

## General Policies

### ***Non-Discrimination Policy***

*Bloomfield College admits students of any race, creed, age, sex, or national origin to all the rights, privileges, programs, and activities generally available at the College. It does not discriminate on the basis of race, creed, age, physical handicap, sex, sexual orientation, or national origin in the administration of educational or admissions policies, scholarship and loan programs, or athletic or other College-administered programs.*

*Bloomfield College is committed to the principle of non-discrimination, as set forth in the regulations of Title IX of the Educational Amendments of 1972.*

### ***Americans with Disabilities Act Policy***

*Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990.*

### ***Family Educational Rights and Privacy Act***

*The Family Educational Rights and Privacy Act of 1974 - also called the Buckley Amendment - provides that colleges and schools may NOT release information about students or provide access to student records (with certain exceptions listed in the statute) without students' written consent. This law makes it possible for students to examine their records by making an appointment with the Registrar. Those who wish to see their student personnel records should contact the Dean of Students. Students who wish to challenge the contents of academic files should contact the Registrar. Those who wish to contest student personnel records should contact the Judiciary Board.*

### ***Academic Regulations and Procedures***

*The Academic Regulations and Procedures set forth in this Catalog constitute student rights and responsibilities. The College assumes every student is acquainted with them. Failure to note the regulations will never excuse non-compliance.*

### ***Bloomfield College Campus Photography and Film Policy***

*Bloomfield College reserves the right to photograph or film its constituent groups while they are on campus. Imagery will be utilized in publications, catalogs, posters, advertisements, recruitment materials, promotional materials, event materials, development materials, social media, the college's website, and various other purposes. Groups the college will film or take photographs of include faculty, staff, and students. Photography and filming will include teaching, learning, clinical courses, campus life, additional activities, as well as casual and portrait imagery. Photographs and film may be distributed to local, state, or national media for promotional purposes. Bloomfield College will archive photographs and film, including digital media, and they will remain available for use by the college without time limitations or restrictions. The college reserves the right to alter photography and film for creative purposes. Faculty, staff, and students who wish for their images to not be used in the manner described in this policy should contact the Department of Marketing ([marketing@bloomfield.edu](mailto:marketing@bloomfield.edu)). Faculty staff, and students are advised that individuals in public places legally have no expectation of privacy and are subject to being photographed by third parties. Bloomfield College has no control over the use of images taken by third parties, including the news media covering college activities.*

*The College reserves the right to change its regulations, schedule of classes, procedures, courses of study, and schedule of fees without previous notice.*

*Note: The procedures outlined in this Catalog shall be followed by all students irrespective of first date of attendance at Bloomfield College.*

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## College's Mission

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Bloomfield College, founded in 1868, is an independent college historically related to the Presbyterian Church (U.S.A.) and strategically located in the New Jersey-New York metropolitan region. The College offers academic programs leading to a Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Fine Arts, and a Master of Science degrees. The curriculum is designed to provide students with a sound liberal arts grounding as well as with the expertise they will need in their careers.

The mission of Bloomfield College is:

**To prepare students to attain academic, personal, and professional excellence in a multicultural and global society.**

The College is committed to enabling students, particularly those who have traditionally been excluded from higher education, to realize their intellectual and personal goals. Programs of study are rooted in the liberal arts and assist students in obtaining the skills, knowledge, and values they need to become empowered, active individuals engaged in renewing themselves, their relationships, their workplaces, and their communities.

Programs are designed to help students think critically and quantitatively, speak effectively, write clearly, develop aesthetic appreciation, and integrate feelings and values. We believe students must gain a greater understanding of and appreciation for other cultures and for the unique racial and cultural diversity of the United States.

One of the strengths of the College is the rich diversity of its students. The College is committed to this richness because it provides an ideal context for personal growth and a basis for a better society. In joining Bloomfield College, each person assumes a personal responsibility to strive to achieve academic excellence, to take full advantage of the resources offered, and to contribute to the quality of the College community.

