introduction to Evolution and Kingdoms, CHEM 175 - Fundamental Chemical Principles I or CHEM 170 - Principles of Inorganic and Organic Chemistry or CHEM 170 - Principles of Inorganic and Organic Chemistry or permission of instructor.

Other: Occasionally offered as an Honors course open to all students. Honors students with a minimum 3.25 GPA with a B or better in high school Biology need not meet the BIOL 117 and CHEM 170 prerequisites.

BIOL 217 - Culture, Health and Illness

3 Credits

This course provides an in-depth study of the following diseases: cancer, cardiovascular disease, diabetes, neurological pathologies (namely depression and Alzheimer's), and Human Immunodeficiency and AIDS. Emphasis will be placed on the hereditary and non-hereditary aspect of each condition,

progression, screening and diagnosis as well as traditional and newly developed therapies for disease treatment. The course will also provide a cross-cultural study of the etiology of each condition and measures recommended for disease prevention. The laboratory exercises focus on the molecular and cellular aspects of each condition and survey their impact on the various organ systems of the human body. Three hours lecture, two hours laboratory. Laboratory fee: \$75. (LAS) (SI)

Corequisite(s): BIOL 217L - Culture, Health and Illness Lab for (SI) credit

BIOL 217L - Culture, Health and Illness Lab

1 Credit

The laboratory exercises focus on the molecular and cellular aspects of each condition (cancer, cardiovascular disease, diabetes, neurological pathologies (namely depression and Alzheimer's), and Human Immunodeficiency and AIDS) and surveys their impact on the various organ systems of the human body. Laboratory fee: \$75.

Corequisite(s): BIOL 217 - Culture, Health and Illness for SI credit

BIOL 220 - Zoology

4 Credits

An appreciation of the diversity of animal forms. Emphasis will be placed on taxonomy, morphology, and physiology of vertebrates. Evolutionary development/trends will also be studied. Three hours lecture. Two hours laboratory per week to reinforce lecture topics. Laboratory fee: \$75.

Prerequisite(s): BIOL 117 - Introduction to Evolution and Kingdoms or permission of instructor.

BIOL 221 - Plant Biology

4 Credits

Almost all life we know of depends upon photosynthesis in one way or another. You cannot really understand life without understanding the organisms that use this process to create organic matter from the physical world. This course explores both who does photosynthesis and the variety of ways that they do it. While the major emphasis is placed on the higher plants' morphology, physiology, ecology, evolution and diversity, there will also be an introduction to ferns and mosses and lichens, some algae, and even the photosynthetic bacteria! Three hours lecture. Two hours laboratory per week to reinforce lecture topics. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): An introduction to Chemistry and Biology. Either 1) BIOL 117 - Introduction to Evolution and Kingdoms or BIOL 110 - General Biology and first-term college Chemistry, or 2) a B or better in high school Biology and Chemistry.

BIOL 223 - Human Biology

3 Credits

Organ systems of the human body considered at the cellular, tissue, and organ level as well as an introduction to human development and heredity. Emphasis is placed on both the anatomy and physiology of these organ systems. Credit not

applicable to Biology major or to a student who has completed BIOL 241 BIOL 241 - Essentials of Anatomy and Physiology I. (LAS) (SI)

Corequisite(s): BIOL 223L - Human Biology Laboratory for SI credit

BIOL 223L - Human Biology Laboratory

1 Credit

Analysis of the anatomy and physiology of organ systems. Topics include an examination of integumentary, digestive, musculoskeletal, circulatory, reproductive, nervous, and other systems. Two hours laboratory per week. Laboratory fee: \$75.

Corequisite(s): BIOL 223 - Human Biology for (SI) credit.

BIOL 232 - Scientific Writing

2 Credits

This course introduces students to scientific literature and guides them through reading, analyzing, and synthesizing scientific information to produce their own scientific paper written in proper publication format. Students will develop an original scientific question via a guided exploration of literature and create an original scientific report based on a central hypothesis and literature review of supporting information. Additionally, students will use group critiquing and assessment to learn how to develop their own writing and revision skills with the guidance of an established rubric. (WR)

BIOL 237 - Integrative Biological Systems

4 Credits

This course features how biological interactions occur both within and across multiple levels (molecular, cellular, organismal, community, ecosystem, and biosphere) using multiple techniques (experimental, theoretical, etc.). It is important to understand that living organisms and systems are part of integrated systems instead of isolated parts. Students will be able to:

- Demonstrate the difference between structural, compositional, and functional aspects of biological systems
- Demonstrate an understanding of the impact that humans have within specific scales of living systems
- Demonstrate their understanding of the interaction between abiotic and biotic components of biological systems

Three hours lecture. Two hours laboratory. Laboratory fee: \$75.

Prerequisite(s): BIOL 117 - Introduction to Evolution and Kingdoms and BIOL 205 - Introduction to Cellular and Molecular Biology or BIOL 110 - General Biology or a transfer of a full year of introductory Biology

Corequisite(s): BIOL 117 - Introduction to Evolution and Kingdoms can be taken at the same time with permission of advisor.

BIOL 241 - Essentials of Anatomy and Physiology I

4 Credits

This course emphasizes the micro- and macroscopic organization of cells and tissues in the human body as they relate to the function of the organ systems. Topics in this first section include tissue/histology overview, integumentary, musculoskeletal, and nervous systems including sensory systems. Three hours lecture. Two hours laboratory per week to reinforce lecture topics. Laboratory fee: \$75. (LAS)

Prerequisite(s): BIOL 205 - Introduction to Cellular and Molecular Biology or BIOL 110 - General Biology or permission of instructor.

BIOL 242 - Essentials of Anatomy and Physiology II

4 Credits

Continuation of BIOL 241. Topics include cardiovascular, immune, respiratory, excretory, digestive, endocrine, and reproductive systems. Three hours lecture. Two hours laboratory per week reinforces lecture topics. Laboratory fee: \$75. (LAS)

Prerequisite(s): BIOL 241 - Essentials of Anatomy and Physiology I or permission of instructor.

BIOL 250 - Introduction to Biological Research

1 Credit

Course focuses on acquisition and evaluation of primary literature in the preparation of a research proposal. Provides necessary skills required for Biology students pursuing their required independent study, research or internship.

Prerequisite(s): At least 4 college-level science courses with labs.

BIOL 270 - Human Heredity and Birth Defects

3 Credits

Mendelian Principles applied to human genetics. We will explore current techniques and ethical issues related to the Human Genome Project, as well as modes of inheritance of human genetic disorders. May not be applied to a Biology major. Also frequently scheduled as an Honors course. Three hours lecture. (LAS) (SI)

Corequisite(s): BIOL 270L - Human Heredity and Birth Defects for SI credit.

BIOL 270L - Human Heredity and Birth Defects

1 Credit

Two hour laboratory that reinforces lecture topics. Laboratory fee: \$75.

Corequisite(s): BIOL 270 - Human Heredity and Birth Defects

BIOL 295 - Exploratory Independent Study

1-3 Credits

Individual study of topics not offered in the Biology curriculum.

BIOL 300 - Current Topics in Biology

1 Credit

Examination and discussion of primary literature in Biology. Weekly presentations of scientific articles from the current

literature will be primary focus of this course. Required for Honors students seeking Honors designation for Biology courses.

BIOL 301 - Microbiology

4 Credits

A general introduction to the multidisciplinary field of microbiology. The three hours of lecture per week covers prokaryotic structure and diversity, microbial nutrition and control, a variety of techniques, virus diversity and reproductive strategies, fungal and protist parasites, anti-microbial medicines, basic immune system function and vaccines, epidemiology, food microbiology, and microbial ecology. Several selected viruses, fungi, protozoa, and bacteria will be used as focus organisms. Three hours of laboratory per week introduces microscopy, staining, isolation and growth of selected bacteria, antibiotic sensitivity testing, mold identification, immunological testing for HIV, sterile techniques and observation of example organisms. Students develop and perform independent microbiology research project(s) as a key part of the course. Laboratory fee: \$75. (LAS)

Prerequisite(s): BIOL 110 - General Biology or BIOL 205 - Introduction to Cellular and Molecular Biology

BIOL 305 - Ecology

4 Credits

Study of the interactions and relationships between living organisms and their environment. The course includes habitat analysis, population investigations, and many field study techniques such as bird banding, mice mark and recapture, or insect trapping. The course is field-intensive. Three hours of lecture. Four hours laboratory or field work per week. Laboratory fee: \$75.

Prerequisite(s): BIOL 117 - Introduction to Evolution and Kingdoms, MATH 110 - Elementary Statistics or MATH 170 - Calculus I or permission of instructor.

BIOL 313 - Developmental Biology

4 Credits

Explore principles of embryology with an emphasis on morphology and physiology using the study of model systems. Discussion of the current ethical and scientific issues surrounding research technologies. Three hours of lecture. Two hours laboratory per week reinforces lecture topics, concentrating on vertebrate morphogenesis. Laboratory fee: \$75.

Prerequisite(s): BIOL 205 - Introduction to Cellular and Molecular Biology

BIOL 325 - Genetics

4 Credits

Fundamental principles of Mendelian and molecular genetics are discussed. Three hours lecture. Two hours laboratory per week reinforces lecture topics, concentrating on genetic principles through use of appropriate model systems. Laboratory fee \$75.

Prerequisite(s): BIOL 205 - Introduction to Cellular and Molecular Biology or permission of instructor.

BIOL 350 - Cell Biology

4 Credits

The focus of this course is the basic structure of cells with an emphasis on their functions and roles in life processes. Topics include an overview of membranes and protein synthesis and targeting, organelles, 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 system level. Readings and discussions introduce classic and current research in papers and cases studies related to these topics. Three hours lecture. Three hours laboratory per week reinforces lecture topics, including exercises in histology, cell culture, electrophoresis of proteins, cell fractionation and Western blotting. Laboratory fee: \$75.

Prerequisite(s): BIOL 205 - Introduction to Cellular and Molecular Biology or permission of instructor.

BIOL 370 - Biology Seminar

1-3 Credits

Topical discussions of biological science issues.

BIOL 410 - Fundamental Concepts of Immunology

4 Credits

The study of the cells and organs of the immune system that mediate the innate and adaptive immune responses. Topics include the immune response to disease, autoimmunity and hypersensitivity. Three hours lecture. This is one of the capstone courses required for majors. Two hours laboratory per week reinforces lecture topics. Laboratory fee \$75.

Prerequisite(s): BIOL 205 - Introduction to Cellular and Molecular Biology

BIOL 418 - Microbial Ecology/Environmental Microbiology

4 Credits

Ecological interactions between microbes: viruses, bacteria, archae, some protists and fungi. Roles of microorganisms in relation to animal and plants. Function of microbes in modifying climate and the physical environment. Student research projects provide opportunity to investigate areas of personal interest. Three hours lecture. Three hour laboratory per week reviews basic and advanced techniques, followed by project-based research. Projects may require additional time outside of the lab period depending upon the nature of the project. This is one choice of the capstone courses required for majors. Laboratory fee \$75.

Prerequisite(s): BIOL 117 - Introduction to Evolution and Kingdoms and CHEM 176 - Fundamental Chemical Principles II and BIOL 237 - Integrative Biological Systems

BIOL 464 - Advanced Molecular Biology

4 Credits

An advanced course that focuses on current advancements and techniques used for biotechnology. This course is primarily lab-based, focusing on a variety of molecular techniques used in research laboratories. A wide variety of topics and techniques will be explored including history and applications of biotechnology,

recombinant DNA technology, protein expression and detection, DNA amplification and visualization, and genetic engineering. Students will conduct an extensive research project culminating in the isolation, cloning, and expression of a functional gene and protein. Results will be presented in a publication style scientific report. Two hours lecture, three hours lab. Laboratory fee \$75.

Prerequisite(s): BIOL 205 - Introduction to Cellular and Molecular Biology and permission of instructor.

BIOL 485 - Internship

2 Credits

Semester internships at local agencies and laboratories in various fields of biology. Students need to seek out appropriate venues with the help of the Career Counseling office and their advisors and need to work at least 80 hours. Students need to design their own project based around their work experience on the internship, perform the research, and write a report on their findings that relates their experience to their prior biological knowledge. Presentation required at a public venue approved by coordinating faculty.

Prerequisite(s): Minimum GPA3.0

Other: Only four credits of Internships can count towards the degree.

BIOL 490 - Special Topics - Advanced Level

1-4 Credits

The presentation of courses not offered in the Biology curriculum. May have a laboratory component (if so, a laboratory fee of \$50 will be assessed).

BIOL 495 - Advanced Independent Study

2 Credits

This course will assist students in finding their individual topic to study. Students will do a literature review of a topic independently with guidance of their instructor. Students need to design their own project based around their topic of interest, perform the research, and write a report that relates their experience to their prior biological knowledge. Presentation required at a public venue approved by coordinating faculty.

Prerequisite(s): Minimum of Junior status.

Other: Only four credits of any independent study work can count toward the degree.

BIOL 497 - Advanced Independent Research

2 Credits

This option permits laboratory or field work with a faculty member after submission of an approved student proposal. Students need to design their own project based around their topic of interest, perform the research under the guidance of the faculty member and write a report on their findings that relates their experience to their prior biological knowledge. The students also present their work in a scientific format at Symposium Day or another approved venue. Presentation required at public venue approved by coordinating faculty.

Prerequisite(s): Minimum GPA 3.0 and proposal approval.

Other: Only four credits of Independent Research can count toward the degree.

BIOL 499 - Integration Seminar

1 Credit

This class taken by seniors includes a discussion of topical events and philosophy in Biology co-taught by multiple Biology faculty. These discussions will revolve around integrative case studies. Students will learn about career preparation such as interview strategies, preparation of a resume, and what is happening in the job market. The course includes a comprehensive assessment covering selected biological concepts and degree audit preparation review.

BIOL 501 - Ecology

3 Credits

Study of plant and animal populations, the mechanism of their distribution and regulation, energy relationships, adaptations, community organization, and succession. Also includes aspects of symbioses and ecological modeling.

BIOL 502 - Ornithology

3 Credits

This course will introduce you to the basic biology and taxonomy of birds, familiarize you with the identification of the local avifauna, introduce you to techniques used to study birds, and teach why they are important to humans and ecosystems. This will be accomplished through the use of a textbook, research of current literature, and your own field trips in habitats where you live. You should expect to learn how birds are physically different, how they migrate, what social systems they form, what are their mating systems, why certain types of birds inhabit certain ecosystems, and why birds are important parts of that ecosystem to warrant such comprehensive research. (Binoculars needed. The university has some that can be borrowed with a refundable deposit.)

BIOL 503 - Biometry

3 Credits

This course provides an understanding of statistical data analysis for the biological sciences, including experimental design and some multivariate techniques. The focus is on application and understanding, and does not dwell on mathematical derivation. The course is designed for those who have had some experience with basic statistical analysis, either recently or in the past, and provides assistance in understanding to results or applying the proper test. This course is required for Biology M.S. candidates who have been approved to take BIOL 598/599 - Thesis

Prerequisite(s): Basic Algebra

BIOL 504 - Emerging Infectious Diseases

3 Credits

Deals with the knowledge needed to better understand the factors contributing to the emergence and reemergence of infectious diseases and microbial resistance in a broad context, which may also include bio-warfare/bioterrorism. Specific disease agents are studied. These include viruses, bacteria, and eukaryotic organisms

(excepting animal parasites such as helminthes). An introductory course in microbiology and a course in epidemiology would be helpful preparation for this class, but are not required.

Prerequisite(s): For those enrolled in the M.S. program, completion of either BIOL 513 – Virology or BIOL 533 – Bacteriology is required. For those matriculated in the Emerging Infectious Diseases Certificate Program, this should be the last class taken in the series.

BIOL 505 - Epidemiology

3 Credits

This course examines epidemiologic methods used in infectious disease investigations. An emphasis will be placed on understanding the relationships between the host, the parasite and the environment as they relate to disease causation.

BIOL 506 - The Origins of Life and Early Evolution

3 Credits

A course called Geomicrobiological Ecology and Evolution seemed a bit daunting, and a bit too huge for one course. Having a focus makes understanding the topic more manageable anyhow; thus the course title narrows the field to early life on earth and how it set the stage for the world we know. Abiogenesis is the study of how life might have emerged from non-life. Investigating competing hypotheses for life's origins provides the focus for the first part of the course. Following the evolutionary story forward up to the origins of animals will be the central theme for the second part of the course. Discussions and essays, some videos; no quizzes.

Prerequisite(s): None, other than having taken some college Chemistry as part of your undergraduate degree program.

BIOL 510 - Cell Biology

3 Credits

Examines current core concepts and theories in the field of cell biology by utilization of primary literature. In-depth discussion of cellular structure and function, as well as integration of concepts using data analysis.

BIOL 511 - Mycology

3 Credits

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(s): BIOL 510 - Cell Biology

BIOL 513 - Virology

3 Credits

The molecular biology, genetics, structure, function, classification, ecology and epidemiology of viruses in general, with a focus on human pathogens. Viral roles in cancer and evolution as well as the concepts of antiviral drugs and vaccines will also be explored. Student presentations and discussions on

student-selected topics will function both as a key activity and an important assessment tool.

Prerequisite(s): BIOL 510 - Cell Biology or permission of instructor.

Other: High-speed cable modem needed for online course to enable streaming video lectures.

BIOL 514 - Evolution

3 Credits

This course covers the principles of evolution and the history of evolutionary thought. Topics covered will include natural and biological philosophy, classical evolution, punctuated equilibrium, exaptation, and rapid evolutionary change. The course will also cover associated evolutionary concepts.

Prerequisite(s): A course in general biology, population biology or ecology.

BIOL 515 - Pharmacology

3 Credits

This course is designed to introduce students to the basic concepts and principles of pharmacology. Topics will include pharmacokinetics, pharmacodynamics, mechanisms of action, major physiological effects, drug metabolism, distribution and transformation.

Prerequisite(s): College level anatomy and physiology, basic chemistry, and a genetics or cell biology course.

BIOL 516 - Toxicology

3 Credits

This course is designed to introduce students to the basic concepts and principles of toxicology. Topics will include metabolism, types of toxicity, classes of chemicals, risk assessment and diagnosis and treatment.

Prerequisite(s): BIOL 510 - Cell Biology and college-level organic chemistry, or permission of instructor.

BIOL 517 - Animal Behavior

3 Credits

Survey of principles underlying behavior in animals. Emphasis will be placed on the adaptive value of behavior including predator-prey responses, foraging theory, sexual behaviors, migration, and circadian rhythms.

Prerequisite(s): An ecology course

BIOL 518 - Endocrinology

3 Credits

The function and organization of the major endocrine glands, the synthesis and release of their hormone products, and the effects of those hormone products on target cells with regard to normal growth, development, and homeostasis. The cooperative relationship between the endocrine, nervous, and immune systems will be discussed from the standpoint of how that cooperation contributes to the smooth functioning of the human physiology.

Prerequisite(s): BIOL 510 - Cell Biology and any physiology course

BIOL 519 - Cancer Biology

3 Credits

This course is designed to introduce students to the field of cancer biology. Various aspects of this topic, such as tumor initiation, progression, and therapy, will be studied in depth. At the end of this course, students will have gained an appreciation for the complexity of cancer. This course can be applied to the Integrative Genomics Graduate Certificate. Cross-listed with CHEM 585 - Introduction to the Biochemistry of Cancer

Prerequisite(s): Upper-level undergraduate study of cell biology, BIOL 510 - Cell Biology

BIOL 522 - Immunology

3 Credits

The cells and molecules that mediate the innate and adaptive mechanisms of the immune system as they apply to infection, tumor recognition, autoimmune diseases, immunodeficiencies and hypersensitivity. The classes will consist of formal lectures as well as group discussions of current scientific literature pertaining to immunologic research.

Prerequisite(s): BIOL 510 - Cell Biology

BIOL 525 - Genetics

3 Credits

Principles of molecular genetics including gene structure and function, control of protein synthesis, mutation and DNA repair, and genetic engineering. Analysis of current literature also included.

Prerequisite(s): College level cell biology recommended.

BIOL 528 - Mammalogy

3 Credits

This course examines the taxonomy, distribution, ecology, and evolution of mammals.

BIOL 530 - Cell Signaling

3 Credits

This course focuses on the unique and intricate molecular network of cellular signaling and the pathways that play important roles in development, growth, normal function, and apoptosis. This course should demonstrate the importance of molecular signals in not just communicating with other cells, but also in maintaining homeostasis and adjusting to external and internal system changes in multicellular organisms. This course can be applied toward the Integrative Genomics Graduate Certificate.

Prerequisite(s): Minimum undergraduate upper-level cell biology course

BIOL 531 - Proteomics

3 Credits

Course will focus on how to evaluate the most up-to-date

scientific information in cell biology and genetics as it is being generated and deposited into public databases. Students will be required to read primary literature and to complete problem sets/essay questions representing the application of material. Application will involve basic use of websites such as GenomeNET, National Center for Biotechnology Information (NCBI), and Protein Databank. This course can be applied toward the Integrative Genomics Graduate Certificate.

Prerequisite(s): Undergraduate upper-level cell biology course

BIOL 532 - Genomics

3 Credits

An in-depth discussion of molecular genetic principles and genomic methods as applied to model and commercially relevant biological organisms. Review of cutting edge technology, literature, and methods applied on a genomic scale. This course will also investigate evolutionary relationships between various organisms and utilization of tools from the genomic era to better elucidate similarities and differences. Topics that will be covered include, but are not limited to, comparative genomics, analysis of genomic sequences and expression, genomics research applications, and genomic circuits. This course will implement interactive online resources, basic bioinformatics analysis tools, and medical case studies to understand genes and genomes, and the interplay between genomics and medicine, phylogeny, and disease mechanisms. This course can be applied toward the Integrative Genomics Graduate Certificate.

Prerequisite(s): Minimum an undergraduate upper level cell biology course

BIOL 533 - Bacteriology

3 Credits

Topics include prokaryote fine structure, metabolism including nutritional and environmental requirements for growth, genetics, taxonomy/systematic, pathogenesis, a brief introduction to microbial ecology, and roles bacteria play in human health and disease. Case studies may include antibiotic resistance, the TB pandemic, probiotics, ecology of disease.

Prerequisite(s): BIOL 510 - Cell Biology or a cell biology course with an upper-level biochemistry course

BIOL 535 - Neuroscience

3 Credits

The study of the human nervous system from anatomical, cellular, molecular, and physiological viewpoints. The brain, spinal cord, and sensory modalities are studied at the systems and molecular levels. Emphasis placed on the functional connections of the cells that comprise the nervous system and the signaling within and between those cells.

Prerequisite(s): A college course in cell biology and physiology

BIOL 540 - Public Health

3 Credits

This course examines social, administrative, and governmental policies regarding the epidemiology of disease. Cross-listed with NURS 550 - Health and Community.

BIOL 550 - Human Physiology

3 Credits

This course is designed to study the functions and control mechanisms of the human body.

BIOL 560 - Parasitology

3 Credits

Study of protozoan and animal species parasitic to humans. Emphasis on morphology, taxonomy, life cycles, and modes of transmission, as well as the interrelationships between host and parasite including pathology, immunity, transmission, and treatment.

Prerequisite(s): BIOL 510 - Cell Biology

BIOL 590 - Special Topics

1-3 Credits

See Course Search tab at the top of MyUSJ for description of current offerings. These have been taught in the past: Protistology, Histology, Developmental Biology, Microbial Ecology, Forensic Entomology, Environmental Biology.

BIOL 593 - Biology Seminar

1-3 Credits

See Course Search in MyUSJ for description of current offerings. Emphasis on relevant and contemporary issues in Biology. Literature search and formal class presentations.

BIOL 596 - Independent Study/Research

1-3 Credits

Students select a topic or project to pursue through independent or small group work. Application forms for independent study/research are available in the Graduate Studies Program and must be approved by the project advisor, department chair and dean of the school. A maximum of six credits may be applied toward the non-thesis option, or a maximum of three credits toward the thesis option. A maximum of three credits may be applied toward required courses for the degree.

BIOL 598 - Thesis Research

1-3 Credits

Beginning thesis work. Requires a thesis proposal prior to registration.

Other: This is a pass/fail course.

BIOL 599 - Thesis

0-3 Credits

Thesis work. Requires a thesis proposal approved prior to registration. Completion of thesis requires passing the thesis defense.

Other: This is a pass/fail course.

Chemistry

CHEM 170 - Principles of Inorganic and Organic Chemistry

4 Credits

Introduction to the basic principles of Chemistry with focus on structure, properties, and reactions of representative inorganic and organic compounds. Special emphasis on applications to health-related fields. Three hours lecture, three hours laboratory per week. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): High school Chemistry

CHEM 171 - Introduction to Organic Chemistry

2 Credits

Basic principles of Organic Chemistry with focus on structure and nomenclature, properties and reactions of the following organic families: alkanes, alkenes, alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amines and amides. Special emphasis on applications to health-related fields. (LAS)

Prerequisite(s): One semester of college-level General/Inorganic Chemistry with a grade of B or better and permission of department chair.

CHEM 175 - Fundamental Chemical Principles I

4 Credits

Basic structure of matter and the nature of chemical reactions, including atomic and molecular structure, the Periodic Table, electromagnetic radiation, bonding theory, stoichiometry, thermochemistry, and states of matter. Establishes a solid foundation for further study in the field. Three hours lecture, three hours laboratory per week. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): High school Chemistry and Algebra.

CHEM 176 - Fundamental Chemical Principles II

4 Credits

Continuation of CHEM 175 - 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: \$75. (LAS) (SI)

Prerequisite(s): CHEM 175 - Fundamental Chemical Principles I

CHEM 200 - Organic Chemistry I

4 Credits

Introduction to the fundamentals of organic chemistry, including a study of relative reactivities, stabilities, and resonance, application of these concepts to simple reactions, stereochemistry, and spectroscopy. Laboratory emphasis on techniques and spectroscopy. Three hours lecture, four hours laboratory per week. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): CHEM 176 - Fundamental Chemical Principles II

CHEM 210 - Organic Chemistry II

4 Credits

Continuation of CHEM 200. 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: \$75. (LAS) (SI)

Prerequisite(s): CHEM 200 - Organic Chemistry I or equivalent

CHEM 240 - Biochemistry of the Human Body

4 Credits

Descriptive approach to the chemistry of the human body. Study of the structures and properties of the major classes of biomolecules, enzyme catalysis, metabolism, and chemical aspects of genetics. Three hours lecture, three hours laboratory per week. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): C or better in CHEM 170 - Principles of Inorganic and Organic Chemistry, CHEM 171 - Introduction to Organic Chemistry or CHEM 210 - Organic Chemistry II and BIOL 110 - General Biology or BIOL 205 - Introduction to Cellular and Molecular Biology

CHEM 290 - Quantitative Analysis

4 Credits

Fundamental techniques and theoretical background of quantitative analysis including: gravimetric and volumetric methods and separation techniques including chromatography. Three hours lecture, three hours laboratory per week. Laboratory fee: \$75.

Prerequisite(s): CHEM 176 - Fundamental Chemical Principles II

CHEM 295 - Exploratory Independent Study

3 Credits

Two to six hours per week, one semester. Laboratory fee: \$75.

Prerequisite(s): Permission of instructor

CHEM 300 - Analytical Instrumentation

4 Credits

Instrumental methods of analysis including infrared and UV/vis spectroscopy, magnetic resonance, and mass spectrometry. Three hours lecture, three hours laboratory per week. Laboratory fee: \$75.

Prerequisite(s): CHEM 200 - Organic Chemistry I

CHEM 320 - Physical Chemistry I: Thermodynamics

3 Credits

An introduction to thermodynamics, including the following topics: (1) kinetic theory, ideal and real gases, and equations of state; (2) work, heat and energy: the first law of thermodynamics; (3) entropy, the second law of thermodynamics, and fundamental thermodynamic relationships for closed systems (including a discussion of the criteria for spontaneity and equilibrium); (4) an introduction to statistical thermodynamics. Three hours per week.

Prerequisite(s): CHEM 176 - Fundamental Chemical Principles II, PHYS 140 - Introductory Physics II and MATH 180 - Calculus II

CHEM 330 - Physical Chemistry II: Quantum Theory

3 Credits

An introduction to quantum theory, including the following topics: 1) the wave-particle duality of light, the breakdown of classical theory and the emergence of quantum theory; 2) the wave-particle duality of matter and the Schrödinger Equation; 3) the postulates of quantum theory; 4) applications of quantum theory to chemical and physical systems. Three hours per week.

Prerequisite(s): CHEM 320 - Physical Chemistry I: Thermodynamics

CHEM 390 - Physical Chemistry Laboratory

2 Credits

Introduction to the laboratory techniques of experimental Physical Chemistry. Experiments may include calorimetry; the mechanical and electrical equivalent of heat; thermal expansion; thermal conductivity; thermal efficiency; adiabatic processes; thermal radiation; the photoelectric effect; the spectrum of hydrogen; and the optical spectra of complex atoms. Three hours laboratory per week. Laboratory fee: \$75.

Prerequisite(s): CHEM 320 - Physical Chemistry I: Thermodynamics

CHEM 420 - Inorganic Chemistry

3 Credits

Discussion of fundamental concepts of inorganic and coordination chemistry: atomic structure, the Periodic Table, valence and molecular orbital bonding theories, crystal structure, ligand field theory, and a survey of the descriptive chemistry of the elements.

Prerequisite(s): CHEM 176 - Fundamental Chemical Principles II and CHEM 290 - Quantitative Analysis

CHEM 426 - Biochemistry I

4 Credits

Introduction to the metabolism, enzyme kinetics and signal transduction. Glucose metabolism will be covered in detail. The metabolism of lipids and amino acids will be introduced. Emphasis will be on enzymatic mechanisms and regulation. Enzyme kinetics will be introduced. Includes laboratory work.

Prerequisite(s): CHEM 210 - Organic Chemistry II and permission of instructor

CHEM 430 - Biochemistry II

3 Credits

The principles of biochemistry will be discussed with emphasis on the structure of amino acids and proteins. Enzyme mechanisms, functions of co-enzymes and advance enzyme kinetics will also be covered. Ultimately students in this course will be able to derive changes in enzyme function and structure from changes in the amino acid sequence of the protein.

Prerequisite(s): CHEM 426 - Biochemistry I and CHEM 320 - Physical Chemistry I: Thermodynamics or CHEM 500 - Chemical Thermodynamics

CHEM 460 - Advanced Organic Mechanisms

3 Credits

Discussion of special topics (such as organometallic and heterocyclic compounds and the chemistry of drug synthesis) from a mechanistic and synthetic viewpoint.

Prerequisite(s): CHEM 210 - Organic Chemistry II

CHEM 490 - Advanced Laboratory

2 Credits

A planned program of advanced laboratory work in one of three areas of the student's choice:

1. Advanced inorganic synthesis
2. Advanced organic synthesis
3. Biochemical methods

Students seeking ACS certification must select the inorganic option and the biochemical methods. Laboratory fee: \$75.

CHEM 495 - Advanced Independent Study

3 Credits

Advanced in-depth study of a chemistry topic of the student's choice conducted under the guidance of a faculty member. Offered by arrangement only.

CHEM 496 - Thesis

3 Credits

A minimum of 90 hours of research on a problem under the guidance of a Chemistry faculty member; opportunity to apply advanced laboratory techniques to the solution of the research problem. Attendance at research seminars, presentation of results at a seminar or conference, and a written report are required. Laboratory fee: \$75

CHEM 499 - Coordinating Seminar

1 Credit

Students will prepare for presentation of their research results, attend a variety of topical seminars, and participate in discussions of literature references on areas of current research. Fall semester, senior year.

CHEM 500 - Chemical Thermodynamics

3 Credits

A discussion of the first, second and third laws of thermodynamics and how these principles apply to biological chemistry.

Prerequisite(s): Two semesters of general chemistry, two semesters of undergraduate calculus and two semesters of undergraduate physics.

CHEM 510 - Intermediate Organic Chemistry

3 Credits

Discussion of fundamental concepts of organic chemistry with a focus on reaction mechanisms and retrosynthesis. The basic underlying concepts of organic reactivity will be presented and then used to describe increasingly complex reaction mechanisms.

Prerequisite(s): Two semesters of undergraduate organic

chemistry.

CHEM 520 - Inorganic Chemistry

3 Credits

Discussion of fundamental concepts of inorganic and coordination chemistry including atomic structure and the periodic table, ionic solids, covalent bonding, molecular structure and geometry, oxidation-reduction chemistry, ligand field theory, and the basics of coordination chemistry.

Prerequisite(s): Two semesters of undergraduate general chemistry and quantitative analysis

CHEM 525 - Biochemistry I

3 Credits

This course will provide an introduction to the metabolism of biological molecules. Glucose metabolism will be covered in detail. Other topics will include catabolism of lipids and amino acids. Emphasis will be on enzymatic mechanisms and regulation. Relevant signaling pathways will also be discussed.

Prerequisite(s): Two semesters of undergraduate organic chemistry

CHEM 530 - Biochemistry II

3 Credits

The principles of biochemistry will be discussed with emphasis on the structure of amino acids and proteins. Enzyme mechanisms, functions of co-enzymes and advance enzyme kinetics will also be covered. Ultimately students in this course will be able to derive changes in enzyme function and structure from changes in the amino acid sequence of the protein.

Prerequisite(s): CHEM 500 - Chemical Thermodynamics and CHEM 525 - Biochemistry I

CHEM 550 - Heterocyclic Chemistry

3 Credits

The study of a large family of both naturally occurring and synthetic compounds found in pharmaceutical preparations, thermostable polymers, plant regulators, pesticides, pigments, biomolecules, and superconductors. Structure, properties, preparations, and reactions of representative heterocycles with emphasis on their role in science, technology, medicine, and biochemistry.

Prerequisite(s): CHEM 510 - Intermediate Organic Chemistry or permission of instructor

CHEM 551 - Medicinal Chemistry

3 Credits

Introduction to the drug discovery process, emphasizing the concepts of chemical lead identification and optimization, structure-activity relationships, demonstration of pharmacological activity and the issues faced in advancing a compound to its final regulatory review. Emphasis on the organic synthesis of drug-like molecules and modern methods to study protein-ligand interactions.

Prerequisite(s): CHEM 510 - Intermediate Organic Chemistry or

permission of instructor

CHEM 552 - Organometallic Chemistry

3 Credits

Classical and current topics in the field of organometallic chemistry. Topics include structure and reactivity as well as the use of organometallic compounds for organic synthesis and catalysis.

CHEM 554 - Planetary Chemistry

3 Credits

Geochemistry of our solar system: the sun, planets, moons, asteroids, comets, and meteorites. Focus on recent space missions that rely on remote-sensing techniques. We will also discuss questions concerning extraterrestrial life and water on Mars.

CHEM 560 - Advanced Organic Chemistry Mechanisms

3 Credits

A study of organic structure and the mechanisms of typical organic reactions with emphasis on relative reactivities and orbital theory, and classical and modern methods for the determination of reaction mechanisms.

Prerequisite(s): CHEM 510 - Intermediate Organic Chemistry or permission of instructor

CHEM 561 - Advanced Organic Chemistry Synthesis

3 Credits

An investigation of the synthesis of complex molecules. Emphasis on the synthesis of natural products, drugs, and organometallic compounds with a discussion of the problems encountered in industrial organic synthesis.

Prerequisite(s): CHEM 510 - Intermediate Organic Chemistry or permission of instructor

CHEM 585 - Introduction to the Biochemistry of Cancer

3 Credits

Focuses on describing the underlying molecular causes of cancer. The biochemistry involved in the cellular processes that regulate normal and abnormal cell growth. Several specific kinds of cancer are used as examples of how the biochemistry of these cells has been altered. Cross-listed with BIOL 519 - Cancer Biology

CHEM 586 - Biochemical and Instrumental Analysis in Forensic Science

3 Credits

The application of biochemical and instrumental techniques in the analysis of various types of physical evidence. Explores commonly employed techniques for the identification of fire and explosion debris, gunshot residues, fibers, and other polymers. Students also acquire an understanding of current methods of forensic analysis of biological materials, such as PCR and immunoassay. Also discusses the unique problems associated with the testing and comparison of materials collected at crime scenes or from other, uncontrolled sources.

CHEM 587 - Environmental Geochemistry

3 Credits

Emphasizes the past and present relationships between the Earth's atmosphere, hydrosphere and lithosphere, composition and cycles involved, evolution of the biomass, and formation of coal and petroleum.

CHEM 590 - Chemistry Seminar

3 Credits

See Course Search in MyUSJ for description of current offerings.

CHEM 591 - Advanced Chemistry Seminar

3 Credits

See Course Search in MyUSJ for description of current offerings.

CHEM 592 - Special Topics

3 Credits

CHEM 598 - Research Planning Seminar

3 Credits

An introduction to research design, data evaluation, and interpretation. Students must register for this course at least one semester prior to undertaking extensive thesis work.

Prerequisite(s): Offered only by arrangement with the Chemistry/Biochemistry graduate program director.

CHEM 599 - Master's Thesis

0-3 Credits

Original research in an area of Chemistry. Thesis advisor may be a faculty member or an individual from a cooperating industry. Requirements include a formal presentation of results at a department seminar.

Prerequisite(s): CHEM 598 - Research Planning Seminar

Other: Laboratory fee: \$50 per semester required if research is undertaken at the University.

Chinese

CHIN 100 - Chinese

3 Credits

Introduction to oral and written communication in Chinese. The class will focus on oral work and active practice of grammar and vocabulary themes, along with cultural lessons.

Computer Science

COMP 100 - Introduction to Computers

3 Credits

Basic computer hardware components, basic operating system operations, disks and file management, use of an Internet browser. Introduction to Microsoft Office applications including

Word, Excel, PowerPoint, and Access. Investigation of societal issues related to the use of the technology. Cross-listed with INFT 100 - Introduction to Computers(LAS) (IT)

COMP 105 - Web Page Development

3 Credits

Hands-on introduction to the concepts and process of Web page development. Students are exposed to HTML, CSS, Javascript, programming, DHTML, and other popular Web application concepts and tools. Understanding of the Internet and preparation for students' own Web application development. Cross-listed with INFT 105 - Web Page Development (LAS) (IT)

COMP 107 - Introduction to Health Informatics

3 Credits

By focusing on public health data retrieval, this course introduces students to various online public data resources to help them successfully find solutions to health-related information needs. Students are also expected to use health-related software for data analysis, and to develop basic knowledge about computer structure and information systems. Cross-listed with PUBH 107 - Introduction to Health Informatics

COMP 110 - Computer Programming I

3 Credits

Introduction to structured and object-oriented programming; algorithms, techniques of problem-solving with a computer in a high-level language. Cross-listed with INFT 110 - Computer Programming I (LAS) (IT)

COMP 150 - Computer Programming II

3 Credits

This course follows up COMP 110 - Computer Programming I to reinforce students' programming concepts and skills. Besides programming logic, this course introduces students to object-oriented programming and some simple algorithms. Students will be required to understand and apply the concepts of inheritance, and will be exposed to the concepts of Java Exceptions, Java utility classes, and other object-oriented programming skills.

Prerequisite(s): COMP 110 - Computer Programming I

COMP 200 - Special Topics in Computer and Information Science

3 Credits

Emphasizes current developments in computer and information science. Topics may include databases, informatics tools, bioinformatics, health informatics, information analysis, data mining, and others. Cross-listed with INFT 200 - Special Topics in Computer and Information Science (IT)

COMP 215 - Information Technology Practicum

3 Credits

Hands-on experience working with IT staff in the areas of user service, hardware troubleshooting, multimedia, applications, and communications (telephone and network). Cross-listed with INFT 215 - Information Technology Practicum

Prerequisite(s): COMP 100 - Introduction to Computers or MGMT 245 - Microcomputer Applications in Business and COMP 105 - Web Page Development

COMP 220 - Data Structures

3 Credits

Data structures and programming techniques, including stacks, queues, linked-lists, trees, hash tables, internal searching and sorting. Introduction to data structures in Java Collections.

Prerequisite(s): COMP 110 - Computer Programming I and MATH 165 - Discrete Mathematics I, or permission of instructor.

COMP 280 - Object-Oriented Design and Programming

3 Credits

A study of the object-oriented design model; concepts and uses of classes and interfaces, data encapsulation, inheritance, dynamic binding, and polymorphism.

Prerequisite(s): COMP 150 - Computer Programming II or permission of instructor.

COMP 295 - Exploratory Independent Study

1-3 Credits

In-depth study of a Computer Science topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

COMP 330 - Algorithm Analysis

3 Credits

Algorithm design and analysis; bounds on computer resources and operations used in the implementation of algorithms; classic algorithms studied.

Prerequisite(s): COMP 220 - Data Structures

COMP 485 - Internship

1-3 Credits

Supervised internship in business, industry, or government.

Prerequisite(s): Subject to departmental arrangement and approval.

COMP 495 - Advanced Independent Study

3 Credits

Advanced in-depth study of a Computer Science topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

Clinical Mental Health Counseling

COUN 506 - Effective Communication with Children and Adolescents

3 Credits

The special knowledge and skills required for working directly with children and adolescents. Using a background of human development, ecological theory and human diversity, students

examine theoretical issues and practical skills and techniques. Particular attention is paid to the special needs of children and adolescents at risk for abuse or neglect, separation from primary caregivers, and adoption. Based on an understanding of cognitive and emotional development, narrative therapy and planned short-term treatment methods, skills are taught in communication, use of play, art, and other activities useful to the process of working effectively with children and adolescents.

COUN 514 - Multicultural Counseling

3 Credits

Exposes students to issues of race, ethnicity, socioeconomic status, culture, gender, sexual orientation, physical/psychological ability, religion, and age as they relate to the counselor, client, and counseling process. Throughout the course, the concept of culture is used as an over-arching term inclusive of the above categories. Also reviews how the mental health delivery system is based on Eurocentric traditions 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(s): COUN 540 - Foundations of Counseling and COUN 541 - Skills and Techniques in Counseling

COUN 515 - Ethics and Standards of Practice

3 Credits

The counseling profession demands that the counselor possess a complete understanding of a wide variety of issues related to the practice of providing professional counseling services. These issues include: standards for the profession, principles of ethical behavior, legal issues and liability risk, elements of professionalism, and the role of personal values in the delivery of counseling services. This course is designed to help the student gain knowledge of the ethical guidelines that inform professional behavior, the legal aspects of counseling practice, and foster within the student an appreciation for the complex nature of applying ethical and legal principles to practice.

COUN 516 - Psychology of Exceptional Children

3 Credits

The psycho-social development of children with disabilities and those identified as gifted and talented. Examines adaptive methodology for identifying, planning for, and working effectively with exceptional, diverse, and at-risk children in the general education classroom. Field study required.

COUN 521 - Counselor Immersion Experience: Guyana

3 Credits

An introduction to Guyana, its people, politics, economics, and history. Special attention is given to understanding the world views of the differing peoples (Afro-Guyanese, Indo-Guyanese, and Amer-Indian) of this developing country. 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.

COUN 524 - Instruction and Curriculum

3 Credits

Content focuses on the interactive function of the teaching/learning process, as well as the planning, implementing, and evaluating of instruction and curriculum based upon developmentally appropriate practices. Also covered are media, technology, and the introduction of specific curricula related to school counseling.

Prerequisite(s): COUN 560 - Principles, Organization, and Practice of School Counseling Services

COUN 529 - Crisis and Trauma Theory and Counseling

3 Credits

Examines and explores the impact of crisis and trauma on individuals (both children and adult), families, and society as a whole. Students will explore the four varieties of crises: developmental, situational, existential, and environmental. Various models of crisis intervention will be examined, such as the six-step model of crisis intervention, the LAPC model, Robert's seven-step model, Van Der Kolk's studies on Post Traumatic Stress Disorder, abreactive techniques, cognitive-behavioral interventions, EMDR, and exposure techniques such as desensitization and imagery interventions.

COUN 531 - Group Process and Dynamics

3 Credits

Group development, group dynamics, group counseling theories, and ethical issues pertaining to group work. Students can apply their growing knowledge of group counseling by practicing the skills necessary for forming, leading, and evaluating groups in a variety of work settings. Significant portion of class time (minimum of 10 hours) will be devoted to participating in small group experiences.

Prerequisite(s): COUN 541 - Skills and Techniques in Counseling

COUN 533 - Theoretical and Practical Sources for Career Development

3 Credits

The key theories of career development will be examined as well as the sources useful for the career/lifestyle development of various populations throughout the lifespan. Makes connections and shows the interrelationships between the theoretical and the practical focuses of career/life development.

COUN 539 - Professional Orientation to and Foundations of School Counseling

3 Credits

An introduction to the field of counseling. Offers an understanding of the many functions that professional counselors will engage in when working in counseling organizations designed around community and school models of service delivery. Emphasis is offered on the collaborative role of the counselor in community and school settings, including strategies for interagency collaboration. The history of the counseling profession, and more specifically, the history, philosophy and trends in school counseling and educational systems will be

addressed. Students will be exposed to the diverse role of the counselor in school settings, including the counselor's professional identity in relation to other professional and support personnel in the school, and self-care strategies appropriate to the role. Finally, orientation to the professional community via involvement with local and state level counseling organization is included in this foundational course.

COUN 540 - Foundations of Counseling

3 Credits

An introduction to Clinical Mental Health 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 community model of preventive and remedial service delivery, developmental guidance, and the professional identity of the counselor are addressed.

COUN 541 - Skills and Techniques in Counseling

3 Credits

Acquaints the novice counselor with the basic skills necessary for counseling and consulting in a multicultural society. Theories of individual and systemic change guide the application of helping relationship skills in counseling and consultation. Active listening, reflection of feeling, confrontation, interpretation, diagnostic interviewing, and crisis intervention skills are discussed, demonstrated, and practiced. Ethnic, culture, race, gender, and sexual orientation variables are addressed in the context of the intentionality of the interviewing process. Students are expected to participate actively in exercises, to role play, and to engage in a process of self-understanding and self-assessment.

COUN 542 - Ethics and Standards of Practice in School Counseling

3 Credits

The counseling profession demands that the counselor possess a complete understanding of a wide variety of issues related to the practice of providing professional counseling services in school and clinical settings. This course focuses on the guiding ethical standards of professional counseling organizations and credentialing bodies and their application, with special focus provided to practice in school settings and the legal and ethical issues specific to this domain (e.g., FERPA). Students learn to apply and adhere to ethical and legal standards in school counseling, gain understanding and skill in the application of an ethical decision making model to legal and ethical dilemmas, and gain understanding of the legal rights of both students and their parents and the counselor's legal and ethical responsibility to each.

COUN 543 - Theories of Counseling & Psychology

3 Credits

The principal theories of personality, understanding the relationship of a given theory to its model of counseling, and the beginning choice of a preferred model of personality that may help guide the student's counseling behavior. Emphasis on how personality theory is used as a ground for counseling theory, and specific ways it influences positive outcomes of clients.

COUN 544 - Mental Health Assessment, Diagnosis, and Treatment Planning

3 Credits

A survey of individual and group approaches to assessment and evaluation that addresses the selection, interpretation, and communication of assessment methods. Psychological, psychiatric, environmental, academic, social, and familial factors in assessment will be examined.

Prerequisite(s): COUN 541 - Skills and Techniques in Counseling and COUN 552 - Developmental Theories and Applications

COUN 547 - Substance Abuse and Dependence

3 Credits

Information on in-depth assessment, intervention, and treatment for a broad understanding of clinical work in this field. Opportunities to develop and share specific interests are provided.

COUN 550 - Appraisal and its Applications in Counseling

3 Credits

An introduction to the basic elements of testing, assessment, and evaluation of individuals and groups. Specific attention is given to the principles of psychometrics, selection of appropriate measurement instruments, test administration, scoring, interpretation of chosen instruments, and the communication of results to the client or client group. An overview of the types of tests counselors are likely to encounter in clinical practice: psychological, educational, cognitive, contextual environment, and developmental inventories typically used by counselors.

COUN 552 - Developmental Theories and Applications

3 Credits

An overview of human development throughout the lifetime in the family, social, and cultural context. The individual and family lifecycles are viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual is traced chronologically through a survey of a select number of major theoretical approaches. Factors influencing development such as developmental tasks, family, and cultural context are explored concurrently. This exploration serves as a backdrop for client assessment and case conceptualization.

Prerequisite(s): COUN 541 - Skills and Techniques in Counseling

COUN 554 - Human Motivation and Change

3 Credits

The theoretical elements thought to be involved in human motivation and how they may be applied in a clinical setting to foster change. Students explore biological, behavioral, cognitive, and emotional elements of motivation and the role they play in both self-regulation of behavior and individual growth potential. Students also examine various counseling techniques that are aimed at creating change within the context of the counseling relationship.

COUN 560 - Principles, Organization, and Practice of School Counseling Services

3 Credits

The design and implementation of a comprehensive developmental school counseling service that seeks to serve the students, their families, and the faculty in elementary, middle, and high schools.

COUN 561 - Moral Development and its Applications to Mental Health Settings

3 Credits

Theoretical foundations of moral development and how counselors can apply these principles in the service of clients in clinical mental health and school settings.

COUN 562 - Consultation, Leadership and Advocacy

3 Credits

The primary goal of this course is for students to learn various school counselor advocacy roles, develop an understanding of the dispositions, knowledge and skills needed for effective advocacy, and use advocacy models for individual students, groups of students, families, communities, social groups and the school counseling profession. Includes the development of skills in leadership and consultation, both of which are needed when working to remove barriers to student success within K-12 schools.

COUN 564 - Psychopharmacology

3 Credits

Prepares 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 will be presented demonstrating appropriate psychopharmacologic management, and strategies for developing a collaborative relationship with the prescriber. Requires a working knowledge and understanding of DSM diagnoses.

COUN 565 - Counseling for Postsecondary Planning

3 Credits

This course will address postsecondary planning for school counselors including planning for college and other pathways. Content includes development and management of transition programming and the range extending from school to work to college admissions counseling. College focus includes admission testing and financial aid practices, admission policies and procedures, diverse students (e.g., first generation, students with learning disabilities, traditionally under-represented populations in higher education), and the technology tools used to facilitate the college search and application process. School-based programs to promote early college awareness will also be discussed, and the perspective of both the high school and undergraduate admissions counselor will be considered. Course content includes coverage of a range of post-secondary options.

COUN 566 - Practicum in School Counseling

3 Credits

Students complete supervised practicum experiences that total 100 hours. The practicum provides for the development of individual counseling and group work skills under supervision. The practicum includes:

1. A minimum of 40 hours of direct service with clients appropriate to the program for experience in individual and group interactions
2. At least 20% of all direct service hours must be in individual counseling
3. At least one-fourth of these hours must be in group work (classroom/developmental guidance)
4. A minimum of one hour per week of individual site supervision (using audiotape, videotape, 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 course including a formal evaluation at the completion of the practicum

COUN 568 - Practicum (CMHC)

3 Credits

An opportunity for the development of basic individual and group counseling skills under supervision. The student receives a grounding in the broader role of professional counselor within the site selected, roles of other personnel, inter-agency relationships and resources. Minimum 100 hours. The practicum includes:

1. A minimum of 40 hours direct service with clients, 10 of which must be in group work
2. A minimum one hour per week of individual supervision on-site for duration of the course
3. One hour a week of individual supervision with a full-time Counseling department faculty member
4. 1.5 hours a week of on-campus supervision with other students and department supervisors
5. Additional preparation, staff meetings, etc.

COUN 570 - Internship I (CMHC)

3 Credits

Experiential practice under supervision in an approved setting in conjunction with weekly seminars, collaboration with practicum colleagues and a campus supervisor. Minimum 300 clock hours. Includes:

1. A minimum of 120 hours of direct service with clients
2. A minimum one hour a week of individual supervision for duration of course
3. 2.5 hours a week of on-campus supervision with other students and department supervisors

4. Additional preparation, staff meetings, etc.

Prerequisite(s): COUN 568 - Practicum (CMHC)

COUN 571 - Internship II (CMHC)

3 Credits

Continuation of the experiential practice in an approved setting in conjunction with weekly seminars, collaboration with practicum colleagues and a campus supervisor. Minimum 300 clock hours. Includes:

1. A minimum of 120 hours of direct service with clients
2. A minimum one hour a week of individual supervision for duration of course
3. 2.5 hours a week of on-campus supervision with other students and department supervisors
4. Additional preparation, staff meetings, etc.

Prerequisite(s): COUN 570 - Internship I (CMHC)

COUN 573 - Internship I in School Counseling

3 Credits

A supervised internship of 600 hours after successful completion of the practicum. The internship provides an opportunity for the student to perform a variety of activities under supervision. (NOTE: School Counseling requirement is normally 300 clock hours on site for each internship semester. If students do not hold a Connecticut teaching certificate and have not had a minimum of 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
2. An average of one hour per week of individual supervision, throughout the internship
3. 2.5 hours per week of group supervision throughout the internship

Prerequisite(s): COUN 566 - Practicum in School Counseling

COUN 574 - Internship II in School Counseling

3 Credits

Continuation of the internship experience. (NOTE: School Counseling requirement is normally 300 hours on site for each internship semester. If you do not hold a Connecticut teaching certificate and have at minimum 30 months of classroom teaching experience, you must complete a 10-month full-time residency.)

Prerequisite(s): COUN 573 - Internship I in School Counseling

COUN 577 - Consultation, Leadership, and Advocacy

3 Credits

The primary goal is for the student to become a competent social justice counseling advocate. This includes developing an understanding of effective advocacy both on behalf of the client and for the counseling profession. Included is the development of skills in leadership and consultation, both of which are needed when working to promote change within agencies and

organizations.

COUN 579 - Counseling Families

3 Credits

Provides an initial introduction to general systems theory as it applies to counseling families. This course is designed to familiarize counseling students with the underlying theories and concepts common to several major models of a systems approach to family therapy. Participants are introduced to the basic assessment skills and intervention techniques that are commonly used in each model.

Prerequisite(s): COUN 541 - Skills and Techniques in Counseling

COUN 592 - Special Topics

1-3 Credits

See Course Search in MyUSJ for description of these offerings.

COUN 593 - Counseling Seminar

3 Credits

See Course Search in MyUSJ for description of these offerings.

COUN 595 - Independent Study/ Research

3 Credits

Students select topic or project to pursue through independent or small group work.

Prerequisite(s): Application forms for independent study/research are available in the Graduate Studies program office and must be approved by the project advisor, department chair and the dean of the school.

COUN 597 - Applied Research Methods for Counselors

3 Credits

Basic principles and methods of research design, statistics, and program evaluation, including analysis and interpretation of data that are particularly relevant for counseling students. Includes use of the computer in statistical analysis of data and in the evaluation of selected projects.

Prerequisite(s): COUN 550 - Appraisal and its Applications in Counseling

Dance

DANC 110 - Introduction to Jazz Dance

1 Credit

Exploration of the basic technique and theory of American jazz dance, with emphasis on form and style. Investigation of jazz movement as artistic expression. May be repeated for additional credit. (HE) (KN)

DANC 111 - Performance

1 Credit

Repertory performed through membership in University of Saint Joseph Dance Group. Performances are held at the University and

elsewhere. Participation in one dance technique class/semester required. (HE) (KN)

DANC 112 - Fundamentals of Ballet

1 Credit

Introduction to the artistic principles, style, and fundamental concepts of classical ballet. Analysis of ballet aesthetics with emphasis on the development of technical and expressive aspects of ballet. May be repeated for additional credit. (HE) (KN)

DANC 120 - Discovering Dance

3 Credits

Introduction to world dance through movement exploration, videos, lectures, discussions, and performances. Special emphasis on the role of dance in human culture as communication, expression, tradition, and performance. (LAS) (HE) (KN)

DANC 122 - Dance as a Fine Art

3 Credits

Dance technique, dance theory, choreography, and an exploration into the significance and communicative power of movement. Explore dance as a performing, theatrical art form. (LAS) (HE) (KN)

DANC 124 - Modern Dance Technique I

1 Credit

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. (HE) (KN)

DANC 210 - Jazz Dance II

1 Credit

Continued exploration of American jazz dance technique, with emphasis on alignment, conditioning, style, and expression. May be repeated for additional credit. (HE) (KN)

Prerequisite(s): DANC 110 - Introduction to Jazz Dance or permission of instructor

DANC 211 - Performance

1 Credit

Repertory performed through membership in University of Saint Joseph Dance Group. Performances are held at the University and elsewhere. Participation in one dance technique class/semester required. (HE) (KN)

DANC 212 - Ballet II

1 Credit

Continued study of the artistic principles, style, basic skills, and techniques of classical ballet. Focus on combining steps into rhythmic dance phrases. May be repeated for additional credit. (HE) (KN)

Prerequisite(s): DANC 112 - Fundamentals of Ballet or permission of the instructor

DANC 220 - History and Appreciation of Dance

3 Credits

Dance in its creative and historical aspects. The significance of dance as an ancient form of primitive expression and tracing dance's Western development through the Renaissance to contemporary dance. Open to first-year students. (LAS) (HE) (KN)

DANC 224 - Modern Dance Technique II

1 Credit

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. (HE) (KN)

Prerequisite(s): DANC 122 - Dance as a Fine Art or DANC 124 - Modern Dance Technique I or permission of instructor

DANC 295 - Exploratory Independent Study

3 Credits

Independent study. (HE) (KN)

DANC 311 - Performance

1 Credit

Repertory performed through membership in University of Saint Joseph Dance Group. Performances are held at the University and elsewhere. Participation in one dance technique class/semester required. (HE) (KN)

DANC 324 - Modern Dance Technique III

1 Credit

Advanced study of American modern dance. Exploration of new forms, new themes, advanced movement technique. May be repeated for additional credit. (HE) (KN)

Prerequisite(s): DANC 224 - Modern Dance Technique II or permission of instructor

DANC 326 - Composition I

1 Credit

Study the basic principles of choreography in terms of space, time, dynamics, communication, and invention. Emphasis on the individual creative use of movement for creating dances. May be repeated for additional credit. (HE) (KN)

Prerequisite(s): DANC 224 - Modern Dance Technique II or permission of the instructor

DANC 411 - Performance

1 Credit

Repertory performed through membership in Saint Joseph College Dance Group. Performances are held at the College and elsewhere. Participation in one dance technique class/semester required. (HE) (KN)

DANC 485 - Internship

3 Credits

Internship experiences in dance. Supervised work in a professional dance setting.

Prerequisite(s): Departmental approval is required

DANC 495 - Advanced Independent Study

3 Credits

DANC 499 - Coordinating Seminar

3 Credits

Senior recital or senior thesis. Second semester, senior year.

Drama

DRAM 110 - Acting Fundamentals I

3 Credits

A beginning acting class that focuses on understanding and representing human behavior. Students engage in workshop activities staging scenes. (LAS) (HE) (KN)

DRAM 111 - Acting Fundamentals II

3 Credits

A continuation of DRAM 110, with focus on issues of space, imagination, characterization, and interaction. (LAS) (HE) (KN)

DRAM 115 - Production Practicum

1.5 Credits

Practical production experiences in areas such as acting, stage management, set construction, and costuming. May be repeated for a maximum of six credits.

DRAM 174 - Introduction to Theater

3 Credits

An introduction to the art of theater through an examination of representative plays, ranging from classical antiquity to modern European and American. Cross-listed with ENGL 174 - Introduction to Theater. (LAS) (HE) (WR)

DRAM 200 - Special Topics in Theater

3 Credits

In-depth study of various aspects of theater and drama.

DRAM 253 - History of Theater I

3 Credits

Focuses on the history and development of world theater from the Greeks to 1700, including a survey of Asian theatrical practices. Cross-listed with ENGL 253 - History of Theater I. (LAS) (HE)

DRAM 254 - History of Theater II

3 Credits

Investigates the history and development of Western theater from 1700 to the present. Cross-listed with ENGL 254 - History of Theater II. (LAS) (HE)

DRAM 295 - Exploratory Independent Study

3 Credits

Content varies. In-depth focus on areas not part of the regular

curriculum such as advanced direction, costuming, sets, sound, lighting, and other theater topics.

DRAM 301 - From the Page to the Stage

3 Credits

The course emphasizes the visual and audio interpretation of a script in the tradition of modern directors and designers. Cross-listed with ENGL 301 - From the Page to the Stage. (LAS) (HE)

DRAM 305 - Directing for the Stage

3 Credits

Basic skills of stage direction. Through practical exercises in a workshop setting, students develop the director's tools, including the control of focus, the manipulation of blocking and business, and conceptualization and communication. (LAS) (HE)

English as a Second Language

EASL 101 - American Language and Culture

3 Credits

American Language and Culture prepares international students for academic life at USJ. The course includes intensive study and practice in reading, writing, grammar, and communication skills. The course also introduces students to American academic culture and classroom expectations at the University of Saint Joseph.

Economics

ECON 101 - Principles of Macroeconomics

3 Credits

Survey of determinants of the overall performance of the economy. Analysis of the basic economizing problem, national income accounting, income determination, business fluctuations, the public debt, elements of money and banking, and current macro-economic issues. (LAS) (AE)

ECON 102 - Principles of Microeconomics

3 Credits

An introductory survey and analysis of consumer behavior, economics of the firm, market structures, resource pricing, labor policy, and current micro-economic issues. (LAS) (AE)

ECON 220 - Labor History in America

3 Credits

This course provides a historical overview of the American labor movement. Topics include: labor in colonial and revolutionary America, the first trade unions, Locofocoism and reform, the Knights of Labor, the Haymarket Affair, the AFL, the Wobblies, radicalism and reaction, the Great Depression, the New Deal, the CIO, the air traffic controllers strike, and the modern erosion of the labor movement and of labor rights. (AE) Cross-listed with HIST 220 - Labor History in America

ECON 260 - Understanding the Global Economy

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3 Credits

Introduction to the major features of the global economy. Examines trade, regional integration, factor mobility, foreign exchange regimes. Using the Internet, students have hands-on experience with relevant data and applications. Cross-listed with INTS 260 - Understanding the Global Economy. (LAS) (GI)

ECON 265 - Women in the World Economy

3 Credits

Locating women in the web of economy, whether in a rich industrial economy or in a developing economy. Women as significant economic actors whose status is determined by control over resources, work conditions, and the products of labor. Investigates how economic systems and colonization affect gender relations. Cross-listed with WMST 265 - Women in the World Economy (LAS) (GI) (WS)

ECON 297 - Economics of Social Issues

3 Credits

This course applies standard and heterodox economic theory to contemporary social and political issues facing the United States. The issues addressed include poverty and welfare, discrimination and inequality, crime, social security, health care, immigration, and public education. (VE)

ECON 370 - International Political Economy: American Empire

3 Credits

This course will examine the United States as an imperial power as well as examine the current world order. Topics will include American foreign policy and international reaction to it, resource exploitation, and anti-democratic initiatives and interventions. The course will also compare the United States to other imperial powers in history and will consider the lessons learned from past empires and the possibility for reform of or resistance to empire. In addition, the course will explain the imperialistic underpinnings of economic development issues, consumerism and globalization. (LAS) (AE) (GI) Cross-listed with POLS 370 - International Political Economy

ECON 375 - International Financial Economics

3 Credits

Reviews the financial foundations of the global economy, including changes needed in currency systems, international financial institutions, and policy agendas. Examines the theoretical and policy underpinnings of international financial economics.

Prerequisite(s): ECON 260 - Understanding the Global Economy, MGMT 250 - International Business or permission of instructor

ECON 382 - Economics of Social Justice

3 Credits

This course examines the theoretical underpinnings of social justice and critically examines the conceptualization of economic justice. Topics include the disconnection as well as convergence of economic and social justice, income inequality, access to

health care, education, gender issues, and the implication of technology in the United States. Cross-listed with POLS 382 - Economics of Social Justice (AE)

ECON 424 - Economic Considerations of Aging

3 Credits

This course introduces the theoretical and empirical implications of population aging in the United States. Topics include labor force participation, economic status of the elderly, lifecycle model of economic well-being, gender differences in economic status, economic determinants of retirement, and private and public pension systems.

Early Childhood Education/Special Education

ECSE 510 - Growth and Development in Early Childhood

3 Credits

Growth and development (physical, cognitive, social, and emotional) in all children, conception to Grade 3, including those who are developing typically, those at risk, and those with mild to profound disabilities. Developmental theories, observational techniques, and interpretation of data are explored. Transactions that support or impede development are also considered. Field study required. Cross-listed with SPEC 510 - Growth & Development in Early Childhood

ECSE 520 - Language Development and Emergent Literacy

3 Credits

Language acquisition and emergent literacy from birth through 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. Cross-listed with SPEC 511 - Language Development & Emergent Literacy

ECSE 530 - Families and Development

3 Credits

An advanced course examining current developmental and family theories in contemporary contexts. Explores adaptive and maladaptive responses to developmental and family changes across the lifespan. Includes basic skills in relationship building, communication, and developing family partnerships. Cross-listed with HDFS 555 - Families and Development.

ECSE 540 - Assessment: Pre-K to Grade 3

3 Credits

Identification and analysis of the purposes of assessment. Practical experience in selecting, evaluating, administering, and interpreting a variety of assessment devices. Effective

communication and use of findings in planning individualized programs for children who have special needs, are at risk, or are developing typically. Laboratory fee and field study are required. Cross-listed with SPEC 512 - Assessment: Pre-K to Grade 3

Prerequisite(s): ECSE 555 - Programs for Young Children and ECSE 587 - Pre-K to Kindergarten Curriculum

ECSE 541 - Assessment: Birth to Kindergarten

3 Credits

Screening and assessment of young children who are developing typically, 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. Includes data gathering using a variety of devices and strategies, interviewing techniques, integration, and communication of findings. Cross-listed with SPEC 513 - Assessment: Birth to Kindergarten

ECSE 555 - Programs for Young Children

3 Credits

Programs and practices in Early Childhood Education, including current issues and perspectives for the inclusion of children with disabilities, birth through Grade 3. Identifies the goals of Early Childhood Education; examines the expanding role of Early Childhood programs in the broader context of human services; considers theoretical foundations, historical perspectives, and research findings. Field study required. Cross-listed with SPEC 555 - Programs for Young Children

ECSE 560 - Learning in a Social Context

3 Credits

An exploration into the ways children and adults learn. Students examine theories of learning that have current relevance to Early Childhood Education. They relate these theories to observations on children and reflections on their own childhood and adult learning experiences. Implications of these theories for educational practices are discussed with particular emphasis on the role of play in learning and on creating a social environment that encourages learning in early childhood.

ECSE 573 - Enhancing the Development of Infants and Toddlers

3 Credits

Methods by which early interventions specialists collaborate with parents and other specialists to support the development and adaptive coping of infants and toddlers with disabilities and those who may be at risk. Considers the roles of various developmental specialists, considerations for teaming, and the maintenance of alliances. Published curricula are reviewed in the context of adaptive coping theory. We also consider assessment, Individualized Family Service Plan development, and service coordination.

ECSE 576 - Primary Curriculum (Grades 1-3)

3 Credits

Methods and materials for teaching primary children (Grades 1-3). Emphasis is on creating an integrated, child-focused

curriculum. Students plan curriculum activities based on content standards and student assessment with a focus on Science, Social Studies, and Math. Class highlights approaches that promote active, constructivist learning, conceptual understanding, and problem-solving skills.

Prerequisite(s): ECSE 555 - Programs for Young Children and EDUC 587 - Public School Law

ECSE 580 - Practicum: Pre-K - Kindergarten

3 Credits

Practicum required for Early Childhood, Nursery to Grade 3 licensure candidates. This 5-week placement in a pre-kindergarten or kindergarten setting provides experience planning, co-teaching, teaching, and assessing for the greatest positive impact on student learning. Emphasis is on meeting the needs of all learners in an inclusive classroom. Candidates participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, in-service workshops, and attend mandatory on-campus seminars.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; application to the Office of Student Teaching and Clinical Experiences by February 1 for summer or fall practicum and September 15 for spring practicum.

Corequisite(s): This course must be taken in conjunction with EDUC 523 - Student Teaching and Student Teaching Seminar: Primary Grades 1, 2 or 3 for N-3 certification.

Other: No other coursework may be taken during this semester.

ECSE 581 - Practicum: Infant/Toddler

3 Credits

This 5-week practicum is only available to candidates for Early Childhood, Birth to Kindergarten cross-endorsement or Master's candidates. Under the supervision of qualified Early Childhood specialists, students will observe and provide direct service to at-risk, disabled, and normally developing infants, toddlers and their families in home, center-based settings, hospitals, or clinical programs.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; successful completion and submission of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for summer or fall practicum, or September 15 for spring practicum.

ECSE 587 - Pre-K to Kindergarten Curriculum

3 Credits

A developmental approach to creating appropriate learning environments in which children age 3 through kindergarten can become self-motivated, successful participants in their social and learning environments. Explores methods by which physical and social environment are designed to facilitate affective development, receptive and expressive communication, emergent literacy and numeracy, and the evolution of representational abilities and symbolic thinking.

ECSE 597 - Student Teaching and Student Teaching Seminar: Infant/Toddler

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9 Credits

Student Teaching required for Early Childhood, Birth to Kindergarten licensure candidates. This 10-week full-time experience is supervised by qualified professionals in early intervention and takes place in a setting serving infants and toddlers with identified special needs. Work includes participation in trans-disciplinary team processes, collaboration with parents, and the implementation of Individualized Family Service Plans.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; successful completion of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for summer or fall student teaching, or September 15 for spring student teaching.

Corequisite(s): This course must be taken with ECSE 580 - Practicum: Pre-K – Kindergarten for Early Childhood Birth-Kindergarten licensure.

Other: Seminar attendance is required. No other coursework may be taken during this semester.

Education

EDUC 201 - Special Topics

1-3 Credits

EDUC 205 - Foundations of Education

3 Credits

This course provides an introduction to the profession of teaching. Candidates will examine the history of the U.S. educational system, law related to education, and a variety of contemporary education issues. Candidates will also continue to develop their understanding of teaching and learning as it relates to lesson planning. A related field study is required. (WR)

EDUC 210 - Incorporating Technology into 21st Century Skills and Learning

3 Credits

In today's globally diverse and digital world, our students are consuming and producing many forms of electronic media. Multiple forms of digital media will be examined and constructed as participants will experience a variety of ways that technology can be used to support and enhance learning in the 21st century. This technology course will focus on how the 21st century learner needs to communicate, collaborate, think critically and creatively to be a productive citizen in today's networked society. Participants will explore multiple social media platforms, blog weekly, create practical applications in disciplines (i.e. lesson plans for teaching candidates; scientific inquiry for biology majors, etc.) using a variety of Web 2.0 applications. They will also create a PLN (Personal Learning Network) through Twitter. (IT)

EDUC 241 - Adolescent Development

3 Credits

An introduction to the major theories and concepts of adolescent development. Students consider classic and contemporary

research on adolescents' physical, social, moral, and cognitive development. Cross-listed with PSYC 241 - Adolescent Development

Prerequisite(s): PSYC 100 - Introductory Psychology

EDUC 250 - Reading and Social Studies

3 Credits

Topics and experiences are organized to 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. In addition, reading social studies text requires specialized knowledge of text structure. As a result, all elementary teachers must be able to work with all students regardless of their reading ability. Therefore, this course is a study of the cultural, social, and psycholinguistic principles and practices underlying reading and learning to read in today's society. Included are study of comprehension, word recognition, the reading and writing connection, and assessment, as they interrelate.

EDUC 251 - Teaching in Culturally and Linguistically Diverse Classrooms

3 Credits

This course focuses on five major themes:

1. The students' own stereotypes, biases, and cultural socialization and their impact on student learning
2. The examination of the concept of culture: moving away from "trait-based" notions of culture towards a more dynamic view that foregrounds complexity and multivocality
3. The impact of multiple forms of exclusion and discrimination, including racism, sexism, and classism, and how they play out in society and within interactions and expectations of others
4. English second language acquisition and learning, to include an examination of bilingual and ESL educational models
5. The interplay of these dimensions of the social (individual, cultural, linguistic, institutional & historical) in educational settings.

Included in these discussions and critical analysis will be how society and our own interactions marginalize and oppress certain groups, especially the GLBTQ (Gay, Lesbian, Bisexual, transgender, questioning) populations and people from low socioeconomic communities. A field study is required in a bilingual or multilingual schooling context.

EDUC 265 - The Elements of Teaching

3 Credits

This course provides an introduction to the elements of teaching. Special attention will be paid to learning theories, unit and lesson planning, teaching strategies and models, differentiated instruction, and student evaluation. Additionally, this course integrates the use of related technologies and a required field

study. Cross-listed with SPEC 265 - The Elements of Teaching

EDUC 320 - Reading & Writing Development in Secondary Schools

3 Credits

An introduction to literacy processes and development in middle and secondary schools by focusing on theory and current research.

Prerequisite(s): EDUC 205 - Foundations of Education and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

EDUC 322 - Developmental Reading in the Elementary School

3 Credits

This course is an introduction to the theories, philosophies, methods and practices essential to the teaching of reading and writing, and learning to read and write in today's society. Included are the five components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), word recognition, standards and assessment, critical and creative reading, and the reading and writing connection in a holistic classroom. We will answer the all-important question: How do you teach children to read and write?

Prerequisite(s): EDUC 205 - Foundations of Education and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching and PSYC 220 - Child Development or PSYC 238 - Human Development Through the Lifespan

EDUC 341 - Effective Teaching of Mathematics

3 Credits

Designed for pre-service elementary teachers to help all children learn mathematical concepts, skills, attitudes, and problem-solving techniques. Students discuss and use teaching strategies, techniques, and learning activities related to specific mathematical topics. Emphasis is on models and materials to develop concepts and understanding so that mathematical learning is meaningful. The course is aligned with standards from the National Council for Teaching of Mathematics, state curriculum, and professional groups for school mathematics. Field study required.

Prerequisite(s): EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

EDUC 350 - Teaching and Learning in the Content Areas

3 Credits

Students work with content-area specialists to understand the structure of their discipline, best practices in teaching in their content area, and the student resources and professional development materials available. Each content area section includes examination of teaching and learning styles in the 7-12 inclusive classroom, effective higher-level thinking, backwards design and content area-specific strategies and planning. Students create and practice performance-based lesson plans and develop a performance-based content unit with a variety of teaching

strategies that address the diversity of students in the 7-12 classroom. Observation and field study required.

- Section 01-Social Studies and History

This is a social studies methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary for them to teach Social Studies on the secondary level. The foundation of this course will be the Conceptual Framework of the University of Saint Joseph School of Education, the Connecticut State Department of Education regulations, including the Common Core of Teaching, the Social Studies Frameworks, and the standards of the National Council for the Social Studies. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. The use of primary sources will be emphasized. Field study is required.

- Section 02-World Language

This is a foreign language methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach the Romance languages at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and Foreign Language Frameworks, as well as the standards of the American Council for Teaching Foreign Languages. The focus will be on second language teaching methods. Language learning skills will be reviewed (listening, reading, writing, speaking) as well as the psychosocial aspects of language learning. Teacher candidates will understand the National Standards for Foreign Language Learning in the 21st Century (communication, culture, connections, comparison, and community) and the ACTFL Proficiency Guidelines. Candidates will plan, implement, and evaluate instruction and curriculum as well as specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. They will pay special attention to the technology component of teaching and learning. Field study is required.

- Section 03-Mathematics

This is a mathematics methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach math at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the standards of the National Council of Teachers of Mathematics. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and

strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

- Section 04-Science

This is a science methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach Science at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Science Frameworks, as well as the standards of the National Science Teachers Association. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

- Section 06-English

This is an English methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach English at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the regulations of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the standards of the National Council of Teachers of English. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

Prerequisite(s): EDUC 205 - Foundations of Education and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

EDUC 351 - Methods of Secondary School Teaching

3 Credits

Effective teaching methods at the secondary level emphasize planning, organizing, and delivering effective units and lessons, with special attention on selecting resources, and designing instructional activities that use advance technology. Includes examination of student assessment, including authentic assessment, appropriate use of differentiation strategies, individualized accommodations for special education students and effective classroom management strategies. Field study required.

Prerequisite(s): PSYC 100 - Introductory Psychology, PSYC 241 - Adolescent Development, EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching and EDUC 350 - Teaching and Learning in the Content Areas

EDUC 370 - The Language Arts

3 Credits

An introduction to principles, processes, and practices that integrate the six English language arts: reading, writing, listening, speaking, viewing, and visually representing throughout the elementary curriculum. Emphasis on the application of research. One full day per week field experience placement required.

Prerequisite(s): EDUC 322 - Developmental Reading in the Elementary School

EDUC 420 - Student Teaching & Student Teaching Seminar: Elementary

12 Credits

Student Teaching experience required for undergraduate elementary licensure candidates, 1st through 6th grade. This 16-week seminar focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Acceptance into the Education Department at least one semester prior to student teaching; completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; successful completion of student teaching application by February 1 for fall student teaching and September 15 for spring student teaching.

Other: Open to seniors only. No other course work may be taken during the student teaching semester. Fee required for Consortium students.

EDUC 430 - Practicum: Elementary

3 Credits

Practicum required for undergraduate special education degree candidates to fulfill the elementary licensure cross-endorsement component. This 5-week class focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Acceptance into the Education Department at least one semester prior to student teaching; completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; successful completion of student teaching application by February 1 for fall practicum and September 15 for spring practicum.

Corequisite(s): SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities

Other: Open to seniors only. Must be taken in the same semester

as SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities. No other course work may be taken during this semester. Fee required for Consortium students.

EDUC 440 - Student Teaching & Student Teaching Seminar: Secondary

12 Credits

Student teaching experience required for undergraduate secondary licensure candidates, Grades 7 through 12. This 15-week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified secondary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Acceptance into the education department at least one semester prior to student teaching; completion of general education and licensure courses with minimum grade requirement met; passing scores on Praxis II reported to the licensure office; successful completion of student teaching application by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during the student teaching semester. Fee required for Consortium students.

EDUC 485 - Internship

3-6 Credits

EDUC 495 - Independent Study

1-3 Credits

EDUC 501 - Educational Psychology

3 Credits

A study of learners and the learning process, which will include: development of cognitive functions, language and personality, gender and cultural differences, learning theories, motivation, research on teaching, tests, measurements, and evaluation.

EDUC 502 - Human Growth and Development

3 Credits

Human development from conception through adulthood, including senior years. Emphasis is placed on the developmental tasks, characteristics, needs, and problems of infancy, childhood, adolescence, adulthood, and senior years as they relate to teaching and parenting.

EDUC 503 - Adolescence

3 Credits

Theories and methods of research in the study of the adolescent will be analyzed with particular attention devoted to cognitive, physical, social, emotional and moral development. The development of the identity, including gender roles and sexuality and the troubles and trials of this development period are studied. Influences of parents, peers, and the school on the developing pre-adolescent, early adolescent and adolescent will be studied.

Data collection through observation and interviews of preteens and teens is required. Readings focus on application to schools. Cross-listed with HDFS 503 - Adolescent Development

EDUC 505 - Teaching of Literature for Children

3 Credits

Overview and critical analysis of genre, literary elements, and authors of literature read by elementary children including fantasy, traditional literature, picture books, biography, realistic fiction, information books, historical fiction, and multicultural literature with consideration of issues such as censorship and gender. Master's degree students engage in the evaluation, collaboration and redevelopment of children's literature to meet the needs of current and future learners affected by new curricular requirements. Project-based fieldwork is required where schools are using the new literature standards from the Common Core State Standards and from the International Reading Association and the National Council of Teachers of English.

EDUC 506 - Teaching the Adolescent Literature

3 Credits

A genre overview of literature written for or read by adolescents including dystopia, fantasy, science fiction, realistic, historical, biography, picture books, poetry, drama, adventure, mystery, humor, short stories, comics, LGBTQ, graphic, informational and digital texts. Emphasis on adolescent development, text complexity, quality, range, engagement, censorship, and professional resources. Students participate in the evaluation, collaboration and redevelopment of adolescent literature in the content areas to meet the needs of current and future learners affected by new curricular requirements. Project-based fieldwork is required where classes are using the interdisciplinary application of the literature standards from the Common Core and International Reading Association/ National Council of Teachers of English.

EDUC 507 - Developmental Reading in the Elementary School

3 Credits

This course is an introduction to the theories, philosophies, methods and practices essential to the teaching of reading and writing, and learning to read and write in today's society. The focus is on the teacher as researcher. Included are the five components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension), word recognition, standards and assessment, critical and creative reading, and the reading and writing connection in a holistic classroom. We will answer the all-important question: How do you teach children to read and write?

Prerequisite(s): EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum or ECSE 576 - Primary Curriculum (Grades 1-3) or ECSE 587 - Pre-K to Kindergarten Curriculum

EDUC 508 - Reading and Writing Development in Secondary Schools

3 Credits

An in-depth examination of the language, cognitive, and social processes of reading and writing in the context of the subjects commonly taught in the secondary schools. Emphasis on the teacher as researcher.

Prerequisite(s): EDUC 528 - Instruction and Curriculum for Secondary Teaching

EDUC 509 - Language Arts in the Elementary School

3 Credits

A comprehensive review of various principles and methods that integrate the six language arts: speaking, listening, writing, reading, representing, and viewing, with focus on the teacher as researcher.

Prerequisite(s): EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing Development in Secondary Schools

EDUC 510 - Children and Mathematics

3 Credits

A study of the Mathematics curriculum for elementary grades. Teaching strategies, techniques, and learning activities focus on National Council of Teachers of Mathematics standards and topics, manipulative experiences, and constructivist theories. Modifications also provided for exceptional, diverse, and at-risk in the regular classroom.

Prerequisite(s): EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

EDUC 511 - Educational Issues: Contemporary & Historical Perspectives

3 Credits

This course will critically examine the philosophical, historical and social foundations of education in contemporary society. A wide range of curriculum and policy issues will be explored and students will develop an in-depth understanding of the major debates in the profession.

EDUC 512 - Teaching for Learning in the Content Areas

3 Credits

Students work with content-area specialists to understand the structure of their discipline, best teaching practices in their content area, and the student resources and professional development materials available in their content area. Each content area includes examination of teaching and learning styles in the 7-12 inclusive classroom, effective higher-level thinking, backwards design and content area-specific strategies and planning. Students create and practice performance-based lesson plans and develop a performance-based content unit with a variety of teaching strategies that address the diversity of students in the 7-12 classroom. Observation and field study required.

- Section 01-Social Studies and History

This course is a Social Studies methods course that will enable candidates to learn and demonstrate the knowledge and skills necessary for them to teach Social Studies on the secondary level. The foundation

of this course will be the Conceptual Framework of the University of Saint Joseph School of Education, the standards of the Connecticut State Department of Education, including the Common Core of Teaching, the Social Studies Frameworks, and the standards of the National Council for the Social Studies. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. The use of primary sources will be emphasized. Field study is required.

- Section 02-World Language

This is a foreign language methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach the Romance Languages at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the standards of the Connecticut State Department of Education, including the Common Core of Teaching and Foreign Language Frameworks, as well as the standards of the American Council for Teaching Foreign Languages. The focus will be on second language teaching methods. Language learning skills will be reviewed (listening, reading, writing, speaking) as well as the psychosocial aspects of language learning. Teacher candidates will understand the National Standards for Foreign Language Learning in the 21st Century (communication, culture, connections, comparison, and community) and the ACTFL Proficiency Guidelines. Candidates will plan, implement, and evaluate instruction and curriculum as well as specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Special attention paid to the technology component of teaching and learning. Field study is required.

- Section 03-Mathematics

This is a mathematics methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach math at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the standards of the Connecticut State Department of Education, including the common Core of Teaching and the Common Core Standards, as well as the standards of the National Council of Teachers of Mathematics. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

- Section 04-Science

This is a science methods course that will enable candidates to learn and demonstrate the knowledge and skills

necessary to teach Science at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the standards of the Connecticut State Department of Education, including the Common Core of Teaching and the Science Frameworks, as well as the standards of the National Science Teachers Association. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

- Section 05-Family and Consumer Science

This is a Family and Consumer Sciences course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach Family and Consumer Sciences at the middle and secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the standards of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the Connecticut Frameworks for Family and Consumer Sciences. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

- Section 06-English

This is an English methods course for initial license that will enable candidates to learn and demonstrate the knowledge and skills necessary to teach English at the middle/secondary level. The foundation of this course is the Conceptual Framework of the University of Saint Joseph School of Education, the standards of the Connecticut State Department of Education, including the Common Core of Teaching and the Common Core Standards, as well as the standards of the National Council of Teachers of English. The focus will be on planning, implementing, and evaluating instruction and curriculum as well as on specific methods and strategies that will lead to student-centered constructivist classroom activities that engage individual students in meaningful ways. Field study is required.

Prerequisite(s): EDUC 524 - Instruction and Curriculum or EDUC 528 - Instruction and Curriculum for Secondary Teaching, may be concurrent with EDUC 532 - Curriculum in the Secondary School

EDUC 513 - Curricular Applications of Multiple Intelligences

6 Credits

This course is a partnership between the National Dance Institute and the University of Saint Joseph 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. They receive first-hand knowledge in using the arts. This course has a dance and theater focus, but participants also receive instruction and practice in set design, visual arts, museum art and music. Graduate students will have the opportunity to teach content knowledge to a group of students (Grades 1-12) participating in the Summer Performing Arts Program presented by guests artists, local educators, and Saint Joseph faculty. The constructive nature of this course facilitates inquisitiveness, reflection, and critical thinking. Participants develop capabilities and insights grounded in educational theory.

EDUC 515 - Educational Research

3 Credits

This course uses readings, cases from practice, community practice forums, group activities, lectures-discussions, individual projects, and an examination of educational research as a process of inquiry to introduce educational research with the primary focus on K-12 education. Students will examine both qualitative and quantitative research and work together as a community of practice. Skills developed include locating, designing, evaluating, interpreting, and synthesizing research relevant to education. An extensive literature review and research proposal of an educational topic is required.

Other: Recommended as first course in master's program.

EDUC 516 - Educational Technology: Theory and Application

3 Credits

This course is fundamental to understanding the importance of using the Internet and a variety of technologies in a professional educational setting. Participants will review contemporary theories of learning and understand their connections with the use of educational technology to impact today's learners. The course will explore theoretical foundations, history, perspectives and literature pertaining to the use of technology in education. Participants will reflect on their personal perceptions and biases in using contemporary and changing technologies in K-12 classrooms.

EDUC 518 - The Writing Process

3 Credits

A study of K-12 writing development essentials, practices and research in craft, text, complexity and publication through class application of a writer's workshop model. Students evaluate, collaborate and redevelop a writing process curriculum to meet the needs of current and future learners and new curricular requirements. Project-based fieldwork is required where the writing standards of the Common Core and the International Reading Association/ National Council of Teachers of English are being used.

Prerequisite(s): EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing

Development in Secondary Schools and EDUC 509 - Language Arts in the Elementary School or equivalent

EDUC 519 - Emergent Literacy

3 Credits

A survey of traditional and contemporary research, theories, and methods in the production and interpretation of oral and written discourse as they relate to the development of methods, materials, and philosophy of introductory reading curricula.

Prerequisite(s): EDUC 524 - Instruction and Curriculum, EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing Development in Secondary Schools and EDUC 509 - Language Arts in the Elementary School or their equivalent.

EDUC 521 - Action Research in Literacy

3 Credits

A seminar course focusing on perspectives of contemporary practices, research and theory in cultural-socio-psycholinguistic literacy that inform teaching and learning. Students creatively evaluate the emerging needs of current and future learners affected by new curriculum requirements and school reforms. Using a teacher researcher model, students examine literacy in their community/school/classroom to conceive, design, field test, analyze, write up and implement an original research project to make a difference. This is the final requirement in the reading and language master's concentration.

Prerequisite(s): EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing Development in Secondary Schools and EDUC 509 - Language Arts in the Elementary School or equivalent.

EDUC 522 - Student Teaching and Student Teaching Seminar: Elementary Grades 1-6

9 Credits

Student Teaching required for graduate elementary licensure candidates, 1st through 6th grade. This 10-week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; successful completion of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during the student teaching seminar.

EDUC 523 - Student Teaching and Student Teaching Seminar: Primary Grades 1, 2 or 3

9 Credits

Student Teaching required for graduate Early Childhood Nursery to grade 3 licensure candidates. This 10-week classroom experience focuses on the practical application of instructional theory to facilitate the teaching-learning process. Under the supervision of qualified elementary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office, successful completion of student teaching application to The Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Corequisite(s): This course must be taken in conjunction with ECSE 580 - Practicum: Pre-K – Kindergarten for N-3 licensure.

Other: No other course work may be taken during this semester.

EDUC 524 - Instruction and Curriculum

3 Credits

Content focuses on the interactive functions of the teaching-learning process, as well as the planning, implementing, and evaluating of instruction and curriculum based upon developmentally appropriate practices. Also covered are media, technology, and the introduction of specific curricula related to substance abuse. Field study required. Strongly recommended as first methods course. Cross-listed with SPEC 524 - Instruction and Curriculum

EDUC 526 - Diagnosis and Remediation in Reading and Language Arts

3 Credits

Reading and language arts evaluations for students perceived to have reading and language arts problems. A total literacy assessment perspective identifies the strengths and weaknesses of students, guides students in the improvement of their learning, and supports teachers in the improvement of instruction. Students register by level: .01 - Elementary; .02 - Middle; .03 - Secondary.

Prerequisite(s): EDUC 524 - Instruction and Curriculum, EDUC 507 - Developmental Reading in the Elementary School or EDUC 508 - Reading and Writing Development in Secondary Schools and EDUC 509 - Language Arts in the Elementary School or their equivalent.

EDUC 528 - Instruction and Curriculum for Secondary Teaching

3 Credits

As the initial course for secondary candidates, the course explores the interactive functions of teaching-learning as well as the planning, implementing, and evaluating of instruction and curriculum at the secondary level. An introduction to technology, the concept of differentiated instruction, accommodations for special education students, the role of multiple intelligences

and the diverse student population of public education, and an overview of curricula related to substance abuse are examined. Field study is required.

EDUC 529 - Tests and Measurements

3 Credits

This course examines the forms of evaluation and measurement, addresses technical issues associated with evaluation and measurement, and guides students in examining a comprehensive evaluation program. In addition, the course will focus on commercial tests and the criteria used to evaluate them, analysis and interpretation of data collected as part of a test administration, and communication of results to a variety of audiences. Emphasis is placed on standards-based instruction and assessment using the Common Core and statewide assessments as reference points. Field study - 10 hours.

EDUC 532 - Curriculum in the Secondary School

3 Credits

As the Capstone course for secondary certification candidates, focus is on the theory and practice of curriculum development, advanced assessment techniques with an emphasis on performance design and multiple measures of assessment. Topics discussed of special significance in the secondary classroom include backward design, cooperative learning, differentiation techniques, and motivational strategies with diverse groups of adolescents. Students develop a culminating integrated curriculum unit. Intensive field study required.

Prerequisite(s): EDUC 503 - Adolescence, EDUC 528 - Instruction and Curriculum for Secondary Teaching and EDUC 512 - Teaching for Learning in the Content Areas or concurrent with EDUC 512 - Teaching for Learning in the Content Areas

EDUC 534 - Assessment for Learning

3 Credits

The course will focus on the creation of classroom assessments that foster student achievement and motivation, and distinguish between assessment of learning and assessment for learning. Candidates will evaluate existing district and classroom assessments using a framework of standards of quality. They will also develop new assessments which meet these same standards of quality and reflect an understanding of diverse learners and learning styles. Finally, candidates will examine data-based decision-making and progress monitoring practices within their own districts and schools.

EDUC 535 - English Language Learners

3 Credits

Develop academic, subject-rich literacy in K-12 students who are not native speakers of English. Learn how to plan and implement supportive, challenging tasks that use classroom language constructively, in a manner respectful of students' competency in English and in their native language.

EDUC 536 - Technology for Learning

3 Credits

Focus on today's globally diverse and digital world in which

students consume and produce many forms of electronic media. Multiple forms of digital media will be examined and constructed as participants learn a variety of ways in which technology can be used to support and enhance the curriculum in all academic content areas. This course will focus on developing teaching strategies and digital citizenship curriculum for the 21st century classroom for the Pre K-12 educator.

EDUC 537 - Reflective Practitioner

3 Credits

This course is designed to support systematic self-evaluation of classroom teaching. Candidates will judge current practices and make plans for change in classroom organization and management, instructional planning, engaging all learners or evaluating student progress. Web-based interactive learning tools will be used to support more effective instruction of students with disabilities in an inclusive classroom.

EDUC 538 - Critical Literacy

3 Credits

In-depth study of critical literacy as a perspective for responding to the “systems of influence” operating in culture. Cultural literacy analyzes language patterns that promote particular ideologies about power and oppression based on race, class, gender, diverse cultures and socioeconomic factors. The course empowers candidates to focus on becoming agents of change as they investigate and analyze curricular issues, classroom materials and the influence of media as they create instructional and assessment strategies to use within their professional settings.

EDUC 540 - Student Teaching and Student Teaching Seminar: Secondary Grades 7-12

9 Credits

Student Teaching required for graduate secondary licensure candidates, grades 7 through 12. This 10-week classroom experience focuses on the practical application of instructional theory in the teaching-learning process. Under the supervision of qualified secondary educators, candidates will plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes; participate in parent conferences, faculty meetings, in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; passing scores on Praxis II reported to licensure office; successful completion of student teaching application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other course work may be taken during this semester.

EDUC 544 - Classroom Management: Secondary

3 Credits

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(s): EDUC 503 – Adolescence and EDUC 528 - Instruction and Curriculum for Secondary Teaching

EDUC 545 - Seminar in Remedial Reading and Related Instructional Theory

3 Credits

Seminar for the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates working in instructional settings with students with remedial needs. Instructional models for teaching remedial reading and language arts are included. Consideration of literary assessment and behavior management techniques. Cross-listed with SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory

Prerequisite(s): Limited to selected interns who hold a Connecticut Educator License.

EDUC 546 - Seminar in Writing and Related Instructional Theory

3 Credits

Advanced seminar for the University of Saint Joseph/Literacy Internship Program for working in instructional settings with students with remedial needs. Instructional models for teaching writing, writing assessment, and alternate approaches to reading and writing instruction are included. The relationship between regular education and supplemental instruction in implementing remedial programs is examined along with curriculum scope and sequence. Cross-listed with SPEC 546 - Seminar in Writing and Related Instructional Theory

Prerequisite(s): EDUC 545 - Seminar in Remedial Reading and Related Instructional Theory

Other: Limited to selected interns who hold a Connecticut Educator License.

EDUC 547 - Practicum I: Theory into Practice

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Selected interns provide direct instruction to students with remedial needs, supplemental to their regular classroom programs. Additional components are diagnostic assessment, development of prescriptive education plans, evaluation of program effectiveness, parent conferences, and teacher consultation. Fieldwork required four and one half days per week, based on the participating school districts' calendars. Cross-listed with SPEC 547 - Practicum I: Theory into Practice.

Other: Limited to selected interns who hold a Connecticut Educator License.

EDUC 548 - Practicum II: Theory into Practice

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Continuation and refinement of the clinical experiences described in EDUC 547 - Practicum I: Theory into Practice. Cross-listed with SPEC 548 - Practicum II: Theory into Practice

Other: Limited to selected interns who hold a Connecticut Educator License.

EDUC 551 - Teaching in Culturally and Linguistically Diverse Classrooms

3 Credits

This course focuses on five major themes:

1. The students' own stereotypes, biases, and cultural socialization and their impact on student learning
2. The examination of the concept of culture: Moving away from "trait-based" notions of culture towards a more dynamic view that foregrounds complexity and multivocality
3. The impact of multiple forms of exclusion and discrimination, including but not limited to racism, sexism, and classism, and how they play out in society and within interactions and expectations of others
4. English second language acquisition and learning, to include an examination of bilingual and ESL educational models
5. The interplay of the dimensions of the social (individual, cultural, linguistic, institutional, and historical) in educational settings.

Included in these discussions and critical analysis will be how society and our own interactions marginalizes and oppresses certain groups, especially looking at the GLBTQ (Gay, Lesbian, Bisexual, transgender, questioning) populations and people from low socioeconomic communities. A field study is required in a bilingual or multilingual schooling context to complement and enhance conceptual understanding. This course is aligned with the vision, mission, and goals of the School of Education: The constructive nature of this course facilitates inquiry, reflection, and critical thinking. Candidates develop an awareness of their own stereotypes and biases, cultural identity processes, second language acquisition, and what it is like to be a child from the non-dominant culture in U.S. classrooms, and how to support all students in their classrooms.

EDUC 555 - Science and Social Studies as Continuous Inquiry

3 Credits

Topics and experiences promote interactions among learners and teachers in the elementary grades. The inquiry approach is used to create a learning environment that actively engages students, extends students' ideas, and develops problem-solving skills. Thematic unit and lesson plans for teaching elementary grades science and social studies are constructed.

Prerequisite(s): EDUC 524 - Instruction and Curriculum; Strongly recommended EDUC 510 - Children and Mathematics

EDUC 556 - Curriculum Development

3 Credits

This course promotes understanding of curriculum development processes as they support and empower effective teaching and learning. Participants will examine their developing knowledge

of effective practice and engage themselves as teachers, planners, and researchers. Upon completion of this course, the learner will be able to:

- Understand the major philosophical and professional foundations of curriculum development
- Demonstrate competence as professional researcher and collaborator
- Assimilate research in curriculum and program reform/design
- Engage in professional conversations and discourse surrounding program architecture
- Evaluate models, paradigms, and conceptual frameworks for curriculum planning
- Conduct inquiries in field relative curriculum

Produce curriculum documents that evidence understanding of beliefs, concepts, and visions for curriculum development

EDUC 557 - Supervision under Durational Shortage Area Permit I (DSAP)

3 or 6 Credits

Required of any student enrolled in a University of Saint Joseph 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 University of Saint Joseph 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 (DSAP)

3 or 6 Credits

Required of any student enrolled in a University of Saint Joseph 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 University of Saint Joseph is provided to observe and assess classroom teaching. Students who have successfully completed this course and have a minimum of 10 months of documented successful classroom practice may apply for a waiver of student teaching.

Prerequisite(s): EDUC 557 - Supervision under Durational Shortage Area Permit I (DSAP)

EDUC 561 - Integrating the Arts

1 Credit

This course explores the visual and performing arts in the context of the elementary school curriculum. Pre-service educators will be exposed to the elements of dance, music, theater and the visual arts to better understand the arts as unique opportunities to integrate and differentiate instruction in the elementary school classroom.

Prerequisite(s): EDUC 524 - Instruction and Curriculum or SPEC

EDUC 562 - Music for Classroom Teachers

3 Credits

This course teaches participants how to play a musical instrument. Knowledge of music will enable teachers to employ musical strategies in regular classrooms. Course discussions and requirements will give theoretical background and practical application so as to demonstrate strategies for student engagement in learning core content. Teaching for understanding the musical intelligence of Garner's Multiple Intelligences Theory is embedded in the course requirements and discussions.

EDUC 563 - Visual Art for Educators

3 Credits

This is a foundation course in visual literacy. It is a study of the elements and principles of the visual arts and their context in art history and contemporary popular cultures. It is also designed to teach participants to think visually, learn the language of art and to demonstrate qualities of discipline, craftsmanship, problem-solving, discovery and critique the creation of design projects. Knowledge of these foundational visual literacy skills will be used in the development of units and lessons in core content areas.

Prerequisite(s): Teacher certification

EDUC 564 - Art Museum Education for Teachers

3 Credits

Designed for teachers at all levels: preschool, elementary, middle and high school. It provides opportunities for participants to experience original works of art and to develop strategies using art to teach core content concepts. Multiple Intelligences Theory provides the theoretical underpinnings for this course. Research in the value of arts in the classroom is an integral part of the course. Knowledge of works of art at the University of Saint Joseph Art Gallery is provided firsthand. Familiarity with works of major art museums is gained through virtual tours.

EDUC 565 - Multiple Intelligence Theory and Arts

3 Credits

Introduces the student to Multiple Intelligences 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 Multiple Intelligences-based units and lessons using backward design, core content, arts standards, and performance-based assessments.

EDUC 566 - Theater in Education

3 Credits

Provides opportunities for elementary, middle or high school teachers to gain a theoretical foundation of theater education as well as practical experience for integrating theater standards in teaching core content (i.e., Language Arts, Science, Math, Physical Education and Health Education). Participants will examine and practice various levels of theater, speech and drama as they become familiar with theater standards and practice.

EDUC 568 - Creativity, Writing, and Nature

3 Credits

This course combines integrative and practical studies and experiences of creativity, writing, and the natural world as applied in the context of multiple intelligences in school practice.

Prerequisite(s): Connecticut teacher certification; full-time teaching experience.

EDUC 570 - Computers in the Classroom

3 Credits

This course focuses on computer applications and concepts related to teaching on the K-12 level. The course provides hands-on experience with many computer programs and tools. A critical component of this course centers on effective ways to integrate computer technology in the classroom.

EDUC 573 - Content Area Literacy in Elementary Schools

3 Credits

This course is an in-depth study of the language, cognitive, and social processes of reading and writing in the context of the subjects commonly taught in elementary schools. Emphasis is on the teacher as researcher.

Prerequisite(s): Elementary licensure or EDUC 501 - Educational Psychology, EDUC 502 - Human Growth and Development or EDUC 503 - Adolescence and EDUC 524 - Instruction and Curriculum, EDUC 507 - Developmental Reading in the Elementary School and EDUC 509 - Language Arts in the Elementary School

EDUC 574 - Seminar: Early Intervention and the Emergent Reader

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates in the second year of the two-year program. Advanced level, specialized weekly seminars focus on the constructivist theory of reading, cognitive and metacognitive learning theory, and the research related to these topics. Formal and informal assessment tools and developmentally appropriate intervention strategies will be explored in depth. Cross-listed with SPEC 574 - Seminar: Early Intervention and the Emergent Reader.

Prerequisite(s): EDUC 545 - Seminar in Remedial Reading and Related Instructional Theory, EDUC 546 - Seminar in Writing and Related Instructional Theory, EDUC 547 - Practicum I: Theory into Practice, EDUC 548 - Practicum II: Theory into Practice or comparable experiences.

Corequisite(s): EDUC 576 - Advanced Practicum I: Direct Service Application for Lead Interns as part of the University of Saint Joseph Literacy Internship Program.

Other: Limited to selected interns.

EDUC 575 - Seminar: Current Research and the Emergent Reader

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates in the second year of the two-year program. Advanced level, specialized weekly seminars explore the current research in emergent literacy. Topics include models of the reading process, language acquisition, role of text structure, metacognitive and schema theory, the role of home background factors, and the translation of research findings to classroom practice. Cross-listed with SPEC 575 - Seminar: Current Research and the Emergent Reader.

Prerequisite(s): EDUC 574 - Seminar: Early Intervention and the Emergent Reader and EDUC 576 - Advanced Practicum I: Direct Service Application for Lead Interns

Corequisite(s): EDUC 578 - Advanced Practicum II: Direct Service Application for Lead Interns as part of the University of Saint Joseph/Literacy Internship Program.

Other: Limited to selected interns.

EDUC 576 - Advanced Practicum I: Direct Service Application for Lead Interns

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates. This is a semester field assignment of four and a half days per week for interns participating in the second year of the program. The emphasis is on early intervention strategies in diagnosis and remediation of primary grade students who need remedial help in reading/language arts. Experiences include intensive remedial, diagnostic, direct instruction to students and professional support for the first-year interns. Cross-listed with SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns

Prerequisite(s): EDUC 545 - Seminar in Remedial Reading and Related Instructional Theory, EDUC 546 - Seminar in Writing and Related Instructional Theory, EDUC 547 - Practicum I: Theory into Practice, EDUC 548 - Practicum II: Theory into Practice or comparable experiences.

Corequisite(s): EDUC 574 - Seminar: Early Intervention and the Emergent Reader

Other: Limited to selected interns.

EDUC 578 - Advanced Practicum II: Direct Service Application for Lead Interns

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates in the second year of the two-year program. Continued supervised experience for the advanced lead intern. A semester field assignment of four and a half days per week for second-year interns. Cross-listed with SPEC 578 - Advanced Practicum II: Direct Service Application for Lead Interns.

Corequisite(s): EDUC 575 - Seminar: Current Research and the Emergent Reader

Other: Limited to selected interns.

EDUC 580 - Field Experience

3 Credits

On-site independent study of the practical aspects of program and curriculum development. Seminars and plan of study tailored to needs and interests of individual participants. Includes on-site consultations with course instructor. Cross-listed with SPEC 580 Field Experience.

EDUC 582 - Multicultural Literature for Children: A Critical Perspective

3 Credits

This course combines a critical analysis of multicultural literary and informational texts with the art of involving readers in literacy practices that promote gender, racial and ethnic social justice. Master's degree students evaluate and redevelop multicultural literature in the curriculum as they collaborate to meet the diverse needs of current and future learners. Project-based fieldwork is required in programs using the literature standards from the Common Core and International Reading Association/ National Council of Teachers of English. Emphasis is on the teacher as an advocate for equitable change.

EDUC 584 - Integrating Technology & Literacy

3 Credits

Provides teachers with a variety of ways that technology can promote the development of critical reading, effective writing, media literacy, conventions of Standard English, and literacy assessment. In addition to the hands-on experiences, the class discusses the rationale for integration of technology into the reading and language arts classroom. Students learn how to design activities that foster equitable, ethical, and legal use of technology by students and educators.

EDUC 587 - Public School Law

3 Credits

The course explores legal and law-related issues that arise in both elementary and secondary schools that affect both students and school personnel. The law is examined through the lens of social justice as a means of expanding access to appropriate public education for a diverse population of students. Objectives include:

1. Knowledge of the role of the legal structure of education in local, state, and federal governments
2. Methods of approach and the analytic skills needed to deal effectively with legal issues
3. Skills to process difficult questions of ethics and policy that legal disputes raise.

EDUC 591 - Special Topics

1-3 Credits

See Course Search in MyUSJ for description of current offerings.

EDUC 592 - Special Topics

1-3 Credits

See Course Search in MyUSJ for description of current offerings.

EDUC 595 - Independent Study/ Research

1-3 Credits

Students select topic or project to pursue through independent or small-group work. Application forms for independent study/research are available at the Graduate Office. Must be approved by the project advisor, program director and dean of the School of Education.

Prerequisite(s): EDUC 515 - Educational Research

EDUC 596 - Independent Study/ Research

1-3 Credits

Students select topic or project to pursue through independent or small group work. Application forms for independent study/research are available at the Graduate Office. Must be approved by the project advisor, program director and dean of the School of Education.

Prerequisite(s): EDUC 515 - Educational Research

English

ENGL 104 - The Art of Effective Writing I

3 Credits

Practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works. (LAS) (WR)

ENGL 105 - The Art of Effective Writing II

3 Credits

The further practice in exposition, argumentation, and the methods of research based on the study and discussion of creative, critical, and factual works. (LAS) (WR)

ENGL 106 - Journalism

3 Credits

News writing, feature writing, layout, makeup in conjunction with analysis of current newspaper trends. (LAS) (WR)

ENGL 107 - Effective Communication

3 Credits

For the adult returning to school, this seminar helps the adult realize the value of life experience in meeting the challenges of the college curriculum and environment. Mature reflection on experience and its organized expression, both oral and written, are emphasized as modes of continued growth. (LAS) (WR)

ENGL 110 - Thematic Approaches to Literature

3 Credits

An introduction to the close reading of literary texts. Organized thematically and focusing on a theme of contemporary interest, e.g., The American Dream, War and Peace, Rebels and Angels, Innocence and Experience. Students are introduced to a variety of texts and methodologies for reading them as well as the terminologies and techniques of literary analysis. Readings may be drawn from fiction, poetry, drama, as well as non-traditional forms such as journals, diaries, and autobiographies. Frequently offered as an Honors course open to all students with a minimum

GPA of 3.25 or by permission of the instructor. (LAS) (WR) (HE)

ENGL 112 - Special Topics in Literature

3 Credits

Examination of basic literary concepts in a variety of genres and forms. May be taken only once for credit. (LAS) (HE)

ENGL 130 - Introduction to Mass Media and Culture

3 Credits

This course introduces students to the world of mass media as both a professional field and an academic discipline. By focusing on various facets of mass media, students will understand the importance of both the producers of and the content of the media that shapes our culture via the ever-growing conduits through which information and entertainment is disseminated, commodified, and received in our society. (LAS)

ENGL 174 - Introduction to Theater

3 Credits

An introduction to the art of theater through an examination of representative plays, ranging from classical antiquity to modern European and American. Cross-listed with DRAM 174 - Introduction to Theater (LAS) (WR) (HE)

ENGL 200 - Special Topics in Literature

3 Credits

Examination of literary topics in a variety of genres. May be taken twice for credit. (LAS) (HE)

ENGL 201 - A User's Guide for Speakers of English

3 Credits

Where did English come from and how did it get to be the pre-eminent world language? Introduction to our language uncovers its origins, reviews the contributions of other languages to English, and investigates the future of the language as it grows in influence.

ENGL 203 - Oral Communication

3 Credits

Development in public speaking of the articulation, coherence, and confidence indicative of the mature, educated citizen in a democratic society. (LAS)

ENGL 205 - Business and Professional Communication

3 Credits

Formats and styles used in written communication in the business world. Attention is also given to the development of oral skills, especially those needed for formal presentations. Cross-listed with INFT 205 - Business and Professional Communication. (LAS) (WR)

ENGL 206 - Advanced Writing

3 Credits

Developing a clear, effective prose style through the study of advanced rhetorical strategies. (LAS) (HE) (WR)

ENGL 208 - Creative Writing: Fiction

3 Credits

An introduction to the art of writing fiction. (LAS) (HE) (WR)

ENGL 209 - Creative Writing: Poetry

3 Credits

An introduction to the art of writing poetry. (LAS) (HE)

ENGL 210 - Autobiography

3 Credits

Considers the richness in personal lives, shaping and refining experience into form. Students write their own short autobiography as well as study autobiographical models. (LAS) (HE)

ENGL 211 - Playwriting

3 Credits

An introduction to the art of writing plays, focusing on dialog, plot, character, stage directions, and the mechanics of preparing a script. (LAS) (HE)

ENGL 214 - Cultural Tour of England

3 Credits

Study tour of important literary and cultural sites in England during spring, summer, or winter break. Locations may vary. Involves the study of relevant literature and the arts from among the Renaissance, Romantic, Victorian, and Modern periods as the basis of the trip. Requires meetings during the semester as well as travel time that may vary by the time of year.

ENGL 215 - American Authors I

3 Credits

Survey of major American authors from the colonial period through the 1840s. Authors include Mary Rowlandson, Benjamin Franklin, Frederick Douglass, among others. (LAS) (AE) (HE)

ENGL 216 - American Authors II

3 Credits

Survey of late 19th and early 20th century American novels, stories, and poems by major figures such as Mark Twain, Kate Chopin, Henry James, Walt Whitman, and Emily Dickinson. (LAS) (AE) (HE)

ENGL 220 - Literary Criticism

3 Credits

An introduction to literary theory and practice from Plato to the present; intended to enhance the student's ability to analyze poetry, fiction, and drama. (LAS) (HE)

ENGL 224 - Jane Austen on Film

3 Credits

A comparison of film versions of selected Austen novels from different eras. Students analyze the modifications made in transcribing written text to visual media, as well as the cultural revisions and improvements made by directors. (LAS) (HE) (WS)

ENGL 225 - Major British Authors I

3 Credits

Survey of major British authors from the Anglo-Saxon period through 1798. (LAS) (HE) (WR)

ENGL 226 - Major British Authors II

3 Credits

Survey of major British authors from the Romantic period to modern day. (LAS) (HE) (WR)

ENGL 227 - Shakespeare in Children's/Young Adult Literature and Culture

3 Credits

This class studies select Shakespeare plays in tandem with their textual and cinematic adaptations designed for children and young adults. Students examine, discuss, and write about the field of children's/young adult literature and the categories of adaptation, translation, inspiration, appropriation, and reinterpretation within the framework of Shakespearean studies, popular culture, and pedagogical practices.

ENGL 230 - The Art of the Short Story

3 Credits

A course designed to deepen the reader's critical appreciation of creative artistry at work in the short story genre. (LAS) (HE)

ENGL 231 - Poetry

3 Credits

An introduction to the genre of poetry, ranging from the classical to modern periods. Designed to develop and strengthen critical reading skills and to familiarize students with techniques of textual analysis and interpretation. (LAS) (HE)

ENGL 235 - Women Writers

3 Credits

A study of women's texts examining questions of difference and tradition. (WS)

ENGL 236 - Female Detective Fiction

3 Credits

Study of detective novels written by women, analyzing the author's style, content, and adaptation of the genre. (LAS) (WS) (HE)

ENGL 237 - African American Women Writers

3 Credits

A survey of writing by African American women. Authors and forms studied vary. Among the authors frequently read in the course are Toni Morrison, Alice Walker, and Gwendolyn Brooks. (LAS) (WS)

ENGL 238 - Native American Literature

3 Credits

The oral and written literature of the continent's aboriginal inhabitants. Texts include ancient myths and legends,

autobiographies, as well as contemporary poetry and fiction. (LAS) (AE) (HE)

ENGL 239 - Postcolonial Literature

3 Credits

Examination of texts by authors from former British colonies, such as India, Australia, Canada, Africa, and the West Indies. The specific country studied will vary from year to year; the initial focus will be the Indian novel. (LAS) (HE) (GI) (WR)

ENGL 240 - U.S. Hispanic Literature and Culture

3 Credits

This class offers students a survey of the literature and culture of U.S. Hispanics from the 20th and 21st centuries. Students will read, watch and discuss through written work and oral presentations a wide array of English-language novels, dramas, poetry, critical texts, TV shows, and films created by artists residing in the United States whose familial origins are in the former Spanish colonies of the Americas. (LAS) (HE)

ENGL 241 - From War to Love: Ancient Narrative

3 Credits

Examines the ways that different stories told in antiquity create different versions of human being and social worlds. Ancient epics, novels, and lives provide the readings. (LAS) (HE)

ENGL 245 - Renaissance Women

3 Credits

What early modern women wrote about themselves in light of the prevalent male discourses about female identity in areas such as education, politics, physiology, theology, and art. (LAS) (WS) (WR) (HE)

ENGL 253 - History of Theater I

3 Credits

Focuses on the history and development of world theater from the Greeks to 1800, including a survey of Asian theatrical practices. Cross-listed with DRAM 253 - History of Theater I. (LAS) (HE)

ENGL 254 - History of Theater II

3 Credits

Investigates the history and development of Western theater from 1800 to the present. Cross-listed with DRAM 254 - History of Theater II. (LAS) (HE)

ENGL 275 - British Cultural Studies

3 Credits

Spatially and temporally bounded, culturally specific and methodologically oriented, this course demonstrates the sort of questions that the student of cultural studies asks and the means of investigation used in hypothesizing answers to them. Specific issue and time studied varies: Victorian British Women; London at the End of the Century; The Great War and British Culture. May be taken twice for credit. (LAS) (HE)

ENGL 276 - Cultural Studies

3 Credits

Spatially and temporally bounded, culturally specific, and methodologically oriented, this course demonstrates the sort of questions that the student of cultural studies asks and the means of investigation used in hypothesizing answers to them. Specific issue and time studied varies. Recent topics include: Movie-Made Reality; New York City and Italian-American Narrative, 1925-2000. May be taken twice for credit. Cross-listed with AMST 276 - Cultural Studies (LAS) (AE) (HE)

ENGL 295 - Exploratory Independent Study

3 Credits

Faculty-guided project in the study or creation of literature, proposed by students.

Prerequisite(s): Approval by faculty advisor.

ENGL 301 - From the Page to the Stage

3 Credits

The course emphasizes the visual and audio interpretation of a script in the tradition of modern directors and designers. Cross-listed with DRAM 301 - From the Page to the Stage. (LAS) (HE)

ENGL 308 - Advanced Fiction Writing

3 Credits

Continued practice in the art of writing fiction. (LAS) (HE)

ENGL 309 - Advanced Poetry Writing

3 Credits

Continued practice in the art of writing poetry.

ENGL 310 - Special Topics in Literature

3 Credits

Examination of important literary phenomena. Content varies. May be taken twice for credit. (LAS) (WR)

ENGL 314 - Shakespeare

3 Credits

The development of Shakespeare's dramatic art through examination of several plays and performance experiences. (LAS) (HE) (WR)

ENGL 340 - Literature for Children

3 Credits

Critical approach to literature for children - its history, function, and value. (LAS) (HE)

ENGL 346 - Writing Women's Lives: The Construction of the Self

3 Credits

An interdisciplinary perspective on the study of women's lives and the construction of human meaning. Readings include memoirs, biographies, and autobiographies. Students choose between Psychology or English credit. Frequently offered as an Honors course open to all students with a 3.25 GPA or with permission of the instructor. Cross-listed with PSYC 346

- Writing Women's Lives: Construction of the Self. (LAS) (HE) (WS) (WR)

Prerequisite(s): PSYC 100 - Introductory Psychology

ENGL 375 - In-famous Characters in Russian History and Culture

3 Credits

This Honors capstone class offers an examination of the dramatic and tragic history and culture of Russia with emphasis on famous and infamous historical and fictional characters and the theme of Russian identity. Topics include Ivan the Terrible, Peter the Great, Catherine the Great, Joseph Stalin and a selection of plays and film by Nicolai Gogol, Leo Tolstoy, Anton Chekhov, Sergei Eisenstein, Alexander Sokurov and other famous historical and culture figures. Open to Honors students or by permission of instructor. Cross-listed with HIST 375 - In-Famous Characters in Russian History and Culture. (LAS) (HE) (WR)

ENGL 390 - Literature for Adolescents and Young Adults

3 Credits

Literature appropriate for junior and senior high school students. Course considers its history, function, value, and criteria for judging on various levels. (LAS)

ENGL 401 - Major Author Seminar

3 Credits

In-depth study of a major literary figure. Content varies. Recent offerings have included: Mark Twain, George Eliot, Aphra Behn, and Tennessee Williams. May be taken twice for credit. (LAS) (HE)

ENGL 410 - Special Topics in Literature

3 Credits

Upper-level seminar on significant literary phenomena. May be taken twice for credit. (LAS) (HE)

ENGL 485 - Internship

4-6 Credits

Semester internships available in a variety of career areas, such as public relations, corporate communications, journalism, and various aspects of television. 15-20 hours fieldwork per week.

Prerequisite(s): For junior and senior English majors only.

ENGL 495 - Advanced Independent Study

3 - 6 Credits

Further development of a faculty-guided project in the study or creation of literature, proposed by students.

Prerequisite(s): Approval by faculty advisor.

ENGL 499 - Coordinating Seminar

3 Credits

Seniors prepare a major literary project. Spring semester.

Art History

FIAR 110 - Drawing I

3 Credits

Introduction to various drawing media and techniques. Contour and gesture drawing. Problems in perspective, chiaroscuro, and composition. Outdoor sketching, indoor arrangements, and drawing from the model. One hour lecture, four hours laboratory per week. (LAS) (HE)

FIAR 111 - Drawing II

3 Credits

Advanced study of various drawing media and techniques. One hour lecture, four hours laboratory per week. (LAS) (HE)

FIAR 120 - Fundamentals of Design

3 Credits

Study of the basic elements and principles of art to increase understanding of composition, effective two-dimensional communication, and the artist's creative process. Students will create art pieces through which they will explore line, shape, color, value, texture and spatial relationships. (LAS) (HE)

FIAR 125 - Watercolor

3 Credits

An introduction to the materials and techniques of the watercolor painting medium, combining a traditional approach with contemporary possibilities of expression. One hour lecture, four hours laboratory per week. (LAS) (HE)

FIAR 130 - Introductory Painting

3 Credits

Introduction to various painting media and techniques. Emphasis on increasing sensitivity to color and composition. Development of artistic expression. Painting in both realistic and abstract styles. One hour lecture, four hours laboratory per week. (LAS) (HE)

FIAR 131 - Painting II

3 Credits

Advanced approaches to various painting media and techniques. One hour lecture, four hours laboratory per week. (LAS) (HE)

FIAR 134 - History of Art I

3 Credits

Reconstruction of the past based on archaeological evidence expressed in painting, sculpture, architecture, and the minor arts from prehistoric times through the Gothic era. (LAS) (HE) (WR)

FIAR 135 - History of Art II

3 Credits

Ideas and innovations relating to the visual arts that have formed and nurtured Western Civilization from the Early Renaissance to the present. (LAS) (HE) (WR)

FIAR 201 - Special Topics in Studio Art

3 Credits

A studio course designed to provide students with the opportunity to explore the possibilities of a variety of media. The particular expressive character of pastel, clay and other sculptural media, and video are among the many possible areas of concentration. One hour lecture, three hours laboratory for two credits; two hours lecture, four hours laboratory for three credits. (LAS) (HE)

FIAR 231 - Printmaking

3 Credits

Introduction and development of basic skills in drypoint etching, woodcut, silk screen printing, and other traditional and experimental printmaking processes. Brief survey of printmaking from the 15th century to the present. Use of University collection of original prints. One hour lecture, four hours laboratory per week. Laboratory fee. (LAS) (HE)

FIAR 240 - History of American Art

3 Credits

Provincial beginnings to world power. Confluence of social, political, and artistic thought in America through examination of paintings and sculpture from the 17th century to the present. Visits to museums and historical sites required. (LAS) (HE)

FIAR 241 - History American Antiques: 1607-1875

3 Credits

A reliving of America's past through a complete study of antiques: furniture, pottery, glass, silver, etc. Visits to antiques shows and museums required. (LAS) (AE) (HE) (WR)

FIAR 244 - American Architecture: 17th to 19th Centuries

3 Credits

The history of American architectural achievements records the confluence of human requirements and technical innovation. Critical analysis of the architectural response to social, political, and religious demands of changing times through slides, lectures, and discussions. Field trips. Cross-listed with HIST 244 - American Architecture: 17th to 19th Centuries. (LAS) (AE) (HE)

FIAR 245 - Survey of Modern Art

3 Credits

Study of the development of the outstanding art movements in painting and sculpture from the late 19th century to the present. Focus on definition and meaning, influences and innovations, form and analysis of contemporary artistic expression. Visits to museums and galleries required. (LAS) (HE)

FIAR 246 - Trends in American Art: 1950-2000 and Beyond

3 Credits

Introduction to historical and critical concepts needed to understand innovations of contemporary art in the United States. Focus on Abstract Expressionism, Pop Art, Op Art, Minimal Art, Conceptual Art, Magic Realism, and Happenings, etc. Field trips. (LAS) (HE)

FIAR 249 - American Impressionism: Painters, Sites and Collections

3 Credits

Explores the studios, sites, and collections of American artists who responded to the physical beauty found in their immediate surroundings. The Connecticut shoreline, in particular, provided ample subject matter for the newly explored aesthetic principles and investigations into the world of color, atmosphere, and light. Students view the actual studios, gardens, and motifs that inspired these creative works. Field trips. (LAS) (HE) (AE) (WR)

FIAR 259 - Legacy of African American Art

3 Credits

A survey course that examines the African origins, cultural evolutions, and social revolutions that helped to create vital visual art forms of unique quality, beauty, and creativity. Painting, sculpture, and other art forms are analyzed within the cultural, social, religious, economic, political, and artistic context. Art works created by Joshua Johnston, Robert Duncanson, Edmonia Lewis, Henry Tanner, Meta Fuller, Jacob Lawrence, Faith Ringgold, and others are examined. Attention will be given to artists of the Harlem Renaissance and those who created the Black Power Murals. Field trips. (LAS) (AE) (HE) (WR)

FIAR 260 - City Limits: The Architectural History of Hartford

3 Credits

The City of Hartford as a first-hand resource for a review of the major trends in American architectural design. On-site walking tours supplement slide lecture discussions detailing the city's growth from first Dutch fort to modern urban center. (LAS) (HE) (AE)

FIAR 269 - Latin American Art

3 Credits

This course will present a broad, artistic, cultural, and historical study of the continuous development of architecture, sculpture, painting, and decorative arts of selected Latin American countries from 1,500 BCE to the present. An emphasis will be placed on the influence and impact of Olmec, Maya, Aztec, 16th century European contact art upon the modern art of the Mexican Muralists, Kahlo, Tamayo, Pacheco, Vazquez, Botero, Acuna, and other artists from Colombia, Brazil, Venezuela, etc. The interaction between politics, society, and the arts will be investigated. Selected archaeological sites of Mexico, Guatemala, Honduras, Peru, Belize will also be examined and incorporated into the study. (LAS) (HE) (WR)

FIAR 272 - History of Women Artists

3 Credits

Examination of the artistic contributions of women from the early Middle Ages to the present through slide lectures and discussions that provide specific examples and historical contexts. (LAS) (HE) (WS) (WR)

FIAR 299 - Vincent van Gogh: His Life and Work

3 Credits

An examination of the life and artistic contributions of the artist Vincent van Gogh (1853-1890). A careful examination of some of his 860 paintings, 1,000 drawings, and 750 letters as a background for critical analysis, observation, and response. A cultural context is established showing the growth and development of the traditional academic style evolving into an expressive abstract style. The significant impact on art of the 19th, 20th, and 21st centuries. Museum visits. (LAS) (HE) (WR)

FIAR 336 - Renaissance Art History

3 Credits

Painting, sculpture, and architecture of the Renaissance: masterworks from Proto-Renaissance through Leonardo da Vinci, Raphael, Michelangelo, Durer, and Holbein. Visits to museums and galleries. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor. (LAS) (WR) (HE)

FIAR 341 - History of Greek Art

3 Credits

Analysis of the harmony between humanity and nature represented through architecture, painting, sculpture, and the minor arts from the Minoan to Hellenistic periods. Museum visits. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor. (LAS) (HE) (WR)

FIAR 349 - French and American Impressionism

3 Credits

Study of the works of French and American impressionist and post-impressionist painters and their influence on 21st century painting. Visits to museums and galleries required. (LAS) (HE) (WR)

FIAR 351 - Art of Egypt: Ancient to Coptic

3 Credits

In-depth study of major Egyptian monuments from the Third Dynasty pyramids through the desert monasteries of the Coptic Christian Era. Analysis of major developments in sculpture and the decorative arts; the relevance of funerary beliefs; the importance of the physical setting and the Nile. Pre-dynastic sites and artifacts are examined. Focus on recent archaeological finds and scholarship. Visits to museum. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or with permission of the instructor. (LAS) (HE) (WR)

FIAR 401 - Special Topics in Studio Art

3 Credits

A studio course designed to provide students with the opportunity to explore the possibilities of a variety of media. The particular expressive character of pastel, clay and other sculptural media, and video are among the many possible areas of concentration. One hour lecture, three hours laboratory for two credits; two hours lecture, four hours laboratory for three credits.

FIAR 485 - Art Museum Internship

3-6 Credits

Develop a working knowledge of the resources of an art museum or historical society. This form of internship seeks to enhance the student's awareness of the many and varied operations and responsibilities of a museum, including the roles of: archivist, research assistant, disabled visitor program, educational activities, etc. Nine to 12 hours a week of supervised work at a museum or historical society. Number of participants is limited.

Prerequisite(s): Permission of department chair.

FIAR 499 - Coordinating Seminar

3 Credits

A cumulative experience for senior majors in Art History that integrates recent scholarship and research. Topical seminars, discussions, and field trips. Written thesis. Papers are presented in a colloquium. Second semester.

French

FREN 100 - Beginning French I

3 Credits

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. FREN 100 recommended for students with little or no prior knowledge of French. FREN 101 recommended for students with one year of high school French or equivalent. Three hours per week. Courses may be taken individually or as a group. (LAS) (LG)

FREN 101 - Beginning French II

3 Credits

Second of two-semester elementary sequence to help students quickly learn to listen, speak, read, and write about French culture and discuss their own lives. FREN 100 recommended for students with little or no prior knowledge of French. FREN 101 recommended for students with one year of high school French or equivalent. Three hours per week. Courses may be taken individually or as a group. (LAS) (LG)

FREN 161 - Special Topics

3 Credits

Seminar on specialized topics, area studies, thematic studies. Variable content. Courses offered in French or in English.

FREN 200 - Intermediate Conversation and Culture I

3 Credits

A two-semester intermediate French course sequence. Review and extension of basic listening, speaking, reading, and writing skills. Introduction to French and Francophone culture through short stories, films, music, and culture texts. Three hours per week, one to two semesters. (LAS) (LG)

Prerequisite(s): Two-three years of high school French.

FREN 201 - Intermediate Conversation and Culture II

3 Credits

A two-semester intermediate French course sequence. Review and extension of basic listening, speaking, reading, and writing skills. Introduction to French and Francophone culture through short stories, films, music, and culture texts. Three hours per week, one to two semesters. (LAS) (LG)

Prerequisite(s): Two-three years of high school French.

Human Development and Family Studies

HDFS 110 - Introduction to Gerontology

3 Credits

An interdisciplinary approach to the study of aging. Provides a basic understanding of the aging process and an overview of the major issues in gerontology. (LAS)

HDFS 111 - Biology of Aging

1 Credit

Provides an introduction to biological aspects, including environmental, genetic, endocrinological, cellular, and immunological changes in the aging body. Three hours per week, five weeks.

HDFS 112 - Nutrition of Aging

1 Credit

Provides an overview of good nutritional habits, age-related nutritional problems, as well as preventive dietary practices. Three hours per week, five weeks.

Corequisite(s): HDFS 111 - Biology of Aging

HDFS 113 - Health of Aging

1 Credit

Examines various issues regarding health and aging. Developmental theory, pathophysiology, normal age changes, and society's view of health and aging will be explored. Three hours per week, five weeks.

Corequisite(s): HDFS 112 - Nutrition of Aging

HDFS 210 - Voices of Development across the Life Course

3 Credits

A contemporary perspective on growth and development across the lifespan through the use of narrative. Explores and critiques the current developmental research and literature, and focuses on community, family, and individual strengths in meeting challenges of development across the lifespan. Fieldwork required. (LAS)

HDFS 250 - Ways of Studying the Developing Child

3 Credits

An introduction to systematic methods of studying children. Techniques for gathering and recording observational information about children in a variety of contexts. Issues concerning the

interpretation of this data for the purposes of understanding children, professional decision-making, and research are discussed. Three hour class, one hour field study per week, spring semester.

HDFS 300 - Youth Services

3 Credits

This course is an overview of developmental concepts, approaches and issues in "youth services." We cover basic concepts of development focusing on the strengths of youth, their families and communities. These concepts are applied to existing programs to both understand them better and to assess their relative effectiveness. We also consider recurrent and new challenges faced by youth and how HDFS principles can be used to assess their problems and generate more effective programs. The course is organized to include presentations by the instructor combined with student-centered activities including a student-informed syllabus, small group discussions, individualized projects and other features. A distinctive aspect of the philosophy of HDFS is its applied nature and thus there is a major field work assignment involving the study of a youth services program selected by each student. Students will also have the opportunity to use their accumulated skills in proposing a youth services program to address contemporary issues.

HDFS 310 - Youth Trauma and Neglect

3 Credits

Youth maltreatment exists in America at very high levels. Youth services professionals routinely encounter youth or families who confide or exhibit evidence of maltreatment. The primary objectives of this course are to survey what constitutes maltreatment, its complex causes and resources available to assist victimized youth and their families. (LAS)

HDFS 315 - Seminar on Aging

3 Credits

Intensive reading and discussion of issues related to aging in America, including public policy regarding the aged, analysis of current programs, and future directions in gerontology. (LAS)

HDFS 350 - Children's Expressive Behavior

3 Credits

The expressive behaviors of children from birth through school age. Focuses on understanding and facilitating children's expressive behaviors with particular emphasis on the adult role in guiding children's social and emotional development. Three hour class, one hour field study per week, fall semester.

Prerequisite(s): HDFS 250 - Ways of Studying the Developing Child

HDFS 356 - Consumer and Family Resource Management

4 Credits

Individual and family consumer issues and management processes. Highlights family strategies that promote effective use of resources, contemporary problems, and practical solutions. Includes an overview of all topics and requirements for the

national Certified Family Life Educator exam. Students will prepare and present two Family Life Education workshops that are videotaped for student career portfolios. Field work is required.

Prerequisite(s): HDFS 370 - Resilience and Risk

HDFS 360 - Family Relations

3 Credits

Contemporary parenting and family relationships from a developmental perspective, focusing on both research findings and professional applications. Students write an APA-style research paper and conduct a small action research group project. Fall semester. (LAS) (WR)

HDFS 370 - Resilience and Risk

3 Credits

This course uses family systems theory to examine resilience as a developmental force focusing on individual, family and community protective factors. We will investigate concepts that promote developmental resilience among children, youth and families in contemporary society. In-depth study, integrated with fieldwork, will be used to understand diverse developmental processes in social, cultural, and historic context. Topics will include persistent inequalities in times of social change, cumulative risk factors and the policy implications of current research. Students will apply their knowledge of resilience research to evaluate the effectiveness of local community risk prevention programs. (LAS)

HDFS 400 - Special Topics

3 Credits

Topics of special interest to Child and Family Studies majors offered at the discretion of department faculty. HDFS special topics courses fulfill approved related course requirements for Child and Family Study majors.

Prerequisite(s): HDFS 360 - Family Relations and HDFS 370 - Resilience and Risk

HDFS 420 - Managing in a Non-Profit Organization

3 Credits

This course examines the diverse field of non-profit management with attention to historical contexts, interagency collaboration, governance and leadership. Course content emphasizes mission-driven cultures, strategic planning, human resource development, supportive supervision, and basic financial management strategies. Students will practice non-profit management in individual and group projects and assignments that reference their internship experiences. Cross-listed with PUBH 499 - Managing in a Non-Profit Organization.

HDFS 430 - Field Study

3 - 6 Credits

Supervised experience with children, families, or the elderly. Eight placement hours per week required for three credits.

Prerequisite(s): HDFS 370 - Resilience and Risk and permission

of instructor.

HDFS 450 - Cross-Cultural Studies of Children and Families

3 Credits

The interface of culture and development across a variety of diverse cultural groups. The interrelationships among the biological, ecological, and social factors that affect children and their families are explored using contemporary cultural research and literature. Spring semester. (LAS)

Prerequisite(s): HDFS 370 - Resilience and Risk

HDFS 485 - Internship

3-6 Credits

A culminating experience for seniors, the internship provides an opportunity to relate prior learning about children and families to a community setting. Eight placement hours per week required for three credits. Spring semester.

Corequisite(s): HDFS 499 - Coordination Seminar: Children & Families In Contemporary Society

Other: Limited to senior Child Study and Family Study majors.

HDFS 495 - Advanced Independent Study

1-3 Credits

In-depth research project developed in consultation with HDFS faculty.

HDFS 499 - Coordination Seminar: Children & Families In Contemporary Society

3 Credits

A culminating experience for seniors, integrates developmental knowledge with current issues in the lives of children and families today. Students complete action research projects based upon data collected at their internship sites. Students also visit the state legislature and complete small group advocacy projects addressing an issues of importance to children, youth and families at the state, federal or global level. Spring semester.

Other: Limited to Child and Family Study majors.

HDFS 503 - Adolescent Development

3 Credits

Theories and methods of research in the study of the adolescent will be analyzed with particular attention devoted to cognitive, physical, social, emotional and moral development. The development of identity, including gender roles and sexuality and the troubles and trials of this developmental period are studied. Influences of parents, peers, and the school on the developing pre-adolescent, early adolescent and adolescent will be studied. Data collection through observation and interviews of preteens and teens is required. Readings focus on applications to schools. Cross-listed with EDUC 503 - Adolescence

HDFS 508 - Research Methods in Human Development

3 Credits

Various research designs and approaches to data collection including qualitative and quantitative methodologies. Special emphasis on critical analysis of current research using the library and computer database.

HDFS 518 - Human Services Administration

3 Credits

Introduction to administrative theory and practice. Classic and contemporary theories and specific study of practice in motivation, labor relations, organization, and communications as well as other areas. Classroom work is based on case studies and student experiences. Agency categories covered include public, non-profit, and proprietary organizations.

HDFS 525 - Evidence-Based Practices in Autism Spectrum Disorders

3 Credits

This course outlines considerations in using evidence-based practices with individuals with Autism Spectrum Disorders. Evidence-based practices are discussed in terms of their validation in empirical literature as well as applications in applied settings. Interventions to address challenging behaviors, social skills, adaptive living and other domains will be reviewed. Critical review of literature will be emphasized.

HDFS 545 - Special Topics

3 Credits

Topics of special interest to lifespan human development in the context of families and communities, offered at the discretion of department faculty.

HDFS 555 - Families and Development

3 Credits

An advanced course examining current developmental and family theories in contemporary contexts. Explores adaptive and maladaptive responses to developmental and family changes across the lifespan. Includes basic skills in relationship building, communication, and developing family partnerships. Cross-listed with ECSE 530 - Families and Development.

HDFS 580 - Human Growth and Development

3 Credits

A study of human development from a lifespan perspective: birth through death. Emphasis on developmental tasks and a strengths-based approach to the promotion of resilience across the lifespan. Research and theory of psychosocial development explored.

HDFS 585 - Integrating Seminar

3 Credits

A culminating experience designed to integrate theoretical and practical knowledge with current issues across each student's plan of study. Individual or small group research project required. (Formerly: HDGE 585)

Human Development/Gerontology

HDGE 500 - Health Related Aspects of Aging

3 Credits

Explores health issues of late life, approaches to problems of aging, education, and environmental factors that impact on the well-being of elders. Recent research developments are discussed.

HDGE 501 - Systems and Networks Supporting Human Development

3 Credits

A study of social institutions, human service systems, and networks supporting the development of our human resources. Analysis of strategies for effective integration of services for helping persons in intense situational problems.

HDGE 502 - Psychology of Older Adults

3 Credits

An analysis of the environmental stresses that impact behavior in the middle and later years. Examines normal and pathological adjustments to widowhood, chronic disease, disability, retirement, and loss.

HDGE 503 - Social Issues and Aging

3 Credits

An investigation of current social policies specifically related to older adults, and a survey of existing programs to meet the needs of older adults. Includes philosophy of the service delivery systems as a reflection of the political process and contemporary social values, as well as application of the theory to practical situations.

HDGE 510 - Practicum

3 Credits

A supervised fieldwork experience in aging for a minimum of 150 contact hours.

HDGE 522 - Gerontological Studies

3 Credits

An overview of current research and literature of aging. Examines the most pressing issues and challenges presented by the growth of the aging population and provides practical skills and approaches essential for working in today's gerontological community.

HDGE 540 - Health and Community

3 Credits

Cultural and community influences on the health and illness of individuals, families, groups, and communities. Discusses theory relevant to the concepts of culture, community, health, illness, family, and healing. Through case studies, applies theory to selected Western and non-Western settings. Cross-listed with NURS 550 - Health and Community.

HDGE 560 - Older Adult as Learner

3 Credits

Focus on the theory and research of adult education and older adults in learning situations. Addresses cognition, motivation, and experience of learning older adults. Explores practical strategies for teaching individuals or developing programs for persons over 65.

HDGE 562 - Sexuality and Aging

3 Credits

An exploration of theoretical perspectives and research addressing sexual issues of aging, homosexuality, AIDS, and the elderly. Attention will be given to practice modalities and culturally diverse groups. Guidelines will also be presented for health care professionals.

HDGE 590 - Special Topics

3 Credits

Topics of particular and current interest to the field of adulthood and aging.

HDGE 593 - Gerontology Seminar

3 Credits

See semester course listings for seminar offerings.

HDGE 595 - Independent Study/Research

4 Credits

Students select a topic or project to pursue through independent or small group work. Application forms for Independent Study/Research are available at the Registrar's office.

Prerequisite(s): Approval by the project advisor, program director, and dean of the school.

History

HIST 105 - World History I

3 Credits

An introduction to the historical experiences of the world's major civilizations with attention to periodization, geography, the rise of empires and international religious and cultural systems until about 1500. (LAS) (GI)

HIST 106 - World History II

3 Credits

An introduction to the historical experiences of the world's major civilizations with attention to periodization, geography, technological change, the rise of political ideologies and revolutions, the impact of Western imperialism and globalization from 1500 to the present. Cross-listed with INTS 106 - World History II. (LAS) (GI)

HIST 116 - Whither Western Civilization?: Western Civilization II

3 Credits

Study of Western Civilization from the Renaissance to the present

day with special focus on the dichotomies in the thought patterns of the Western World, such as science-technology vs. religion; reason vs. faith; freedom vs. authority. (LAS) (GI)

HIST 120 - The American Scene to 1865

3 Credits

A survey of the trends and documents in early American history, from the earliest foundings to the Civil War, with emphasis on political patterns and social groups at the grassroots level. (LAS) (AE)

HIST 121 - The American Scene From 1865

3 Credits

An overview of trends and documents in American history, from Reconstruction to the present, with emphasis on political, economic, and socio-cultural developments affecting the ordinary American. (LAS) (AE)

HIST 200 - Special Topics in History

3 Credits

Examination of a topic or approach to history. (LAS) (AE)

HIST 201 - Workshop History: Going to the Source

3 Credits

Introduction to the techniques of archival record-keeping and the methods of historical analysis and research through readings and field experience in archives, museums, historical societies, and libraries. (LAS) (AE) (WR) Cross-listed with AMST 201 - Workshop in History: Going to the Source.

HIST 203 - History of the American Indian

3 Credits

Attention to the role of Native Americans in selected eras of United States history, governmental policy toward indigenous peoples, and the recent political and ethnic resurgence of Native Americans. Cross-listed with SOCL 203 - History of the American Indian (LAS) (AE)

HIST 204 - Political Themes in Popular American Music

3 Credits

Examines ways popular music has been used by musicians to offer political messages, galvanize public opinion, and energize or even direct political movements. Focus on political themes in post-World War II American popular music, although some attention given to earlier songs by non-American artists. Cross-listed with POLS 204 - Political Themes in Popular American Music. (LAS) (AE)

HIST 205 - American Civil Rights Movement

3 Credits

Introduces students to different civil rights movements in American history since Reconstruction, with emphasis on African Americans, women, Mexican Americans, and others. Examination of current state of civil rights, and definitions of civil rights. (LAS) (AE)

HIST 206 - United States Constitution

3 Credits

An analysis of the founding principles of the U.S. Constitution and their ongoing relevance through focus on biography, comparative study, and selected topics of contemporary social concern. Cross-listed with POLS 206 - United States Constitution. (LAS) (AE)

HIST 217 - Sex, Freud and Morality: History of Vienna and the Culture of 1900 Vienna

3 Credits

An interdisciplinary course focusing on the theme of sex and the city in the cultural and historical setting of 1900 Vienna, Austria. Topics include the history of sex, sex and social classes, sex and race, sex and politics, the theme of sex in cultural productions, and the role of sex in Freudian psychology. Occasionally offered as an Honors course open to all students with a minimum 3.25 GPA or permission of the instructor. (LAS) (HE) (WS)

HIST 220 - Labor History in America

3 Credits

This course provides a historical overview of the American labor movement. Topics include: labor in colonial and revolutionary America, the first trade unions, Locofocoism and reform, the Knights of Labor, the Haymarket Affair, the AFL, the Wobblies, radicalism and reaction, the Great Depression, the New Deal, the CIO, air traffic controllers strike, and the modern erosion of the labor movement and of labor rights. Cross-listed with ECON 220 - Labor History in America. (AE)

HIST 221 - Colonial America to the Revolution

3 Credits

An examination of the major topics in colonial history, including the contact of cultures, early settlement, and later political, social, and religious change. (LAS) (AE)

HIST 224 - Visions of Utopia and Terror

3 Credits

Examination of the themes of utopia and terror and their impact on European history and culture. Areas of study include apocalypse, Utopian Socialism, science fiction, Communism and Fascism, and the European environmental movement. Cross-listed with POLS 224 - Visions of Utopia and Terror. (LAS) (VE)

HIST 225 - Gender and Sex in the Films of the 1950s

3 Credits

This class uses popular Hollywood films as examples of both the ideals and the cautions of the 1950s, and discusses them with a variety of secondary documents to explore key issues of gender, domesticity, race and sex during the Cold War. Students will assess "the way we never were" by viewing the films through a skeptical lens - was life really like this? - and grounding them in their actual historical contexts. (WS) (LAS) (AE)

HIST 227 - Latin America

3 Credits

Cultural, political, social, and economic developments in Latin

America from the colonial times to the present, with emphasis on the importance of inter-American relations. Analysis of the governmental and political processes in the area. (LAS) (AE) (GI) Cross-listed with POLS 227 - Latin America and the Caribbean.

HIST 235 - Holocaust and Film

3 Credits

Examines how one of the world's most civilized countries and cultures could systematically execute 6 million Jews and millions of others in the 20th century. Explores how we understand and represent such a horrific event through film specifically and more broadly in general. (LAS) (HE)

HIST 239 - Women in World History

3 Credits

Examination of the changing lives of women in world history, focusing mainly on non-Western regions of the world. Emphasis on the historical construction and evolution of gender roles and how they affected women in their economic, sexual, social, and political lives. (LAS) (GI) (WS)

HIST 244 - American Architecture: 17th to 19th Centuries

3 Credits

Architecture must serve both practical and aesthetic needs. The history of American architectural achievements records the confluence of human requirements and technical innovation. Through slides, lectures, and discussions there will be a critical analysis of the architectural response to social, political, and religious demands of changing times. Field trips. Cross-listed with FIAR 244 - American Architecture: 17th to 19th Centuries. (LAS) (AE) (HE)

HIST 247 - Women in American History

3 Credits

An investigation of ideology and behavior of American women. Attention is given to individual lives, women's work, cultural production, the significance of race, class, and ethnic differences, and the development of organized women's movements. (LAS) (WS) (AE)

HIST 250 - The World of Asia

3 Credits

Historical and cultural development of China, Japan, India, or other Southeast Asian countries with a view toward understanding the impact of Asia upon modern times and events. (LAS) (GI)

HIST 253 - History of Islamic Peoples

3 Credits

History of Islamic peoples from the time of the Prophet Mohammed until the present, assessing historical and cultural developments of Islamic civilization and the challenges Islamic peoples have had with coming to terms with modernity in the 19th and 20th centuries. (LAS) (GI)

HIST 295 - Exploratory Independent Study

3 Credits

Faculty-guided research on topics proposed by students.

HIST 305 - African American History

3 Credits

Survey of the history of African Americans from the African background to the present. Emphasis on the Atlantic slave trade, American slavery, development of African American culture, abolition, Reconstruction, Jim Crow, the Harlem Renaissance, migration, African American involvement in World War II, and the Civil Rights movement. (LAS) (AE)

HIST 307 - United States Women and Social Movement

3 Credits

Examines the work of women as participants in social movements over the 19th and 20th centuries, including moral reform, abolitionism, feminism, suffrage, sexual freedom, and civil rights. (LAS) (AE) (WS) Cross-listed with SOCL 302 - United States Women and Social Movement.

HIST 335 - Imperial Russia to the Present

3 Credits

Examination of the rich and turbulent history of Russia from the Kievan Rus until the present. Special emphasis on Russia's relationship with the West, the origins and emergence of the Soviet Union, and the nature of and connection between Leninism and Stalinism. (LAS) (WR)

HIST 348 - American Society from Hiroshima to Present

3 Credits

U.S. history since 1945. Topics include the Cold War, boom and recession, civil rights, the women's movement, Watergate, Reaganomics, the Clinton years, 9/11 and its aftermath. (LAS) (AE)

HIST 357 - Israel and Palestine

3 Credits

The history and politics of the Israeli-Palestinian conflict. Emphasis on the creation of Israel, Israel's various wars with neighbor states, and the evolution of the Palestinian national independence movement including the Palestinian Liberation Organization and Hamas, and the prospects for peace. Cross-listed with POLS 357 - Israel and Palestine. (LAS) (GI) (VE)

HIST 359 - A History of Modern Germany

3 Credits

Examination of German history from the late 18th century to the present against the backdrop of historiographical debates on German history, in particular the thesis of the Sonderweg or Germany's special path to modernity. Topics include German unification, the nature of the Second Empire, World War I, the Weimar Republic and its culture, the Third Reich, and the Holocaust. (LAS) (WR)

HIST 375 - In-Famous Characters in Russian History

and Culture

3 Credits

This Honors capstone class offers an examination of the dramatic and tragic history and culture of Russia with emphasis on famous and infamous historical and fictional characters and the theme of Russian identity. Topics include Ivan the Terrible, Peter the Great, Catherine the Great, Joseph Stalin and a selection of plays and film by Nicolai Gogol, Leo Tolstoy, Anton Chekhov, Sergei Eisenstein, Alexander Sokurov and possibly other famous historical and culture figures. Open to Honors students or by permission of instructor. Cross-listed with ENGL 375 - In-famous Characters in Russian History and Culture. (LAS) (HE) (WR)

HIST 485 - Internship

3 Credits

Internships in archives, museums, government agencies, historical commissions and societies seeking to enhance the student's awareness of the historical dimension of contemporary efforts to preserve the past and prepare for the future.

Prerequisite(s): Permission of instructor.

HIST 495 - Advanced Independent Study

3 Credits

Further development of faculty-guided research on topics proposed by students.

HIST 499 - Coordinating Seminar

3 Credits

Senior History majors conduct original research and write papers on topics approved after consultation with the faculty director. Papers are presented in a colloquium. Spring semester.

Institute for Autism and Behavioral Studies

IABS 501 - Foundations of Behavior Analysis

3 Credits

This course provides a survey of the historical and current context regarding the terminology, methods and applications of applied behavior analysis. Emphasis is placed on having students demonstrate mastery of terms and concepts for use across various settings. This is the first in a five-course series designed to prepare students to discuss behavior analysis principles using common terminology.

IABS 502 - Behavior Analysis and Program Evaluation

3 Credits

This course is designed to develop an understanding of data collection methods, interpretation of data and data based decision-making. Single-subject research design, as a method for evaluating the implementation of behavioral interventions is explored. Emphasis is placed on selecting effective data collection methods for assessment, intervention and monitoring of the functional relationships between interventions and

behavioral outcomes in single subject designs.

Prerequisite(s): IABS 501 - Foundations of Behavior Analysis

IABS 503 - Behavior and Educational Interventions

3 Credits

This course will focus on the assessment and design of instructional approaches for intervening with challenging behaviors. Course will emphasize best practices for analyzing behavior, developing intervention plans and evaluating the effectiveness of these plans. Students will be able to use the principles of applied behavior analysis to identify target behaviors, collect data in order to establish a baseline and develop individualized and effective interventions.

Prerequisite(s): IABS 501 - Foundations of Behavior Analysis and IABS 502 - Behavior Analysis and Program Evaluation

IABS 504 - Ethical and Professional Issues

3 Credits

This course will provide training in the ethical and professional issues faced by professionals practicing applied behavior analysis. We will discuss 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 also cover the behavior analyst as a change agent in multidisciplinary settings and effective use of consultation skills. This course provides the training in ethics required by BACB™.

Corequisite(s): IABS 501 - Foundations of Behavior Analysis

IABS 505 - Advanced Topics in Behavior Analysis

3 Credits

Using a developmental perspective, this course is designed to assist the behavior analyst in better understanding behaviorally based strategies for the enhancement of verbal and social behavior. Additional topics in this course include an understanding of the use of behavior analytic techniques to help organizational and societal change.

Prerequisite(s): IABS 501 - Foundations of Behavior Analysis

IABS 545 - Supervised Experience in Behavior Analysis

3 Credits

This course is designed to provide supervised field experience in the application of Behavior Analysis consistent with the standards of the Behavior Analyst Certification Board, www.bacb.com, to meet part of the eligibility requirements for certification. Supervision will be provided by an eligible BCBA in good standing to students at varying levels of applied training and different settings through a standards-based combination of group and individual meetings, on-site, remote, and university-based supervision, across learners and setting as defined by the BACB. Student needs will guide the demonstration of mastery applied competencies during this experience. Outcomes will be presented in a portfolio.

IABS 595 - Independent Study in ABA

1 to 3 Credits

Students and their advisor select a topic or project to pursue

through independent or small group work. May be offered for one-three credits.

IABS 598 - Thesis Research I

3 Credits

The thesis is an independent research project addressing a research question in behavior analysis using standards consistent with the discipline. The project will be approved by a faculty advisor and review committee as well as the Institutional Review Board. Students will be encouraged to present their theses at a professional meeting or conference or to submit their work for publication.

Thesis I (IABS 598) will include the proposal of an independent research project on a directed topic that is an original piece of work or a replication (direct or systematic). Thesis II (IABS 599) will include the data collection, analysis, and completion of the project.

IABS 599 - Thesis Research II

3 Credits

The second half of the thesis project will include the data collection, analysis, and completion of the project. IABS 598, the first part, includes the proposal of an independent research project.

Prerequisite(s): IABS 598

Information Technology

INFT 100 - Introduction to Computers

3 Credits

Basic computer hardware components, basic operating system operations, disks and file management, use of an Internet browser; introduction to Microsoft Office applications, including Word, Excel, PowerPoint, and Access. Investigation of societal issues related to the use of the technology. Cross-listed with COMP 100 - Introduction to Computers. (LAS) (IT)

INFT 105 - Web Page Development

3 Credits

Hands-on introduction to the concepts and process of Web page development. Students are exposed to HTML, CSS, Javascript, programming, DHTML, and other popular Web application concepts and tools. Develops understanding of the Internet and prepares students to develop own Web applications. Cross-listed with COMP 105 - Web Page Development. (LAS) (IT)

INFT 110 - Computer Programming I

3 Credits

Introduction to structured programming: algorithms, techniques of problem-solving with a computer in a high-level language. Cross-listed with COMP 110 - Computer Programming I. (LAS) (IT)

INFT 200 - Special Topics in Computer and Information Science

3 Credits

Emphasizes current developments in computer and information science. Topics may include databases, informatics tools, bioinformatics, health informatics, information analysis, data mining, and others. Cross-listed with COMP 200 - Special Topics in Computer and Information Science.

INFT 205 - Business and Professional Communication

3 Credits

Formats and styles used in written communication in the business world. Attention to the development of oral skills, especially those needed for formal presentations. Cross-listed with ENGL 205 - Business and Professional Communication. (LAS) (WR)

INFT 215 - Information Technology Practicum

3 Credits

Hands-on experience working with IT staff in user service, hardware troubleshooting, multimedia, applications, and communications - telephone and network. Cross-listed with COMP 215 - Information Technology Practicum.

Prerequisite(s): COMP 100 - Introduction to Computers or MGMT 245 - Microcomputer Applications in Business and COMP 105 - Web Page Development

INFT 245 - Microcomputer Applications in Business

3 Credits

An introductory course dealing with the use of the computer as a business tool. Focuses on the application of spreadsheets to a variety of business problems. Students also improve their proficiency in word processing and presentation software, learn advanced features of email and Internet browsers, and develop a home page to publish. Cross-listed with MGMT 245 - Microcomputer Applications in Business. (IT)

Prerequisite(s): COMP 100 - Introduction to Computers or permission of instructor.

INFT 295 - Exploratory Independent Study

3 Credits

In-depth study of an information technology topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

INFT 401 - Systems Thinking

3 Credits

Introduction to the theoretical concepts of systems thinking followed by an introduction to models of system dynamics culminating in the application of systems thinking to a wide variety of disciplines.

Prerequisite(s): COMP 100 - Introduction to Computers and COMP 105 - Web Page Development or permission of instructor.

INFT 485 - Internship

3 Credits

Supervised internship experience in a business, industry, or government setting.

Prerequisite(s): Departmental arrangement and approval.

Interdisciplinary Studies

INTD 100 - First-Year Seminar

3 Credits

Introduction to college life and the academic, social, and emotional challenges of the first-year experience. Each seminar promotes development of college-level critical thinking, reading, and writing skills. Introduces students to services available at the University and encourages them to become actively involved in University 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 for current course listings. (FYS)

INTD 135 - Explorations of Careers in Medicine and the Biomedical Sciences

1 Credit

Introduction to the scientific professions that require competitive postgraduate education. The undergraduate courses and extracurricular activities required to be eligible to apply for graduate/ medical/ veterinary school as well as the requirements of the application process for medical and related graduate programs. Required for all Pre-Med students in their sophomore year. Open to students interested in post graduate school in the biomedical sciences.

INTD 201 - Guyana Immersion Experience

1 Credit

A study abroad opportunity for undergraduates interested in understanding the socio-cultural, political, and economic needs and resources of a developing country. Prerequisite: Apply to the Office of International Studies. The Guyana Immersion course coordinators review applications.

INTD 305 - Study Abroad Experience

Variable - 1-12 Credits

Students accepted for Study Abroad register for this course before their departure. It is a record of participation in an USJ-approved program. Registration must be done for each semester abroad. Students will receive credit for their study-abroad coursework after an official transcript has been sent from the host institution to the Registrar's Office. INTD 305 will remain on the student's record but will not be included in the calculation of attempted hours or GPA. The transfer credit for the study-abroad work will contribute to earned hours only. For Honors program - 3 Credits only.

Prerequisite(s): Applications are available in the Office of International Studies and Programs. The form, Approval to Participate in a Study Abroad Program, must be filled out prior to the student's departure. It must be approved by the student's academic advisor, department chairperson (of major), the school dean, the provost, the director of International Studies, and the registrar. See more information.

INTD 375 - Honors Junior Independent Study

3 Credits

An opportunity for Honors students to pursue an interest area in depth under the guidance of a faculty mentor. Objectives:

1. Forming the independent work habits necessary for graduate study and professional life
2. Learning how to research or study a topic in depth
3. Learning how to present a polished and professional final product: a paper, a presentation, a film, or a performance

Prerequisite(s): Applications may be obtained from the Honors Lounge and must be approved by a faculty advisor and the Honors Program director.

INTD 377 - Honors Service Learning Seminar

3 Credits

Integrates a sustained experience of serving others with reflection on the meaning of service and an exploration of relevant readings. The persons whom the students are serving will be the primary instructors of the course, aided by the students' agency supervisor, colleagues in service, professor, and the authors of the readings. Students are expected to synthesize their service experience with theoretical issues through reflection, discussion, and written assignments.

Prerequisite(s): Approval of the service learning coordinator and the Honors Program director.

INTD 401 - Are We Becoming Cyborgs? (Honors Capstone)

3 Credits

An interdisciplinary exploration of the impact on and implications of new technology for understanding humanity, community and the world. From a biological (neuro-scientific) perspective, we will investigate the effects of such technologies on brain function. Philosophical consideration will include investigation of ethics, ethical agency, and philosophy of mind. Cross-listed with PHIL 401 - Are We Becoming Cyborgs? (Honors Capstone). (PH) (VE) (WR)

INTD 495 - Advanced Independent Study

3 Credits

INTD 499 - Coordination

3 Credits

Capstone course/ experience for self-designed majors.

International Studies

INTS 100 - Global Issues and Perspectives for the 21st Century

3 Credits

An introduction to the important global issues and perspectives for the 21st century with a theoretical as well as a practical approach. Provides students with an elementary understanding of

the multidisciplinary nature of international studies. (LAS) (GI)

INTS 101 - World Geography

3 Credits

A broad geographical overview of the major regions of the global village. Examination and analysis of key geographical concepts leading to the development of perspective on the geography of global issues. (LAS) (GI)

INTS 106 - World History II

3 Credits

An introduction to the historical experiences of the world's major civilizations with attention to periodization, geography, technological change, the rise of political ideologies and revolutions, the impact of Western imperialism and globalization from 1500 to the present. Cross-listed with HIST 106 - World History II. (LAS) (GI)

INTS 110 - Cultural Anthropology

3 Credits

Introduction to the field of cultural anthropology. Study of tribal and peasant societies and village communities with special focus upon ethnographic investigations of the total way of life of distinct peoples selected from a diversity of culture areas. Cross-listed with SOCL 110 - Cultural Anthropology. (LAS) (GI)

INTS 200 - Women, Work, and Family in the Two-Thirds World

3 Credits

Study of the contemporary global issue of women, work, and family in the Global South. The complexities of development, colonialism, and globalization under gird case studies in poverty, migration, microfinance, trafficking, and human rights in various countries of the Two-Thirds World. (LAS) (GI) (WS)

INTS 210 - Introduction to Human Rights

3 Credits

The course is an introduction to the dimensions of human rights in terms of its history, theoretical underpinnings, institutions, contestations and applications to major global issues. (LAS) (GI)

INTS 249 - International Politics

3 Credits

Theories and practice of international politics; elements of power, means and methods of foreign policy in the age of conflict. Cross-listed with POLS 249 - International Politics. (LAS) (GI)

INTS 260 - Understanding the Global Economy

3 Credits

Introduction to the major features of the global economy. Trade, regional integration, factor mobility, foreign exchange regimes. Through the use of the Internet, students have hands-on experience of relevant data and application. Cross-listed with ECON 260 - Understanding the Global Economy. (LAS) (GI)

INTS 499 - Capstone Course/Coordination

3 Credits

For seniors, an opportunity to conduct research on various disciplinary and interdisciplinary perspectives relating to international studies. Each student presents an innovative research project.

Liberal Studies

LBST 120 - Foundations in Liberal Studies

3 Credits

An introduction to the multi-disciplinary focus of Liberal Studies. Provides an overview of the connections between the natural and social sciences and the humanities. Through readings and discussions, students examine comprehensive areas of human intellectual interest. (LAS)

LBST 499 - Coordinating Seminar

3 Credits

A study of theory while preparing a paper of original research on a topic of choice. Papers are presented in a colloquium.

Prerequisite(s): Senior status.

Latino Community Practice

LCPR 200 - Latino Community Writing Circle

3 Credits

This is a 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, discussing, 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. Projects allow the students to practice and demonstrate effective, clear communication skills that are suitable for diverse professional audiences. (LAS) (WR)

LCPR 300 - Community Interpreting and Cultures

3 Credits

Students explore cultural, cross-cultural, and ethical issues in bilingual communications and community interpreting with Latino populations. Students gain cultural and linguistic proficiency as they research, develop, and participate in role plays that call for bilingual communications in community health and human services settings. Class discussions and oral presentations will be conducted in Spanish and English. (LAS) (LG) (AE)

Prerequisite(s): Spanish at the 200 level or above or permission of the instructor.

LCPR 310 - Latino Identities and Cultures

3 Credits

This course explores the experiences of different Latino groups

in the United States and their struggles to achieve the American dream. We will examine commonalities and diversities within the Latino community, including historical and socioeconomic factors leading to migration and the challenges of navigating mainstream institutions and cultures in the United States. Special attention will be paid to the roles of health and human services professionals in providing culturally appropriate services to diverse Latino populations. (LAS) (AE)

LCPR 514 - Latino Cultures for the Global Era

3 Credits

This bilingual course introduces the richness and diversity of the cultures of Latinos in the United States and their heritage connections to Latin America. Students explore themes in historical, political, social and artistic contributions to the cultural development of Latino/Hispanic/Autochthonous American civilization into the United States diversity map.

LCPR 515 - Latino Voices in Literature

3 Credits

Conducted in Spanish and English.

LCPR 516 - Latino Cultures in Film

3 Credits

Students refine and perfect oral and written skills in Spanish as they learn about "Big C" culture in the Hispanic World, including Latinos in the U.S.A. Traveling through film to various Spanish-speaking countries, students observe people in their daily situations: eating, cooking, playing, getting married, raising their children, and compare these experiences with those of the so-called American way of life. For students with high-intermediate or advanced level proficiency in Spanish.

LCPR 579 - Advanced Spanish Grammar and Composition for the Professions

3 Credits

This course is for native, heritage, and strong non-native speakers of Spanish whose goal is refining and perfecting written Spanish for professional use in Latino communities and for social research. Students explore important grammatical and lexicological points, solve translation problems, review and comment on readings, and choose writing projects according to their individual interests. Cross-listed with SPAN 579 - Advanced Spanish Grammar and Composition for the Professions.

Prerequisite(s): Open to students who have been admitted to the graduate certificate in Latino Community Practice or by permission of instructor.

LCPR 580 - Advanced English Communications for the Professions

3 Credits

This is a course for bilingual professionals for whom English is not the primary language. Students advance professional writing and speaking skills in English by locating, analyzing, discussing, and composing a variety of documents used frequently in non-profit and community organizations. Students engage in each step in the writing process, review grammatical rules in Standard

English, and sharpen diction and syntax. Various projects prepare students for effective written and oral communications with diverse professional audiences.

LCPR 590 - Special Topics

3 Credits

LCPR 595 - Practice with Diverse Populations

3 Credits

This course seeks to provide a framework for practice with vulnerable populations with special focus on services to Latinos. The course will explore the historical forces influencing patterns of acculturation, discussing commonalities and differences among African Americans, Native Americans and the diverse Latino groups. Course will explore special populations within Latino groups. The course will examine best and promising practices for solving problems among the Latino population. Participants will choose a practice focused project based on their agency work, or personal interest that can be useful in their current and post-graduate professional endeavors.

LCPR 598 - Latino Community Research I

3 Credits

In the first of a two-semester research course, students learn about community research methodology and its relevance to their professions or fields of practice. Students begin a research study with a Latino community, preparing a literature review, and developing and submitting a research proposal. Social research methodologies are explored with particular attention to cultural competence and ethical issues in Latino community research.

LCPR 599 - Latino Community Research II

3 Credits

Continuation of LCPR 598 - Latino Community Research I. Based on IRB approval of their research proposal, students conduct a research study with a Latino community. They present their findings and recommendations, and its applicability to practice with a Latino Community to a professional audience that includes their peers, and LCP faculty. Participants are encouraged and supported to present their findings to a community group or at a professional conference.

Prerequisite(s): LCPR 598 - Latino Community Research I

Mathematics

MATH 104 - Contemporary Mathematics

3 Credits

Selected topics from the mathematics of finance, social choice, the digital revolution, size and shape, and management science. Mathematical methods are used to examine practical problems involving loans, identification numbers, voting, fair decisions, resource allocation, and the visual arts. (LAS) (QR)

MATH 105 - Elementary Mathematics from an Advanced Viewpoint

3 Credits

212

Explores major ideas and concepts of elementary mathematics from an advanced perspective, with an emphasis on mathematical reasoning and deep conceptual understanding. Topics include numeration systems, place value, operations in different bases; understanding of operations, methods of computing, and relationships between operations; using numbers in sensible ways, mental computation and estimation; understanding fractions, equivalent forms, relating fractions and decimals. Open to all majors; particularly useful to prospective elementary school teachers. (LAS) (QR)

MATH 110 - Elementary Statistics

3 Credits

Study of basic probability concepts and descriptive statistics. Topics include random variables, binomial distribution, normal distribution, regression, correlation, sampling, confidence of estimations, and hypothesis testing. A statistical software program is used for statistical analyses. No previous experience with statistics software is required. (LAS) (QR)

Prerequisite(s): A satisfactory score on a placement examination. Students may be required to enroll in MATH 110 L - Elementary Statistics Lab concurrently with MATH 110 based on placement results.

MATH 110 L - Elementary Statistics Lab

1 Credit

This one-hour weekly lab offers additional support to students in MATH 110 - Elementary Statistics. It includes additional activities on the week's class material as well as just-in-time review of algebra geared toward the specific topic being covered in the course. Students who wish to take MATH 110, but don't earn a sufficiently high score on the math placement exam will be required to enroll in this lab.

Prerequisite(s): Advisor's recommendation.

Other: This course is Pass/Fail

MATH 115 - College Algebra

3 Credits

This is a one-semester course designed to provide students with a solid foundation in Algebra. The course is intended primarily for students majoring in science and prepares students for the eventual study of calculus. Topics include algebraic equations and inequalities; linear, quadratic, polynomial, rational, exponential and logarithmic functions including their properties and graphs; systems of linear equations; and combinatorics. Emphasis will be placed on problem solving and application. (LAS) (QR)

MATH 160 - Precalculus

3 Credits

Polynomial, rational and algebraic functions; polynomial zeros and synthetic division; translation, symmetry, and other graphing techniques; exponential and logarithmic functions; trigonometric ratios and circular functions; applications of trigonometric functions. (LAS) (QR)

Prerequisite(s): MATH 115 - College Algebra or a satisfactory score on placement examination.

MATH 165 - Discrete Mathematics I

3 Credits

Sets, logic, functions, equivalence and recurrence relations, countable and uncountable sets, mathematical induction, permutations and combinations, Boolean algebra. (LAS) (QR)

Prerequisite(s): Satisfactory score on a placement examination.

MATH 170 - Calculus I

4 Credits

Functions, limits, continuity; exponential, logarithmic, inverse trigonometric, and hyperbolic functions; derivatives and their applications. Three hours lecture, two hours laboratory per week. (LAS) (QR)

Prerequisite(s): MATH 160 – Precalculus or a satisfactory score on a placement examination.

MATH 180 - Calculus II

4 Credits

Integration techniques and applications; improper integrals; Taylor's formula; infinite sequences and series. Three hours lecture, two hours laboratory per week. (LAS) (QR)

Prerequisite(s): MATH 170 - Calculus I

MATH 220 - Calculus III

3 Credits

Plane curves, parametric equations, polar coordinates; vectors in two and three dimensions; cylindrical and spherical coordinates; calculus of vector functions; partial derivatives, multiple integrals and applications, line and surface integrals, Green's theorem, Stokes' theorem.

Prerequisite(s): MATH 180 - Calculus II

MATH 230 - Geometry

3 Credits

Geometric ideas, including vectors, Euclidean transformations, leading to the investigation of non-Euclidean geometry. Emphasis on logic, the axiomatic method of proof, and rigorous thinking. Dynamic software is used to investigate geometric objects from an experimental point of view. A historical perspective is emphasized throughout the course. (LAS) (QR)

Prerequisite(s): MATH 165 - Discrete Mathematics I or MATH 170 - Calculus I

MATH 251 - Probability and Statistics I

3 Credits

Sample spaces and probability, Bayes' theorem; random variables, probability distributions, law of large numbers and the central limit theorem, random processes, forecasting.

Prerequisite(s): MATH 180 - Calculus II

MATH 252 - Probability and Statistics II

3 Credits

Sampling distributions, Normal, Chi-Square, T, and F

distribution; survey sampling; maximum likelihood estimators; confidence intervals and hypothesis testing; linear and non-linear regression; analysis of variance.

Prerequisite(s): MATH 251 - Probability and Statistics I

MATH 270 - Discrete Mathematics II

3 Credits

Hamiltonian and Eulerian graphs, graph isomorphisms; tree applications: binary search trees, game trees, decision trees; PERT charts, critical paths, finite state machines and Turing machines. (LAS) (QR)

Prerequisite(s): MATH 165 - Discrete Mathematics I

MATH 295 - Exploratory Independent Study

3 Credits

In-depth study of a mathematical topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

MATH 310 - Differential Equations

3 Credits

Introduction to analytical, qualitative and numerical methods for solving ordinary differential equations. Applications and the use of computer software will be included.

Prerequisite(s): MATH 180 - Calculus II

MATH 320 - Linear Algebra

4 Credits

Linear systems, vector spaces, linear transformations, matrices, determinants, characteristic polynomials and eigenvectors, linear programming, and other applications. (LAS) (QR)

Prerequisite(s): MATH 165 - Discrete Mathematics I or MATH 170 - Calculus I

MATH 405 - Complex Analysis

3 Credits

Functions of a complex variable, including analytic functions, Cauchy Integral formula, Taylor and Laurent series, poles and residues, conformal mapping.

Prerequisite(s): MATH 220 - Calculus III or permission of instructor.

MATH 430 - Abstract Algebra

4 Credits

Groups, rings, integral domains, fields; homomorphism and isomorphism, factor groups, quotient fields, unique factorization, principal ideal domains. Euclidean domains, field extensions.

Prerequisite(s): MATH 165 - Discrete Mathematics I, MATH 320 - Linear Algebra (recommended) or permission of instructor.

MATH 485 - Internship

3 Credits

Supervised internship experience in a business, industry, or

government setting.

Prerequisite(s): Departmental arrangement and approval.

MATH 495 - Advanced Independent Study

3 Credits

Advanced in-depth study of a mathematical topic of the student's choice, conducted under the guidance of a faculty member. Offered by arrangement.

MATH 498 - Coordinating Seminar I

0 Credits

A two-semester senior course provides an opportunity for students majoring in Mathematics and Mathematics with a concentration in Computer Science to engage in independent research on a topic of their choice. Each student, working under the guidance of a faculty mentor, writes a research paper and presents it in a departmental colloquium. Students also take a written comprehensive examination that integrates knowledge from various areas of Mathematics.

MATH 499 - Coordinating Seminar II

3 Credits

The second of a two-semester senior course. Each student, working under the guidance of a faculty mentor, writes a research paper and presents it in a departmental colloquium. Students also take a written comprehensive examination that integrates knowledge from various areas of Mathematics.

Prerequisite(s): Senior Status.

Marriage and Family Therapy

MFTH 530 - Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists

3 Credits

Examines a number of ethical and legal issues that arise in marriage and family therapy training, and are pertinent to professional practice in this field. Also addresses issues of professional identity and attitudes.

MFTH 545 - Treating Addictions in the Family

3 Credits

Provides family therapists, counselors, and other health practitioners with a family systems view of the development and maintenance of substance abuse patterns. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Considers clinical intervention methods for substance abuse, focusing on the treatment of adolescents, couples, and families.

MFTH 549 - Psychopharmacology

3 Credits

A survey of both the acute and chronic effects of psychotropic drugs on behavior. Students learn how drugs affect mental processes. Emphasis on drugs that are used to relieve anxiety, and

to treat some serious mental disorders.

MFTH 550 - Basic Therapy Skills

3 Credits

An introduction to the skills and methods associated with therapeutic practice. Designed to introduce students to the various techniques required for developing and maintaining relationships with clients in a therapeutic setting. Includes tasks and assignments intended to expose each student to the experiential component of conducting therapy. Key concepts and skills are implemented through interactive exercises and presentations.

MFTH 560 - Family Systems Theory

3 Credits

This course is an introduction to Family Systems and Communication Theories, which underlie the development of Systemic Family Therapy. It will provide an overview of the processes of human communication, and will examine these micro-processes from a systemic theoretical perspective. Course participants will be introduced to the literature upon which Family Systems theory and therapy is based, and will be required to read some of the fundamental writings of theoreticians in the fields of Cybernetics, Systems theory, Communication theory, Epistemology, and Systemic Family therapy. This course will also provide a historical overview of the development of family therapy and offer an initial introduction to the work of some of the early pioneers in family therapy.

MFTH 561 - Family Therapy I: Modernist Models of Family Therapy

3 Credits

This course introduces students to the theoretical concepts and practical applications of modernist systemic approaches to family therapy (Bowenian, Structural, Strategic, Milan Systemic, and Behavioral/Cognitive Behavioral) including assessment skills and intervention techniques of each model. Instruction will incorporate readings, lectures, discussions, role-play exercises and videotaped examples of the models covered. Will include a brief overview and practice of some related family assessment instruments.

Prerequisite(s): MFTH 560 - Family Systems Theory

MFTH 562 - Family Therapy II: Post-Modern Models of Family Therapy

3 Credits

This course is designed to provide students with an introduction to advanced family therapy intervention methods including social construction lenses, postmodern theories and postmodern therapy approaches, such as narrative therapy, solution-focused therapy, and collaborative language systems. Assessment, major interventions, stance of therapist, goals of therapy and the applications with diverse clinical population in research will be examined for each model of therapy. Assigned readings, lectures, class discussions, presentations and skill exercises will be used to reach the learning outcomes.

Prerequisite(s): MFTH 561 - Family Therapy I: Modernist Models of Family Therapy

MFTH 563 - Family Therapy III: Couples Therapy

3 Credits

This course will provide orientation and structure for conducting couples therapy from a systemic framework. Couples relationships will be assessed and treated from a contextual perspective, emphasizing diversity in culture, gender, and sexuality. Students will become familiar with and critically evaluate various approaches for treating couples in therapy based on the current literature. A variety of concerns inherent in work with couples will be examined in the course, including domestic violence, infidelity, and major psychiatric disorders.

Prerequisite(s): MFTH 562 - Family Therapy II: Post-Modern Models of Family Therapy

MFTH 564 - Evidence-Based Practice in Family Therapy

3 Credits

This course will provide an introduction to definitions and competencies connected with “Evidence-Based Practice” and an overview of the history, theoretical foundations, and implementation of several nationally (and internationally) acclaimed evidence-based in-home family treatment models, as well as a few of Connecticut’s “home-grown” promising practices. Over the course of the semester, students will receive didactic training in the theory and practice of these treatment models, and hands-on training exercises to demonstrate the use of some of the specific treatment tools within the models.

MFTH 571 - Marriage and Family Therapy Practicum I

3 Credits

An advanced clinical experience in marriage and family therapy. Students implement theoretical learning and reflect upon varying clinical approaches, and evolve their own personal style to conduct marriage and family therapy. Requires supervised marriage and family therapy experience in an approved clinical setting, in conjunction with weekly on-campus seminars led by department faculty.

Prerequisite(s): Permission of the program director.

MFTH 572 - Marriage and Family Therapy Practicum II

3 Credits

Continuation of MFTH 571.

Prerequisite(s): Permission of the program director.

MFTH 573 - Marriage and Family Therapy Practicum III

3 Credits

Continuation of MFTH 572.

Prerequisite(s): Permission of the program director.

MFTH 574 - Marriage and Family Therapy Practicum IV

3 Credits

Continuation of MFTH 573.

Prerequisite(s): Permission of the program director.

MFTH 575 - Marriage and Family Therapy Practicum V

3 Credits

Continuation of MFTH 574.

Prerequisite(s): Permission of the program director.

MFTH 576 - Marriage and Family Therapy Practicum VI

3 Credits

Continuation of MFTH 575.

Prerequisite(s): Permission of the program director.

MFTH 580 - Human Development

3 Credits

A study of human development from a lifespan perspective: birth through death. Emphasis on the developmental tasks of infancy, childhood, adolescence, and young adulthood. Explores research and theory of psychosocial development.

MFTH 581 - DSM and Psychopathology

3 Credits

Diagnostic procedures using the DSM. Challenges students to understand and evaluate each mental disorder from a broader social constructionist and systemic perspective. Students review recent knowledge and practice developments within the major diagnostic categories through the lens of cultural and personal discourse.

MFTH 582 - Gender and Diversity in Family Therapy

3 Credits

Attitudes, beliefs, values, assumptions, and biases concerning gender and diversity, and how these affect the work of a therapist treating couples and families. Specific emphasis on identifying gender issues in the therapeutic process, exploring approaches toward incorporating gender in clinical theory and practice, and examining the influence of cultural and ethnic diversity upon marriage and family therapy.

MFTH 583 - Human Sexuality and Sex Therapy

3 Credits

Various theories, research, and clinical interventions of sex therapy. Introduction to sexual development issues that influence marital and sexual relationships. The clinical management and treatment of sexual dysfunctions.

MFTH 592 - Special Topics in MFTH

1 to 3 Credits

The presentation of courses not currently offered in the MFTH curriculum. May be offered for one-three credits.

MFTH 597 - Research Methods

3 Credits

This course is designed to develop an understanding of basic research methods in social science, specifically the field of marriage and family therapy. This course will attend to processes of applied research methods, including that relate to research of family system dynamics. Students will develop abilities in research interpretation, critique, and application using APA

format.

Management

MGMT 101 - Business in a Changing World

3 Credits

An overview of business in a changing world. Includes various forms of business organizations and how they operate and the fundamental concepts and knowledge necessary to understand and appreciate the intricacies of business. Topics include: management, marketing, accounting, financial systems, economics, international perspectives, securities markets, and the legal and ethical considerations of business. Open to non-majors.

MGMT 205 - Personal Finance Literacy

3 Credits

Introduction to a range of economic and financial concepts and principles that will enable students to make informed judgments and effective decisions throughout their lives as they face an increasing array of financial alternatives. Instruction provides a comprehensive review in the areas of career building; money and credit management; housing and other consumer decisions; insurance; investment opportunities and retirement planning. (QR)

MGMT 210 - Dynamics of Management

3 Credits

Basic management functions in a dynamic environment. Integrates insights from systems theory, organizational theory, organizational behavior, and management science. Specific topics include planning and decision making, organizing staffing, leadership, and control.

Prerequisite(s): MGMT 101 - Business in a Changing World or permission of instructor.

MGMT 220 - Human Resource Management

3 Credits

This course provides an overview of the legal, social, and economic context for human resource management in today's hypercompetitive global environment. Topics include: strategic planning, talent recruitment and selection, performance management, compensation, learning and development, and labor-management relations.

Prerequisite(s): MGMT 101 - Business in a Changing World

MGMT 230 - Human Behavior in Organizations

3 Credits

This course examines the relationship between individual and organizational behavior and the human resource function, including interpersonal communication, group behavior, inter-group conflict and cooperation, systemic organizational behavior, and the relationship between organizations and the external environment.

Prerequisite(s): MGMT 101 - Business in a Changing World

MGMT 245 - Microcomputer Applications in Business

3 Credits

An introduction to the use of the micro-computer as a business tool. Emphasis on the application of electronic spreadsheets, database management, graphics and communications. Students expand upon their basic knowledge of word processing and presentation graphics with the introduction of advanced features of these software applications. Exploration of the Internet, and overview of microcomputer concepts will also be included as components of this course. Cross-listed with INFT 245 - Microcomputer Applications in Business. (IT)

Prerequisite(s): COMP 100 - Introduction to Computers or permission of instructor.

MGMT 250 - International Business

3 Credits

An international perspective in business decision-making. Topics include fundamentals of international trade, foreign direct investment, international finance, multinational enterprises, international management, and corporate strategies. (GI)

Prerequisite(s): MGMT 101 - Business in a Changing World

MGMT 305 - Financial Management

3 Credits

Study of the basic principles of business finance, including the management of financial assets, capital budgeting, and financial policies and planning.

Prerequisite(s): ACCT 201 - Principles of Accounting I, ACCT 202 - Principles of Accounting II and ACCT 205 - Managerial Accounting with a grade of C- or better in each course

MGMT 306 - Investment Management

3 Credits

Analysis of the instruments, structures, composition, and the mechanics of the securities market. Relevant risk/return criteria in the buying and selling of stocks, bonds, and options. Use of computerized stock selection methods.

Prerequisite(s): MGMT 305 - Financial Management or permission of instructor.

MGMT 310 - Profit Planning and Control

3 Credits

Comprehensive profit planning and control. Includes thorough coverage of the entire budgeting process.

Prerequisite(s): MGMT 210 - Dynamics of Management and ACCT 205 - Managerial Accounting or permission of instructor.

MGMT 315 - Leadership Theory/Practice

3 Credits

A review of the leadership literature with an emphasis on current theory, complemented by an examination of leadership practice, drawing from a variety of sources.

Prerequisite(s): Junior standing.

MGMT 320 - Women in Management

3 Credits

Legal, political, and economic status of the American working woman. Focus on barriers encountered by the career-oriented woman as she seeks to demonstrate her managerial capabilities in a variety of organizations. (WS)

Prerequisite(s): Junior standing or permission of instructor.

MGMT 325 - Quantitative Methods for Managerial Decisions

3 Credits

The quantitative skills needed to function effectively in today's business environment. Application of quantitative techniques to managerial, economic, and financial problems. Decision analysis, forecasting models, linear programming, inventory control, critical path analysis, queuing models, and applied probability functions. Emphasizes a practical approach to why, when, and how students can apply quantitative reasoning to business problems. (QR)

Prerequisite(s): PSYC 253 - Statistics for the Behavioral Sciences or MATH 110 - Elementary Statistics

MGMT 330 - Labor Management Relations

3 Credits

The labor movement and federal labor legislation as a background for an examination of labor's rights and objectives. Process of establishing employee representation, union/management practices, strategies of collective bargaining, impasse resolution, strikes, contract administration, and court action. Includes implications of Title VII, the Civil Rights Act, and labor relations in the public sector.

Prerequisite(s): MGMT 210 - Dynamics of Management

MGMT 336 - Compensation and Benefits

3 Credits

Compensation theory and practices as well as analysis of employee benefit programs. Topics include the philosophy of compensation, legal factors impacting compensation, and issues of integrating compensation strategy with broader organizational goals.

Prerequisite(s): MGMT 220 - Human Resource Management or permission of instructor.

MGMT 375 - International Financial Economics

3 Credits

Reviews the financial foundations of the global economy, including changes needed in the currency systems, international financial institutions, and policy agendas. Examines the theoretical and policy underpinnings of international financial economics. Cross-listed with ECON 375 - International Financial Economics.

Prerequisite(s): ECON 260 - Understanding the Global Economy, MGMT 250 - International Business or permission of instructor.

MGMT 381 - Entrepreneurial Behavior

3 Credits

This course is designed for students who are interested in becoming entrepreneurs or starting a business. The course will assist students in understanding how individuals behave and succeed as entrepreneurs and whether this is something to consider. Also addresses the motivation and business-driven challenges that all entrepreneurs must reconcile.

Prerequisite(s): MGMT 101 - Business in a Changing World or permission of instructor.

MGMT 382 - Small Business Development

3 Credits

This course will provide students with a working knowledge of how to start and run a small business. The major focus in the course will be the development of each student's comprehensive business plan, and includes entrepreneurs as speakers.

Prerequisite(s): MGMT 381 - Entrepreneurial Behavior or permission of instructor

MGMT 390 - Marketing Management

3 Credits

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(s): MGMT 210 - Dynamics of Management and ECON 102 - Principles of Microeconomics.

MGMT 391 - Advanced Marketing Management

3 Credits

The role and importance of marketing in the economic system. Marketing management with emphasis on the international marketing environment, marketing information systems, marketing research, consumer and organizational buying behavior, competitor analysis and strategies, social responsibility and marketing ethics, and the selection of target markets. Involves in-depth analysis of case studies.

Prerequisite(s): MGMT 390 - Marketing Management or permission of instructor.

MGMT 392 - Marketing Research

3 Credits

This course requires students to conduct in-depth market research including a full environmental scan in preparation for the development of a marketing plan for their new enterprise. Research will include a scan of funding needs and resources.

Prerequisite(s): MGMT 390 - Marketing Management and MGMT 391 - Advanced Marketing Management or permission of instructor.

MGMT 400 - Operations Management

3 Credits

Concepts and techniques for the design, operation, and control of operations management systems. Statistical, schematic, and graphic methods of analysis used as integral parts of the production function in manufacturing and service industries.

Prerequisite(s): All MGMT 300-level courses for the major, and Senior standing.

MGMT 410 - Ethical Considerations in Business

3 Credits

An introduction to ethical theory and its application to business decisions. Corporate responsibility in the areas of employee rights, conflicts of interest, information disclosure, self-regulation, and the environment. (VE)

Prerequisite(s): Senior standing.

MGMT 420 - Business Law I

3 Credits

Analysis of the legal rights and obligations of business organizations in the conduct of their business dealings. Special emphasis on the law of contracts and sales. Topics include the law of torts, substantive criminal law, personal property and bailments, agency and employment law.

Prerequisite(s): Junior or senior standing.

MGMT 425 - Business Law II

3 Credits

Examination of the Uniform Commercial Code with special emphasis on commercial paper and secured transactions. Covers modern bankruptcy law and the governing partnership and corporate forms of business organization.

Prerequisite(s): Junior or senior standing.

MGMT 430 - Negotiation and Conflict Resolution

3 Credits

Study of conflict resolution, integrating the theory and practice of negotiations to identify the relationship between theoretical principles and actual behavior. Employs an experiential learning model to prepare the student to negotiate effectively.

Prerequisite(s): Senior standing or permission of instructor.

MGMT 450 - Business Strategy

3 Credits

Capstone course for all business majors includes the study of the principles that guide senior executives in strategic planning and decision-making. Extensive use of case studies.

Prerequisite(s): All core Management courses and senior standing.

MGMT 485 - Internship

3-6 Credits

Planned, supervised experience with a business, industry, government, or not-for-profit organization.

Prerequisite(s): Management major at junior or senior level and permission of department chairperson.

MGMT 495 - Advanced Independent Study

3 Credits

For Management majors who wish to pursue a special topic in greater depth.

Prerequisite(s): Approval by faculty advisor and department chairperson.

MGMT 499 - Coordinating Seminar

3 Credits

Students select topics for study subject to the approval of their faculty advisor. Students present their research in writing or in an oral presentation during the last semester of the Senior year.

Prerequisite(s): Permission of the department chairperson.

MGMT 500 - Special Topics

3 Credits

MGMT 501 - Managing and Developing the High Performance Organization

3 Credits

How organizations change, the impact of technology on performance, and the human dimension of a company. Based on a systems approach to organizations. Topics include change, knowledge workers, teams, complexity, technology, communication, organization design, and human systems. Other contemporary areas such as TQM, CQI, Hot Groups, and systems thinking form the basic fundamental premise for the course.

MGMT 502 - Management Information Technologies

4 Credits

Management Information Technologies as a strategic asset that organizations use to develop competitive advantage, change organizational processes, and improve organizational effectiveness. The issues, strategies, and tactics for managing the innovation, use, and infusion of MIT in organizations. Information systems in sales, marketing, finance, and operations; the nature of technological change; technology's competitive impact; how to manage the acquisition, generation, and commercialization of new technologies; and human and ethical issues concerning technology.

MGMT 506 - Marketing and Stakeholder Relations

3 Credits

The concepts and processes involved in the marketing discipline and its impact on a technological society. Includes internal and external marketing, global issues, positioning, buyer behavior, the impact of various marketing research techniques, advertising, market models, and stakeholder relations. The maximizing of revenue and profit, and steady company/organizational growth are also addressed.

MGMT 507 - Financial Management for Successful Organizations

4 Credits

Major financial and investment decisions made by corporations. Topics include capital budgeting, debt policy, portfolio theory, net present value, and asset pricing. Emphasizes financial management as a decision-making tool in contemporary,

technologically driven organizations.

Prerequisite(s): ACCT 505 - Accounting Strategies for Decision-Making

MGMT 508 - Business Decisions and Ethical Dimensions

3 Credits

Dominant ethical theories with an emphasis on Christian ethics. Students review the literature on the role of ethics in decision-making in a technologically driven world. Using the case study method, students apply ethical theory to historical, current, and hypothetical business, government, and societal situations.

MGMT 511 - Management and Transformational Leadership

3 Credits

The skills and behaviors that enable managers to become effective leaders in transforming their organizations. Issues include collaboration, people-centered leadership, systems thinking, effective use of teams, motivational skills, human performance, and assessment of outcomes.

MGMT 512 - Management, Technology, and Change

3 Credits

The needs of managers regarding the impact of technology in changing the organization and enhancing productivity. Topics include change management, implementation, self-directed teams, future technologies, technology as a tool for change, decision-making technologies, uncertainty, innovation, and risk.

MGMT 513 - Managing in a Global Environment

3 Credits

The information, skills, and talents needed to guide a company as it competes in the global economy. Topics include global competition, global mindset, global strategy, and cultural issues such as values, ethics, customs, politics, and economics.

MGMT 514 - Management of Diversity

3 Credits

The skills and behaviors that enable managers to be successful in dealing with today's diverse workforce. Topics include gender, race, and lifestyle issues in an organization, and the impact of diversity on productivity, creativity, and innovation in the workforce.

MGMT 515 - Strategic Management

3 Credits

Capstone course covers the skills and behaviors that enable a manager to engage in such activities as strategic planning, policy development, and outcomes assessment. Topics include strategic planning, mergers and acquisitions, strategic alliances, reorganization and restructuring of organizations, policy development, market strategies, and strategic issues and methods. Students are assigned a major comprehensive project such as developing a strategic business plan for a new business or product launch, or a major case study requiring the development

of a strategic plan for a merger or acquisition.

Prerequisite(s): Completion of all required core Management courses.

MGMT 516 - Managing Health Care Delivery Systems

3 Credits

Emphasis on the skills and knowledge needed today and in the future to effectively manage in the health care industry. Covers the many components of the health care delivery system, such as hospitals, ambulatory facilities, community-based services, long-term care, and private practice. Topics include financial, operational, regulatory, and clinical aspects of management. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity, and for-profit and not-for-profit aspects of the system are covered in relation to current and future systems.

MGMT 517 - Legal Aspects in Health Care Management

3 Credits

The complex legal problems related to health care systems management. Topics include care, technology, methods of care, and liability regarding care. Covers management issues such as risk management, corporate restructuring, government regulations, and organized labor.

MGMT 518 - Third-Party Payer Systems and Managed Care

3 Credits

Addresses the topics of managed care and various other payer systems, the future of managed care, and how these systems will impact the access, availability, and quality of health care. Examines methods of managing health care systems in the current environment.

MGMT 519 - Joint Ventures and Alliances in Health Care Management

3 Credits

Joint ventures, alliances, and the effect of intersecting, crossover technologies on health care management are explored through case studies. Includes the study of health care delivery systems in this country in general terms as well as various sub-industries of interest, such as drug development and managed care. Also addresses the implications of joint ventures and alliances, including such topics as marketing, operations, human resources, finance, and stakeholder value. Students analyze a recent health care system-related merger transaction with the tools provided in this class.

Prerequisite(s): MGMT 516 - Managing Health Care Delivery Systems, MGMT 517 - Legal Aspects in Health Care Management and MGMT 518 - Third-Party Payer Systems and Managed Care.

MGMT 520 - Introduction to Homeland Security

3 Credits

Homeland security and its impact upon federal, state, and local public safety; focuses on strategic goals for homeland security;

responding to man-made and natural disasters including domestic and international terrorism; agency partnerships to combat terrorism; and managing rescue and relief efforts. Includes public policy issues, inter-agency cooperation, and anti-terrorism technologies.

MGMT 521 - Law Enforcement and Judicial System Issues

3 Credits

Addresses terrorism and counterterrorism policies at the federal and state levels; law enforcement and homeland security; the Patriot Act and Homeland Security Act of 2002, and legal challenges about civil rights and civil liberties, including privacy issues, policy development, and the historical view of policy changes, as well as intelligence and information sharing technologies.

MGMT 522 - Command Management and Operations

3 Credits

Unified Command through police, fire, and emergency medical services; critical incident management including decision-making, infrastructure, and key asset analysis; public health and bio-terror issues; managing the crisis response through planning, communication, and media relations.

MGMT 523 - Simulation for Homeland Security

3 Credits

The application of the Incident Command System (ICS), the National Incident Management System (NIMS), and the National Response Plan (NRP) to provided scenarios. In-depth analysis of the application of disaster management systems to past incidents. Students critically evaluate management's decisions, strategies, and actions.

Prerequisite(s): MGMT 520 - Introduction to Homeland Security, MGMT 521 - Law Enforcement and Judicial System Issues and MGMT 522 - Command Management and Operations

MGMT 526 - Project Management

3 Credits

This course investigates the increasing use of projects to accomplish limited duration tasks in our society's many organizations and the unique style of administration required to manage them. Projects considered include R & D studies, campaigns, construction, and emergency operations. The course covers some of the basic issues related to managing projects in organizations including the concepts of project planning and organizations, budget control, and project scheduling.

MGMT 527 - Project Risk Management

3 Credits

This course investigates the increasing use of risk management in projects to accomplish limited duration tasks in our society's many organizations and the unique style of administration required to manage it. The course covers some of the basic issues related to managing risk and provides direction as a continuous practice in projects and organizations. Risk management can be used to continuously assess what can go wrong in projects,

determine and prioritize risks by importance and implement strategies to deal with these risks. Focuses on the methods and tools that can be used to perform risk management.

MGMT 528 - Project Estimation, Scheduling, and Control

3 Credits

This course focuses on the topics of project estimation, scheduling and control as management's knowledge and understanding of project management has matured to the point where many companies regard project management as mandatory for survival. Project cases include R & D studies, campaigns, construction, and emergency operations.

MGMT 529 - Project Management in Practice

3 Credits

This course extends and builds upon the concepts, procedures and fundamental processes of project management within an integrative framework. The course emphasizes that, for most organizations, projects are the primary means for implementing strategic initiatives. The course covers issues related to managing projects in organizations including the procedures and processes of project management as practiced in business, developing an understanding of how to build and manage effective project teams, and become familiar with the critical components of effective project plans.

Prerequisite(s): MGMT 526 - Project Management, MGMT 527 - Project Risk Management and MGMT 528 - Project Estimation, Scheduling, and Control

MGMT 595 - Independent Study/Research

1-6 Credits

Students select 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 office and must be approved by your faculty advisor, department chair and dean of the school.

MGMT 596 - Independent Study/Research

1-6 Credits

Students select topic or project to pursue through independent or small group work. Application forms for independent study/research are available in the Graduate Studies Program office and must be approved by your faculty advisor, department chair and dean of the school.

Music/Guitar

MUGU 188 - Guitar

1 Credit

One-half hour a week, each semester. Private instruction fee: \$200.

MUGU 199 - Guitar

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

Music/Piano

MUPI 188 - Piano

1 Credit

One-half hour a week, each semester. Private instruction fee: \$200.

MUPI 199 - Piano

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

Music

MUSC 112 - Instrumental Ensemble

1 Credit

Practical experience in performing ensemble, open to qualified students at the discretion of the instructor. Audition required. May be repeated for additional credit.

MUSC 113 - Class Piano - Beginner Level

2 Credits

The fundamentals of piano playing in a group setting for beginner-level piano students, which includes piano playing, related theory and history, and written material. Opportunity for piano ensemble performance is emphasized.

MUSC 114 - Class Piano - Intermediate Level

2 Credits

The fundamentals of piano playing in a group setting for intermediate-level piano students, which includes piano-playing, related theory and history, and written material. Opportunity for piano ensemble performance is emphasized.

MUSC 126 - Fundamental Elements of Music

3 Credits

The introductory study of Music, its history and development through the centuries. Selected composers and their works are analyzed and discussed. The study of reading music notation and terminology, scales, keys, simple harmonization, elementary forms, ear training, dictation, basic keyboard progressions, and recorder instruction. This class may be a prerequisite for private applied lessons, as recommended by the applied music instructor.

MUSC 200 - Special Topics

3 Credits

Study of major musical genres, periods, or composers. May be taken twice for credit.

MUSC 230 - Survey of Music in America

3 Credits

American musical heritage from earliest days of the Bay Psalm Book, through the struggle to gain a unique American style, up to present-day experiments in new ways of expression, and America's leading role in music. (LAS) (HE) (AE)

MUSC 236 - History of Music I

3 Credits

The study of music of the Western world from earliest times through the Renaissance and Baroque period (1750). Performance styles, musical forms, composers and instruments of each period will be analyzed and discussed. (LAS) (HE)

MUSC 237 - History of Music II

3 Credits

The study of music of the Western world from the Classical Period (18th century) through the Romantic and 20th century periods. Performance styles, musical forms, composers and instruments of each period are analyzed and discussed. (LAS) (WR) (HE)

MUSC 295 - Exploratory Independent Study

3 Credits

An extended and in-depth study of either music history or theory to supplement the needs of individual students minoring in Music. Complements course work already accomplished in the field of Music.

MUSC 300 - Special Topics

3 Credits

Study of major musical genres, periods, or composers. May be taken twice for credit.

Music/Vocal

MUVO 188 - Voice

1 Credit

One-half hour a week, each semester. Private instruction fee: \$200.

MUVO 199 - Voice

2 Credits

One hour a week, each semester. Private instruction fee: \$400.

Nursing

NURS 200 - Foundations of Professional Nursing

3 Credits

This course introduces the student to the history, philosophy, art and science of professional nursing. We discuss the historical development of the profession, and Nightingale's philosophical basis for practice. Emphasis on legal and ethical considerations of practice, documentation and licensure. The nursing process is introduced along with patient's rights, confidentiality and

informed consent. All material is presented with a multicultural focus, preparing the student to work with diverse populations.

Other: Nursing majors only

NURS 201 - Foundations of Professional Nursing (ASD)

3 Credits

This course introduces the student to the history, philosophy, art and science of professional nursing. The historical development of the profession and Nightingale's philosophical basis for practice are discussed. Legal and ethical considerations of practice, documentation and licensure are emphasized. The nursing process is introduced along with patient's rights, confidentiality and informed consent. All material is presented with a multicultural focus preparing the student to work with diverse populations.

Prerequisite(s): BIOL 110 - General Biology, BIOL 241 - Essentials of Anatomy and Physiology I, BIOL 242 - Essentials of Anatomy and Physiology II, BIOL 301 - Microbiology, CHEM 170 - Principles of Inorganic and Organic Chemistry and CHEM 240 - Biochemistry of the Human Body

Other: For Accelerated Second Degree (ASD) Program only

NURS 216 - Pathophysiology and Pharmacology I

3 Credits

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 pathophysiological problems experienced throughout the lifespan are 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. Lab fee: \$100.

Prerequisite(s): BIOL 110 - General Biology, BIOL 241 - Essentials of Anatomy and Physiology I, BIOL 242 - Essentials of Anatomy and Physiology II, CHEM 170 - Principles of Inorganic and Organic Chemistry, CHEM 240 - Biochemistry of the Human Body

NURS 218 - Pathophysiology and Pharmacology II

3 Credits

Pathophysiology and Pharmacology II is a continuation of NURS 216 - Pathophysiology and Pharmacology I. The course continues exploring the principles and concepts of disease processes and drug therapeutics. Common pathophysiological problems experienced throughout the lifespan are 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(s): NURS 219 - Health Assessment and Clinical Skills, NURS 216 - Pathophysiology and Pharmacology I, BIOL 241 - Essentials of Anatomy and Physiology I and BIOL 242 - Essentials of Anatomy and Physiology II

NURS 219 - Health Assessment and Clinical Skills

4 Credits

This course introduces the student to the beginning clinical skills and health assessment techniques of professional nursing practice. Classes are held in the Nursing laboratory. Content and skills are integrated and practiced with the assistance of the director of the Nursing laboratory and the course faculty. Students will have several off-campus opportunities to practice newly acquired skills in a long-term care setting. Lab fee: \$150.

Prerequisite(s): NURS 216 - Pathophysiology and Pharmacology I

NURS 220 - Health Assessment and Clinical Skills (ASD)

4 Credits

This course introduces the student to the beginning clinical skills and health assessment techniques of professional nursing practice. Classes are held in the Nursing laboratory. Content and skills are integrated and practiced with the assistance of the director of the Nursing laboratory and the course faculty. Students will have several off-campus opportunities to practice newly acquired skills in a long-term care setting. Lab fee: \$175.

Prerequisite(s): NURS 201 - Foundations of Professional Nursing (ASD) and NURS 227 - Principles of Pathophysiology (ASD)

Other: Accelerated Second Degree Program only

NURS 227 - Principles of Pathophysiology (ASD)

3 Credits

This course focuses on basic knowledge of human pathophysiology as used and applied in clinical practice. The emphasis of the course is on the principles and concepts of disease processes as they relate to human physiological systems. Common pathophysiological problems are explored including clinical manifestations and non-pharmacological treatments.

Prerequisite(s): All science pre-requisites for ASD program: BIOL 241 - Essentials of Anatomy and Physiology I, BIOL 242 - Essentials of Anatomy and Physiology II, BIOL 301 - Microbiology, CHEM 170 - Principles of Inorganic and Organic Chemistry, CHEM 240 - Biochemistry of the Human Body

Other: For the ASD program only

NURS 229 - Pharmacology for Nursing (ASD)

3 Credits

This course presents the principles and concepts of drug classifications including basic pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications, precautions, and adverse drug interactions. The course content provides a foundation of basic pharmacology necessary for a nurse in general practice and includes nursing management during drug therapy, such as patient-specific observation assessments, interventions, and patient and family education to promote and restore health across the lifespan.

Prerequisite(s): NURS 201 - Foundations of Professional Nursing (ASD) and NURS 227 - Principles of Pathophysiology (ASD)

Other: For ASD program only

NURS 310 - Nursing Research

3 Credits

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 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 evidence-based practice is the foundation for professional Nursing.

Prerequisite(s): Junior Nursing status.

NURS 318 - Foundations of Clinical and Theoretical Nursing across the Lifespan I

6 Credits

This course builds on nursing communication, health assessment skills and concepts learned in the previous semester. The course content and clinical experiences will focus on the nursing process, health assessment, clinical skills acquisition, and providing nursing care based on development of a nursing care plan to child-bearing families, adults/pediatric patients and their families.

Prerequisite(s): NURS 219 - Health Assessment and Clinical Skills and NURS 216 - Pathophysiology and Pharmacology I

Corequisite(s): NURS 218 - Pathophysiology and Pharmacology II

NURS 319 - Clinical and Theoretical Nursing across the Lifespan II

7 Credits

This course will provide opportunities for students to care for patients in organizational and community settings who are experiencing significant health and illness transitions. Students will continue to provide comprehensive nursing care with a dual focus on the 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 family and adult/geriatric patients. Integration and management of chronic illness will also be considered. Lab fee: \$100.

Prerequisite(s): NURS 219 - Health Assessment and Clinical Skills, NURS 216 - Pathophysiology and Pharmacology I, NURS 218 - Pathophysiology and Pharmacology II, NURS 318 - Foundations of Clinical and Theoretical Nursing across the Lifespan I and NURS 200 - Foundations of Professional Nursing

NURS 321 - Foundations of Clinical and Theoretical Nursing across the Lifespan I (ASD)

7 Credits

This course will provide opportunities for students to care for patients in organizational and community settings who are experiencing significant health and illness transitions. Students will continue to provide comprehensive nursing care with a dual focus on the 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 family and adult/geriatric patients. Integration and management of chronic illness will also be considered. Lab fee: \$125.

Prerequisite(s): NURS 201 - Foundations of Professional Nursing (ASD), NURS 220 - Health Assessment and Clinical Skills (ASD), NURS 227 - Principles of Pathophysiology (ASD) and NURS 229 - Pharmacology for Nursing (ASD)

Other: Accelerated Second Degree Program only

NURS 322 - Nursing Research (ASD)

3 Credits

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 evidence-based practice is the foundation for professional Nursing.

Prerequisite(s): NURS 201 - Foundations of Professional Nursing (ASD), NURS 220 - Health Assessment and Clinical Skills (ASD), NURS 229 - Pharmacology for Nursing (ASD)

Other: Accelerated Second Degree Program only

NURS 323 - Foundation of Clinical and Theoretical Nursing across the Lifespan II (ASD)

6 Credits

This course builds on nursing communication, health assessment skills and concepts learned in the previous semester. The course content and clinical experiences will focus on the nursing process, health assessment, clinical skills acquisition, and providing nursing care based on development of a nursing care plan to child-bearing families, adults/pediatric patients and their families. Lab fee: \$125.

Prerequisite(s): NURS 201 - Foundations of Professional Nursing (ASD), NURS 220 - Health Assessment and Clinical Skills (ASD), NURS 229 - Pharmacology for Nursing (ASD), NURS 321 - Foundations of Clinical and Theoretical Nursing across the Lifespan I (ASD), NURS 321 - Foundations of Clinical and Theoretical Nursing across the Lifespan I (ASD), NURS 413 - Nursing in the Community Across the Lifespan (ASD)

Other: Accelerated Second Degree Program only

NURS 390 - Special Topics

4 Credits

May be taken up to three times.

NURS 400 - Managing Complex Health Issues for Older Adults

3 Credits

This course presents holistic and systematic assessment of the older adult, validates health states/health-promoting behaviors, recognizes strengths, support systems and coping behaviors,

and verifies the patient's health perceptions. Both didactic and simulated experiences address the integration of observations, the complex and unique needs of geriatric patients, and effective communication in performing patient-centered health assessments that include risk assessment and risk reduction.

Other: Available in the Program for Adult Learners for Hartford Hospital nurses in the Geriatric Pathway

NURS 401 - Community Nursing for Geriatric Communities

5 Credits

This course examines community nursing principles for the older adult, including cultural and generational influences on the health and illness of individuals, families groups and elder communities. Discusses geriatric theories for healthy aging relevant to the concepts of health, illness and healing of a particular elder community using epidemiological and ethnographic methods that may build on the proposal written in NURS 416 - Nursing Research.

Other: Available in Program for Adult Learners or for Hartford Hospital nurses in Leadership or Geriatric pathways

NURS 402 - Nursing Informatics

3 Credits

This course examines the multiple roles that information systems and technology play in improving patient care and health care systems. Students discuss the standards and principles for selecting and evaluating information systems and patient care technology, as well as related ethical, regulatory, and legal issues. Course also explores the application of information systems and technology to evaluate the outcomes of care. Examines the use of web-based learning and intervention tools and the role of information systems in budget planning and productivity monitoring.

Other: Available in the Program for Adult Learners for Hartford Hospital nurses in the Leadership Pathway.

NURS 403 - Health Care Systems in a Global Society

3 Credits

This course offers the student a survey of the health care system, including a historical analysis of issues and trends from the turn of the century to the present. Focus will be on social, cultural and political structures and practices within Connecticut and the global society. Emphasis is placed on scope of practice and nursing responsibilities to respond to health disparities. Students will develop an understanding of the historical and contemporary implications of public policies and discrimination affecting health care systems and use of health care services by racial and ethnic minorities and other vulnerable populations. Students will evaluate formal and informal health care delivery systems for cultural sensitivity.

NURS 404 - Community Nursing Activism, Leadership, and Politics

5 Credits

This course empowers the nursing leader to make change for

healthier communities by addressing issues of social justice and policy reform. Students will address a community health concern using epidemiological and ethnographic methods that may build on the proposal written in NURS 416 - Nursing Research.

Other: Available in the Program for Adult Learners for Hartford Hospital nurses in the Leadership Pathway.

NURS 405 - Evidence-Based Practice

3 Credits

At the completion of this course, students will have an understanding of Nursing science and the relationship between philosophy of science and Nursing research. This course helps students recognize important nursing leadership contributions in implementing evidence-based practice to improve practice and quality. Students will compare and contrast research paradigms and 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 be introduced to how evidence-based practice is the foundation for professional Nursing.

Other: Available in the Program for Adult Learners for Hartford Hospital nurses in the Leadership Pathway or the Geriatric Pathway.

NURS 409 - Issues in Professional Nursing Practice

4 Credits

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 skills in a 32-hour multicultural field placement during the semester. Students will conduct an assessment of a community leader from an ethnic group other than their own.

Other: Available in the Program for Adult Learners OR for Hartford Hospital nurses in the Leadership Pathway and Geriatric Pathway.

NURS 410 - Public Health Nursing (ASD)

2 Credits

Students learn basic concepts of epidemiology and epidemiological studies, population health, public health nursing, public health program planning and evaluation, and ethics. International health issues are presented. The course culminates with a public health intervention project.

Prerequisite(s): NURS 321 - Foundations of Clinical and Theoretical Nursing across the Lifespan I (ASD), NURS 322 - Nursing Research (ASD), NURS 413 - Nursing in the Community Across the Lifespan (ASD)

Other: Accelerated Second Degree Program only

NURS 411 - Nursing in the Community across the Lifespan

4 Credits

This course presents topics of importance to nurses providing care in community settings. This includes community health assessment, health promotion, health literacy, violence,

substance abuse, disaster management, vulnerable populations, environmental health, and health care systems and finance. A community health assessment is performed as part of the clinical experience.

NURS 412 - Clinical and Theoretical Nursing across the Lifespan III

8 Credits

This course applies the concepts and principles of acute and mental health nursing to the 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 clinical experience is on increasing levels of proficiency in making professional judgments and carrying out related interventions. Lab fee: \$150.

Prerequisite(s): NURS 319 - Clinical and Theoretical Nursing across the Lifespan II

NURS 413 - Nursing in the Community across the Lifespan (ASD)

4 Credits

This course presents topics of importance to nurses providing care in community settings. This includes community assessment, health promotion, health literacy, violence, substance abuse, disaster management, vulnerable populations, environmental health, and health care systems and finance. A community health assessment is performed as part of the clinical experience.

Prerequisite(s): NURS 201 - Foundations of Professional Nursing (ASD), NURS 220 - Health Assessment and Clinical Skills (ASD), NURS 229 - Pharmacology for Nursing (ASD)

Other: Accelerated Second Degree Program only

NURS 414 - Clinical and Theoretical Nursing across the Lifespan III (ASD)

8 Credits

This course applies the concepts and principles of acute 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 clinical experience is on increasing levels of proficiency in making professional judgments and carrying out related interventions. Lab fee: \$175.

Prerequisite(s): NURS 323 - Foundation of Clinical and Theoretical Nursing across the Lifespan II (ASD), NURS 410 - Public Health Nursing (ASD) and NURS 426 - Issues in Professional Practice (ASD)

Other: Accelerated Second Degree Program only

NURS 416 - Nursing Research

3 Credits

This course is designed to provide students with an overview of the history of research in Nursing as well as a detailed description of the research process as it applies to both quantitative and

qualitative methodologies. Students will learn to critically evaluate research reports with a scholarly, multicultural lens. Each student will identify a cultural issue/health disparity and design a research proposal to answer the question.

Other: Available in the Program for Adult Learners OR for Hartford Hospital nurses that are in the Leadership Pathway and Geriatric Pathway.

NURS 417 - Management of Complex Health Problems

8 Credits

The focus of this course is holistic professional Nursing practice through synthesis, analysis and application of knowledge. Increase in clinical competence is gained through integration of empirical and professional knowledge, clinical and cognitive skills and professional values and behaviors. Based on the synthesis of knowledge the student will continue to provide comprehensive nursing care to patients, families and the community. Upon evaluation of intervention effectiveness, students will (re)formulate the plan of care and create new nursing interventions as appropriate. Students have the opportunity to identify their own learning needs and develop a learning contract to meet them. The contract is implemented in a clinical setting of particular interest to the student and as deemed appropriate by the faculty in the course. The theoretical component is case study/seminar format with discussion of selected topics and student presentations of a selected study. The students will use research skills to complement their clinical case load with a thorough critique of correlating articles and evidence-based practice. Lab fee: \$100.

NURS 418 - Management of Complex Health Problems (ASD)

8 Credits

The focus of this course is holistic professional Nursing practice through synthesis, analysis and application of knowledge. Increase in clinical competence is gained through integration of empirical and professional knowledge, clinical and cognitive skills and professional values and behaviors. Based on the synthesis of knowledge the student will continue to provide comprehensive nursing care to patients, families and the community. Upon evaluation of intervention effectiveness, students will (re)formulate the plan of care and create new nursing interventions as appropriate. Students have the opportunity to identify their own learning needs and develop a learning contract to meet them. The contract is implemented in a clinical setting of particular interest to the student and as deemed appropriate by the faculty in the course. The theoretical component is case study/seminar format with discussion of selected topics and student presentations of a selected study. The students will utilize research skills to complement their clinical case load with a thorough critique of correlating articles and evidence-based practice.

Prerequisite(s): NURS 414 - Clinical and Theoretical Nursing across the Lifespan III (ASD)

Other: Accelerated Second Degree Program only

NURS 420 - Public Health Nursing

2 Credits

In this course, students learn basic concepts of epidemiology and epidemiological studies, population health, public health nursing, public health program planning and evaluation, and ethics. International health issues are presented. The course culminates with a public health intervention project.

Prerequisite(s): NURS 310 - Nursing Research

NURS 423 - Perspectives in Nursing Science

3 Credits

This course takes a critical social view of the evolution and nature of Nursing science with an eye toward identifying bias in Nursing models and theories. Emphasis is placed on scholarly endeavors that reflect a willingness to challenge established patterns of thought. Personal philosophies of Nursing are written to identify personal values, beliefs and cultural practices related to health care that may interfere with acceptance of different cultural practices and beliefs. Students are introduced to the cultural theories of Campinha-Bacote, Giger and Davidhizers, and Leininger. Students choose one that will guide their practice. Using the theoretical framework chosen, students will conduct a concept analysis related to a cultural issue in health care.

NURS 424 - Issues in Professional Practice

2 Credits

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.

Prerequisite(s): NURS 318 - Foundations of Clinical and Theoretical Nursing across the Lifespan I

NURS 426 - Issues in Professional Practice (ASD)

2 Credits

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.

Prerequisite(s): NURS 321 - Foundations of Clinical and Theoretical Nursing across the Lifespan I (ASD), NURS 322 - Nursing Research (ASD) and NURS 413 - Nursing in the Community across the Lifespan (ASD)

Other: Accelerated Second Degree only

NURS 435 - Multicultural Community Health Nursing

5 Credits

This course examines cultural and community influences on the health and illness of individuals, families, groups and communities. Discuss theory relevant to the concepts of culture, community, health, illness and healing through case studies and 60 hours of multicultural field placements. Students create an

assessment tool to examine the health of a particular culture using epidemiological and ethnographic methods that may build on the proposal written in NURS 416 - Nursing Research. Student will compare health and illness patterns in selected regions of global communities. Students are required to do 60 hours of field work in a multicultural community health care setting. Students and faculty will collaborate to locate appropriate clinical sites.

Prerequisite(s): Statistics course or MATH 110 - Elementary Statistics

Corequisite(s): Must have Connecticut RN license

Other: Open to Program for Adult Learners students only

NURS 500 - Philosophy of Science/Nursing Theory

3 Credits

This course is an introduction to the evolution and nature of Nursing science. In the course of examining the philosophic basis of Nursing science, students have an opportunity to develop critiquing skills with which to evaluate current and past Nursing models and theories. Emphasis is placed on scholarly endeavors that reflect a willingness to challenge established patterns of thought, and to engage in critical and creative thinking.

NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I

4 Credits

Within an eclectic theoretical framework of selected existential/humanistic, interpersonal, and psychoanalytic readings, students analyze the processes of assessing mental health and therapeutic interaction between the psychiatric nurse and the patient. Pertinent aspects of developmental theory, selected psychoanalytic concepts and existential themes are examined as they influence the therapeutic relationship. This course also examines the integration of psychopharmacology in psychotherapy. (180 clinical hours)

NURS 503 - Nursing Practice II: Group Theory and Practice

4 Credits

This course examines and interprets group dynamics and group development. The course is conducted as a group experience with emphasis on the interaction of the class as a group. The format of class sessions includes experiential as well as theoretical/didactic focus on evolving group process. The clinical practicum experience provides opportunity to begin developing one's own style of group process facilitation. During the clinical experience the student will participate in group therapy and receive supervision directed at improving effectiveness as a group therapist. Students are responsible to the seminar group for attendance and participation. Course includes 180 clinical hours.

Prerequisite(s): NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions

NURS 505 - Health Policy and Leadership

3 Credits

The major focus of the course is health policy and advanced practice nursing leadership. The development, analysis and

impact of public policy on health care will be deconstructed and examined. Understanding and communicating our American values and vision as applied to complexities of health care will be considered. The impact that Nursing can communicate through knowledge and leadership abilities will be explored.

NURS 507 - Advanced Physical Assessment

3 Credits

A comprehensive process for health assessment of individuals across the lifespan, including interviewing, history-taking, techniques of physical and mental status examinations, selection of appropriate diagnostic procedures, record-keeping, and formulating a prioritized plan of nursing care. Students must register for this course the semester before the start of clinical courses in order to negotiate appropriate clinical sites. 24 clinical hours. Lab fee: \$350.

NURS 508 - Nursing Practice in Family Health III

4 Credits

The focus for this course is on developing the knowledge and skill required to deliver primary health care to children, adolescents, and young adults within the context of their family, community, and culture. Cognitive understandings of health promotion, illness prevention, disease and disease processes will be used to develop effective individual and family treatment plans. In seminar discussions and in the clinical practicum, students will have the opportunity to synthesize previously learned concepts related to child and adolescent development, nursing theory, family theory, research, individual and family health assessment, and cultural diversity. 180 clinical hours. Lab fee: \$100.

Prerequisite(s): Core graduate Nursing courses and NURS 519 - Advanced Pathophysiology and NURS 507 - Advanced Physical Assessment

NURS 509 - Nursing Practice Family Health IV

4 Credits

This course provides students the opportunity to examine the role and functions of the advanced practice nurse in delivering primary health care to adults within the context of the individual, family, culture and community. Synthesis of previous learning is emphasized in the promotion of health and wellness and in the assessment, diagnosis, and management of common health problems in adults in a variety of clinical settings. A clinical practicum with primary health care providers is required. Total of 180 clinical hours. Lab fee: \$100.

Prerequisite(s): Core graduate Nursing courses and NURS 519 - Advanced Pathophysiology and NURS 507 - Advanced Physical Assessment

NURS 511 - Advanced Clinical Practicum

3 Credits

This course provides students the opportunity to examine the role and functions of the advanced practice nurse in delivering primary health care and psychiatric care to individuals across the lifespan within the context of the individual, family, culture

and community. Synthesis of previous learning is emphasized in the promotion of health and wellness and in the assessment, diagnosis, and management of common health and mental health problems in a variety of clinical settings. A clinical practicum with primary health care providers or mental health care providers is required according to the student's specialty area. Clinical: 180 hours. Lab fee: \$100.

Prerequisite(s): NURS 507 - Advanced Physical Assessment and NURS 508 - Nursing Practice in Family Health III and NURS 509 - Nursing Practice Family Health IV or appropriate psych clinicals NURS 501 - Nursing Practice in Psychiatric-Mental Health Nursing I and NURS 503 - Nursing Practice II: Group Theory and Practice

NURS 517 - Curriculum and Evaluation in Nursing Education

3 Credits

This course explores Nursing curriculum design in higher education from its inception with a philosophical framework to the actual development of courses. Students will also explore and create effective evaluation methods for program, courses, and curriculum. A focus of this course is the interrelationship among the course and curriculum development and student outcomes.

NURS 519 - Advanced Pathophysiology

3 Credits

This course is designed to study concepts and theories related to disorders of physiological processes that result in health alterations in the child and the adult. Using the framework of human body systems, inferences from concepts and theories of pathophysiology will be applied to clinical nursing practice. Inflammation process and cellular proliferation (neoplasia) will be discussed as well as a relationship between disorders and family health.

NURS 528 - Nursing Education Theories and Methods

3 Credits

This course provides a foundation for Nursing educators. An overview of the classic and contemporary theories and research relevant to teaching and learning in Nursing is presented. Each student will participate in a teaching experience with an approved master teacher, examining the use of educational theories in the classroom and in seminar sessions with peers.

NURS 530 - Neuropsychopharmacology

3 Credits

This course examines the pharmacological treatment of psychiatric disorders. The course includes topics in neurobiology, the biologic actions of psychotropic drugs and a discussion of how drug-induced modifications of brain chemistry can affect mood and behavior. The course is structured to develop, in the student, a logical approach and treatment strategy to use when prescribing and evaluating psychotropic medication. The decision-making model outlined in this course is designed to provide the student with a strategy that is relevant for use today and that is adaptable enough to accommodate the ever-increasing body of relevant scientific information.

NURS 535 - Advanced Pharmacology

3 Credits

This course will review pharmacological management considerations across the lifespan emphasizing pharmacokinetic differences. Students will learn the pharmacological management of most prevalent adult health care problems focusing on appropriate therapy selection. Addresses the responsibilities and legalities of prescriptive authority in advanced nursing practice and proper prescribing practices.

NURS 540 - Ethical Issues in Advanced Practice Nursing

3 Credits

Within the philosophy of ethics framework, this course will examine traditional moral development and moral reasoning as they have commonly guided ethical concerns in health care. Examination of customary ethical principles sets the stage for articulating an ethic of practice in a caring science. This task involves exploring the origins of formal principles and perspectives that guide the field of ethics as well as developing sensitivity to the complex nature of situations where research and health care practices impinge upon deeply held notions of human dignity and value.

NURS 544 - Assessment, Diagnosis and Treatment of Mental Health Conditions

3 Credits

This course addresses individual diagnosis from a variety of perspectives: biologic, developmental, environmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptom perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and socio-cultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with various diagnostic categories.

NURS 550 - Health and Community

3 Credits

Students will explore and discuss issues related to community and public health nursing including fundamental principles, ethics, cultural competence and concordance, vulnerable populations, illness, health promotion and program planning. Through online discussions and papers, students will analyze their own practice regarding these concepts and apply the Nursing process or program planning process to address a population-based problem.

NURS 589 - Statistics and Quantitative Methods

3 Credits

Discussion of basic statistical procedures and selected advanced statistical tests. Students learn to use the computer to handle statistical data. Builds on concepts from the student's undergraduate Nursing research and undergraduate Statistics courses.

NURS 591 - Women's Health

3 Credits

Students examine the role and functions of the advanced practice nurse in delivery of primary health care to women within the context of the individual, family, culture and community. Synthesis of previous learning is emphasized in the promotion of health and wellness and in the assessment, diagnosis, and management of common women's health problems in adults in a variety of clinical settings. A clinical practicum with women's health care providers is required. 60 clinical hours. Lab fee: \$250.

Prerequisite(s): NURS 507 - Advanced Physical Assessment

NURS 597 - Advanced Nursing Research

3 Credits

Provides graduate Nursing students the opportunity to examine and understand the research process and its application to Nursing and Nursing practice. Various research methods applicable to Nursing research are discussed. Students critique selected Nursing research studies based on their quality and applicability for use in practice. Students learn how to conceptualize problems, how to transform these problems into answerable research questions and how to search for best clinical evidence, taking into account patient values and preferences through the evidence-based practice process. Students will learn to critically evaluate research reports with a scholarly, multicultural lens. Each student will identify a cultural issue/health disparity and design a research proposal to answer the question.

NURS 700 - Nursing Science and Practice

3 Credits

This course will take a detailed look at the theoretical components of nursing science. Students will critically examine the development and function of nursing theory, the components of nursing theory and current theories in nursing and how they relate to actual clinical practice. The use of evidence based practice theory will be emphasized. As the components of theory are examined a framework for criticism of theory will be developed. During this course a topic and an evidence based theory will be identified to utilize as a basis for the clinical dissertation. Students will also identify possible dissertation topics in this class.

NURS 701 - Health Care Quality and Informatics

3 Credits

This course examines the multiple roles that information systems and technology play in improving patient care and health care systems. Students discuss the standards and principles for selecting and evaluating information systems and patient care technology, as well as related ethical, regulatory, and legal issues. We will explore the application of information systems and technology to evaluate the outcomes of care. The course also examines the use of web-based learning and intervention tools and the role of information systems in budget planning and productivity monitoring.

NURS 702 - Management and Transformational Leadership

3 Credits

An overview of leadership roles and core competencies with an emphasis on leadership in health care and specifically in Nursing. Students will build skills through the application of various leadership and management theories and practices. Students will practice these skills in group exercises and simulations, and the completion of a personal leadership map and a capstone project. Topics include: leadership as a process; distinguishing leadership and management; power and authority; leaders as visionaries and entrepreneurs; leaders as resource developers; importance of collaborative networks; organizational change and leadership; and renewing leadership potential.

NURS 703 - Quantitative Methods and Biostatistics

3 Credits

This course builds on the master's level quantitative research course with a more in-depth look at biostatistics and epidemiology. Study designs such as case-control, cohort design and experimental design are discussed and explored. Confounding factors that may influence a study's findings are identified. The use of evidence based literature to build an integrative literature review is the major thrust of this course. Basic statistical knowledge is assumed and students may experiment with integrative reviews on topics related to their final clinical dissertation.

NURS 704 - Systems Thinking and Fiscal Analysis

3 Credits

A political, economic and financial management perspective for examining organizations. It provides core competencies in systems thinking and health care fiscal analysis to improve patient and health care outcomes and promote excellence in practice. Participants will explore opportunities and barriers to patient care and contemporary delivery models, using cases and interactive exercises that present organizational, cultural, political, and economic perspectives.

NURS 705 - Assessment, Diagnosis and Treatment Planning of the Psychiatric Patient

4 Credits

This course addresses assessment, diagnosis and treatment planning from a variety of perspectives: physical, biologic, neurophysiologic, developmental, cultural and interpersonal. It will provide students with a broad theoretical base for understanding psychopathology, from not only an individual, descriptive, symptomatic perspective as presented in the DSM-IV-TR, but also from a contextual systemic perspective including developmental hallmarks, familial patterns and sociocultural contributors. This ability to diagnose will form a beginning foundation for treatment planning associated with the various psycho-diagnostic categories. Students will have a 45-hour clinical placement to apply these concepts.

NURS 711 - Advanced Pharmacology across the Lifespan

3 Credits

This course will investigate pharmacological management across the lifespan with a focus on pharmacokinetics. Selected categories of drugs commonly prescribed for management of acute and chronic illnesses across the lifespan will be presented. Students will discuss controlled substances and the potential for abuse. Course addresses the responsibilities and legalities of prescriptive authority in advanced practice.

NURS 712 - Advanced Neuropsychopharmacology across the Lifespan

3 Credits

Examines the pharmacological treatment of psychiatric disorders across the lifespan. The course includes topics in neurobiology, the biologic actions of psychotropic drugs and a discussion of how drug-induced modifications of brain chemistry can affect mood and behavior. Evidenced-based practice and research-based decision-making is emphasized. The course is structured to help students develop a logical approach and holistic treatment strategy to use when prescribing and evaluating psychotropic medication for a variety of patient populations. The decision-making model outlined in this course is designed to provide the student with a strategy that is relevant for use today and that is adaptable enough to accommodate the ever-increasing body of relevant scientific information.

NURS 713 - Advanced Health Assessment for the Doctorate in Nursing Practice

4 Credits

Provides the student with opportunities to develop advanced interviewing and history-taking skills. The student will refine physical assessment techniques for review of systems, symptom definition, and physical examination. Through seminar discussion and clinical practice the student will apply the skills necessary to perform advanced comprehensive and problem-focused health assessments.

NURS 714 - Advanced Family Psychiatric and Mental Health Nursing I

6 Credits

Explores the role of the Family Psychiatric Mental Health Nurse Practitioner in diagnosis and management of common mental illnesses in psychiatric practice with a variety of patient population groups across the lifespan. Health promotion and treatment strategies are evaluated through an examination of evidence-based practice. Select psychiatric disorders are studied. Includes the impact of physical illness on mental health. Students will use critical thinking processes required for development of differential diagnosis and treatment plans. We will also explore psychotherapeutic techniques focusing on the individual. The course includes 180 hours of clinical practicum with an approved preceptor.

NURS 715 - Advanced Family Psychiatric and Mental Health Nursing II

6 Credits

This course builds on NURS 714 - Advanced Family Psychiatric

and Mental Health Nursing I. It continues the examination of the role of the Family Psychiatric Mental Health Nurse Practitioner in health promotion and in diagnosis and management of common mental illnesses in psychiatric practice with a variety of patient population groups across the lifespan. Health promotion and treatment strategies are evaluated through an examination of evidence-based practice. Select psychiatric disorders are studied. The impact of physical illness on mental health is included. Students will use critical thinking processes required for development of differential diagnosis and treatment plans. We will also explore group psychotherapeutic techniques.

NURS 716 - Advanced Family Psychiatric Mental Health Nursing III

6 Credits

This seminar course requires the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of patients with acute or stable chronic mental health conditions. Students will choose a select patient population group as the focus of their learning experience. Using scholarship and evidenced-based practice skills, the student will identify and implement strategies to promote health, to prevent illness, to develop, implement and evaluate treatment plans. The student will evaluate the contextual factors that impact the quality of care received by the psychiatric patient and will explore changes in health care delivery that have the potential to improve care. We will emphasize collaboration with other members of the health care team and continuity of care.

NURS 717 - Qualitative and Quantitative Methods to Assess the Health of Disadvantaged Populations

3 Credits

This course examines cultural and community influences on the health and illness of individuals, families, groups, and communities. Discusses theory relevant to the concepts of culture, community, health, illness, and healing. Through case studies, students apply theories to Western, underserved and non-Western communities. Students create an assessment tool and examine the community competence and health of an aggregate of people using epidemiologic and ethnographic methods.

NURS 719 - Advanced Physical Assessment

4 Credits

Provides the student with opportunities to develop advanced physical assessment techniques including history-taking, review of systems, symptom definition, and physical examination. Through seminar discussion and clinical practice the student will develop the knowledge and skills necessary to perform advanced comprehensive and problem-focused health assessments.

NURS 720 - Advanced Nursing Practice in Family Health I

6 Credits

Provides students the opportunity to assess, diagnose and treat adults and their families with primary health and illness problems. Synthesis of previous learning is emphasized in

the promotion of health and wellness and in the assessment, diagnosis, and management of common health problems in adults across the lifespan. Requires a clinical practicum with nurse practitioners.

NURS 721 - Advanced Nursing Practice in Family Health II

6 Credits

The focus for this course is on developing the knowledge and skill required to deliver primary health care to children, adolescents, and young adults within the context of their family, community, and culture. Cognitive understandings of health promotion, illness prevention, disease and disease processes will be used to develop effective individual and family treatment plans. In seminar discussions and in the clinical practicum, students will have the opportunity to synthesize previously learned concepts of child and adolescent development, nursing theory, family theory, research, individual and family health assessment.

NURS 722 - Advanced Nursing Practice in Family Health III

6 Credits

Provides students the opportunity to examine the role and functions of the advanced practice nurse in delivery of primary health care to women within the context of the individual, family, culture and community. Synthesis of previous learning is emphasized in the promotion of health and wellness and in the assessment, diagnosis, and management of common women's health care problems.

NURS 723 - Ethics, Health Care Disparities and Social Justice

3 Credits

Students will critically examine and debate how ethics and moral thought influence beliefs pertaining to social justice and the existence of health disparity and inequity in both the United States and the global community. Students should leave this course with a sense of the ethical issues surrounding their clinical dissertation topic and be able to substantiate their discourse with the ethical principles guiding their positions. A scholarly application of an ethical philosophy and resulting guidelines on an issue related to your dissertation is the end product of this course.

NURS 724 - Health Policy and Political Action in Nursing and Health Care

3 Credits

Provides students with a framework for examining political and ethical issues that influence health care. Major elements of national health policy and politics will be analyzed. Advanced Practice Nurses must have expert knowledge and skill in ethical decision-making and health policy analysis to assume a leadership role in the national health policy debate. This knowledge will aid Advanced Practice Nurses in developing sound health strategies and practices for organizations and

communities. It will also help them recognize emerging health policy issues and provide a framework for developing effective responses.

NURS 725 - Research Translation

3 Credits

This course will investigate qualitative research methodologies and examine how both quantitative and qualitative research studies are translated into evidence for practice. The processes of evaluating, translating and integrating published research results into clinical practice are the focus of the course. Students will evaluate systematic reviews, evidenced-based practice guidelines, meta-synthesis and meta-analysis. They will also discuss strategies for application of findings. The final project will be a completed literature review and clinical guideline on your topic of interest.

NURS 726 - Specialty Seminar

3 Credits

This seminar will provide students with skills to identify a practice based problem and create a plan for quality improvement. The course will meet online and for a three day on-campus intensive. Special offerings may include clinical topics relating to primary care and mental health, clinical leadership, global application of health outcomes, and resolving case-based problems from the perspective of clinical leaders. The course will facilitate opportunities for students to meet with faculty advisors with specific goals set by the students.

NURS 780 - Clinical Practicum I

5 Credits

Students will submit a clinical dissertation proposal that seeks to use evidence to improve Nursing practice and enhance patient outcomes or the health care environment. This proposal may take many forms. For example, it might be a practice change initiative, a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a retrospective chart review or other research projects involving a clinical issue. This scholarly dissertation should use clinical evidence to improve either practice, patient or population health outcomes. The final clinical dissertation proposal should be reviewed and evaluated by the Nursing research committee.

NURS 781 - Clinical Practicum II

8 Credits

A continuation and completion of NURS 780 - Clinical Practicum I. Students will be actively involved in writing and implementing their clinical dissertation project. The total number of clinical hours required for the D.N.P. is determined on admission after a review of hours in the previous master's degree. A total of 1,000 hours post-bachelors are required for the D.N.P.. At the completion of the course the fully written clinical dissertation will be defended to an audience of faculty and peers.

NURS 795 - Continuation of Thesis

1 Credit

Students will continue to work on their clinical dissertation

proposal, which seeks to use evidence to improve nursing practice and enhance patient outcomes or the health care environment. This scholarly dissertation should use clinical evidence to improve either practice, patient or population health outcomes. The final clinical dissertation should be derived from the practice experience, and is reviewed and evaluated by an academic committee. Pass/ fail.

Dietetics and Nutrition

NUTR 101 - Survey of Careers in Nutrition and Dietetics

1 Credit

Examination of the various careers in the field of nutrition and dietetics. Weekly speakers share their insights and experiences from a wide range of career opportunities. Open to all students. One hour a week, first semester.

NUTR 130 - Foods

4 Credits

Basic principles of food preparation. Increases familiarity with various foods and food products. Open to all students. Four hours per week. Laboratory fee: \$65. (SI) (LAS)

NUTR 220 - Fundamentals of Nutrition

3 Credits

Study of carbohydrates, proteins, fats, vitamins, minerals, energy balance. (LAS) (SI)

Prerequisite(s): Prerequisite or co-requisite: CHEM 170 - Principles of Inorganic and Organic Chemistry or BIOL 110 - General Biology or permission of instructor.

NUTR 236 - Sports Nutrition

3 Credits

Basic nutritional requirements of active individuals and the relationship of proper nutrition to increased health and human performance. Topics include how nutrients such as carbohydrates and proteins can influence exercise performance; appropriate ways to manage weight; and evaluation of the role of ergogenic aids in human performance.

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition or NUTR 380 - Nutrition for Nursing Practice

NUTR 245 - Health Promotion Strategies

3 Credits

Examination of the many issues involved in a holistic approach to health. (LAS)

Prerequisite(s): Requires NUTR 220 Fundamentals of Nutrition

NUTR 220 - Fundamentals of Nutrition

3 Credits

Study of carbohydrates, proteins, fats, vitamins, minerals, energy balance. (LAS) (SI)

Prerequisite(s): Prerequisite or co-requisite: CHEM 170

- Principles of Inorganic and Organic Chemistry or BIOL 110 - General Biology or permission of instructor.

NUTR 295 - Independent Study

3 Credits

Research project designed by the student with faculty approval and guidance.

Other: Separate form available in the Academic Affairs office must be filed with the faculty advisor.

NUTR 305 - Health Coaching

3 Credits

This course will combine the latest content information and skill-building in the emerging field of health coaching. A knowledge base of health promotion and disease prevention interventions in the areas of nutrition, physical activity, and stress and behavior management will be presented, and applied through relevant laboratory activities. Additionally students will practice wellness assessments and behavior change techniques integral to health coaching such as: motivational interviewing, goal setting, and cognitive behavioral therapies.

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition, CHEM 170 - Principles of Inorganic and Organic Chemistry, BIOL 110 - General Biology, BIOL 241 - Essentials of Anatomy and Physiology I

NUTR 310 - Nutrition Counseling and Communication

3 Credits

The essential communication skills for nutrition counselors and educators, including the theory and practice of basic helping skills, nutrition interviewing, and counseling/educating clients for eating behavior change.

Prerequisite(s): NUTR 305 - Health Coaching

NUTR 311 - Food and Nutrition Management I

3 Credits

Principles of food service management with emphasis on quantity food production and service.

Prerequisite(s): Prerequisite or co-requisite: NUTR 130 - Foods

NUTR 315 - Community Nutrition I

2 Credits

Examination of community health and nutrition needs, major nutrition-related issues and health disparities, nutrition monitoring, nutrition interventions for vulnerable populations including food assistance programs, and planning successful community-based nutrition programs. Two hours of lecture per week, fall semester.

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition

NUTR 316 - Medical Nutrition Therapy I

4 Credits

This course covers the evidence-based principles of nutritional care in disease and focuses on the integration and interpretation of

data (clinical, biochemical, anthropometric and nutritional intake) for the nutritional care process including nutrition assessment, diagnosis, intervention and monitoring and evaluation. Lectures provide an in-depth study of pathophysiology, diagnosis, signs and symptoms, medical management and nutrition management of disease states. A separate skills lab provides hands-on training for such skills as taking anthropometric measurements, body composition measurement, assessing drug-nutrient interactions, acid-base balance, balance studies and much more. Three hours of lecture, plus laboratory, second semester.

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition, CHEM 240 - Biochemistry of the Human Body and BIOL 241 - Essentials of Anatomy and Physiology I, BIOL 242 - Essentials of Anatomy and Physiology II

Other: Laboratory fee \$50

NUTR 325 - Nutrition through the Lifecycle

2 Credits

Normal nutritional requirements and status are presented for each life stage (preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood and the elderly). Growth and development changes are studied for their effects on changing nutritional needs. Nutritional intake pertaining to disease prevention as well as specific inadequate nutrients of concern are also highlighted in the life stages.

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition or NUTR 380 - Nutrition for Nursing Practice

NUTR 330 - Food Science

4 Credits

Examination of the functions of CHO, lipids and proteins in food using a combination of lectures and lab exercises. Emphasis on the experimental research process and the roles of the food industry, the consumer and the nutrition professional. Four hours of lecture and laboratory per week, one semester. Laboratory fee: \$65.

Prerequisite(s): NUTR 130 – Foods and CHEM 170 - Principles of Inorganic and Organic Chemistry or permission of instructor.

Corequisite(s): CHEM 170 - Principles of Inorganic and Organic Chemistry

NUTR 335 - Nutrition Assessment

3 Credits

This course covers the four major methods of nutritional assessment (dietary, anthropometric, biochemical, and clinical) and provides hands-on experiences so students have the ability to assess someone in a community setting and an outpatient setting.

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition, NUTR 325 - Nutrition Through the Lifecycle, CHEM 170 - Principles of Inorganic and Organic Chemistry and either BIOL 110 - General Biology or BIOL 223 - Human Biology (with BIOL 223L - Human Biology Laboratory)

NUTR 380 - Nutrition for Nursing Practice

3 Credits

Study of all the nutrients, carbohydrates, protein, lipids, vitamins and minerals, including functions and requirements, and the changing nutritional needs in various stages of the lifecycle. Discussion of dietary treatment of specific disease states. Open only to Nursing majors.

Prerequisite(s): CHEM 170 - Principles of Inorganic and Organic Chemistry or BIOL 110 - General Biology or BIOL 205 - Introduction to Cellular and Molecular Biology

Corequisite(s): CHEM 240 - Biochemistry of the Human Body

NUTR 410 - Health Care Issues

1 Credit

Examines The health care system, and evidence on placebo effects and alternative medicine. One hour per week, second semester.

Other: Upper level students or permission of the instructor

NUTR 411 - Food and Nutrition Management II

3 Credits

Application of management principles to food service operations. Emphasis on food cost control, personnel management, planning, and analysis. Includes Serv Safe training and examination.

NUTR 416 - Medical Nutrition Therapy II

3 Credits

Part 2 of NUTR 316 - Medical Nutrition Therapy I, builds on continuing and expanding the nutrition care process. Special attention is given to complex patients with multiple diseases and requiring critical thinking and problem-solving skills to develop accurate nutrition care plans in the face of compounding and conflicting lab values, medications, physiological states and nutritional therapies. Introduction of the electronic healthcare record is used to manage the patient case studies

Prerequisite(s): NUTR 220 - Fundamentals of Nutrition, NUTR 316 - Medical Nutrition Therapy I, CHEM 240 - Biochemistry of the Human Body, BIOL 241 - Essentials of Anatomy and Physiology I and BIOL 242 - Essentials of Anatomy and Physiology II

NUTR 418 - Advanced Nutrition

3 Credits

In-depth study of macronutrients and examination of current research related to nutrition and health. Emphasis on interpreting and evaluating nutrition research.

Prerequisite(s): CHEM 240 - Biochemistry of the Human Body and NUTR 220 - Fundamentals of Nutrition, BIOL 241 - Essentials of Anatomy and Physiology I and BIOL 242 - Essentials of Anatomy and Physiology II, NUTR 316 - Medical Nutrition Therapy I or permission of instructor.

NUTR 495 - Advanced Independent Study

3 Credits

Advanced research project designed by the student with faculty approval and guidance.

Prerequisite(s): Separate form available in the Academic Affairs office must be filed with the faculty advisor.

NUTR 499 - Coordinating Seminar

3 Credits

Seniors work in a setting related to their field of study and implement a project. Eight hours a week. Final oral presentation and paper constitute comprehensive examination.

NUTR 510 - Nutrition Communication for the Consumer

3 Credits

The purpose of this course is to teach the necessary skills of health and nutrition journalism and to provide skills to report health and nutrition news for a variety of media, including print and the Internet. Students will read and write extensively to discern newsworthiness from scientific research and to integrate health-related statistics from source materials into consumer articles. Students will research and write health and nutrition news stories for print publication, perform peer review of student work, and communicate with editors to publish work.

NUTR 516 - Health Education Concepts

3 Credits

Theories, factors, and influences on health behaviors. Explores methods to initiate behavior change in regard to these behaviors. Develops coaching techniques and client education methods.

Other: Availability for real-time teleconferences required approximately 7 - 9:00 p.m. EST.

NUTR 518 - Advanced Nutrition

3 Credits

In-depth study of macronutrients and examination of current research related to nutrition and health. Emphasis on interpreting and evaluating nutrition research. Cross-listed with NUTR 418 - Advanced Nutrition.

NUTR 525 - Nutritional Therapy Eating Disorders

3 Credits

A comprehensive approach to diagnostic assessment, nutritional treatment and evaluation of persons with both clinical and sub-clinical eating disorders. The mechanisms, constraints and challenges in providing nutritional therapy along the continuum or eating pathology. Interactive case studies, classroom discussions and research presentations.

NUTR 528 - Supplement Savvy

3 Credits

In depth examination into claims, theories and current research in the explosive field of vitamins, minerals and health promoting compounds. Critical examination of the research, regulations and the environment surrounding supplements.

NUTR 531 - Maternal-Infant Nutrition

3 Credits

Examines current topics in nutritional pertaining to preconception, conception, pregnancy, post-partum and infancy.

Specific research and recommendations are evaluated in regards to the obese woman of child-bearing age, the obese pregnant woman and risks to her unborn infant. The interdisciplinary health care team is investigated for improved health outcomes.

NUTR 532 - Pediatric Nutrition

3 Credits

The first third of the course is dedicated to the “building blocks” including assessment, growth and development, preterm and term infant nutritional needs and current feeding recommendations, failure to thrive and nutrition for children with special needs. The next third of the course involves taking a look at pediatric nutrition pandemics such as childhood obesity. The final third of the course examines the nutrition support for children with specific conditions.

NUTR 533 - Nutrition and Aging

3 Credits

An in-depth study of the physiological, social, and environmental factors that affect the nutritional status of older adults. Topics include methods of assessing dietary intake, anthropometric measurements, alterations in physiologic mechanisms, and subsequent changes in nutrient requirements in the aging process, nutritional care in extended care facilities, and resources available in the community.

Other: Availability for real-time teleconferences required (approximately 7-9 p.m. E.S.T. weekdays).

NUTR 542 - Advanced Community Nutrition

3 Credits

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.

NUTR 550 - Dietetic Internship

9 Credits

Medical Nutrition Therapy two seminar days per month and 32-40 hours of supervised practicum experience in extended care, hospitals, or diabetes and dialysis facilities. (Formerly: NUTR 600)

Prerequisite(s): Open only to students in the Dietetic Internship.

NUTR 551 - Dietetic Internship

9 Credits

Food service management and community nutrition seminars twice per month and 32-40 hours supervised practicum in school nutrition; food service; health and wellness promotion; Women, Infants and Children program; and community nutrition programs. (Formerly: NUTR 601)

Prerequisite(s): Open only to students in the Dietetic Internship.

NUTR 560 - Diabetes Mellitus

3 Credits

In this course, the student will have the opportunity to take a comprehensive look at diabetes. This course covers the different approaches to nutrition education for diabetes and looks at current trends. In addition, the student will gain an appreciation of the assessment, management, and treatment of diabetes. An update on diabetes medications, monitoring blood glucose and complications of uncontrolled diabetes will be covered to better understand ways to help people with diabetes gain more control of their disease. We will examine different aspects of pre-diabetes, Type 1 and 2 diabetes and gestational diabetes.

NUTR 561 - Obesity

3 Credits

This course will explore a wide spectrum of issues that contribute to our current knowledge and perspectives on obesity. These include: definitions and clinical assessment, etiologies, appetite and feeding controls, biopsychosocial consequences, treatment modalities, resources, and the roles of health professionals.

Other: Availability for real time teleconferences may be required (approximately 7-9 pm EST weekdays).

NUTR 562 - Nutrition and Cancer

3 Credits

Examination of epidemiology, physiology, mechanism, and prevention of cancer with an emphasis on the role of nutrition, including antioxidants, dietary fat, red meat, artificial sweeteners, fiber, obesity, folate, alcohol, food additives, bioengineered foods, caloric restriction, and more. Students will learn through interpretation and evaluation of current research articles, presentation and discussion of topics with fellow students, and development of an original hypothesis and study proposal to further our knowledge of the field.

NUTR 563 - Renal Nutrition

3 Credits

Review of pathophysiology of renal diseases in relation to medical nutrition therapy. Students will learn through interpretation and evaluation of current research articles and discussion of topics with fellow students. Students are also given the opportunity to pursue topics of particular interest to them as they relate to renal disease and medical nutrition therapy.

NUTR 564 - Cardiovascular Nutrition

3 Credits

Examination of epidemiology, physiology, mechanism, treatment, and prevention of cardiovascular disease with an emphasis on the role of nutrition, including dietary cholesterol, saturated fatty acids, trans fatty acids, fish oils, fiber, sodium, various popular diets, antioxidants, wine, and soy. Students will learn through interpretation and evaluation of current research articles, presentation and discussion of topics with fellow students, and development of an original hypothesis and study proposal to further our knowledge of the field.

NUTR 565 - Nutrition in Critical Care

3 Credits

Focus on patients with metabolic stress and critical illness,

especially those requiring enteral or parenteral nutrition. Recommended for those with a clinical background. An in-depth analysis of the metabolic demands of critical illness, sepsis, and injury and how these alterations influence the feeding of critical care (intensive care unit) adult patients. Course includes critical appraisal of current research and discussion of clinical application and practice controversies.

Prerequisite(s): If you are not a registered dietitian, courses in advanced nutrition and medical nutrition therapy would be required or permission of instructor. An advanced nutrition course and an undergraduate course in basic medical nutrition therapy needed.

NUTR 566 - Nutrition and the Gastrointestinal Tract

3 Credits

Students will study the nutritional management of health and disorders of the gastrointestinal tract. Multiple disease conditions that affect consumption, digestion, absorption or motility will be studied in adults and children. Their nutritional implications will be appraised including the physiology and anatomy pertaining to their altered nutrients, enzymes, hormones and tissue function including sites of nutrient absorption. Gastrointestinal tests and investigations where relevant will be explained.

NUTR 590 - Special Topics in Nutrition

1-3 Credits

Special Topics in Nutrition.

NUTR 591 - Sports Nutrition

3 Credits

Evaluation of the unique nutrition requirements from active individuals to Olympic athletes and their relationship to health, disease, body composition and performance. Special topics examined include the role of ergogenic aids, training, pre-event, during event and post-event diets, carbohydrates, amino acids, fats, fluid and micronutrients.

NUTR 594 - Research Methods

3 Credits

Different types of research and study designs are presented. Students evaluate the scientific research process in preparation for conducting a selected form of nutrition research for their final project. Must be taken prior to NUTR 595 - Independent Study/Research or NUTR 596 - Independent Study/Research.

Other: It is recommended to take this after the completion of at least 18-21 Credit.

NUTR 595 - Independent Study/Research

3 Credits

This course is required for all graduate students as completion of their master's degree. Students are paired with a faculty advisor. The topic and type of research or project need to be approved early in the semester. Types of approved projects/research include an evidence-based review, a pilot research study, curriculum development and implementation or evaluation, program evaluation, designing a blog and measuring its impact, outcomes

research, cost-utility research, secondary dataset analysis and more. (NOTE: Students planning to use human subjects in a research project must submit an application first to the advisor and then to the USJ Institutional Review Board.) The written report from this independent study and an oral presentation to the department faculty are the required final comprehensive examination.

Prerequisite(s): NUTR 594 - Research Methods. 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.

NUTR 596 - Independent Study/Research

3 Credits

This course is required for all graduate students as completion of their master's degree. Students are paired with a faculty advisor. The topic and type of research or project need to be approved early in the semester. Types of approved projects/research include an evidence-based review, a pilot research study, curriculum development and implementation or evaluation, program evaluation, designing a blog and measuring its impact, outcomes research, cost-utility research, secondary dataset analysis and more. (NOTE: Students planning to use human subjects in a research project must submit an application first to the advisor and then to the USJ Institutional Review Board.) The written report from this independent study and an oral presentation to the department faculty are the required final comprehensive examination.

Prerequisite(s): Application forms for Independent Study/Research are available at the Graduate Studies Program office and must be approved by the project advisor, department chair, and dean of the school and NUTR 594 - Research Methods.

NUTR 598 - Master's Thesis

3 Credits

Original research study, culminating in a Master's degree. Needs pre-approval.

NUTR 599 - Master's Thesis

3 Credits

Original research study, culminating in a Master's degree. Needs pre-approval.

NUTR 601 - Dietetic Internship

9 Credits

Thirty-six weeks of supervised practice experience in clinical nutrition, food service management, and community nutrition and health promotion.

Pharmacy

PHCY 701 - Introduction to the Profession of Pharmacy

2 Credits

This course is a survey of the profession. The course explores pharmacy's colorful history and place in society. Subsequent

sessions include an introduction to practice types, career opportunities, ethical foundations, regulation, and contemporary issues. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 703 - Introduction to Self-Care Therapeutics

1 Credit

An introduction to over-the-counter medications used for self-treating common medical conditions in the community setting. A systematic approach is used for assessing, triaging and making appropriate treatment recommendations. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 704 - Pharmaceutical Calculations

3 Credits

This course covers all aspects of pharmaceutical calculations including: interpretation of prescriptions and medication orders, Latin abbreviations and symbols used in the practice of Pharmacy, fundamentals of measurement and calculation, measurement systems, dosage and concentration units, detailed calculation of percentages, isotonic solutions, electrolyte solutions, intravenous admixtures and rates of flow, and calculations related to compounding, and patient's parameters such as creatinine clearance. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 706 - Communication Skills

1 Credit

This course examines the principles of interpersonal communication, including active listening techniques, verbal and nonverbal communication, effective interviewing, and empathic responding. The course highlights the importance of integrating health literacy and cultural competence to provide quality patient care. It emphasizes the pharmacist's role in using communication skills to improve medication adherence and empower patients to become more involved in their own healthcare. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 710 - Introduction to Pharmacology

2 Credits

An introduction to pharmacology, including pharmacology, drug biotransformation, structural features of drugs, functional group properties and receptor interactions, fundamentals of pattern recognition that relate chemical structure to pharmacological action, and dose-response curves. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 715 - Protein Function

2 Credits

This course is a study of the basic concepts of biomolecular structure and function with an emphasis on proteins. It provides an introduction to biomolecules and biomolecular reactions, followed by a more detailed examination of bioenergetics, protein chemistry, and enzymology. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 716 - Information Metabolism: Nucleic Acids and Cellular Communication

2 Credits

This course is a study of the basic concepts of information storage, expression and transfer in mammalian systems. Emphasis will be placed on DNA replication and repair, gene expression, transmembrane transport, and signal transduction. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 717 - Carbohydrate, Lipid and Amino Acid Metabolism

2 Credits

This course is a study of intermediary metabolism in mammalian cells. The digestion, absorption, biosynthesis and metabolism of carbohydrates, lipids and amino acids at the cellular level in both the normal and disease states will be included. An emphasis will be placed on fuel molecule metabolism and its regulation at the cellular and organismic level. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 720 - Pharmacy Administration

3 Credits

The course examines the basic principles of management and leadership in pharmacy practice. These principles include operational planning, financial analysis, organizational design, medication safety and quality, and personnel management. This course provides a background knowledge base, from which managerial decisions can be initiated in different pharmacy environments. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 721 - Pharmacoeconomics

2 Credits

This course is an introduction to concepts of pharmacoeconomics and pharmacoeconomic analysis, and their role in therapeutic, administrative and policy decision making. Students will learn to evaluate, critique and interpret pharmacoeconomic literature, and be able to apply the methodologies and results to medical decision-making. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 722 - Biostatistics and Literature Evaluation

2 Credits

This course builds on basic statistics and introduces the concepts and methods of biostatistics and study design. The course develops the ability to critically evaluate the scientific literature and identify findings that have implications for pharmacy practice. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 724 - Drug Information and Literature Evaluation

2 Credits

An introduction to the practice of drug information which includes literature search methodology and techniques, drug literature evaluation, and medical writing as it applies to pharmacy practice. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 728 - Pharmacy Law

2 Credits

A study of the basic provisions of State and Federal pharmacy laws and regulations pertaining to pharmacy practice, licensure, controlled substance issues, legal liabilities, laws and regulations of other health care providers, and pharmacy case law. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 730 - Pharmacology of the Autonomic Nervous System

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs affecting the autonomic nervous system. The course covers the drug chemical properties, mechanisms of action, routes of administration, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 731 - Pharmacology of the Cardiovascular, Renal and Blood Clotting Systems

3 Credits

This course presents the basic concepts of pharmacology of drugs affecting the cardiovascular, renal and blood clotting systems. Course covers the drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, structure-mechanism based interactions, and clinical applications. Required course.

Prerequisite(s): Pharmacy courses are open to Pharmacy students only.

PHCY 732 - Pharmacology of Drugs with Actions on Smooth Muscle Systems

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs that have direct or indirect effects to produce important actions on selected smooth muscle systems. Specifically, the pharmacology of eicosanoids, histamine, proton pump inhibitors, serotonin, cannabinoids and phosphodiesterase inhibitors are covered. The course covers the drugs' chemical properties, mechanisms of action, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 733 - Pharmacology of the Endocrine System

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs affecting the endocrine system. Covers the drugs' chemical properties, mechanisms of action, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 734 - Pharmacology of the Immune System

3 Credits

This course presents basic immunology and immunologic applications for diagnosis and treatment of disease. Discussion of the basic concepts of pharmacology and medicinal chemistry of drugs and vaccinations affecting the immune system. The course also covers the drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, and structure- and mechanism-based interactions. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 735 - Pharmacology of Anti-infective Drugs

3 Credits

This course presents the principles of pathogenicity of major disease-causing bacteria, viruses, fungi, protozoa and helminths. In addition, the basic concepts of pharmacology and medicinal chemistry of drugs used as anti-infective agents, specifically antimicrobials, antivirals, and antifungals, among others are emphasized to support proper selection of chemotherapeutic agents to treat individual infections. Covers the drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, resistance, and structure- and mechanism-based interactions. Required course.

Prerequisite(s): Pharmacy classes are open only to Pharmacy students.

PHCY 736 - Pharmacology of the Antineoplastic Agents

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs to treat neoplasia. In addition, there is an introduction to carcinogenesis and the neoplastic state. The course focuses on the antineoplastic drugs' chemical properties, mechanisms of action, clinical uses, adverse reactions, drug resistance, and structure- and mechanism-based interactions. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 737 - Pharmacochemistry of the Central Nervous System

2 Credits

This course presents the basic concepts of pharmacology and medicinal chemistry of drugs targeted to affect the central nervous system. Covers the drugs' chemical properties, mechanisms of action, routes of administration, clinical uses, disposition, adverse reactions, structure- and mechanism-based interactions, and drug-disease interactions. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 745 - Herbal Products and Dietary Supplements

2 Credits

This course addresses the principles and the pharmacotherapeutic application of both herbal products and dietary supplements encountered in pharmacy practice. The course examines the legal, ethical, and policy issues surrounding the use of Complementary and Alternative Medicine. Emphasis is placed on the ability of the student to provide evidence-based comprehensive patient education of herbal products and dietary supplements. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 750 - Pharmaceutics

4 Credits

This course provides a basic understanding of the physicochemical and biological properties of pharmaceutical products and application of this knowledge to dosage form design, formulation, performance, and drug delivery systems. It emphasizes how these factors affect the stability, kinetics, bioavailability, and bioequivalence of drugs in dosage forms. It also focuses on the theory, technology, formulation, evaluation and dispensing of aqueous and non-aqueous liquids, disperse systems, semisolids, solids, transdermal, parenteral, ophthalmic, topical and other dosage forms. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 751 - Pharmacokinetics and Biopharmaceutics

4 Credits

This course provides a fundamental understanding of the principles of biopharmaceutics and pharmacokinetics that can be applied to evaluation of drug therapy. This course explores the effects of the physicochemical properties of the drug, the dosage

form in which it is given, and the route of administration on the rate and extent of drug absorption into the systemic circulation. The course explores the application of pharmacokinetic models that aid in the design and optimization of dosage regimens. Included in this course is a study of the interrelationship of drug absorption, distribution, metabolism, and elimination (ADME). Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 752 - Pharmaceutical Sciences Laboratory

1 Credit

This course applies pharmaceutical principles in the preparation and evaluation of dosage forms, and develops proficiency in compounding such formulations. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 753 - Pharmaceutical Care Lab

1 Credit

This laboratory is designed to introduce the concepts of pharmaceutical care and the skills necessary to become a competent and caring pharmaceutical care practitioner. Skills for this introductory experience include exposure to prescription processing, medication therapy management, preparation of sterile and non-sterile compounds, patient consultation, and documentation of care. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 761 - Introductory Pharmacy Practice Experience

1

1 Credit

This course places the student into live pharmacy practice in a community or institutional setting. It consists of one 8-hour day per week over a five weeks in the fall semester of the P1 year. Students will begin to learn the basic distributive and administrative skills necessary to process prescriptions or medication orders. Students will interact with patients, preceptors, technicians and other health care practitioners. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 762 - Introductory Pharmacy Practice Experience

2

1 Credit

This course places the student into live pharmacy practice in a community or institutional setting. It consists of one 8-hour day per week over a five weeks in the spring semester of the P1 year. Students will continue to learn the basic distributive and administrative skills necessary to process prescriptions or medication orders. Students will interact with patients, preceptors, technicians and other health care practitioners. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 763 - Introductory Pharmacy Practice Experience 3

4 Credits

This course places the student into live pharmacy practice in either a community or institutional setting. It consists five 8-hour days per week for four weeks in the early summer immediately following spring semester of the P1 year. During this experience students continue to learn the basic distributive and administrative skills necessary to process prescriptions or medication orders. Students continue to interact with patients, preceptors, technicians and other health care practitioners. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 795 - First Year Integrative Experience

2 Credits

The course consists of several integrated case studies and assignments based on material taken from the first year curriculum. The exercises are chosen specifically for their rich multidisciplinary content. For each exercise, students work in teams to analyze the cases and answer integrative study questions based on the P1 year courses. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 803 - Advanced Self-care Therapeutics

2 Credits

An examination of the principles and application of nonprescription medicine for self-treatable conditions frequently encountered in the community setting. This course refines communication techniques and develops decision-making skills essential for pharmacists to assess patient symptoms and gather targeted patient-specific health histories. Emphasis is placed on the ability of the pharmacist to select proper self-care therapies and provide comprehensive patient education based on a presumed diagnosis and health history. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 805 - Writing in Pharmacy Practice

2 Credits

This course increases proficiency in audience appropriate, professional writing for clinical practice. Throughout this course critical thinking skills are applied to health-related topics in addition to literature searching, evaluating, and referencing to produce written work suitable for publication in a peer-reviewed journal. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 808 - Practice Integration

4 Credits

This course prepares students for a professional orientation to patient care through informed presentations of both relevant faculty-selected healthcare topics (fall session) and student-derived cases (spring session). Students will complete one successful topic presentation and one successful case presentation. Assessments will occur in class. Active participation of non-presenting students is mandatory. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 810 - Clinical Toxicology

2 Credits

This course reviews the principles of acute and chronic toxicities in humans exposed to common drugs, chemicals and household products. Covered topics include the toxicokinetics and toxicodynamics of drugs, physical and laboratory assessments of the poisoned patient, development and implementation of clinical management plans for common poisonings, and the role of the pharmacist on the healthcare team in the prevention and management of poisonings. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 814 - Patient Assessment

3 Credits

This course introduces patient assessment as it applies to pharmacy practice. It provides an overview of medical terminology, human anatomy, and basic physical assessment skills, but is not intended to teach diagnostic techniques. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 828 - Pharmacotherapy of Infectious Diseases, Part I

2 Credits

This course provides a thorough analysis of infectious diseases topics, including the pathophysiology of common infectious diseases and the therapies used to treat them. Covers infections of the gastrointestinal system, genitourinary tract, respiratory tract, and skin and soft tissue. Includes discussions of relevant clinical pharmacokinetics and pharmacodynamics, antimicrobial resistance, and antimicrobial stewardship. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 830 - Pharmacotherapy of Renal Disorders

2 Credits

This course provides a thorough analysis of the pharmacotherapy of the renal system including common disease states and the therapies used to treat them. Topics covered in this course include: acute and chronic renal failure and the associated complications, electrolyte imbalances, acid/base disorders, renal replacement therapies and renal transplant. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

students.

PHCY 831 - Pharmacotherapy of the Cardiovascular System

4 Credits

This course provides a thorough analysis of the pharmacotherapy of the cardiovascular system including common disease states and the therapies used to treat these conditions. Topics that will be covered in this course include: acute and chronic heart failure, hypertension, chronic stable angina, acute coronary syndrome, arrhythmias, venous thromboembolism, dyslipidemia, ischemic stroke, and pulmonary hypertension. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 832 - Pharmacotherapy of the Endocrine System

2 Credits

This course provides a thorough analysis of the pharmacotherapy of the endocrine system including common disease states and the therapies used to treat them. Disease states covered include disorders of the pancreas, thyroid gland, hypothalamus, pituitary gland, the parathyroid glands, and the adrenal glands. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 833 - Pharmacotherapy of Immunologic and Autoimmune Disorders

1 Credit

This course provides a thorough analysis of the pharmacotherapy of immunologic and autoimmune disorders. Topics/disease states covered in this course include: allergic and pseudoallergic reactions, systemic lupus erythematosus, myasthenia gravis, rheumatoid arthritis, gout and solid organ transplant. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 834 - Pharmacotherapy of Common Respiratory Disorders

2 Credits

This course provides a thorough analysis of the pharmacotherapy employed for the treatment of common disorders affecting the respiratory system. Disorders covered include asthma, chronic obstructive pulmonary disease, cystic fibrosis, bronchitis, obstructive sleep apnea, and drug induced respiratory depression. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 835 - Pharmacotherapy of GI & Liver Disorders

3 Credits

This course provides a thorough analysis of the pharmacotherapy of gastrointestinal, liver, and nutritional disorders including common disease states and the therapies used to treat these

conditions. The course covers nutritional deficiency anemias, cirrhosis, viral hepatitis, pancreatitis, constipation, diarrhea, irritable bowel syndrome, inflammatory bowel disease, drug-induced liver disease, gastroesophageal reflux disease, peptic ulcer disease, and celiac disease. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 837 - Pharmacotherapy of Hematologic and Oncologic Disorders

3 Credits

This course provides a thorough analysis of the pharmacotherapy of oncologic and hematologic disorders. Topics specifically covered include supportive care in the oncology patient, hematopoietic stem cell transplantation as well as various solid and hematologic malignancies. Lectures will focus on the risk factors, prevention, roles of therapeutic options and pharmacologic options available in each disease state. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 838 - Pharmacotherapy of Psychiatric Disorders

2 Credits

This course provides a thorough analysis of the pharmacotherapy of psychiatric disorders including common disease states and the therapies used to treat them. Topics will cover major psychiatric disorders including major depressive disorder, schizophrenia, bipolar disorder, anxiety-related disorders, attention deficit hyperactivity disorder, sleep-related disorders and substance-related disorders. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 839 - Pharmacotherapy of Neurologic Disorders

2 Credits

This course provides a thorough analysis of the pharmacotherapy of neurologic disorders including common disease states and the therapies used to treat them. Topics/disease states covered include: traumatic brain injury, headache and migraines, Parkinson's disease, Alzheimer's disease, epilepsy and status epilepticus, autism spectrum disorders, multiple sclerosis, and acute and chronic pain. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 840 - Pharmacotherapy of Selected Populations: Geriatrics

2 Credits

This course provides an understanding of the aging process and how it relates to the pharmacotherapeutic management of a geriatric patient. Additionally, it provides an in-depth evaluation of the disease states that are most prevalent in the geriatric community. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy

students.

PHCY 841 - Pharmacotherapy of Infectious Diseases, Part II

4 Credits

This course provides a thorough analysis of infectious diseases, including the pathophysiology of common infectious diseases and the therapies used to treat them. Infections of the cardiovascular system, central nervous system, gastrointestinal system, intra-abdominal compartment, respiratory tract, skeletal system, skin and soft tissue are covered, in addition to the human immunodeficiency virus and acquired immunodeficiency syndrome (HIV/AIDS) and issues related to travel medicine. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 842 - Pharmacotherapy of Selected Populations: Pediatrics

2 Credits

This course explores the pathophysiology and pharmacotherapy of major disease states among pediatric patients. Developmental pharmacokinetics and pharmacodynamics will be reviewed to explain the physiological differences between children and adults. Students will gain a baseline knowledge in the area of pediatric pharmacy and develop critical-thinking skills essential for pharmacists in a hospital and community setting. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 843 - Pharmacotherapy of Common Dermatologic Conditions

2 Credits

This course provides a thorough analysis of dermatologic pharmacotherapy including common disease states and the therapies employed for them. Disease states covered include acne vulgaris, eczema, atopic dermatitis, psoriasis, cutaneous reactions to drugs, burns, and wound care. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 856 - Pharmacotherapy of Selected Populations: Women's and Men's Health

2 Credits

This course provides a thorough analysis of the pharmacotherapy of common illnesses that warrant sex/gender differences in the delivery of care or design of treatment regimens. Topics/disease states covered include menstrual health and menstrual-related disorders; contraceptive methods; preconception care; drug principles in pregnancy and lactation; pregnancy-related conditions; pharmacotherapy of labor and delivery; hormone therapy in menopause; osteoporosis; benign prostatic hyperplasia; sexual dysfunction and infertility. Non-prescription therapies to manage disease states involving these topics/disease states are addressed in PHCY 703 and PHCY 745. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 858 - Immunization Certification Course

1 Credit

This course is composed of a nationally recognized immunization certificate training program. Content included in this course includes: vaccine preventable diseases, vaccines, vaccine schedules, administration technique, pharmacy practice considerations and proper vaccination counseling. Required Course.

Prerequisite(s): Pharmacy Courses are available only to Pharmacy Students

PHCY 861 - Introductory Pharmacy Practice Experience 4

1 Credit

This course places the student into an actual practice experience in a community or institutional pharmacy setting. Building on the experience in PHCY 762 - Introductory Pharmacy Practice Experience 2, it is the fourth of five introductory pharmacy practice experiences, and consists of one 8-hour day per week over a 5-week period in the fall term of the second professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in pharmaceutical care. Each introductory pharmacy practice experience is meaningfully interfaced with course work and continues in a progressive manner into the advanced pharmacy practice experiences in the third professional year. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 862 - Introductory Pharmacy Practice Experience 5

1 Credit

This course places the student into an actual practice experience in a community or institutional pharmacy setting. It is the last of five introductory pharmacy practice experiences, and consists of one 8-hour day per week over a 5 weeks in the spring term of the second professional year. Students are exposed to fundamental professional practice skills, have interactions with health care consumers and professionals, and become involved in pharmaceutical care. Each introductory pharmacy practice experience is coordinated with classroom coursework and lead into the advanced pharmacy practice experiences in the third professional year. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 867 - Culture and Health Beliefs in Pharmacy Practice

2 Credits

This course provides an introduction to understanding cultures in terms of the medical community. The course focuses on introducing non-Eurocentric cultures, and how the ideals and

customs of these cultures translate to providing appropriate medical care. Elective Course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 869 - Advanced Toxicology

2 Credits

This course reviews the principles of acute and chronic toxicities in humans exposed to drugs, chemicals, and natural substances. The course is introduced with a discussion of toxicological history and poisons in culture. After a detailed pharmacokinetics review, students use their knowledge of absorption, distribution, metabolism and excretion to make decisions regarding certain drug toxicities. Students also learn the basics of Advanced Hazmat Life Support including the management of chemical, biological, and radiation attacks. Other topics discussed include rabies, street drugs, marine toxins, and poisonous botanicals. The final day of the course is a student presentation day where groups teach the rest of the class about a toxicology-related topic of their choice. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 870 - Substance Abuse

2 Credits

This course covers substance abuse from many aspects. Topics include the history of substance abuse, the basic pharmacology of abusable substances, the role of regulatory agencies in drug scheduling during development, pharmacologic and non-pharmacologic treatment of substance abuse and the role of the pharmacist in recognizing, counseling and assisting addicted and recovering patients, colleagues and oneself. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 872 - Specialized Dosage Forms and Drug Delivery Systems

2 Credits

This course focuses on the formulation, evaluation and principles of novel and specialized dosage forms. Discusses fundamentals of cellular absorption of macromolecules such as DNA, peptides, proteins, and novel approaches for protein and gene delivery. Includes the principles and applications of radiopharmaceuticals, targeted and self-regulated drug delivery systems of advanced drug targeting and delivery to specific areas of the body. Pharmaceutical principles in the preparation and evaluation of selected dosage forms are applied in specialty compounding exercises. Elective course.

Prerequisite(s): Pharmacy Courses are open only to Pharmacy students.

PHCY 874 - Pain Management and Palliative Care

2 Credits

This course builds upon pain management and palliative care topics discussed in PHCY 837 - Pharmacotherapy of Hematologic and Oncologic Disorders, PHCY 839 - Pharmacotherapy of 242

Neurologic Disorders, and PHCY 840 - Pharmacotherapy of Selected Populations: Geriatrics, focusing on the management of neuropathic, somatic, and visceral pain. Students continue developing skills as members of the health care team in the preparation of individualized pharmaceutical care plans, especially for pain and palliation. The course includes lectures and debates related to pain and palliative care topics as well as simulated interprofessional team exercises. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 878 - Seminar in Critical Care Therapeutics

2 Credits

A focused discussion of selected disease states encountered in the intensive care unit, the pharmacotherapeutic challenges commonly encountered in the ICU such as sedation, interpretation of laboratory tests, and monitoring the medication administration record while expanding the knowledge base regarding roles that pharmacists play in dealing with these issues. Application of therapeutics is used to enhance clinical skills while discussing drugs and disease states commonly encountered in the ICU. Students will visit an ICU in an acute care hospital (must have transportation). Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 880 - Pharmacogenomics

2 Credits

This course is designed to introduce the practice of pharmacogenomics and bioinformatics, which includes the influence of genetic variation on individual drug response and the appropriate use of biotechnology to improve patient care outcomes. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 881 - Drugs in Pregnancy

2 Credits

This course is designed to introduce the practice of pharmacogenomics and bioinformatics, which includes the influence of genetic variation on individual drug response and the appropriate use of biotechnology to improve patient care outcomes. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 882 - Advanced Literature Evaluation

2 Credits

This course builds upon concepts taught in PHCY 724 - Drug Information and Literature Evaluation and PHCY 722 - Biostatistics and Literature Evaluation. Emphasis is placed on the critical evaluation of primary literature and its application to clinical practice. Additionally, this course focuses on discussions of recently published literature to enhance medical literature interpretation skills in preparation for post-graduate training programs. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 883 - Advanced Diabetes Management

2 Credits

This elective course deepens the student's understanding of diabetes mellitus by building upon subject matter introduced in PHCY 832 - Pharmacotherapy of the Endocrine System. To empathize with those afflicted with diabetes mellitus and to experience the impact the condition has on daily life, students participate in a simulation exercise where they receive mock "insulin" injections and check capillary blood glucose. Students also design, recommend, monitor, and evaluate patient-specific diabetes regimens that incorporate the principles of evidence-based medicine. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 884 - History of Antimicrobials and Emerging Resistance

2 Credits

This course progresses through a history of antibiotics and the bacteria that display subsequent resistance. Further information will be presented concerning mechanisms of resistance, the emerging trends in antimicrobial resistance in the community and hospital, why these drugs are often prescribed inappropriately, and how to promote their proper use. Cover the genetics of resistance to multiple classes of antimicrobials, including discussions of the most common and emerging antibiotic-resistant bacteria, antiviral-resistant viruses as well as resistant fungi. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 886 - Pharmaceutical Management and Use

2 Credits

This course discusses the issues of pharmaceutical management in the international health environment, with a focus on the United States. Topics include national drug policies, use of pharmaceuticals, and the knowledge and methods to investigate needs, use, and access. Students are given insight into how pharmaceutical use is affected by multiple factors in relation to behavior, society, health system and policy, and the changing role of pharmacist in pharmaceutical care. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 892 - Directed Studies in Pharmaceutical Sciences Research

2 Credits

This course is an introduction to the research methodology in various fields of Pharmaceutical Sciences such as biochemistry, immunology, medicinal chemistry, microbiology, molecular and cellular biology, pharmaceuticals and pharmacology. The course includes both classroom and laboratory activities. It is recommended for students considering taking PHCY

969 - Advanced Pharmacy Practice Experience Elective in Pharmaceutical Research, with a member of the Department of Pharmaceutical Sciences. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 895 - Second Year Integrative Experience

2 Credits

The course is composed of several integrated case studies based on material taken from across the first and second year curricula. The cases are chosen specifically for their rich multidisciplinary content. Students work in groups to analyze the cases and provide a case presentation similar to presentations delivered during Advanced Pharmacy Practice Experiences. The proficiency of the students is assessed by completion of case presentations and a practice NAPLEX examination. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 901 - Advanced Pharmacy Practice Experience in Ambulatory Care

6 Credits

Clinical experience in providing pharmaceutical care in outpatient settings such as clinics and medical offices. This course focuses on case management in the outpatient population, including patient data gathering and organization, collection and assessment; care plan development, monitoring, patient counseling, patient data assessment, outreach education, and preventative health initiatives. Travel to other patient care sites (e.g., skilled nursing facilities and inpatient hospital units) may be required. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 902 - Advanced Pharmacy Practice Experience in Acute Care

6 Credits

This class promotes student knowledge, skills and abilities and allows the student to participate effectively in the patient care decision-making process in the inpatient institutional setting. During these experiences the student has the opportunity to participate in ongoing clinical activities. The student is an integral part of the health care team and gains experience with patient interviewing techniques, patient monitoring, clinical use of drugs, chemical concentrations in biological fluids, and manual and computerized methods for planning dosing regimens. Emphasis is placed on the student's demonstration and understanding of common disease states and treatment modalities. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 903 - Advanced Pharmacy Practice Experience in Community Practice

6 Credits

This course provides a more in depth experience in community

pharmacy and the role of the community pharmacist. It involves active participation and patient care responsibilities in a progressive fashion, designed to develop the practice skills, judgment, professional behavior, attitudes and values, confidence, and personal responsibility needed for each student to embark on an independent and collaborative practice. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 904 - Advanced Pharmacy Practice Experience in Advanced Institutional Practice

6 Credits

This course offers instruction and practical experience in various components of hospital pharmacy with an emphasis in hospital organization, inpatient and outpatient services, IV admixtures, unit dose, and clinical services. It also includes drug distribution, DUE, ADR reporting, formulary review and amendment, cost containment outcome assessment, quality assurance, inventory control, and maintenance of mandated pharmacy records.

Building upon previous internship experiences, assignments are made to facilities that can provide the greatest degree of new and unique exposure for each student. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 920 - Advanced Pharmacy Practice Experience in Cardiology

6 Credits

This course develops each student's ability to manage the pharmaceutical care plan for patients with acute and chronic cardiovascular disease states (e.g., acute myocardial infarction, heart failure/transplant, acute coronary syndromes, dysrhythmias, and hypertension/hyperlipidemia), in addition to their general medicine concerns in an inpatient setting. The course enhances the students' communication skills by interacting with patients, nurses, physicians, pharmacists and other health care professionals and improves their ability to develop patient-specific therapeutic care plans. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 921 - Advanced Pharmacy Practice Experience in Critical Care

6 Credits

This course provides students with the opportunity to learn about critical care disease states and pharmacotherapy including selecting and recommending appropriate drug regimens and monitoring and adjusting these therapies as needed. This experience will also provide the opportunity to practice effective communication skills through writing and speaking opportunities with various disciplines. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 923 - Advanced Pharmacy Practice Experience in Hematology and Oncology

6 Credits

This course promotes student knowledge, skills and abilities and allows the student to participate effectively in the patient care decision-making process in the care of hematology/oncology patients and their special needs, treatment involving chemotherapy, managing side-effect of therapy, palliative care needs. The student functions as an integral part of the health care team and gains experience with patient monitoring, clinical use of drugs, chemical concentrations in biological fluids, and manual and computerized methods for planning dosing regimens. Emphasis is placed on the student's demonstration and understanding of common disease states and treatment modalities relevant to cancer patients. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 928 - Advanced Pharmacy Practice Experience in Long-Term Care/Consulting

6 Credits

This course provides students experience in filling medication orders for long-term care (unit dose bubble packing, etc.), order entry from prescribers and hospital orders, IV preparation depending on site, therapeutic drug monitoring and dose adjustments, emergency kits for long-term care, and medication compounding. Students may also participant in long-term care facility site visits with the consultant pharmacist. On consultant visits, the consultant pharmacist reviews patient charts for medication regimen reviews and drug monitoring, controlled drug destruction, inspections of medication rooms and med pass, and in-service programs. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 930 - Advanced Pharmacy Practice Experience in Pediatrics

6 Credits

This course provides students with the opportunity to integrate application of knowledge of pathophysiology, pharmacology, pharmacokinetics, and pharmacotherapy to pediatric patient care as a member of an interdisciplinary health care team and provider of patient-centered care in an ambulatory care or hospital setting. In addition, the student will get involved in the development of drug treatment regimens for selected patients. The educational experience may include evaluating literature, interviewing patients, interpreting data, assessing drug therapy, making recommendations for and monitoring drug therapy, and understanding and using the evidence-based principles of medicine needed to develop an optimal therapeutic plan for pediatric patients. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 931 - Advanced Pharmacy Practice Experience in Psychiatry

6 Credits

The course provides students with an overview of the role of a

pharmacist in pharmacotherapeutic management of patients in the behavioral health system. Students are expected to demonstrate knowledge of the pathophysiology and pharmacotherapy of the common disease states seen in patients in a psychiatric setting. Emphasis is placed on the application of pharmacologic, pharmacokinetic, and therapeutic principles when developing treatment plans, taking into consideration adverse effect profiles, drug interactions and cost. In addition, students have the opportunity to educate patients, caregivers, and health care professionals on the appropriate use of drugs for the treatment of behavioral health disease states. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 933 - Advanced Pharmacy Practice Experience in Trauma/Surgery

6 Credits

This course provides students with insight into the pharmacotherapeutic management of patients post-trauma/ surgery. The student is an integral part of the health care team and gains experience with patient interviewing, patient monitoring, clinical use of drugs, chemical concentrations in biological fluids, and manual and computerized methods for planning dosing regimens. Expectations are to demonstrate a comprehensive medical plan for the acute problems and the potential chronic health needs post-trauma/surgery. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 960 - Advanced Pharmacy Practice Experience in Compounding

6 Credits

This course provides students with insight into specialty compounding. The student will compound medications such as ointments, creams, suppositories, drops, and other forms of medication for animal or human use. Students will be expected to demonstrate knowledge of regulations, both state and federal, and the relationship with governmental agencies such as the FDA, and the procedures and requirements for sterile compounding detailed in the USP Chapter 797. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 961 - Advanced Pharmacy Practice Experience in Drug Information

6 Credits

This course provides students with the opportunity to strengthen literature evaluation and retrieval skills, written and verbal communication skills through the provision of drug information to health care providers. Students are expected to demonstrate an ability to retrieve, analyze, and communicate appropriate information on medications and health care issues to pharmacists, physicians, nurses, other healthcare professionals and the public. Written communication skills will be emphasized. Additionally, students are expected to participate in activities related to formulary maintenance, drug utilization reviews, adverse drug reaction surveillance programs, and medication error reporting

programs. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 963 - Advanced Pharmacy Practice Experience in Managed Care

6 Credits

This course provides the student with an overview of the application of managed care principles. Students gain experience in formulary management and evaluation, patient profile reviews, drug utilization reviews, and provider/member education. Students gain insight into the role pharmacists play in decision-making for clinical policies for drug utilization. Written and verbal communication skills are emphasized through the provision of evidence-based recommendations. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 964 - Advanced Pharmacy Practice Experience in Nuclear Pharmacy

6 Credits

This course provides students with an introduction to radiopharmaceutical preparation and use. Students will be expected to demonstrate an understanding of the basic principles of radiation physics, preparation of radiopharmaceuticals, operator safety, quality control, laboratory design, radiation monitoring equipment, clinical aspects, therapeutic and diagnostic applications of radiopharmaceuticals and diagnostic agents in pharmacy practice. In addition, students will be expected to be familiar with the regulations unique to nuclear pharmacy. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 965 - Advanced Pharmacy Practice Experience in the Pharmaceutical Industry

6 Credits

This course provides students with an overview of the pharmaceutical industry. Students will participate in activities that will provide further understanding of the drug development process, research and development, and regulatory affairs. Students are expected to demonstrate knowledge of pharmacoeconomic analyses, literature retrieval and analysis to provide evidence-based recommendations. Written and verbal communication skills are emphasized. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 967 - Advanced Pharmacy Practice Experience in Pharmacy Management

6 Credits

This course provides an overview of the management of pharmacy practice business operations. Students participate in activities related to purchasing, inventory control, financial management, and management of pharmaceutical care resources. In addition, students are given insight into how policies are

created and used on a large scale. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 968 - Advanced Pharmacy Practice Experience in Professional Organizations

6 Credits

This course provides students with an overview of professional pharmacy organizations at state and federal levels. The student participates in legislative matters, organizational meetings, projects, continuing education, daily management, convention management and publicity, membership recruitment, and other activities relating to the profession of pharmacy. Some rotations are competitive and require deadlines be met for application, especially those in the Washington, D.C., area. Contact the Office of Experiential Education for more information. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 969 - Advanced Pharmacy Practice Experience Elective in Pharmaceutical Research

6 Credits

This course is an elective designed to offer students an opportunity to conduct discipline-specific scientific research. Students gain exposure to various aspects of research, including study design, experimental procedures, data collection and analysis, peer review activities and regulatory processes. Opportunities are available within these disciplines: biochemistry, immunology, medicinal chemistry, microbiology, pharmaceuticals, pharmacology, pharmacokinetics, pharmacodynamics, clinical outcomes, or practice-based research. Elective course.

Prerequisite(s): Pharmacy students who select this elective should have

PHCY 892 - Directed Studies in Pharmaceutical Sciences Research

2 Credits

This course is an introduction to the research methodology in various fields of Pharmaceutical Sciences such as biochemistry, immunology, medicinal chemistry, microbiology, molecular and cellular biology, pharmaceuticals and pharmacology. The course includes both classroom and laboratory activities. It is recommended for students considering taking PHCY 969 - Advanced Pharmacy Practice Experience Elective in Pharmaceutical Research, with a member of the Department of Pharmaceutical Sciences. Elective course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

PHCY 995 - Third-Year Integrative Experience

2 Credits

A comprehensive review of the entire curricular experience from the standpoint of professional development and preparation for professional licensing. The class includes an assessment similar to the one for licensure. Required course.

Prerequisite(s): Pharmacy courses are open only to Pharmacy students.

Physical Education

PHED 100 - Beginning Swimming

1 Credit

Development of basic swimming skills and conquering the fear of water. Two hours per week. (KN)

Prerequisite(s): Novice swimmers only.

PHED 103 - Lifeguard Training

1 Credit

Training in aquatic rescue and life-guarding skills. American Red Cross certification upon successful completion of American Red Cross Standard First Aid and CPR. Two and one-half hours once a week. (KN)

Prerequisite(s): Advanced swimming skills.

PHED 104 - Water Aerobics

1 Credit

Water fitness based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Two hours per week. (KN)

PHED 108 - Badminton/Table Tennis

1 Credit

Skills, rules, and strategies of badminton and table tennis. Two hours per week. (KN)

PHED 110 - Volleyball

1 Credit

Rules, skills, and strategies of volleyball. Two hours per week. (KN)

PHED 116 - Introduction to Tennis

1 Credit

Introduction to the fundamentals of tennis. Strokes, etiquette, rules, and strategy. Two hours twice a week, eight weeks. Offered in fall. (KN)

PHED 125 - Safety and Self Awareness

1 Credit

Basic principles and practice of safety. Two hours per week. (KN)

PHED 149 - Special Topics

1 Credit

For students to study special topics. By arrangement with the department chair of Physical Education.

PHED 167 - Cardio-Fitness

1 Credit

Programs of jogging and walking and their benefit to healthy

living. Two hours per week. (KN)

PHED 168 - Introduction to Aerobics

1 Credit

Principles of aerobic exercise and applying them in the class. Total aerobic activity. Hi/lo, step and toning. Two hours per week. (KN)

PHED 188 - Weight Training

1 Credit

Knowledge, skills and proper technique involved in weight training. Basic understanding of the principles of physical fitness. Two hours per week. (KN)

PHED 190 - Adventure Education

1 Credit

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. (KN)

PHED 230 - Shintaido

1 Credit

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. (KN)

Philosophy

PHIL 110 - Logic and Critical Thinking

3 Credits

Develops skills in recognizing and evaluating different forms of reasoning, with the aim of developing skills in good argumentation. Deductive argument, including basics of symbolic logic. Inductive argument and informal fallacies based on ambiguities of language and inappropriate appeals to emotion. This course fulfills the General Education requirement for Philosophy. (LAS) (PH)

PHIL 120 - Discovering Philosophy

3 Credits

Introduction to Philosophy through an examination of some of the common philosophical questions that arise in daily life, and of some of the answers offered by important philosophers throughout history. Also offered as an Honors course to all students with a minimum 3.25 GPA or with permission of the instructor. This course fulfills the General Education requirement for Philosophy. (LAS) (PH)

PHIL 200 - Philosophy Goes to the Movies

3 Credits

This course examines a variety of fundamental philosophical questions through the medium of film. Topics covered include epistemology, free will, the existence of God, the paradox of God and evil, the nature of time, and questions of personal identity. Available to Program for Adult Learners as an alternative to PHIL 120 - Discovering Philosophy, as a prerequisite for further Philosophy courses. Fulfills the General Education requirement for Philosophy.

PHIL 225 - Philosophy of the Human Person

3 Credits

Study of selected primary sources of the meaning of person, the individual as social and moral being, the person in communication with the world, and as religious being. (LAS) (PH)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 230 - Special Topics in Philosophy

3 Credits

Critical, in-depth examination of some philosophical problem, historical figure, or issue. (LAS) (PH) (VE) (GI)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 235 - Philosophy of Race

3 Credits

Critical examination of the concept of "race" and associated concepts, and exploration of the ways ideas about race influence moral and political frameworks. (LAS) (PH) (VE)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 236 - Ethical Decision-Making

3 Credits

This course is designed to provide students across the disciplines with new tools and skills for improving the quality of their ethical decisions. The course has three areas of focus:

1. A cross-cultural exploration of major ethical perspectives
2. An emphasis on understanding the psychological and social roots of ethical decision-making

An emphasis on self-assessment and analysis. (LAS) (PH) (VE)

Prerequisite(s): PHIL 110 - Logic and Critical Thinking, PHIL 120 - Discovering Philosophy, or PHIL 200 - Philosophy Goes to the Movies.

PHIL 240 - Existentialism

3 Credits

Study of the main Existentialist themes. Philosophers considered include Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Karl Jaspers, Gabriel Marcel, Jean Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty. (LAS) (PH)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 244 - American Philosophers

3 Credits

Study of the major themes and developments in American philosophical thought. Thinkers include Jonathan Edwards, Ralph Waldo Emerson, Josiah Royce, Charles S. Pierce, William James, John Dewey, and contemporary American philosophers. (LAS) (PH) (AE)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 250 - Philosophy of Love and Sex

3 Credits

Love, friendship, caring, and allied topics in a philosophical setting. (LAS) (PH) (VE)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 295 - Exploratory Independent Study

3 Credits

Intense and individualized focus on a topic or figure proposed by student and pursued in collaboration with faculty mentor. Includes guided reading and research.

PHIL 333 - Political Philosophy

3 Credits

Examination of some of the writings of several prominent political philosophers. Emphasis on each philosopher's interpretation of pivotal political concepts such as justice, freedom, and equality. Attention to the relationship between political philosophy and ideology and whether and how politics can be organized to benefit humanity and promote goodness and virtue. Cross-listed with POLS 333 - Political Philosophy. (LAS) (PH)

PHIL 340 - Contemporary Ethical Problems

3 Credits

The nature of ethics and some of the most pressing ethical issues of our time: issues in bioethics, war and peace, sexual conduct, and social justice. (LAS) (PH) (VE)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 345 - Environmental Ethics

3 Credits

Introduction to the philosophical issues stemming from current environmental problems, controversies, and policies, including examination of important cases. Considers the adequacy of traditional models of ethics for solving these problems and new paradigms in environmental philosophy. Cross-listed with POLS 347 - Environmental Ethics (LAS) (PH) (VE)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 350 - Women Philosophers

3 Credits

The works of several significant women philosophers, showing the variety of interests and methods women have focused on doing Philosophy. (LAS) (PH) (WS)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 360 - Philosophies of Beauty and Art

3 Credits

Questions about the realm of aesthetic experience and value, about beauty and art, and the relation between aesthetic and other forms of value, such as moral value. Reflections on firsthand experience and critical readings of classical and contemporary philosophers. (LAS) (PH) (HE) (WR)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

PHIL 401 - Are We Becoming Cyborgs? (Honors Capstone)

3 Credits

An interdisciplinary exploration of the impact on and implications of new technology for understanding humanity, community and the world. From a biological (neuro-scientific) perspective, we will investigate the effects of such technologies on brain function. Philosophical consideration will include investigation of ethics, ethical agency, and philosophy of mind. (PH) (VE) (WR) Cross-listed with INTD 401 - Are We Becoming Cyborgs? (Honors Capstone)

PHIL 495 - Advanced Independent Study

3 Credits

Intense and individualized focus on a topic or figure proposed by student. Includes guided reading and research, with the expectation of a final research project.

PHIL 499 - Coordinating Seminar

3 Credits

Begins with an intensive study of a selected philosophical figure or topic, chosen in consultation with classmates and the professor. Seminar format, including extensive student presentation, conducted in weekly meetings with classmates and professor. Followed by independent research presented in a public symposium at the end of the semester. Spring semester.

Prerequisite(s): Senior status.

Physics and Astronomy

PHYS 101 - Introduction to Physical Science for Elementary School Teachers

3 Credits

Nature plays by a set of rules 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 include: motion, force, gravity, work, energy, electricity, magnetism, light, heat, sound, the Sun, the Earth, and the Solar System. Since the quest to understand the natural world is one of humanity's 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 so that they can teach it in the classroom. Three hours of lecture per week. (LAS)

Prerequisite(s): EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching and MATH 105 - Elementary Mathematics from an Advanced Viewpoint, MATH 110 - Elementary Statistics, or three years of high school Math, including a study of Algebra, Geometry and Trigonometry.

Corequisite(s): Students who want SI credit for this course must take PHYS 101L - Introduction to Physical Science for Elementary School Teachers Lab at the same time.

PHYS 101L - Introduction to Physical Science for Elementary School Teachers Lab

1 Credit

The laboratories will be inquiry-based experiments that use the scientific method. Laboratories are drawn from a wide array of physical science topics, and may include: motion, force, gravity, work, energy, electricity, magnetism, light, heat, sound. Three hours of laboratory per week. Laboratory fee: \$75. (LAS)

Corequisite(s): To receive SI credit, you must take PHYS 101 - Introduction to Physical Science for Elementary School Teachers and PHYS 101L at the same time.

PHYS 105 - Introduction to Astronomy

3 Credits

The natural curiosity of humanity is exemplified in astronomy, where humanity's search for its origin is forever embedded in the search for the origin of our universe. Questions such as these are constantly being asked, answered, 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 of lecture, three hours laboratory per week. Laboratory Fee: \$50. (LAS) (SI)

Prerequisite(s): Three years of high school science recommended.

Corequisite(s): Student who want SI credit must take PHYS 105 L - Introduction to Astronomy Lab at the same time.

PHYS 105 L - Introduction to Astronomy Lab

1 Credit

Laboratories are drawn from a wide array of Astronomy topics and may include: solar system models, planetary orbits,

thermal radiation, spectroscopy, Hertzsprung-Russell diagrams, classification of galaxies and habitable zones. Three hours of laboratory per week. Laboratory fee \$75.

Corequisite(s): To receive SI credit, students must take PHYS 105 - Introduction to Astronomy at the same time.

PHYS 130 - Introductory Physics I

4 Credits

Nature plays by a set of rules called the "laws of physics." In this two-term sequence, (PHYS 130 and PHYS 140 - Introductory Physics II), we will explore the cosmos, and humanity's place in it, as revealed by these fundamental laws of nature. Topics include: the history and philosophy of science, motion, force, gravity, energy, work, momentum, rotational systems, thermodynamics, and Einstein's general theory of relativity. Three hours of lecture, three hours laboratory per week. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): MATH 160 – Precalculus or equivalent (college or high school level)

PHYS 140 - Introductory Physics II

4 Credits

In this two-term sequence (PHYS 130 - Introductory Physics I and PHYS 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 of lecture, three hours laboratory per week. Laboratory fee: \$75. (LAS) (SI)

Prerequisite(s): PHYS 130 - Introductory Physics I

PHYS 495 - Advanced Independent Study

3 Credits

Advanced independent study of a topic of a student chooses, mentored by a faculty member.

Political Science

POLS 110 - How Politics Affects Your Life: An Introduction to Politics

3 Credits

An introduction to the study of politics with focus on how politics shapes your daily life. Topics include the influence of politics upon: family and marriage; education, career, and income; health and safety; and personal freedom and social responsibility. Course also covers the ways you can promote justice and community improvement with special emphasis on the importance of political ideology, various kinds of government, and international affairs. (LAS) (AE)

POLS 125 - American Government

3 Credits

Principles, structure, processes, and functions of American government. Emphasis on the national government. (LAS) (AE)

POLS 200 - Special Topics in Political Science

3 Credits

Examination of a topic or issue in Political science. Must be approved by faculty advisor. (LAS) (AE) (GI)

POLS 204 - Political Themes in Popular American Music

3 Credits

Examines ways popular music has been used by musicians to offer political messages, galvanize public opinion, and energize or even direct political movements. Focus on political themes in post-World War II American popular music, although some attention given to earlier songs by non-American artists. Cross-listed with HIST 204 - Political Themes in Popular American Music (LAS) (AE)

POLS 205 - American Civil Rights Movement

3 Credits

Introduces students to different civil rights movements in American history since Reconstruction, with emphasis on African Americans, women, Mexican Americans, and others. Examination of current state of civil rights, and definitions of civil rights. (LAS) (AE)

POLS 206 - United States Constitution

3 Credits

An analysis of the founding principles of the U.S. Constitution and their ongoing relevance through focus on biography, comparative study, and selected topics of contemporary social concern. Cross listed with HIST 206- United States Constitution. (LAS) (AE)

POLS 220 - Labor History in America

3 Credits

This course provides a historical overview of the American labor movement. Topics include: labor in colonial and revolutionary America, the first trade unions, Locofocoism and reform, the Knights of Labor, the Haymarket Affair, the AFL, the Wobblies, radicalism and reaction, the Great Depression, the New Deal, the CIO, the air traffic controllers strike, and the modern erosion of the labor movement and labor rights. Cross-listed with HIST 220 - Labor History in America and ECON 220 - Labor History in America. (AE)

POLS 224 - Visions of Utopia and Terror

3 Credits

Examination of the themes of Utopia and terror and their impact on European history and culture. Areas of study include apocalypse, Utopian Socialism, science fiction, Communism and Fascism, and the European environmental movement. Cross-listed with HIST 224 - Visions of Utopia and Terror. (LAS) (VE)

POLS 227 - Latin America and the Caribbean

3 Credits

Analysis of the governmental and political processes in Latin America, and their contribution to modern government. Development of inter-American relations. Cross-listed with HIST 227 - Latin America. (LAS) (AE) (GI)

POLS 230 - Juvenile Justice and Human Rights

3 Credits

An examination of American criminal justice issues as they affect children, adolescents and their families. Topics may include the juvenile justice system; crime control; police, court, and correctional practices; legislative policy; sociological, racial, and familial influences; and community outreach including the efforts of religious organizations. Emphasis will be placed on the rights of minors and on humanitarian approaches to juvenile justice problems. Cross-listed with SOCW 230 - Juvenile Justice and Human Rights.

POLS 231 - Feminist Theories

3 Credits

A feminist perspective on the current debates in theory and different theoretical approaches 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. Cross-listed with WMST 230 - Feminist Theories (LAS) (WR) (WS).

POLS 249 - International Politics

3 Credits

Theories and practice of international politics; elements of power; means and methods of foreign policy in the age of conflict. Cross-listed with INTS 249 - International Politics. (LAS) (VE) (GI)

POLS 255 - Political Psychology

3 Credits

How citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of political institutions. Topics include political socialization, political personality, attitude formation, change - including the effects of media and campaigning - and political decision-making. Cross-listed with PSYC 255 - Political Psychology. (LAS) (AE)

POLS 300 - Social Welfare Policy

3 Credits

Social welfare policies promote or undermine human rights, fundamental freedoms, and social and economic opportunities. Students analyze the effects of social policies on diverse populations, learn a values-based approach to affecting change with and on behalf of clients, and participate in political action, such as legislative advocacy, lobbying, or assisting in an election. (LAS) (WR) (AE) Cross-listed with SOCW 300 - Social Welfare Policy

Corequisite(s): ECON 101 - Principles of Macroeconomics,

POLS 110 - How Politics Affects Your Life: An Introduction to Politics or POLS 125 - American Government, SOCL 101 - Introduction to Sociology, or permission of instructor

POLS 310 - Leadership, Activism and Social Justice

3 Credits

A critical examination of how the American political system deals with social problems such as poverty, illness, abuse, discrimination, and substandard education. Examines the concept of leadership and how ordinary individuals can advocate or promote change and justice. (LAS) (VE) (WS)

POLS 315 - Civil Liberties

3 Credits

This course is an overview of the scope and limits of the central features of the Bill of Rights. Topics may include: speech, press, assembly, privacy, autonomy, religion, and the rights of the accused and convicted. (AE) (VE)

POLS 325 - Environmental Law and Policy: The Decision-Making Process

3 Credits

Introduction to environmental policy and the decision-making processes that impact the environment. Through role-playing and case studies, students analyze decisions and learn about the challenging ethical, legal, and scientific choices that face decision-makers as they balance issues that affect quality of life against potential environmental impacts. For students who are considering law school or teaching, as well as Environmental Science majors and other students interested in environmental law and policy. (LAS)

POLS 330 - Constitutional Law

3 Credits

Constitutional principles and leading decisions of the United States Supreme Court in civil liberties, federalism, and economic affairs. Primarily for students who intend to enter law school. (LAS) (VE) (AE)

POLS 333 - Political Philosophy

3 Credits

An examination of the writings of several prominent political philosophers on each philosopher's interpretation of pivotal political concepts such as justice, freedom, and equality. Attention to the relationship between political philosophy and ideology and whether and how politics can be organized to benefit humanity and promote goodness and virtue. Cross-listed with PHIL 333 - Political Philosophy. (LAS) (PH) (VE)

POLS 347 - Environmental Ethics

3 Credits

Introduction to the philosophical issues stemming from current environmental problems, controversies, and policies, including examination of important cases. Considers the adequacy of traditional models of ethics for solving these problems and new paradigms in environmental philosophy. Cross-listed with PHIL 345 - Environmental Ethics. (LAS) (PH) (VE)

Prerequisite(s): PHIL 120 - Discovering Philosophy or permission of instructor.

POLS 357 - Israel and Palestine

3 Credits

The history and politics of the Israeli-Palestinian conflict. Emphasis on the creation of Israel, Israel's various wars with neighbor states, and the evolution of the Palestinian national independence movement including the Palestinian Liberation Organization and Hamas, and the prospects for peace. Cross-listed with HIST 357 - Israel and Palestine. (LAS) (GI) (VE)

POLS 370 - International Political Economy

3 Credits

The interplay between the political and economic aspects underlying the functioning of the world economy. Introduction to the theoretical underpinnings that have led to the transformation of the world economy into its present shape. Cross-listed with ECON 370 - International Political Economy: American Empire (LAS) (AE) (GI)

POLS 375 - Contemporary Topics in Political Psychology

3 Credits

Contemporary topics in political psychology with emphasis on attempts to encourage or facilitate "the good life" via politics. Assignments promote reflection on how politics, with all its flaws, attempts to craft solutions to societal moral dilemmas. Frequently offered as Honors course open to all students with a 3.25 GPA or permission of the instructor. Cross-listed with PSYC 375 - Contemporary Topics in Political Psychology. (LAS) (VE) (AE) (WR)

POLS 382 - Economics of Social Justice

3 Credits

This course examines the theoretical underpinnings of social justice and critically examines the conceptualization of economic justice. Topics include the disconnection as well as convergence of economic and social justice, income inequality, access to health, education, gender issues, and the implications of technology in the United States. Cross-listed with ECON 382 - Economics of Social Justice (AE)

POLS 390 - Children and the Law

3 Credits

This course develops 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. Cross-listed with SOCW 390 - Children and the Law.

POLS 424 - Public Policy Analysis

3 Credits

An introduction to the basic principles and concepts of policy analysis. Policy evaluation is considered as a way of solving problems and designing proposals. A variety of public policy case studies will be considered. (AE)

POLS 485 - Internship

3-15 Credits

Participation in the Connecticut General Assembly Legislative Intern Program. Interns selected on a competitive basis. Other opportunities for field experience available in federal and state agencies and local governments.

POLS 490 - American Health Care Policy

3 Credits

This capstone course for Public Health will review the history of health care in America, concentrating on current health care public policies (Medicaid, Medicare). Emphasis will be placed on the parties involved in shaping health care policies (insurance, providers, consumers, the food and drug industries, and federal and state governments). Consideration will be given to the ethical and political problems posed by health care issues such as affordability, substandard preventative care, class and gender inequities, and bureaucracy. Cross-listed with PUBH 498 - American Health Care Policy.

POLS 495 - Directed Reading, Independent Study, or Special Project

1-12 Credits

Student selects topic of interest for a project mentored by a faculty member.

Prerequisite(s): Approval by faculty advisor.

Public Policy and Advocacy

PPOA 485 - Service and Activism Internship

6 Credits

Supervised work in public or community service with emphasis on practical application of social science theories pertinent to social and political change and problem-solving. Permission of instructor required.

PPOA 499 - Coordinating Seminar

3 Credits

A seminar for Public Policy and Affairs majors taken during their last semester senior year. It will explore significant issues, topics, and perspectives in public policy that are not included in the regular curriculum. The seminar will offer a summation of the major course topics in review and preparation for the required comprehensive exam.

Psychology

PSYC 100 - Introductory Psychology

252

3 Credits

An introduction to the study of behavior and mental processes. Topics such as learning, human development, and psychopathology will be examined in light of scientific method. This course or PSYC 190 - Introduction to Psychological Research is a prerequisite for all other Psychology courses. (LAS)

PSYC 190 - Introduction to Psychological Research

3 Credits

This Honors course takes an experiential and research-based approach to the study of core psychological areas such as the biological bases of behavior, sensation and perception, emotion, psychopathology and social psychology. Using primary sources such as seminal research articles and texts by major psychological theorists, students learn to analyze the strengths and challenges of psychological research. Students will conduct, analyze, present and evaluate small research studies as their culminating project. This course or PSYC 100 - Introductory Psychology is a prerequisite for all other Psychology courses. (LAS)

PSYC 201 - Critical Writing and Research in the Social Sciences

3 Credits

The fundamentals of researching and writing a Social Sciences research paper using the American Psychological Association style. Students learn to locate and interpret scholarly research material such as journal articles, texts, and credible websites and to produce a fully developed paper that presents their research findings and conclusions. (LAS) (WR)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

Other: Psychology majors only.

PSYC 209 - Career Development and Prior Learning

3 Credits

This course provides a foundation for students to begin assessing their life-learning experiences, relate those experiences to college-level learning, and articulate that learning for course equivalent credit. An introduction to adult learning theories fosters students' understanding of their own learning preferences and styles, and enables them to connect past learning experiences to future educational and career goals. Students will develop: (a) a Prior Learning Assessment and (b) a personal learning philosophy paper that is grounded in readings, personal reflection, and additional research, and is written in APA style. (LAS) (WR)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 210 - Motivation and Leadership in Sports

3 Credits

The principles of motivation, the importance of leadership and the different psychological skills athletes can use to improve performance. Cross-listed with SPST 210 - Motivation & Leadership in Sports.

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 220 - Child Development

3 Credits

A survey of current and classic research in child development from biological, cognitive-developmental, and social-learning paradigms. The applications of theory and research to social policies and interventions. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 235 - Social Psychology

3 Credits

Examines how people think, influence, and relate to one another in social settings; how behaviors affect attitudes (and vice versa), conformity, obedience, prejudice, aggression, altruism, persuasion, and group influence. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 236 - Cross-Cultural Psychology

3 Credits

An overview of the theoretical approaches, research methods and subject matter of cross-cultural psychology. The assumptions of mainstream Western psychological researchers critiqued from the standpoint of studies conducted in non-European and American contexts as students distinguish those traits that are universal across all cultures from those that are culture-specific. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 238 - Human Development through the Lifespan

3 Credits

Development of the human being throughout the lifespan from conception to old age. Considering the life cycle as a whole, reviews the physical, cognitive, and psychosocial dimensions of each stage of human life. Special emphasis on the significance of human diversity and its implications for research, theory, and practice. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 241 - Adolescent Development

3 Credits

An introduction to the major theories and concepts of adolescent development. Classic and contemporary research on adolescents' physical, social, moral, and cognitive development are considered. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 242 - Psychology of Adulthood and Aging

3 Credits

An in-depth study of the developmental issues unique to this phase of the human lifecycle. Adult experiences of love, sexuality, marriage, career management, friendship, family, child care, spirituality, and religion, the aging process, and the psychology of death and dying are the main focus. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 245 - Contemporary Issues in Psychology

3 Credits

An extensive critical inquiry into one or more of the current areas of advanced research or debate in Psychology, for example: Introduction to School Psychology. May be repeated for credit in different topics. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 247 - Introduction to Autism Spectrum Disorders

3 Credits

The student will gain an overview and understanding of Autism Spectrum Disorders and related co-morbid disorders. Students will learn and apply research-supported strategies for enhancing client skills and intervening with problem behaviors. They will also be introduced to current trends and research in the field. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 248 - Contemporary Issues in Psychology II

3 Credits

Offered on a rotating basis dependent on instructor availability. Extensive inquiry into current areas of advanced research or debate in Psychology. Topics include Women at Midlife (WS), Psychology Goes to Hollywood, Psychology of Art, Psychology of Fear, and Sleep and Dreams. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

Other: Some topics may meet other general education requirements.

PSYC 249 - Forensic Psychology

3 Credits

The practice of forensic psychology with emphasis on the exploration of biological, psychological, social, and environmental causes of criminal behavior. The roles of forensic psychologists, criminal profilers, capital punishment, sexual predators, the death penalty, and domestic violence are explored. (LAS) (VE)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 250 - Psychology of Women

3 Credits

An introduction to the major theories and concepts of the

psychology of gender through examination of classic and contemporary research on gender roles, stereotyping, and discrimination. Examines sex differences in development with a special emphasis on women's intellectual development. (LAS) (WS)

Prerequisite(s): PSYC 100 Introductory Psychology or PSYC 190 Introduction to Psychological Research

PSYC 253 - Statistics for the Behavioral Sciences

3 Credits

Survey of basic descriptive and inferential statistics. Emphasis on those concepts necessary for dealing with and understanding quantitative aspects of behavioral sciences and education. Basic definitions, nature of distributions, samplings, standardized scores, correlation, regression, and hypothesis testing included. Emphasis on the use of the actual procedures for the analysis of data. (LAS) (QR)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 254 - Research Methods in Psychology

4 Credits

Research strategies in the behavioral sciences. Examination of factors that contribute to competent research designs. Students evaluate published research and apply research.

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 253 - Statistics for the Behavioral Sciences

PSYC 255 - Political Psychology

3 Credits

How citizens' and public officials' attitudes, values, beliefs, experiences, and cognitive capacities shape political behavior and influence the actions of political institutions. Topics include political socialization, political personality, attitude formation and change - including the effects of media and campaigning - and political decision-making. Cross-listed with POLS 255 - Political Psychology. (LAS) (AE)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research or permission of instructor.

PSYC 258 - Victimology

3 Credits

This course introduces students to the experience of viewing crime from the perspective of the victim. Critical reflections on the readings, discussions, and speakers will foster an understanding of moral and ethical considerations in the field; as well as of the impact crime has on society. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 295 - Exploratory Independent Study

3 Credits

For highly motivated students with strong research and writing

skills, exploration of a psychological topic area of personal interest. Students work closely with a faculty mentor to identify relevant readings and plan a final project that integrates the students' findings. Offered by arrangement with instructor.

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research, PSYC 201 - Critical Writing and Research in the Social Sciences, PSYC 253 - Statistics for the Behavioral Sciences, PSYC 254 - Research Methods in Psychology or permission of instructor.

PSYC 299 - Behavior Analysis

3 Credits

Examination of concepts and procedures used in behavior analysis. Students keep records and analyze their own behavior. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 300 - Brain and Behavior

3 Credits

An exploration of the neurophysiological foundations of human behavior and consciousness. Topics include the organization and structure of the nervous system, principles of brain functioning, and the sensory and motor systems. Assessment issues and the applications of research findings to diagnosis and treatment of psychopathology are considered. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and junior or senior status.

PSYC 310 - Human Sexuality

3 Credits

Biological, sociological, developmental and cross-cultural aspects of human sexuality. Readings, discussion, and film introduce students to the core knowledge base of the field. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 311 - Art Therapy: An Introduction

3 Credits

Survey of the history of art therapy and introduction to available literature. Exploration of use of art therapy with children, adolescents, and aging patients. Experience in using art as communication, diagnosis, expression, and self-exploration. (LAS) (HE)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research or permission of instructor.

PSYC 327 - The People, Culture, Policies and Programs of the Netherlands

3 Credits

This joint HAN University/University of Saint Joseph embedded summer course for students in the professional programs includes an on-campus component during the spring semester, followed

by a two-week summer study trip to the Netherlands. The course offers students the opportunity to gain first-hand experience of Dutch culture, understand the impact of globalization on Dutch culture and policies, meet their Dutch student counterparts, and visit a variety of Dutch schools, social service agencies and health care facilities related to their major area of study. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and minimum cumulative GPA 2.75 and have completed at least three semesters of collegiate study.

Other: Application process required. Additional fee required.

PSYC 330 - Criminal Justice and Mental Health

3 Credits

This course has been designed to examine and provide critical evaluation of the major biological, psychiatric, and psychological explanations of crime and criminal behavior. The focus will be placed on understanding criminal behavior through both scientific and psychological study. Students will consider concepts and theories involving biochemical imbalances, biogenetics, social learning, environment, cognitive and moral development, and mental disorders. Additional attention will be directed toward the psychological explanation of certain behaviors such as aggression and violence, impulsivity crimes, and more heinous crimes such as homicide and sexual offenses. (LAS) (VE)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 249 - Forensic Psychology or PSYC 258 – Victimology and PSYC 368 - Psychopathology

PSYC 345 - History and Systems of Psychology

3 Credits

An inquiry into the persistent problems of Psychology as they have arisen throughout the Western intellectual tradition. Examines such problems as mind-body dualism, the relationship between subjectivity and objectivity, knowledge of other minds, free will vs. determinism, and the relationship between the physical, animal, and human orders. Cultural-historical survey applied to a critical interpretation of contemporary systems of psychology. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 346 - Writing Women's Lives: Construction of the Self

3 Credits

This course provides an interdisciplinary perspective on the study of women's lives and the construction of human meaning. Readings include memoirs, biographies, and autobiographies. Students choose between Psychology or English credit. Generally offered as Honors capstone. Cross-listed with ENGL 346 - Writing Women's Lives: The Construction of the Self. (LAS) (HE) (WS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 349 - Psychology of Personality

3 Credits

Students will compare and contrast various models such as the Freudian, psycho-biological, existential-humanistic, behavioral, cognitive, and transpersonal approaches to the human personality. Includes various methods for assessing personality traits. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 350 - Psychology of Moral Development

3 Credits

Moral judgment, emotions, and actions. Topics include moral development, applications of moral development theory to the real world, and morality and gender. Readings include fiction, psychological research, and theory. (LAS) (VE)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 360 - Clinical Psychology

3 Credits

A conceptual framework for understanding psychological approaches to treatment of psychological disorders and distress. Examines how therapists chose orientations and how they do therapy. Students identify the assumptions and methods of major paradigms of psychotherapy. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 368 - Psychopathology

PSYC 367 - Child Psychopathology

3 Credits

This course will provide a comprehensive study of the characteristics, causes and outcomes of psychopathology in children. Topics include the buffering roles of resiliency and methods of fostering children's resiliency. (LAS)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 368 - Psychopathology

3 Credits

Examination of mental disorders as defined in the Diagnostic and Statistical Manual of Mental Disorders; criteria of normality/abnormality; defining and diagnosing mental disorders. (LAS)

Prerequisite(s): 9 credits in Psychology and junior or senior status.

PSYC 375 - Contemporary Topics in Political Psychology

3 Credits

Contemporary topics in political psychology with emphasis on attempts to encourage or facilitate "the good life" via politics. Assignments promote reflection on how politics, with all its flaws, attempts to craft solutions to societal moral dilemmas. Generally offered as an Honors capstone course. Cross-listed

with POLS 375 - Contemporary Topics in Political Psychology. (LAS) (AE) (VE) (WR)

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research

PSYC 411 - Art Therapy with Children

3 Credits

Clinical issues relevant to this particular stage of the human lifecycle. Integration of theory and practice of Art Therapy to children.

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 368 - Psychopathology and PSYC 311 - Art Therapy: An Introduction or permission of instructor

PSYC 430 - Field Study - Children and Adolescents

3-6 Credits

Integration and application of principles and understandings of development in supervised fieldwork with children or adolescents in an applied setting.

Prerequisite(s): 9 semester hours in Psychology including PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and one development course, and a minimum 2.50 GPA, and permission of instructor.

PSYC 431 - Field Study - Adulthood and Aging

3-6 Credits

Integration and application of the principles and understandings of the psychology of adulthood and aging in supervised fieldwork in an applied setting.

Prerequisite(s): 9 semester hours in Psychology including PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and one developmental course, and a minimum 2.50 GPA, and permission of instructor. Open only to Psychology majors/minors.

PSYC 495 - Advanced Independent Study

3 Credits

For highly motivated students with strong research and writing skills, a continuation of their study of a psychological topic area of personal interest in more depth. Appropriate for students who have already done extensive research in their topic area or who wish to continue an on-going research study. Offered by arrangement with instructor.

Prerequisite(s): PSYC 100 - Introductory Psychology or PSYC 190 - Introduction to Psychological Research and PSYC 201 - Critical Writing and Research in the Social Sciences, PSYC 253 - Statistics for the Behavioral Sciences, PSYC 254 - Research Methods in Psychology and permission of instructor.

PSYC 499 - Coordinating Seminar

3 Credits

The capstone intellectual experience of the Psychology major. Students examine, analyze, and evaluate controversial issues in psychology using critical thinking skills and knowledge acquired

throughout the program.

Prerequisite(s): Open only to Psychology Majors with senior status.

Public Health

PUBH 101 - Introduction to Public Health

3 Credits

An introduction to public health concepts and practice. The course will cover: the field of public health, analytical methods, social and behavioral factors in health, environmental issues, medical care in public health and the future of public health.

PUBH 107 - Introduction to Health Informatics

3 Credits

By focusing on public health data retrieval, this course introduces students to various online public data resources to help them successfully find solutions to health-related information needs. Students are also expected to use health-related software for data analysis, and to develop basic knowledge about computer structure and information systems.

Prerequisite(s): No prerequisites but MATH 110 - Elementary Statistics preferred

PUBH 201 - Introduction to Global and Multicultural Health

3 Credits

This course explores the global and multicultural health factors that explain the unequal distribution of health and disease in the world. The course will begin with an introduction to the language of global health: the burden of disease, epidemiology, cost-effectiveness, and health systems and focus on the effect of globalization on social and scientific consequences in public health. Class topics will include the relationship between global stressors such as extreme weather, war, economics, urbanization and living conditions and their effects on the population's health, the spread of infectious and chronic diseases, and nutrition and environmental health. One of the indicators of global and population health is reproductive health. Women's health will be examined and compared by country. (GI)

Prerequisite(s): PUBH 101 - Introduction to Public Health

PUBH 202 - Epidemiology

3 Credits

Introduces the student to the field of epidemiology. The historical development of the field and its current uses are explored. Epidemiological data and various methods of measurement are presented. In addition, concepts of patterns of disease, outbreak investigations, and analytic epidemiology are used to understand the state of population health. Students will explore and critique the effect of health policy on population health.

Prerequisite(s): PUBH 101 - Introduction to Public Health, MATH 110 - Elementary Statistics or PSYC 253 - Statistics for the Behavioral Sciences

PUBH 203 - Environmental Health

3 Credits

Introduces the physical, chemical and biological factors in our environment that influence human health, and human activities that influence the health of the environment. Students will learn assessment and control of environmental factors causing or contributing to disease with an emphasis on preventing disease and creating health-supportive environments. Students will also learn the implications of occupational health and disaster preparedness.

PUBH 301 - Social and Behavioral Health

3 Credits

The course examines behavioral, psychological, sociological, and anthropological theory determinants of health behavior across communities. Students will learn the importance of recognizing the contributions of social and behavioral science research and practice to enhance public health. Emphasis on the presentation, critical analysis and the description of different health behavior theories used in health promotion education, research and intervention applications.

Prerequisite(s): PUBH 101 - Introduction to Public Health

PUBH 496 - Public Health Experiential Learning I

3 Credits

This is the first of a two-semester experience consisting of a bi-weekly seminar coupled to an internship in a public health agency or setting. The seminar is designed to provide a foundation for applying research methods and analysis to the experience. Each student will work in a public health setting in a position that carries responsibility, and is of particular interest to the student and the agency, while incorporating research methods into the agency's work. Each placement is different, but all of them depend upon completion of the majority of concentration coursework, the ability to work with minimal supervision, and permission of the student's faculty mentor.

Prerequisite(s): PUBH 101 - Introduction to Public Health, PUBH 201 - Introduction to Global and Multicultural Health, PUBH 202 - Epidemiology, PUBH 301 - Social and Behavioral Health

PUBH 497 - Public Health Experiential Learning II

3 Credits

The second of a two-semester experience consisting of a bi-weekly seminar coupled to an internship in a public health agency or setting. Each placement is different, but all of them depend upon completion of the majority of concentration coursework, the ability to work with minimal supervision, and permission of the student's faculty mentor.

Prerequisite(s): PUBH 496 - Public Health Experiential Learning I

PUBH 498 - American Health Care Policy

3 Credits

This capstone course for Public Health will review the history of health care in America, concentrating on current health

care public policies (Medicaid, Medicare). Emphasis will be placed on the parties involved in shaping health care policies (insurance, providers, consumers, the food and drug industries, and federal and state governments). Consideration will be given to the ethical and political problems posed by health care issues such as affordability, substandard preventative care, class and gender inequities, and bureaucracy. Cross-listed with POLS 490 - American Health Care Policy.

PUBH 499 - Managing in a Non-Profit Organization

3 Credits

This class examines the diverse and dynamic field of non-profit management with an emphasis on how entry level workers might navigate in this unique organizational form. Students will review the historical context for non-profits including the rise of non-profit organizations, how non-profits differ from other sectors, and collaboration across sectors. The course will also examine the concepts and frameworks for non-profit governance and leadership with an emphasis on mission-driven cultures, strategic planning and delivering on the mission, stakeholder cultivation and management, resource identification and management (including human resource management, fundraising and grants management), and nurturing people and relationships including boards of directors, staff, and volunteers. In addition to examining the theories and concepts of non-profit management, students will also practice non-profit management in individual and group projects and assignments that reference their internship experiences. Cross-listed with HDFS 420 - Managing in a Non-Profit Organization

Religious Studies

RELS 125 - Faith, Theology and the Modern World

3 Credits

This core course introduces students to basic theological methods and language. While these tools can be used to examine various religious traditions, this course will focus primarily (though not exclusively) on Catholic Christian religious tradition from which the Mercy core values are derived and in which the University of Saint Joseph was founded. (LAS) (RE)

RELS 201 - An Introduction to the Theological Study of the Church

3 Credits

The Church in the light of Vatican II and contemporary theological thought.

RELS 202 - Christian Sacraments

3 Credits

Discussion of the meaning of the Christian sacraments and how they function as community celebrations, binding together the members of the Church in a common purpose. (LAS) (RE) (VE)

RELS 205 - The Ecological Challenge

3 Credits

The ecological challenge through the lenses of Scripture,

Christian worship and spirituality, and the theological writings of women in the First and Third Worlds. (LAS) (RE) (VE)

RELS 207 - Women in Christian Tradition

3 Credits

A study of women in Judeo-Christian tradition. Emphasis on contemporary women's consciousness and spiritual development. Selected readings from biblical, theological, and global perspectives. (LAS) (RE) (WS)

RELS 208 - Christian Peacemaking

3 Credits

Christian attitudes toward war and peace. The reality of conflict, violence, war, and weapons in the post-Cold War period. Ways of responding and becoming peacemakers. Non-violent conflict resolution. (LAS) (RE) (VE)

RELS 209 - Christianity and Social Justice

3 Credits

National and global responsibility of Christians. Social and political dimensions of the Gospel, the Church's social teaching, poverty, hunger, sexism, racism, ecology, conflict, and strategies for change. (LAS) (RE) (VE)

RELS 210 - An Introduction to Christian Morality

3 Credits

An examination of the nature and purpose of living a good and happy life through broader Christian theological themes of the virtues, sin, grace, and human nature. It will also look at some of the challenges to living a good life in our modern society and culture. (LAS) (RE) (VE)

RELS 215 - Contemporary Christian Spirituality

3 Credits

This course explores Christian spirituality in its diverse expressions, contemporary and historical. Students will discuss descriptions given to the term "spirituality" today and throughout the centuries, especially in light of the impact of the Second Vatican Council and contemporary trends. By means of life stories (biography and autobiography) and selected readings, we will explore themes such as the search for God, the impact of the proclamation of Jesus upon the life of the believer or gospel spirituality, spiritual growth and development, spiritual practices, the many faces of God, justice and global solidarity, and spirituality in the work place. (LAS) (RE)

RELS 240 - Religions of the East

3 Credits

In studying the Religions of the East, the student can expect to discover new dimensions of human existence, exploring horizons of experience very different from her own, all of them predicated on the conviction that reality holds human meaning. Sacred texts, worldviews, ethical principles, origins and historical development, ritual practices and the good life, society and religion will provide the material for our investigation. (LAS) (RE)

RELS 241 - Religions of the West

3 Credits

The events of the past quarter century have demonstrated that it is difficult, if not impossible, to understand the modern world without taking into account the influence that religions have had upon their adherents. The religio-ethnic conflicts in the former Yugoslavia, the tensions between Jews and Palestinians in the Middle East, the Catholics and Protestants in Northern Ireland, the Shiite and Sunni Muslims in Iraq underscore the impact of religious beliefs in the modern world. This course is a comprehensive approach to the study of how the beliefs, practices and moral codes of Judaism, Christianity and Islam influence how nations and individuals behave in daily life, culture, ethics and politics. (LAS) (RE)

RELS 242 - Religion in America

3 Credits

From the beginning America has been a nation of religious diversity. Today the USA is probably the most religiously diverse nation on earth. This course provides an introduction to the history and variety of religious groups, activities, issues and ongoing challenges in multi-religious America today. (LAS) (RE) (AE)

RELS 250 - Prayer-Ways of the Psalms

3 Credits

The nature of the Book of Psalms; their literary types with emphasis on symbol, image, structure, and movement; and the liturgical origins of the Psalms. By exploring the nature of prayer and the Psalms as prayer, suggests ways the Psalms today can nourish personal and communal prayer. (LAS) (RE) (HE)

RELS 251 - Introduction to Hebrew Scriptures

3 Credits

The literature of the Old Testament, based on the history of ancient Israel. Literary, religious, and cultural influences on ancient Hebrew writings. Roots of contemporary Judaism in Scripture explored. (LAS) (RE)

RELS 253 - Prophets and Prophecy in Ancient Israel

3 Credits

The nature of prophecy and the place of the prophets in the history of Israel. The prophets considered against the backdrop of the history of their times. Exploration of the relevance of the prophets for contemporary social and religious issues.

RELS 254 - New Testament Gospels

3 Credits

General introduction to Christian Scripture with a detailed study of the Gospels. Development of the synoptic tradition emphasized through use of source criticism, form criticism, and redaction criticism. (LAS) (RE)

RELS 255 - Saint Paul and the Apostolic Church

3 Credits

Study of the early Christian Church through the Pauline literature

and the Acts of the Apostles. Emphasis on the emergence of Christianity in the Judaic and Hellenistic worlds, and the major theological themes in Paul's letters.

RELS 257 - Islam

3 Credits

Designed for students who have little or no knowledge of Islam. Introduction to the origins of Islam and its fundamental principles. Topics include the Prophet Muhammad, the Qur'an, and the beliefs and pillars of Islam, the Shi'a, Sufism, or Islamic mysticism, and women and Islam. (LAS) (RE)

RELS 258 - Religion and Race in the United States

3 Credits

The role that religion has played to create, sustain, and critique American racial ideology and racism. Considers the ways in which faith traditions can be resources for contesting racism in the Church and society. (LAS) (RE) (VE)

Prerequisite(s): An introductory (100-level) course in RELS and permission of instructor.

RELS 260 - An Introduction to the Theological Study of Jesus Christ

3 Credits

Critical investigation of the historical foundations and the theological content of the mystery of Jesus Christ in the light of modern developments. (LAS) (RE) (AE)

RELS 262 - Buddhism in America

3 Credits

This course is designed to introduce students to the complex issues and ideas surrounding the American encounter with Asian Buddhism. Attention will be given to the developments within Asia and Europe which have influenced the spread of Buddhism to the United States. The major themes of the course include the history of the systematic study of Buddhism in the West which was an extension of European fascination with Asia as a source of regeneration, the arrival of Asian Buddhists to the U.S. beginning with indigent Chinese workers, the developments of convert and ethnic Buddhism, and inter-religious dialog between Buddhism and Christianity. (LAS) (RE) (AE)

Prerequisite(s): RELS 240 - Religions of the East

RELS 263 - Women and Gender in Early Christianity

3 Credits

Women's place in early Christian communities from the New Testament period to the fifth century. Various New Testament and early Christian writings are read and carefully analyzed. Examines Mary, the mother of Jesus, as her representation changes over the course of time. The work of feminist interpreters of Christian writings are used to examine how the discourse about and around women was played out in the development of Christianity in its first centuries, and what importance this has for women's spirituality. (LAS) (RE) (WS)

RELS 266 - World Christianity

3 Credits

The complex phenomenon of global Christianity, with particular attention to the dialog of evangelization of the global south - Africa, Asia, and Latin America. Covers dialog with the poor, dialog with local cultures, and dialog with other religions. (LAS) (RE) (GI)

RELS 270 - Social Justice in City of Hartford

3 Credits

An immersion in the study of religious social ethics in the city of Hartford. Examines how urban public spaces facilitate healthy moral interaction and inequality between the diverse strangers who make up urban environments. Moral questions of violence, environmental degradation, and racial, class, and gender inequality are explored through an experiential service learning project within Hartford. (LAS) (RE) (VE)

RELS 290 - Special Topics in Religious Studies

3 Credits

An examination of important topics in Religious Studies. (LAS) (RE) (VE)

RELS 295 - Exploratory Independent Study

3 Credits

For Religious Studies majors or minors who wish to pursue topics other than those in listed courses.

RELS 301 - Moral Issues in Health Care: A Christ Perspective

3 Credits

Exploration of moral questions raised by scientific and technological developments in health care. Includes patients' rights, euthanasia, abortion, new birth technologies, and allocation of scarce resources. Ethical theory and method examined through specific issues and cases. (LAS) (RE) (VE)

RELS 305 - Contemporary Christian Thought

3 Credits

An exploration of current theological developments within the Christian churches. Representative theologians and movements will be studied, with emphasis on the Catholic and Protestant traditions. The Orthodox tradition and Pentecostal movement may be considered.

RELS 307 - Death

3 Credits

An attempt to understand death in order better to grasp the meaning of life. Particular emphasis on the Christian perspective. (LAS) (RE) (VE)

RELS 313 - Mysticism: East and West

3 Credits

Exploration of the meaning of mysticism, the roots of Christian mysticism East and West, and new directions for inner growth — the social dimensions of Christian mystical experience today. Characteristics of mystical experiences as well as what hinders

and what fosters recognizing mystical events.

RELS 385 - Internship

3-6 Credits

Supervised experience in the area of Religious Studies or Justice and Peace.

Prerequisite(s): Approval by faculty advisor and department chair.

RELS 386 - Internship

3-6 Credits

Supervised experience in the area of Religious Studies or Justice and Peace.

Prerequisite(s): Approval by faculty advisor and department chair.

RELS 495 - Advanced Independent Study

3 Credits

For Religious Studies majors who wish to pursue a particular theological theme in greater depth.

RELS 499 - Coordinating Seminar

3 Credits

A comprehensive integration of the major themes in Christian theology or religions. Includes a research paper or project. For Religious Studies major may include a comprehensive examination. May be taken second semester of junior year or first semester of senior year.

Prerequisite(s): Required for Religious Studies majors; open to Religious Studies minors and others with permission of the department chair.

Sociology

SOCL 101 - Introduction to Sociology

3 Credits

Science of social relationships. Study of culture, society, social control, major institutions, social classes, groups, and social processes. (LAS)

SOCL 110 - Cultural Anthropology

3 Credits

Introduction to cultural anthropology. Study of tribal and peasant societies and village communities with special focus upon ethnographic investigations of the total way of life of distinct peoples selected from a diversity of culture areas. Cross listed with INTS 110 - Cultural Anthropology. (LAS) (GI)

SOCL 202 - Black Families in the United States

3 Credits

This course provides a historical view of African American, West African, and Caribbean American families. It emphasizes the lifestyles and experiences of contemporary families, including

their social, economic, and educational status, and ensuing implications in helping relationships. (LAS) (WR) (AE)

SOCL 203 - History of the American Indian

3 Credits

Attention to the role of Native Americans in selected eras of United States history, governmental policy toward indigenous peoples, and the recent political and ethnic resurgence of Native Americans. Presentation of an interdisciplinary or "ethno-historical" perspective with special focus on distinct tribal histories. Cross-listed with HIST 203 - History of the American Indian. (LAS) (AE)

SOCL 205 - Special Topics in Sociology

3 Credits

An interdisciplinary perspective on a variety of topics of sociological interest and subjects not examined by the regular Sociology curriculum.

SOCL 206 - Social Problems

3 Credits

Selected current social problems in the United States such as poverty, mental illness, crime, delinquency, drug abuse, population, aging. Role of Sociology in the analysis and treatment of these problems. (LAS)

SOCL 208 - Latinas and Their Worlds

3 Credits

Coming from various social, cultural and economic backgrounds, Latinas on the mainland U.S. face diverse barriers and resources in caring for families and communities, migrating and immigrating, participating in the labor force, advancing educationally, and sustaining health and spiritual life. Explores the intergenerational experiences of Puerto Rican and Latina women in resisting prejudice, negotiating cultures, and promoting positive social change. Cross-listed with SOCW 207 - Latinas and Their Worlds. (LAS) (WR) (WS)

SOCL 217 - Racial and Ethnic Groups

3 Credits

Study of racial and ethnic groups in the United States. Policies and practices in inter-group relations analyzed. Particular attention to racial and ethnic groups in the Hartford area. (LAS) (AE)

SOCL 219 - Women in American Society

3 Credits

An examination of the position and role of women in American society. Particular emphasis on sex role socialization and stereotypes, occupations, and the problem of equality. Social-historical consideration of the changing status of women in American society, and comparison of gender roles within diverse cultures. (LAS) (AE) (WS)

SOCL 221 - Sociology of the Family

3 Credits

Structure and functioning of the family as an institution in American society; comparison with other cultures. Study of patterns of behavior and interrelations of the family. (LAS)

SOCL 223 - Sociology of Work and Leisure

3 Credits

Changing definitions of work and leisure in our society, and interrelations between occupational and recreational institutions. (LAS)

SOCL 227 - Inequality in America

3 Credits

Analysis of structure and processes of stratification in the United States. Focus on theoretical approaches to economic power and lifestyle differentials. (LAS) (AE)

SOCL 229 - Urban Sociology

3 Credits

Urban society, broadly interpreted as inclusive not only of the city, but also of the metropolis. Focus on historical and ecological development of cities, population factors, social institutions and organization, group life, and personality. Opportunities provided for study of current problems of the city and metropolis.

SOCL 302 - United States Women and Social Movement

3 Credits

Examines the work of women as participants in social movements over the 19th and 20th centuries, including moral reform, abolitionism, feminism, suffrage, sexual freedom, and civil rights. Cross-listed with HIST 307 - United States Women and Social Movement.

SOCL 307 - Reading Seminar in Sociology

3 Credits

Assigned readings on specific aspects of culture and society; emphasis on sociological analysis. (LAS) (AE) (WS)

Prerequisite(s): Open to upper-level majors and non-majors with permission of instructor.

SOCL 325 - World Systems Theory

3 Credits

Presentations of world systems theory as an interdisciplinary framework by which to understand the development of modernity. Special emphasis on the emergence of modern science and technology and the world capitalist economy from the 17th century to the present. Interdisciplinary examination of colonial and neo-colonial expansionism, the rise of the democratic nation-state, and the dynamics of geo-political conflict.

Prerequisite(s): SOCL 101 - Introduction to Sociology

SOCL 328 - Elder Law

3 Credits

An introduction to the basic concepts of elder law from a sociological perspective. Emphasis is placed on programs available for the elderly in health care (Medicare, Medicaid,

long-term care insurance), housing (retirement communities, assisted living, home equity conversion, nursing homes), estate and personal planning for incapacitation, autonomy and the right to refuse treatment, end of life issues, and conservatorship.

SOCL 335 - Conservatorship and Guardianship

3 Credits

Provides an introduction to the basic concepts of conservatorship in the Connecticut Probate system and a detailed overview of the workings of the Connecticut Probate Courts. Emphasis is placed on finding employment in the system as a court-appointed conservator.

SOCL 375 - Social Research

3 Credits

Use research to build knowledge, influence policy, and evaluate practice by considering qualitative and quantitative research methods; applications of new technologies; issues in professional ethics and human rights; and standards for cultural competence in research. (WR)

Prerequisite(s): SOCL 101 - Introduction to Sociology and MATH 110 - Elementary Statistics or PSYC 253 - Statistics for the Behavioral Sciences or permission of instructor.

SOCL 381 - Social Thought through the 19th Century

3 Credits

Development of Western social thought through the 18th century Enlightenment and Industrial Revolution periods, emphasizing major figures. Emphasis on patterns and purposes of the emergence of Sociology as a distinct discipline by 1900. Required of all Sociology majors. (LAS) (VE)

SOCL 383 - Contemporary Social Theory

3 Credits

Development of major perspectives from 1900 to the present. Emphasis on conflict, functionalism, symbolic interactionism, labeling, exchange, critical, and radical approaches.

Prerequisite(s): SOCL 101 - Introduction to Sociology

SOCL 481 - Practicum in Applied Sociology

3 Credits

Field experience and sociological research in a community setting approved by the department. Time to be determined individually.

SOCL 483 - Practicum in Applied Sociology

3 Credits

Field experience and sociological research in a community setting approved by the department. Time to be determined individually.

SOCL 495 - Advanced Independent Study

3 Credits

Student-designed directed readings and research project.

Prerequisite(s): Approval by faculty advisor.

SOCL 499 - Coordinating Seminar

3 Credits

Seminar for senior Sociology majors designed to explore significant issues, topics, and perspectives in the social sciences that are not included in the regular curriculum. Offers a summation of the major course topics in review and preparation for the required written comprehensive examination. Spring semester.

Social Work

SOCW 102 - Introduction to Social Work

3 Credits

Explore career opportunities in light of personal and professional values and goals. Topics include the history of Social Work, traditional and emerging fields of practice, professional ethics, standards for cultural competence, and the relationship of Social Work with allied professions.

SOCW 202 - Black Families in the United States

3 Credits

Provides a historical view of African American, West African, and Caribbean American families. The course puts emphasis on the lifestyles and experiences of contemporary families, including their social, economic, and educational status, and ensuing implications in helping relationships. (LAS) (WR) (AE) Cross-listed with SOCL 202 - Black Families in the United States.

SOCW 207 - Latinas and Their Worlds

3 Credits

Coming from various social, cultural and economic backgrounds, Latinas on the mainland U.S. face diverse barriers and resources in caring for families and communities, migrating and immigrating, participating in the labor force, advancing educationally, and sustaining health and spiritual life. Explores the intergenerational experiences of Puerto Rican and Latina women in resisting prejudice, negotiating cultures, and promoting positive social change. Cross-listed with SOCL 208 - Latinas and Their Worlds (LAS) (WR) (WS)

SOCW 230 - Juvenile Justice and Human Rights

3 Credits

An examination of American criminal justice issues as they affect children and adolescents and their families. Topics may include the juvenile justice system, crime control, police, court, and correctional practices, legislative policy, sociological, racial, and familial influences, and community outreach including the efforts of religious organizations. Emphasis will be placed on the rights of minors and on humanitarian approaches to juvenile justice problems. Cross-listed with POLS 230 - Juvenile Justice and Human Rights.

SOCW 295 - Social Work Independent Study

1-3 Credits

SOCW 300 - Social Welfare Policy

3 Credits

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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. (LAS) (WR) (AE) Cross-listed with POLS 300 - Social Welfare Policy.

Corequisite(s): ECON 101 - Principles of Macroeconomics, POLS 110 - How Politics Affects Your Life: An Introduction to Politics or POLS 125 POLS 125 - American Government or SOCL 101 - Introduction to Sociology or permission of instructor.

SOCW 302 - Special Topics in Social Work

3 Credits

This in-depth, interdisciplinary study of an issue, theme, or population relevant to Social Work may include field practice or ethnographic research, requiring permission of the instructor. (GI) (WS)

SOCW 340 - Latino Community Service

3 Credits

Explores Latino cultures through bilingual readings, class discussions, guest speakers, and research in a Latino community. Students learn and apply social research methods while conducting a Spanish-language research project and giving a bilingual presentation of findings. Required for the certificate or minor in Latino Community Practice. (LAS) (LG) (AE) (WR).

Prerequisite(s): Open to juniors and seniors; SPAN 302 - Fundamentals of Hispanic Literary Studies and SPAN 301 - Fundamentals of Hispanic Cultural Studies or consent of instructor.

SOCW 382 - Human Behavior in the Social Environment

3 Credits

Human development through the life course is affected by social and cultural diversity, social, political, and economic barriers and opportunities, and the roles and status of women. Students apply theories and evidence-based knowledge on the interrelationships among individuals, families, groups, organizations, communities, and cultures in local, transnational, and international contexts, including relationships characterized by social conflict, oppression, and violence, and relationships that contribute to human and social development, equity, and peace. Three hours a week, one semester.

Prerequisite(s): BIOL 223 - Human Biology or BIOL 270 - Human Heredity and Birth Defects; SOCL 217 - Racial and Ethnic Groups or SOCL 227 - Inequality in America or SOCW 202 - Black Families in the United States or SOCL 208 - Latinas and Their Worlds; HDFS 210 - Voices of Development Across the Life Course or PSYC 238 - Human Development Through the Lifespan or permission of instructor.

SOCW 386 - Field Practice I

4 Credits

Students help each other integrate field practice experiences with theories and research by framing questions, locating and applying professional literature, identifying ethical issues, and pursuing cultural competence. Two hours of class biweekly, and eight hours per week of supervised field experience in generalist Social Work practice.

Prerequisite(s): SOCW 102 - Introduction to Social Work and admission to the Social Work Program; or permission of the department.

SOCW 388 - Field Practice II

4 Credits

Continuation of SOCW 386 - Field Practice I.

Prerequisite(s): SOCW 386 - Field Practice I and SOCW 396 - Social Work Methods I; concurrent: SOCW 398 - Social Work Methods II; or permission of the department chairperson.

SOCW 390 - Children and the Law

3 Credits

This course develops an understanding of the legal issues that impact children in society. The 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. Cross-listed with POLS 390 - Children and the Law.

SOCW 396 - Social Work Methods I

3 Credits

Begin to explore generalist social work practice with individuals in socially and culturally diverse families and communities, including the professional change process, principles of empowerment and policy practice, and applications of the National Association of Social Work Code of Ethics and Standards for Cultural Competence.

Prerequisite(s): SOCW 102 - Introduction to Social Work and admission to the Social Work Program

Corequisite(s): SOCW 386 - Field Practice I or permission of the department chairperson

SOCW 398 - Social Work Methods II

3 Credits

Continue to study generalist social work practice with communities and organizations, including strategies for networking and participatory action research, assessing communities and organizations in local and international environments, and analyzing community and organizational values as obstacles and resources for social change.

Prerequisite(s): SOCW 396 - Social Work Methods I

Corequisite(s): SOCW 388 - Field Practice II or permission of the department chairperson.

SOCW 400 - Social Work Methods III

3 Credits

Third course in of generalist social work with families and small groups includes knowledge, skills, and values in domestic and international social work practice. Three hours a week; one semester.

Prerequisite(s): SOCW 398 - Social Work Methods II or permission of the department chairperson

SOCW 481 - Field Practice III Extended Year

6 Credits

Third course in five-part sequence where students build a professional knowledge base by integrating theories and research-based knowledge with their experiences in the field. In written assignments and class discussions, students frame questions, locate and critically apply relevant professional literature, resolve ethical issues, advance cultural competence, analyze policies, evaluate interventions, and identify goals for further learning. Class discussions provide mutual aid and peer supervision. Two hours of class biweekly, and 12 hours per week of supervised field experience in generalist social work practice.

Prerequisite(s): SOCW 388 - Field Practice II and SOCW 398 - Social Work Methods II or permission of department chairperson. Students choosing the extended year curriculum must complete

SOCW 482 - Field Practice III

7 Credits

Third course in five-part sequence where students continue to build a professional knowledge base by integrating theories and research-based knowledge with their experiences in the field. In written assignments and class discussions, students frame questions, locate and critically apply relevant professional literature, resolve ethical issues, advance cultural competence, analyze policies, evaluate interventions, and identify goals for further learning. Class discussions provide mutual aid and peer supervision. Classroom seminars, and 16 hours per week of supervised field experience in generalist social work practice. One semester.

Prerequisite(s): SOCW 388 - Field Practice II

Corequisite(s): SOCW 400 - Social Work Methods III or permission of the department chairperson

SOCW 483 - Field Practice IV Extended Year

6 Credits

Continuation of SOCW 481 - Field Practice III Extended Year. Two hours of class biweekly, and 12 hours per week of supervised field experience in generalist social work practice.

Prerequisite(s): SOCL 481 - Practicum in Applied Sociology and SOCW 400 - Social Work Methods III or permission of the department.

Corequisite(s): SOCW 498 - Coordinating Seminar

SOCW 484 - Field Practice IV

7 Credits

Continuation of SOCW 482 - Field Practice III. One semester.

Prerequisite(s): SOCW 482 - Field Practice III and SOCW 400 - Social Work Methods III or permission of the department chairperson

SOCW 485 - Field Practice V

2 Credits

Continuation of SOCW 483 - Field Practice IV Extended Year. Two hours of class biweekly, and 12 hours per week of supervised field experience in generalist social work practice.

Prerequisite(s): SOCW 483 - Field Practice IV Extended Year

SOCW 498 - Coordinating Seminar

3 Credits

Faculty are consultants and mentors as students demonstrate their ability to assess a client system; to propose a policy change and evaluation method; to demonstrate effective use of the professional change process; and to plan for educational and professional advancement in light of a social purpose or vision for social change. Assignments make up the comprehensive examination in Social Work.

Prerequisite(s): SOCW 400 - Social Work Methods III and SOCW 482 - Field Practice III

Corequisite(s): SOCW 484 - Field Practice IV or permission of the department chairperson.

SOCW 500 - Social Policy I: History and Philosophy

3 Credits

Social welfare policies promote or undermine human rights, fundamental freedoms, and social and economic opportunities. Social workers must have broad knowledge of the organization and structure of the social welfare system and how social services are funded. The course explores the foundations of American social values, political and economic structures, and power and privilege in relation to how these impact social welfare policy development, create or limit access and availability to social welfare services and benefits.

SOCW 501 - Human Behavior in the Social Environment I

3 Credits

This course uses biological, psychological, social, cultural, and spiritual perspectives to build understanding of people within their environments, providing a context for Social Work assessment and practice. Students study human development through the life course as it 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 research-based knowledge to 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.

SOCW 502 - Social Work Practice I

3 Credits

This course prepares students to practice community-based Social Work at the beginning level. This initial practice course teaches students the generalist perspective of Social Work practice which emphasizes working across a range of systems that includes individuals, families, groups, organizations, and communities. Generalist Social Work practice includes principles of empowerment and highlights strengths-based, collaborative practice. Students are introduced to the professional change process with socially and culturally diverse individuals, groups and families, and they examine and apply the NASW Code of Ethics and Standards for Cultural Competence. Students develop an understanding of the relation of theory to practice skills to guide the application of Social Work knowledge, values and skills in community-based settings.

SOCW 503 - Populations, Diversity & Human Rights

3 Credits

This course is designed to help Social Work students to work effectively with clients from diverse backgrounds. Culturally-responsive practice emerges from self-awareness, relevant and nuanced understanding of the life context and culturally influenced values and norms of the client and knowledge of systems of oppression and privilege that impact on fundamental human rights. Students develop skills to support honest self-reflection to minimize the effects of personal bias on the helping relationship as well as developing an understanding of other cultures and identities.

SOCW 504 - Social Policy II: Advocacy and Social Justice

3 Credits

Building from the study of the history and philosophy of current social policy structures, this course emphasizes policy practice, developing skills and knowledge to influence policy development and implementation. 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, and electoral politics. Client-directed, collaborative policy practice is explored in a variety of settings including organizational and community-based programs and services.

Prerequisite(s): SOCW 500 - Social Policy I: History and Philosophy

SOCW 505 - Human Behavior in the Social Environment II

3 Credits

The course builds upon SOCW 501 - Human Behavior in the Social Environment I by continuing the exploration of theories and knowledge informing biological, sociological, psychological, cultural and spiritual processes and development across the life span. It addresses the environmental conditions that support or inhibit individual and family growth and development; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, and other differences.

Prerequisite(s): SOCW 501 - Human Behavior in the Social Environment I

SOCW 506 - Social Work Practice II

3 Credits

Generalist Social Work practice with communities and organizations includes strategies for networking and community-based research. Students learn to 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. Students learn integrated service strategies to link clients with collaborative interdisciplinary care.

Prerequisite(s): SOCW 502 - Social Work Practice I

SOCW 507 - Social Work Research I

3 Credits

Social workers use research to build knowledge, influence policy, and evaluate practice. Students consider qualitative and quantitative research methods; examine applications of new technologies; explore issues in professional ethics and human rights; apply standards for cultural competence; and gain experience in evaluation research. The course is designed to prepare students to become sophisticated and discerning users of and contributors to the Social Work knowledge base.

SOCW 510 - Field Practice I

4 Credits

Students are placed in a Master of Social Work Student Unit for 16 hours/week (total of 240 hours) of supervised field experience in generalist Social Work practice. Agency-based clinical preceptors support students as they integrate theories and research-based knowledge with their experiences in the field. Students are expected to frame questions, locate and apply relevant professional literature, identify ethical issues, and pursue cultural competence. Students locate, learn, and practice evidence-based approaches and promising practices relevant to their population and agency role. Student units afford opportunities for mutual aid and collaborative learning to augment professional supervision.

SOCW 511 - Field Practice II

4 Credits

Continuation of SOCW 510 - Field Practice I. Students are placed in student unit for 16 hours/week (total of 240 hours) of supervised field experience in generalist Social Work practice.

Prerequisite(s): SOCW 510 - Field Practice I

SOCW 596 - Advanced Standing Bridge Course

3 Credits

This seminar is required for all students admitted to the Advanced Standing Program. Advanced standing students have already completed their foundation content through completion of a CSWE-accredited Bachelor of Social Work. This seminar is designed to review and extend these students' preparation for advanced practice curriculum at the graduate-level, while

also establishing a strong working cohort to support student learning and retention. This course helps students enhance their professional identity as social workers while ensuring that they are ready to enter the concentration year of the M.S.W. program. The course content will focus on the CSWE core competencies in the foundation curriculum: 1) human behavior in the social environment, 2) social welfare policy, 3) values and ethics, 4) diversity and culturally relevant practice, 5) micro, mezzo, and macro level practice, and 6) research. The course will introduce students to the basic concepts of community-based clinical practice in preparation for the advanced curriculum. Open to Advanced Standing students.

SOCW 597 - Advanced Standing Skills Lab

1 Credit

This lab develops students' applied skills in Social Work practice. Foundation Social Work approaches to practice such as empowerment, strengths-based, and collaborative/person-centered are integrated with skills for practice. The course assures that incoming advanced standing students have mastered foundation competencies in Social Work practice skills with individuals and systems of various sizes. Open to Advanced Standing students.

SOCW 600 - Community Mental Health

3 Credits

This overview of community mental health prepares social workers for clinical practice in multidisciplinary community mental health settings, including research, treatment, program development, evaluation, and policy analysis. Grounded in the mental health recovery model, the course reviews the consumer movement in community mental health, the relationship between stigma and recovery, and the principle that persons can recover throughout their lifetime. Topics include community mental health across the lifecycle, diversity and community mental health, social determinants of mental health, new and emerging best practices in community mental health, and organizational and policy issues. Open to second-year students and advanced standing students.

SOCW 601 - Advanced Clinical Practice I

3 Credits

Community-based clinical Social Work practice is culturally responsive, evidence-based, ethically sound, and collaborative. Building on the knowledge and skills developed in foundation courses, this course explores dimensions of the therapeutic relationship, multidimensional assessment, diagnosis, and the skillful application of therapeutic interventions using individual, family and group modalities as appropriate. Students will learn case management strategies to support optimal functioning of persons in community-based settings. Operating from a developmental perspective, students learn to apply evidence-based practice theory, including psychodynamic, cognitive behavioral, and behavioral theories to complex client issues, attending to the impact of trauma, chronic conditions, relationships, and stress. Interventions stress resiliency, and enhancing client capacity and strength. Open to second-year students and advanced standing students.

SOCW 602 - Social Work Research II: Community-Engaged Research

3 Credits

As defined by the Kellogg Foundation, Community-Based Participatory Research is a “collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.” This course will teach the principles and applied methods of community engaged research, including collaboratively defining the community and identifying relevant research questions, co-constructing and implementing study designs, interpreting and disseminating findings, and implementing research findings. Students will learn to develop and maintain partnerships with community groups, working with community-based providers, organizations, health and public health agencies.

SOCW 603 - Advanced Clinical Practice II

3 Credits

Students learn to co-construct individualized treatment plans with clients, employing multiple treatment modalities - individual, group and family - as appropriate. Building on the knowledge and skills developed in foundation courses and SOCW 601 - Advanced Clinical Practice I, students expand their understanding of clinical practice theory and their skills in applying the theory in practice. Using a foundation for clinical assessment that includes attachment, family systems and developmental theory, students learn to engage with families and community assets to support optimal functioning of clients in nurturing environments. They learn to select culturally responsive, trauma-informed, evidence-based treatment approaches consistent with a multidimensional, strengths-based assessment. The course introduces knowledge of neurobiology and pharmacology related to clinical social work intervention.

Prerequisite(s): SOCW 600 - Community Mental Health and SOCW 601 - Advanced Clinical Practice I

SOCW 604 - Advanced Practice Seminar

3 Credits

The course brings together students who are in the same specialization area for an integrative seminar. Using a collaborative, active model of learning, students explore advanced topics in social work practice with their population, applying theory and practice skills learned in the program, recognizing and taking action to enhance the systems and resource issues that impact client functioning. The Seminar provides support and structure for students to complete their community-based research project begun in the Research II class. Students are expected to take the community research project from planning to fruition by working collaboratively with members of a community group and with colleagues in their student units on a research project that addresses some need identified by that community group. Students will write up the research project and share results in a capstone assignment with a goal of producing knowledge meaningful to the community.

Prerequisite(s): SOCW 600 - Community Mental Health, SOCW 601 - Advanced Clinical Practice I, SOCW 602 - Social Work Research II: Community-Engaged Research, SOCW 603 - Advanced Clinical Practice II

SOCW 610 - Field Practice III

4 Credits

Students are placed in a student unit for 20 hours/week (total of 300 hours) of supervised field experience in advanced Clinical Social Work practice. Agency-based clinical preceptors support students as they integrate theories and research-based knowledge with their experiences in the field. Students are expected to frame questions, locate and apply relevant professional literature, identify ethical issues, and pursue cultural competence. Students locate, learn, and practice evidence-based approaches and promising practices relevant to their population and agency role. Student units afford opportunities for mutual aid and collaborative learning to augment professional supervision.

SOCW 611 - Field Practice IV

4 Credits

Continuation of SOCW 610 - Field Practice III. Students are placed in a student unit for 20 hours/week (total of 300 hours) of supervised field experience in advanced Clinical Social Work practice.

Prerequisite(s): SOCW 610 - Field Practice III

SOCW 650 - Clinical Practice in Mental Health and Substance Abuse

3 Credits

Social workers engaging in clinical practice must be prepared to diagnose and treat those with mental health symptoms and substance abuse disorders. This course provides knowledge and skills in differential diagnosis and treatment of serious and persistent mental health disabilities as well as community-based clinical interventions, including crisis response, risk assessment protocols, and multidisciplinary intensive case management and assertive mental health teams. Students are provided with the knowledge and basic skills to recognize and understand the dynamics of chemical dependency in the lives of individuals, addiction treatment options, dual diagnosis, and the recovery process. The course will explore support system development and enhancement using natural and formed helping groups. Students learn the uses of psychotropic medications and other treatment by extending their understanding of brain science.

SOCW 651 - Multicultural Health and Mental Health: Prevention, Evaluation, Treatment

3 Credits

This course explores factors contributing to health and mental health disparities across the lifecycle as experienced by racial and ethnic minority populations, immigrants and refugees, low-income communities, and LGBTQI persons. Students consider strategies to reduce stigma and stereotyping in health care, to improve cross-cultural and language barriers in the clinical encounter, and to promote social determinants of health. Particular attention will be paid to successful collaborations

among health providers and various communities; community health centers as model delivery systems for improving integrated health outcomes; and the National Standards on Culturally and Linguistically Appropriate Services in Health Care (CLAS Standards).

SOCW 652 - Aging, Health and Wellness

3 Credits

Community-based clinical practice with older persons calls for knowledge of the physical, psychological, and spiritual dimensions of aging; the family, community, and cultural contexts of aging; and the impact of social policies on health outcomes for older persons and their families. This course explores the diversity of the aging experience as related to health status, socio-economic status, and cultural expectations on health and aging within various ethnic communities, immigrant and refugee communities, and LGBT populations. Students explore evidence-based practices in community-based elder services, integrated health care, and new research on depression, substance abuse, domestic violence, and palliative care. Community arts and educational programs, senior centers, and elder-led volunteer programs are explored as resources for intergenerational civic engagement and individual and community wellbeing.

SOCW 660 - Clinical Practice with Veterans

3 Credits

This course prepares social workers for community based clinical practice with veterans and their families, with particular attention to signature injuries among recently returning Iraq and Afghanistan veterans, such as traumatic brain injury, post-traumatic stress disorder, depression, substance abuse, and suicide. The course explores the history and context for delivery of mental health services to military service members, veterans, and their families; the mediating influence of military culture in outreach and treatment; and the development of evidence-based best practices in culturally responsive, trauma-informed care.

SOCW 661 - Women in the Military Services

3 Credits

The historical roles of women in combat and the changing legal and cultural contexts for women's military service present challenges and opportunities for the health and wellbeing of women and their families. This course examines the particular health and mental health issues experienced by servicewomen such as hostile military environments, military sexual assault, barriers to family and community reintegration, and limited access to appropriate health care. Particular attention is paid to best practices in promoting recovery and resilience among military women, including community outreach, community-based treatment, advocacy and care coordination, and family and peer support.

SOCW 662 - Military Families: Transition and Well-being

3 Credits

Military families historically have demonstrated remarkable resilience, resourcefulness, and adaptability. In recent years,

however, the cumulative impact of multiple combat deployments have posed health and mental health challenges to children and adults with family in military service, who may manifest symptoms of anxiety, depression, and secondary post-traumatic stress. This course prepares community-based clinical social workers to assess and respond to needs of military families through the cycle of pre-deployment, deployment, re-integration. Particular attention is paid to the development of evidence-based clinical interventions in the contexts of schools, child-serving agencies, and community health and mental health programs.

SOCW 670 - Evidence-Based Practice with Children & Families

3 Credits

This course will emphasize the application of attachment and developmental theories to Social Work practice with children and adolescents. Risk and protective factors in child development will also be considered, particularly where trauma or family disruption has occurred. Covers strategies to increase resilience across the child/youth development period. Students examine the importance of family dynamics, class and cultural factors, and peer group influence. Particular attention is paid to adolescents vulnerable due to involvement in risk behaviors and limited family involvement/support, as well as the needs of youth in foster/substitute care. Developmentally appropriate treatment models will be reviewed including play therapy, journaling, use of activities and arts, and other creative and fun interventions.

SOCW 671 - Trauma Focused Treatment of Children and Adolescents

3 Credits

This course is organized around strategies for implementing recovery-oriented mental health practice. It is guided by the 10 key recovery components of the federal Substance Abuse and Mental Health Services Administration. The course explores models of practice that stress self-efficacy and empowerment, a holistic approach (mind, body, spirit, community), hope, individualized and person centered practice, nonlinear recovery process, peer support, respect, responsibility, self-direction, and strengths-based practice. The course will apply these principles to work with families affected by mental health issues in community settings to build social assets and resiliency. Evidence-based practice approaches using these principles will be highlighted.

SOCW 672 - Child Welfare Practice

3 Credits

This course is designed to provide an overview of current issues in child welfare and will explore both practice and policy interventions of Social Work in child welfare settings. Students will examine the history, evolution and functions of Social Work practice in the child welfare arena. They will develop a foundational understanding of issues related to race, age, gender, culture and socio-economic status as they explore risk and protective factors related to child abuse and neglect. Students will review practice in the state child welfare system as well as agency-based family services. The course also covers models of family preservation/reunification and foster care-related services.

Spanish

SPAN 100 - Beginning Conversation I

3 Credits

Fundamentals of speaking, listening, reading, writing with emphasis on oral production; basics of Spanish grammar and syntax. Recommended for students in Humanities, Education, Nursing, History, Political Science, etc. (LAS) (LG)

SPAN 101 - Beginning Conversation II

3 Credits

Fundamentals of speaking, listening, reading, writing with emphasis on oral production; basics of Spanish grammar and syntax. Recommended for students in Humanities, Education, Nursing, History, Political Science, etc. (LAS) (LG)

SPAN 102 - Living Spanish I

3 Credits

An introduction to Spanish language and to Latino cultures, with an emphasis on listening and speaking, cross-cultural communications, and exploration of Latino cultures as lived in the Hartford area. Classes will include field trips, guest speakers, multimedia, and participation in local cultural and community activities. Open to all students; no prior Spanish required. (LAS) (LG)

SPAN 103 - Living Spanish II

3 Credits

An introduction to Spanish language and to Latino cultures, with an emphasis on listening and speaking, cross-cultural communications, and exploration of Latino cultures as lived in the Hartford area. Classes will include field trips, guest speakers, multimedia, and participation in local cultural community activities. (LAS) (LG)

Prerequisite(s): SPAN 100 - Beginning Conversation I or SPAN 102 - Living Spanish I or permission of the instructor.

SPAN 104 - Intensive Spanish

6 Credits

Introduction to Spanish language and culture, for students with little or no prior knowledge of Spanish. Two semesters of Spanish with a compressed time frame for students who want to advance rapidly beyond the 100 level. Special emphasis on listening and speaking skills, with acquisition of beginning-level reading, writing and cultural proficiency.

SPAN 150 - Basic Spanish Review for High Beginners

3 Credits

Review of beginning-level grammar and syntax (verbs in past, present, future; pronoun usage; ser/estar, gustar, agreements, etc.) with emphasis on oral and written production, and some study of culture. For students who have previously studied Spanish and either wish to fulfill the LG General Education requirement, or who want to prepare for studying Spanish at more advanced levels. (LG) (LAS)

Prerequisite(s): Two or more years of high school Spanish, or one

year of college Spanish, or permission of instructor.

Other: This course is for students who have previously studied Spanish and either wish to fulfill the LG General Education requirement, or who want to prepare for studying Spanish at more advanced levels.

SPAN 153 - Spanish for Educators

3 Credits

Overview of basic grammar and structure (verbs in past, present, future; pronoun usage; using ser/estar, gustar; introduction of command forms). Emphasis on oral skills as well as some writing, with vocabulary themes of interest to those seeking a career in education (speaking with students and parents, basic anatomy and health, basic terminology of class materials and lessons).

Prerequisite(s): Two years of high school Spanish, or one year of college Spanish, or permission of instructor.

SPAN 154 - Spanish for Health Professionals

3 Credits

Overview of basic grammar and structure (verbs in past, present, future; pronoun usage; using ser/estar, gustar; introduction of command forms). Emphasis on oral skills as well as some writing, with vocabulary themes of interest to those seeking a career in health care (anatomy, nutrition, illness and disease, hospital terminology). (LAS) (LG)

Prerequisite(s): Two years of high school Spanish, or one year of college Spanish, or permission of instructor.

SPAN 200 - Intermediate Conversation I

3 Credits

This is a foundational course to advance in the Spanish language acquisition process. Focus includes: vocabulary building concerning day-to-day activities, culture, history, music, film, food, sports. Emphasis will be on conversation. Review of key grammar points such as preterit/imperfect, present perfect, direct and indirect object pronouns, commands and present indicative/subjunctive. Grammar learned in class will be applied to the writing of short compositions. All academic tasks will help students to integrate and synthesize the language learning experience across the curriculum. (LG) (LAS)

Prerequisite(s): SPAN 101 - Beginning Conversation II or SPAN 150 - Basic Spanish Review for High Beginners, or three years of high School Spanish, or permission of instructor.

SPAN 201 - Intermediate Conversation II

3 Credits

Continuation of SPAN 200 - Intermediate Conversation I. This is a foundational course to advance in the Spanish language acquisition process. Focus includes: vocabulary building concerning day-to-day activities, culture, history, music, film, food, sports. Emphasis will be on conversation. Review of key grammar points such as preterit/imperfect, present perfect, direct and indirect object pronouns, commands and present indicative/subjunctive. Grammar learned in class will be applied to the writing of short compositions. All academic tasks will

help students to integrate and synthesize the language learning experience across the curriculum. (LG) (LAS)

Prerequisite(s): SPAN 200 - Intermediate Conversation I, three years of high school Spanish, or permission of instructor.

SPAN 204 - Latino Storytelling

3 Credits

Emphasis will be on reinforcing conversational and writing skills after the first intermediate level. The program is based on class discussion, grammar, and composition activities surrounding heritage readings and testimonials. These tasks, in addition to developing reading comprehension, linguistic awareness, and communicative fluency, are aimed to help students to reflect upon the Hispanic communities in the USA. The cross-cultural approach to the topics is designed to foster increased pride and understanding of students' cultural diversity. (LAS) (LG) (HE) (AE)

Prerequisite(s): SPAN 200 - Intermediate Conversation I and SPAN 201 - Intermediate Conversation II or permission of instructor.

SPAN 250 - Conversations and Readings

3 Credits

Aimed to improve students' vocabulary and oral fluency to the advanced level. Lessons will incorporate a wide range of literary and non-literary materials, including newspaper and magazine articles, comic strips, advertisements, political propaganda, health brochures, songs and films. Students will be strongly encouraged to bring materials from Hispanic cultures (music, recipes, brochures, cultural artifacts) that help liven the conversational atmosphere. Includes the review of specific grammar problems such as "false cognates" "passive voice" and use of "tu, usted, vos." (LG) (LAS)

Prerequisite(s): SPAN 200 - Intermediate Conversation I, SPAN 201 - Intermediate Conversation II or permission of instructor.

SPAN 260 - Spanish Film and Conversation

3 Credits

Through a selection of Latin American and Peninsular films students will "travel" to each of the Hispanic countries represented in the full-length features screened. They will watch and discuss the life of people in their daily situations: eating, cooking, playing, getting married and raising families, and compare these issues with those of the so-called "American way of life" portrayed in Hollywood cinema. Students will learn the basic terminology to write a film review in Spanish. Emphasis will be on oral skills as well as on writing short reports. This course is complemented by the lectures, discussions and screenings of the Annual Foreign Language Film Festival. (LAS) (LG) (HE)

Prerequisite(s): SPAN 200 - Intermediate Conversation I, SPAN 201 - Intermediate Conversation II or permission of instructor.

SPAN 301 - Fundamentals of Hispanic Cultural Studies

3 Credits

A study of key vocabulary for discussion of cultural, historical,

geographical and political issues related to cultural study of Spain and Latin America. Topics include traditions, gastronomic history, works of art, the description of a way of life in a specific country, or a particular historical period. (LG) (LAS)

Prerequisite(s): Two semesters of SPAN 200+, or SPAN 302 - Fundamentals of Hispanic Literary Studies, or four years of high school Spanish, or permission of instructor.

SPAN 302 - Fundamentals of Hispanic Literary Studies

3 Credits

A presentation of the language of literary criticism and genres in Spanish, needed for advanced literary theory, civilization, film and literature courses above at the 300 level and above. Readings include poems, short stories, letters, short novels, and plays emblematic of Spain and Latin America aimed to expand students' reading and critical thinking abilities, as well as knowledge of Hispanic cultures and literatures.

Prerequisite(s): Two semesters of 200+ level Spanish, or permission of instructor.

SPAN 310 - Workshop in Spanish Grammar and Composition I

3 Credits

Development of accuracy and fluency in writing. Thorough study of Spanish grammar, morphology, lexicology, syntax. For students who intend to major or minor in Spanish, or teach or use Spanish professionally, and for native or heritage speakers of Spanish who wish to refine writing and grammar skills. (LG) (LAS)

Prerequisite(s): Two semesters of 200+ level Spanish, or permission of instructor..

SPAN 311 - Workshop in Spanish Grammar and Composition II

3 Credits

Development of accuracy and fluency in writing. Thorough study of Spanish grammar, morphology, lexicology, syntax. For students who intend to major or minor in Spanish, or teach or use Spanish professionally, and for native or heritage speakers of Spanish who wish to refine writing and grammar skills. (LG) (LAS)

Prerequisite(s): SPAN 200 - Intermediate Conversation I, SPAN 201 - Intermediate Conversation II or permission of instructor.

SPAN 331 - Study Culture Workshop in Spain or Latin America

1-6 Credits

A visit to Spain or Latin America. Study important geographical and historical points of interest and the culture of the people. (LAS) (LG)

Other: Open to all students. Spanish not required. All classes and tours are offered in English.

SPAN 360 - Cultural Perspectives of Hispanic Peoples

3 Credits

Identification of key historical, geographical, cultural and political issues to understand the contribution of Hispanic peoples to the U.S. global diversity map as portrayed in poetry, prose and other literary works, as well as art and other media. Examples include testimonials by Latino/a authors; the frescoes by Jose Clemente Orozco in Pomona College and Dartmouth College; the Spanish poets of the Generation of 1927 in the United States (Lorca, Cernuda, Salinas; or plays by Latino/a authors represented at the Repertorio Espanol in New York or other venues).

Prerequisite(s): One semester or more of 300+ level Spanish, or permission of instructor.

SPAN 361 - Special Topics in Spanish Language, Literature and Culture

3 Credits

Studies for advanced students in specialized topics, area studies, thematic studies.

Prerequisite(s): SPAN 301 - Fundamentals of Hispanic Cultural Studies, SPAN 302 - Fundamentals of Hispanic Literary Studies or permission of instructor.

SPAN 390 - Masterpieces of Hispanic Literature

3 Credits

Study of key literary works from Spain and Latin America by theme, genre, literary era. May be taken more than once for credit if the works studied are different.

Prerequisite(s): Prior study of Spanish at 300+ level, or permission of instructor.

Other: May be taken more than once if the works studied are different.

SPAN 495 - Advanced Independent Study

3-6 Credits

SPAN 499 - Coordinating Seminar

3 Credits

For senior Spanish majors. Thorough review of history, culture, and literature of Spain and Latin America in preparation for comprehensive exams and student symposium presentation.

SPAN 579 - Advanced Spanish Grammar and Composition for the Professions

3 Credits

For native, heritage and strong non-native speakers of Spanish whose goal is refining and perfecting written Spanish for professional uses in the Latino communities, and for professional research. Includes important grammatical and lexicological points, translation problems, reviews and comments on readings, and writing projects according to the individual interests of students. If students are uncertain whether they have sufficient oral, reading or written proficiency in Spanish to succeed in the class, they should consult with the instructor no later than the day after the first class.

Other: Open to students who have been admitted to the graduate

certificate in Latino Community Practice or by permission of the instructor.

Special Education

SPEC 217 - Teaching Students with Mild Disabilities

3 Credits

This course examines the academic and social learning characteristics of children with mild disabilities with a focus on contemporary practices in identification and educational planning. Emphasis on inclusionary settings and K-12 students with mild disabilities in the diverse, general education classroom. Includes study of students with special gifts and talents. Field study required.

SPEC 218 - Teaching Students with Significant Disabilities

3 Credits

Examines the physical, intellectual, sensory, health, and social/emotional characteristics of students with moderate to severe disabilities. Emphasis on research-based interventions that promote full participation in school, home and community life. Field study required.

SPEC 237 - Exceptional Children

3 Credits

The growth and development of exceptional children, including children who are gifted and talented and those who may require special education. Examines methods for identifying, planning for, and working effectively with such children in a regular classroom. Field study required.

Prerequisite(s): PSYC 100 - Introductory Psychology

SPEC 265 - The Elements of Teaching

3 Credits

This course provides an introductory look at elements of teaching. Special attention will be paid to learning theories, unit and lesson planning, teaching strategies and models, differentiated instruction, and student evaluation. Additionally, this course integrates the use of related technologies and a required field study. Cross-listed with EDUC 265 - The Elements of Teaching

SPEC 295 - Exploratory Independent Study

3 Credits

Offered by arrangement.

SPEC 343 - Educational Assessment

3 Credits

Focus of academic assessments in special education in literacy and math. Addresses technical characteristics of tests and measurements, including informal and formal measures to evaluate achievement levels. Course includes embedded faculty-supervised field work.

Prerequisite(s): SPEC 217 - Teaching Students with Mild Disabilities, SPEC 218 - Teaching Students with Significant Disabilities and SPEC 265 - The Elements of Teaching or EDUC 265 - The Elements of Teaching

SPEC 345 - Curriculum and Instruction in Special Education

3 Credits

Principles of effective instruction for children and adolescents with special education needs presented within the curricular areas of reading and mathematics, language development and socialization. Analysis of children's Individualized Education Programs (IEPs) forms the basis for the design, delivery, and evaluation of unit taught in a supervised classroom setting. Requires practica in teaching children with disabilities.

Prerequisite(s): SPEC 217 - Teaching Students with Mild Disabilities, SPEC 218 - Teaching Students with Significant Disabilities and EDUC 265 - The Elements of Teaching or SPEC 265 - The Elements of Teaching

SPEC 346 - Differentiated Instruction

3 Credits

Examines curricular and instructional modifications for meeting the needs of students with disabilities in a variety of learning environments, including regular education classrooms. Field study required.

Prerequisite(s): SPEC 343 - Educational Assessment, SPEC 217 - Teaching Students with Mild Disabilities, SPEC 218 - Teaching Students with Significant Disabilities and SPEC 265 - The Elements of Teaching or EDUC 265 - The Elements of Teaching

SPEC 383 - Positive Behavior Interventions and Supports

3 Credits

Behavior and classroom management with an emphasis on research-based strategies to support positive academic and social behaviors. Addresses assessment procedures, including functional behavioral analysis. Field study required.

Prerequisite(s): SPEC 217 - Teaching Students with Mild Disabilities and SPEC 218 - Teaching Students with Significant Disabilities. Secondary licensure candidates need SPEC 237 - Exceptional Children

SPEC 403 - Field Experiences in Special Education

3-6 Credits

Experience in supervised agency settings dealing with exceptional children and youth.

SPEC 447 - Student Teaching & Student Teaching Seminar: Students with Disabilities

9 Credits

Special Education student teaching experience required for undergraduate candidates pursuing a license in Special Education with an elementary cross-endorsement. This 10-week practical application of previously studied theory is supervised by qualified special educators in a school setting. Candidates will

plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes. They will concentrate on meeting the needs of students with at least two of the following exceptionalities: learning disabilities, intellectual disabilities, and behavioral disabilities in the least restrictive environment. They will also participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops; and attend mandatory on-campus seminars.

Prerequisite(s): Acceptance into the Education Department at least one semester prior to student teaching semester; completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office; successful completion of student teaching application by February 1 for fall student teaching and September 15 for spring student teaching.

Other: Open to seniors only. Must be taken in the same semester as EDUC 430, the elementary education practicum. No other coursework may be taken during this semester. Fee required for Consortium students.

SPEC 495 - Advanced Independent Study

1-3 Credits

Offered by arrangement.

SPEC 499 - Coordinating Seminar

3 Credits

Coordination and integration of prior coursework in Special Education theory and practice. This course examines relevant Special Education legislation and case law; student evaluation and development of legally correct Individual Education Programs (IEPs); and the role of a special educator in a collaborative IEP team. Presentation of case study via IEP meeting simulations. Field study required.

Prerequisite(s): SPEC 217 - Teaching Students with Mild Disabilities, SPEC 218 - Teaching Students with Significant Disabilities, SPEC 343 - Educational Assessment and SPEC 345 - Curriculum and Instruction in Special Education.

Corequisite(s): SPEC 346 - Differentiated Instruction and SPEC 383 - Positive Behavior Interventions and Supports

SPEC 505 - Assistive Technology for Access to the Curriculum Special Education

3 Credits

This course is designed to assist all children in accessing the curriculum. Emphasis will be on: assistive technology definitions and the law; assistive technology and classroom modifications for vision and hearing, communication, reading, writing, math and transitions for aiding progress in the general education setting.

SPEC 510 - Growth & Development in Early Childhood

3 Credits

Growth and development (physical, cognitive, social, and emotional) in all children, conception to Grade 3, including those who are developing typically, those at risk, and those with mild to profound disabilities. Explores developmental theories,

observational techniques, and interpretation of data. Transactions that support or impede development considered. Field study required. Cross listed with ECSE 510 - Growth and Development in Early Childhood.

SPEC 511 - Language Development & Emergent Literacy

3 Credits

Language acquisition and emergent literacy from birth through five; relation between views of development and intervention techniques; roles of parents, teachers, and clinicians in language and early literacy development; sampling and analysis of language data; use of play in enhancing both normal and delayed language development; process of second language learning; implications of language delay and second language learning. Cross-listed with ECSE 520 - Language Development and Emergent Literacy

SPEC 512 - Assessment: Pre-K to Grade 3

3 Credits

Identification and analysis of the purposes of assessment. Practical experience in selecting, evaluating, administering, and interpreting a variety of assessment devices. Effective communication and use of findings in planning individualized programs for children who have special needs, are at risk, or are developing typically. Laboratory fee and field study required. Cross-listed with ECSE 540 - Assessment: Pre-K to Grade 3

Prerequisite(s): Two of the following: SPEC 510 - Growth & Development in Early Childhood or ECSE 520 - Language Development and Emergent Literacy, ECSE 510 - Growth and Development in Early Childhood or SPEC 511 - Language Development & Emergent Literacy, ECSE 555 - Programs for Young Children or SPEC 555 - Programs for Young Children or permission of the instructor.

SPEC 513 - Assessment: Birth to Kindergarten

3 Credits

Screening and assessment of young children who are developing typically, 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. Includes data gathering using a variety of devices and strategies, interviewing techniques, integration, and communication of findings. Cross-listed with ECSE 541 - Assessment: Birth to Kindergarten

SPEC 516 - Exceptional and At-Risk Children in Today's Schools

3 Credits

The development of children with disabilities and those identified as gifted and talented. Emphasizes learning and behavioral characteristics of children with disabilities. Field study required.

SPEC 517 - Students with Mild Disabilities

3 Credits

This course examines the cognitive, linguistic, academic, and social-emotional characteristics of students with mild disabilities,

including intellectual disabilities, learning disabilities, emotional or behavior disorders, attention disorders and autism spectrum disorders, within a response to intervention framework. Issues in assessment, identification, and placement will be discussed. Case study and fieldwork requirement. Includes study of the characteristics and needs of students with special gifts and talents. For initial teacher licensure candidates.

SPEC 518 - Children with Moderate to Severe Disabilities

3 Credits

Examines the physical, intellectual, sensory, health, and social/emotional characteristics of students with moderate to severe disabilities with an emphasis on research-based interventions that promote full participation in school, home, and community life. Field study required.

SPEC 524 - Instruction and Curriculum

3 Credits

Content focuses on the interactive functions of the teaching/ learning process, as well as the planning, implementing, and evaluating of instruction and curriculum based upon developmentally appropriate practices. Media, technology, and the introduction of specific curricula related to substance abuse. Field study required. Strongly recommended as first methods course. Cross-listed with EDUC 524 - Instruction and Curriculum

SPEC 526 - Educational Assessment

3 Credits

This course prepares candidates to administer, score and interpret a range of criterion-referenced, norm-referenced, and curriculum-based measurement tools for the purposes of:

1. Identifying students with specific learning disabilities
2. Generating a series of informed educational recommendations, including goals and related objectives
3. Presenting findings and recommendations to parents and professionals

Lecture, discussion, demonstration and practical experiences in test administration, scoring and interpretation practices will be emphasized.

Prerequisite(s): SPEC 517 - Students with Mild Disabilities, SPEC 524 - Instruction and Curriculum or EDUC 524 - Instruction and Curriculum and EDUC 507 - Developmental Reading in the Elementary School

Other: This course requires supervised fieldwork and extensive outside preparation beyond class meeting time.

SPEC 530 - Research in Special Education

3 Credits

This course focuses on research models used in educational settings. Emphasis on interpreting and evaluating educational research and examination of current studies that are representative of the various research models. Includes applications in evidence-based practice, role of families in the educational process and effects of disability on lifelong learning.

Includes development of a preliminary plan or proposal for research in the field of Special Education.

SPEC 534 - Positive Behavior Interventions and Supports

3 Credits

This course focuses on effective strategies for encouraging positive academic and social behaviors in a variety of settings. Emphasis on prevention, evaluation procedures and intervening strategies related to reducing challenging behavior and teaching positive, pro-social behaviors. Field study required.

Prerequisite(s): SPEC 517 - Students with Mild Disabilities or SPEC 518 - Children with Moderate to Severe Disabilities or SPEC 582 - Exceptional Adolescents

SPEC 535 - Laws and Special Education

3 Credits

The emphasis of this course is on legislation affecting the planning and delivery of services to children with special education needs. Specific reference will be made to federal and state legislation and relevant court decisions. Topics include the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Family Education Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), and No Child Left Behind. Current litigation in special education will be examined. Culminating experience includes development of an Individual Education Program (IEP) plan and IEP meeting simulation.

Prerequisite(s): SPEC 516 - Exceptional and At-Risk Children in Today's Schools, SPEC 517 - Students with Mild Disabilities, SPEC 518 - Children with Moderate to Severe Disabilities or SPEC 582 - Exceptional Adolescents

SPEC 536 - Practicum: Special Education

4 Credits

Practicum required for graduate candidates pursuing a license in special education. This 5-week placement is under the supervision of qualified special educators in a school setting. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach in areas of exceptionality; facilitate the inclusion of children in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops. No other coursework may be taken during this semester.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office; application received in the Office of Student Teaching and Clinical Experiences by February 1.

Corequisite(s): Must be taken in conjunction with SPEC 538 - Student Teaching and Student Teaching Seminar: Special Education (fall/spring), 10-week student teaching or SPEC 537 - Practicum: Special Education for Licensed Teachers for approved qualified licensed educators.

Other: No other coursework may be taken during this semester.

SPEC 537 - Practicum: Special Education for Licensed Teachers

4 Credits

This is the second required 5-week practicum for approved licensed educators. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with learning disabilities, intellectual disabilities, or behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops. No other coursework may be taken during this semester.

Prerequisite(s): SPEC 536 - Practicum: Special Education; application to the Office of Student Teaching and Clinical Experiences by February 1.

Other: No other coursework may be taken during this semester.

SPEC 538 - Student Teaching and Student Teaching Seminar: Special Education (fall/spring)

6 Credits

Student Teaching required for graduate candidates pursuing a license in Special Education. This 10-week practical application of previously studied theory is supervised by qualified special educators in a school setting. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with learning disabilities, intellectual disabilities, or behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops; attend mandatory on-campus seminars.

Prerequisite(s): Completion of general education and licensure courses with minimum grade requirement met; Praxis II scores reported to the licensure office; application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Corequisite(s): Must be taken in conjunction with SPEC 536 - Practicum: Special Education for Special Education licensure.

Other: No other coursework may be taken during this semester. Fee required for Consortium students.

SPEC 539 - Curriculum and Instruction: Adaptive Strategies

3 Credits

Designing curriculum, instruction, and supports to meet the needs of diverse learners in the classroom. Focuses on Universal Design for Learning and linking Individual Education Programs (IEPs) to the general education curriculum. Explores program planning and implications of Response to Intervention (RTI). Field study required.

Prerequisite(s): SPEC 516 - Exceptional and At-Risk Children in Today's Schools or SPEC 582 - Exceptional Adolescents

SPEC 540 - Research-Based Reading Interventions for Adolescents

3 Credits

Universal design and evidence-based practices are used to design interventions and monitor progress of students who struggle in meeting grade level expectations in vocabulary and comprehension. Individualized Education Programs (IEPs) are used to plan, differentiate, and evaluate instruction for different reading disability profiles. Course-embedded, supervised field study included.

Prerequisite(s): EDUC 507 - Developmental Reading in the Elementary School(may be taken at same time), SPEC 517 - Students with Mild Disabilities and EDUC 524 - Instruction and Curriculum.

Other: Field study application required.

SPEC 541 - Collaborative Consultation for School Personnel

3 Credits

Focuses on current trends and issues related to collaborative planning on behalf of students with disabilities. Explores the roles and responsibilities of interdisciplinary team members in meeting the needs of diverse learners in a variety of settings. Examines co-teaching models, parent-professional partnerships and the leadership role of special educators in Response to Intervention (RTI) models. Field study required.

SPEC 542 - Reading Disabilities: Connecting Assessment and Instruction

3 Credits

Focuses on the identification and remediation of reading difficulties. Candidates will learn:

- The essential components of reading
- How to administer standardized criterion and norm-referenced Curriculum Based Measures
- How to develop an individualized scope and sequence of instruction
- How to develop and deliver a diagnostic-prescriptive, multi-sensory, systematic and explicit series of individualized remedial reading lessons
- How to monitor and report student progress

A course-embedded, supervised field experience is required. Programming in special and general education will be considered in the development and delivery of Individualized Education Programs (IEP). Supervised practicum included.

Prerequisite(s): EDUC 507 - Developmental Reading in the Elementary School(may be taken at same time), SPEC 517 - Students with Mild Disabilities, and SPEC 524 - Instruction and Curriculum

SPEC 543 - Instructional Planning and Interventions in Special Education: Writing and Study Skills

3 Credits

Interventions in writing and study skills for school-aged children with special needs. Programming in both special education and general education considered in the development, delivery, and evaluation of individualized education plans. Field study required.

Prerequisite(s): EDUC 507 - Developmental Reading in the Elementary School, SPEC 517 - Students with Mild Disabilities, EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

SPEC 544 - Social Skill Interventions

3 Credits

Focuses on connecting emotional intelligence and academic learning for K-12 classrooms and schools. Students will develop and present an intervention plan with targeted goals, progress monitoring tools and documented follow-up. Professional learning communities will be used to show how to establish an effective school-based response to intervention systems.

Prerequisite(s): SPEC 516 - Exceptional and At-Risk Children in Today's Schools, SPEC 517 - Students with Mild Disabilities, SPEC 518 - Children with Moderate to Severe Disabilities, SPEC 560 - Autism: Nature and Characteristics or SPEC 582 - Exceptional Adolescents or permission of instructor.

SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory

3 Credits

Seminar for the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates working in instructional settings with students with remedial needs. Includes instructional models for teaching remedial reading and language arts. Consideration of literary assessment and behavior management techniques. Cross-listed with EDUC 545 - Seminar in Remedial Reading and Related Instructional Theory

Prerequisite(s): Limited to selected interns who hold a Connecticut Educator License.

SPEC 546 - Seminar in Writing and Related Instructional Theory

3 Credits

Advanced seminar for the University of Saint Joseph/Literacy Internship Program for working in instructional settings with students with remedial needs. Instructional models for teaching writing, writing assessment, and alternate approaches to reading and writing instruction are included. The relationship between regular education and supplemental instruction in implementing remedial programs is examined along with curriculum scope and sequence. Cross-listed with EDUC 546 - Seminar in Writing and Related Instructional Theory

Prerequisite(s): EDUC 545 - Seminar in Remedial Reading and Related Instructional Theory

Other: Limited to selected interns who hold a Connecticut Educator License.

SPEC 547 - Practicum I: Theory into Practice

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Selected interns provide direct instruction to students with remedial needs, supplemental to their regular classroom programs. Additional components of this experience was diagnostic assessment, development of prescriptive education plans, evaluation of program effectiveness, parent conferences, and teacher consultation. Fieldwork requires four and one half days per week, based on the participating school districts' calendars. Cross-listed with EDUC 547 - Practicum I: Theory into Practice.

Other: Limited to selected interns who hold a Connecticut Educator License.

SPEC 548 - Practicum II: Theory into Practice

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program. Continuation and refinement of the clinical experiences described in SPEC 547 - Practicum I: Theory into Practice. Cross-listed with EDUC 548 - Practicum II: Theory into Practice

Other: Limited to selected interns who hold a Connecticut Educator License.

SPEC 549 - Student Teaching and Student Teaching Seminar: Special Education fall/spring

12 Credits

For graduate candidates pursuing a license in Special Education. This 16-week practical application of previously studied theory is supervised by qualified special educators in a school setting. Candidates plan, instruct, and assess for the greatest positive impact on student learning; teach and co-teach individuals, small groups, and whole classes with concentration on meeting the needs of students with learning disabilities, intellectual disabilities, or behavioral disabilities in the least restrictive environment; participate in planning and placement team (PPT) meetings, parent conferences, faculty meetings, and in-service workshops; attend mandatory on-campus seminars.

Prerequisite(s): Completion of licensure courses with minimum grade requirement met; Praxis II scores reported to licensure office; application to the Office of Student Teaching and Clinical Experiences by February 1 for fall student teaching and September 15 for spring student teaching.

Other: No other coursework may be taken during this semester. Fee required for Consortium students.

SPEC 554 - Research-Based Math Interventions

3 Credits

This course focuses on intervention practices to meet the individual needs of students. Task analysis and error analysis followed by evidence-based practices are used to design mathematics interventions and monitor progress of students who show difficulty meeting grade level expectations. Curriculum Based Measures (CBM) are used to evaluate growth, identify non-responders and determine areas of need in mathematics. Supervised practica included.

SPEC 555 - Programs for Young Children

Prerequisite(s): SPEC 560 - Autism: Nature and Characteristics and an introductory course in Special Education assessment.

3 Credits

Programs and practices in Early Childhood Education including current issues and perspectives for the inclusion of children with disabilities, birth through grade three. Goals of Early Childhood Education are identified; the expanding role of Early Childhood programs in the broader context of human services is examined; theoretical foundations, historical perspectives, and research findings are considered. Field study required. Cross-listed with ECSE 555 - Programs for Young Children

Prerequisite(s): ECSE 510 - Growth and Development in Early Childhood or SPEC 510 - Growth & Development in Early Childhood or permission of instructor.

SPEC 560 - Autism: Nature and Characteristics

3 Credits

This course provides historical and current views regarding the characteristics, etiology, and prognosis of children with Autism Spectrum Disorders in schools. In addition, issues such as diagnostic procedures, classroom structure, research-based instructional strategies, and family involvement are surveyed. This is the first in a five-course series to prepare teachers for instructing children with autism in an inclusive as well as more restrictive environment.

Prerequisite(s): Bachelor's degree or teacher certification.

SPEC 561 - Autism: Behavioral Interventions

3 Credits

This course will examine the factors that contribute to behaviors demonstrated by students with Autism Spectrum Disorders, and the coordinating best practices for analyzing student behavior, developing intervention plans, and evaluating the effectiveness of these plans.

Prerequisite(s): SPEC 560 - Autism: Nature and Characteristics

SPEC 562 - Autism: Communication and Technology

3 Credits

This course is designed to help meet the complex communication needs of students with Autism Spectrum Disorders. Emphasis will be on: augmentative alternative communication; the use of visuals; behavior as communication; assistive technology for communication, reading and writing; play; joint attention and classroom modifications for facilitation of progress in the general education setting.

Prerequisite(s): SPEC 560 - Autism: Nature and Characteristics

SPEC 563 - Autism: Assessment

3 Credits

This course will provide advanced training in the assessment of students with Autism Spectrum Disorders. 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.

SPEC 564 - Autism: Application of Instructional Strategies

3 Credits

This course addresses teaching methods for students with Autism Spectrum Disorders. Emphasis will be placed on designing and implementing programs using assessment information from a variety of sources after the determination of measurable Individualized Education Program (IEPs) goals and objectives.

Prerequisite(s): SPEC 560 - Autism: Nature and Characteristics

SPEC 565 - Psychosocial Interventions and Autism Spectrum Disorders

3 Credits

This course examines the social and mental health challenges commonly associated with Autism Spectrum Disorders. Etiology, assessment and intervention strategies will be discussed as well as their application in a variety of school and community-based settings. Students will be required to complete assessments and develop intervention plans for individuals on the spectrum in both in-class and practicum experiences.

Prerequisite(s): SPEC 560 - Autism: Nature and Characteristics and SPEC 563 - Autism: Assessment

SPEC 566 - Autism: Sensory and Motor Issues

3 Credits

This course will provide the student with an understanding of sensory processing and motor challenges that many individuals with ASD experience. Participants will learn strategies to incorporate into their students' classroom environments to promote participation and maximize skill acquisition. Course participants will also define the roles of extended service providers. Instruction will be provided through lecture, coursework, case review and applied assignments.

Prerequisite(s): SPEC 560 - Autism: Nature and Characteristics and SPEC 563 - Autism: Assessment

SPEC 574 - Seminar: Early Intervention and the Emergent Reader

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates in the second year of the two-year program. Advanced level, specialized weekly seminars focusing on the constructivist theory of reading, cognitive and metacognitive learning theory, and the research related to these topics. Formal and informal assessment tools and developmentally appropriate intervention strategies will be explored in depth. Cross-listed with EDUC 574 - Seminar: Early Intervention and the Emergent Reader

Prerequisite(s): SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory, SPEC 546 - Seminar in Writing and Related Instructional Theory, SPEC 547 - Practicum I: Theory into Practice, SPEC 548 - Practicum II: Theory into Practice or comparable experiences.

Corequisite(s): SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns as part of the University of Saint

Joseph/ Literacy Internship Program.

Other: Limited to selected interns.

SPEC 575 - Seminar: Current Research and the Emergent Reader

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates participating in the second year of the two-year program. Advanced level, specialized weekly seminars exploring the current research in emergent literacy. Topics include models of the reading process, language acquisition, role of text structure, meta-cognitive and schema theory, the role of home background factors, and the translation of research findings to classroom practice. Cross-listed with EDUC 575 - Seminar: Current Research and the Emergent Reader

Prerequisite(s): SPEC 574 - Seminar: Early Intervention and the Emergent Reader and SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns

Corequisite(s): SPEC 578 - Advanced Practicum II: Direct Service Application for Lead Interns as part of the University of Saint Joseph/Literacy Internship Program.

Other: Limited to selected interns.

SPEC 576 - Advanced Practicum I: Direct Service Application for Lead Interns

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates in the second year of the two-year program. This is a semester field assignment of four and a half days per week. The emphasis is on early intervention strategies in diagnosis and remediation of primary grade remedial-needs students in Reading/Language Arts. Experiences include intensive remedial, diagnostic, direct instruction to students and professional support for the first-year interns. Cross-listed with ECSE 576 - Primary Curriculum (Grades 1-3)

Prerequisite(s): SPEC 545 - Seminar in Remedial Reading and Related Instructional Theory, SPEC 546 - Seminar in Writing and Related Instructional Theory, SPEC 547 - Practicum I: Theory into Practice, SPEC 548 - Practicum II: Theory into Practice or comparable experiences.

Corequisite(s): SPEC 574 - Seminar: Early Intervention and the Emergent Reader

Other: Limited to selected interns.

SPEC 578 - Advanced Practicum II: Direct Service Application for Lead Interns

3 Credits

Part of the University of Saint Joseph/Literacy Internship Program for licensed teachers/graduate candidates in the second year of the two-year program. Continued supervised experience for the advanced lead intern. This is a semester field assignment of four and a half days per week. Cross-listed with EDUC 578 - Advanced Practicum II: Direct Service Application for Lead

Interns

Corequisite(s): SPEC 575 - Seminar: Current Research and the Emergent Reader

Other: Limited to selected interns.

SPEC 579 - Children and Mathematics

3 Credits

A study of mathematics curriculum for elementary grades. Teaching strategies, techniques and learning activities focus on 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. Field study required.

Prerequisite(s): EDUC 524 - Instruction and Curriculum or SPEC 524 - Instruction and Curriculum

SPEC 580 - Field Experience

3 Credits

On-site, independent study on the practical aspects of program and curricula development. Seminars and plan of study tailored to the needs and interests of the individual participants. Includes on-site consultations by the course instructor. Cross-listed with EDUC 580 - Field Experience

SPEC 582 - Exceptional Adolescents

3 Credits

The characteristics and needs of exceptional adolescents. Emphasis on how physical, sensory, and intellectual impairments affect psychological/social adjustment and academic achievement. Stresses modification of instruction, classroom, and behavioral management techniques appropriate to inclusionary practices. Field study required.

SPEC 590 - Special Topics

1-3 Credits

Special topics courses offered periodically by the department. See Course Search in MyUSJ for description of current offerings. No more than six credits in special topics may be applied to a master's degree program in Special Education.

SPEC 595 - Independent Study/ Research

1-3 Credits

Students select topic or project to pursue through independent or small group work.

Prerequisite(s): Application forms for independent study/research are available in the Graduate Studies Program office and must be approved by the project advisor, department chair, and dean of the school.

SPEC 596 - Independent Study/Research

1-3 Credits

Students select topic or project to pursue through independent or small group work.

Prerequisite(s): Application forms for independent study/research are available in The Graduate Studies Program office and must be approved by the project advisor, department chair, and dean of the school.

Sports Studies

SPST 200 - Athletic Injury Care and Prevention

3 Credits

The study of emergency care techniques, basic injury prevention and evaluation. Basic techniques for injury prevention and rehabilitation of injuries are examined and practiced.

SPST 202 - Exercise Physiology

3 Credits

Study of the basic concepts of nutrition, energy, and systems of energy transfer and use in exercise and training. Focus on applications considers energy capacity enhancement, exercise performance and environmental stress, body composition, and energy balance.

SPST 210 - Motivation & Leadership in Sports

3 Credits

The principles of motivation, the importance of leadership, and the different psychological skills athletes can use to improve performance. Cross-listed with PSYC 210 - Motivation and Leadership in Sports .

Prerequisite(s): PSYC 100 - Introductory Psychology

SPST 300 - Sports Law

2 Credits

An introduction of the legal issues specific to organized athletics. Provides coaches with the basic knowledge of their legal responsibilities as they relate to the performance of their duties. Current legal cases researched and analyzed. Offered as a Directed Study.

SPST 380 - Practical Topics in Coaching

3 Credits

An overview of the principles and concepts of coaching adolescents. Provides basic knowledge of the psychological, legal, and medical aspects of coaching. The satisfactory completion of this course, along with a valid CPR and First Aid card, enables students to obtain a coaching permit in Connecticut.

SPST 400 - Principles of Coaching

3 Credits

The role of the coach and the coach's application of principles and concepts, including the development of coaching philosophy, psychological and motivational concepts regarding individuals and teams. Emphasis on coaching ethics, practice, game organization, parental and community strategies, and the comprehension of issues and problems associated with coaching.

SPST 401 - Coaching Practicum

2 Credits

Provides prospective coaches with the opportunity to demonstrate competence in planning, implementing, and evaluating athletic practices and contests. A supervised practicum in which students act as an assistant or head coach of an interscholastic team or a comparable coaching assignment for a minimum of seven weeks. Students attend three seminars in addition to field placement requirements.

Prerequisite(s): SPST 200 - Athletic Injury Care and Prevention, SPST 210 - Motivation & Leadership in Sports and SPST 400 - Principles of Coaching

Women's Studies

WMST 120 - Women in Society

3 Credits

A foundations class for students interested in Women's Studies as a major or as an issue. Students study an overview of the interdisciplinary and global issues from a women's studies theoretical perspective. A feminist analysis of the cultural and social history of women forms a basis for the course. Offered every spring. (LAS) (WR) (WS)

WMST 230 - Feminist Theories

3 Credits

A feminist perspective on the current debates in theory and different theoretical approaches applied to the study of women and gender: cultural, essentialist, liberal, socialist, womanist, among others. Students develop their own theories or identify which of the methods of understanding women's position in relation to community, other women, men, patriarchy, the environment, and the global community fits their values and beliefs the most. Offered every fall. Cross-listed with POLS 231 - Feminist Theories (LAS) (WR) (WS)

WMST 231 - Feminist Theories

3 Credits

A feminist perspective on the current debates in theory and different theoretical approaches applied to the study of women and gender: cultural, essentialist, liberal, socialist, womanist, among others. Students develop their own theories or identify which of the methods of understanding women's position in relation to community, other women, men, patriarchy, the environment, and the global community fits their values and beliefs the most. Offered every fall. Cross-listed with POLS 231 - Feminist Theories . (LAS) (WR) (WS)

WMST 250 - Psychology of Women

3 Credits

An introduction to the major theories and concepts of the psychology of gender through examination of classic and contemporary research on gender roles, stereotyping, and discrimination. Examines sex differences in development with a special emphasis on women's intellectual development. Cross-listed with PSYC 250 - Psychology of Women (LAS) (WS)

WMST 265 - Women in the World Economy

278

3 Credits

Locating women in the web of economy, whether in a rich industrial economy or a developing economy. Women as significant economic actors whose status is determined by control over resources, work conditions and the products of labor. Investigates how economic systems and colonization affect gender relations. (LAS) (GI) (WS) Cross-listed with ECON 265 - Women in the World Economy

WMST 295 - Exploratory Independent Study

1-3 Credits

Faculty-guided research on topics proposed by students.

WMST 350 - Internship

1-6 Credits

Theory into practice in an internship with an organization that deals directly with issues pertaining to women's lives. Examples of possible placements: The Connecticut Permanent Commission on the Status of Women; My Sister's Place, a battered women's shelter; YWCA; Interval House.

WMST 400 - Women's Studies Seminar

3 Credits

An in-depth study of a particular topic depending on the professor's specialty, such as the grassroots women's economic groups in the two-thirds world, the Suffrage Movement in Britain and the United States, feminist literary theories, or Virginia Woolf. A research paper implementing a theoretical analysis from a Women's Studies methodology required.

WMST 495 - Women's Studies Advanced Independent Study

1-6 Credits

Further development of faculty-guided research on topics proposed by students.

WMST 499 - Senior Coordination

3 Credits

Students conduct and write a research project related to their interest, implementing theoretical and analytical Women's Studies methods. Addresses larger areas of research that are especially linked to women: the study of nontraditional arts made by women, for example quilting, letters, diaries, pottery; the study of female groups and relationships; female psychology and cultures; birthing and child-rearing; woman's lifecycle.

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