## **HISTORICAL BACKGROUND**

The roots of the College and its mission can be traced back to 1868. With the influx of nearly two million German immigrants following the European Revolution of 1848, it became necessary to establish a training school for German-speaking ministers "who would be acceptable to the immigrant German communities in the eastern metropolitan area of the United States and who would lead their German members out of their German-oriented culture into the American ways of the new fatherland."

Thus was born the German Theological Seminary of Newark, New Jersey. The institution's first four students met on September 16, 1869, in a room in the First German Presbyterian Church. Courses in theological instruction, Biblical history, pastoral work, natural philosophy, and United States history were taught in both English

and German by the four full-time faculty. Classes were also conducted in Hebrew, Latin, and Greek.

In 1872, the school relocated to Bloomfield, occupying the home of the former Bloomfield Academy at Franklin and Liberty Streets. This structure stands today as Seibert Hall.

As the German immigrants assimilated into American society, the need for a special theological school diminished. The Seminary soon opened its doors

to students from other foreign countries. In 1913, the year it was renamed Bloomfield Theological Seminary, the institution was serving students from some 15 different language groups.

In 1923, the State Board of Education approved a four-year college course leading to the Bachelor of Arts degree, thereby

## **INTRODUCTION**

establishing Bloomfield College as an independent division of the Seminary. Eight years later, in 1931, the State Legislature approved the change of the institution's name to Bloomfield College and Seminary.

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In 1958, the College came under the sponsorship of the United Presbyterian Church through its New Jersey Synod, now the Synod of the Northeast.

The term "Seminary" was dropped from the institution's name in 1961, and was replaced with the term "Institute." This term was quickly phased out, leaving the institution's name as it is known today: Bloomfield College.

More than 55 nationalities are represented on the College's 11-acre campus, reflecting the College's commitment to diversity and to the advancement of its distinctive mission:

**"To prepare students to attain academic, personal, and professional excellence in a multicultural and global society."**

## **ACCREDITATION AND AFFILIATION**

Bloomfield College is chartered by the State of New Jersey and accredited by the Middle States Commission on Higher Education. Its academic programs are approved by the New Jersey Commission on Higher Education. The mailing address and telephone numbers of the Middle States Association of Colleges and Schools is

3624 Market Street

Philadelphia, PA 19104.

(267) 284 5020

The Nursing Program at Bloomfield is accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education. The Program is a member of the National League for Nursing. The mailing address and telephone number of the New Jersey Board of Nursing is

124 Halsey Street, 6th floor, P.O. Box 45010, Newark, NJ 07101, (973) 504-6430.

Bloomfield College is related to the Presbyterian Church, USA, through the Synod of the Northeast and is a member of the Association of Presbyterian Colleges and Universities.

## **BLOOMFIELD COLLEGE STATEMENT OF SHARED VALUES**

We, the members of the Bloomfield College Community, take pride in ourselves and in our Institution. To that end, we are committed to upholding the highest standards of ethics, integrity, and professionalism in all that we do. We recognize that excellence in teaching and learning flourishes in an environment where each of us is free to express our ideas

in ways that recognize and respect our differences. We are committed to celebrating the rich diversity of all members of the campus community and the community at large.

Therefore, in an effort to attract and retain exceptional students, faculty, staff, administrators, and trustees who will continue the wonderful tradition of the College, we actively support behavior that is consistent with the values shared by the Bloomfield College Community.

### **Honesty**

The College promotes an intellectually stimulating environment where all interactions are open, honest, and free of bias and where the responsibility for all individuals is to be straightforward and trustworthy.

### **Respect**

#### ***for Person***

The College embraces the high diversity and culture of its faculty, staff, students, administrators, and trustees, including but not limited to their race, ethnicity, gender, religion, sexual orientation, ability, and socioeconomic status.

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## *for Property*

The College seeks to provide an environment that is safe, one in which individual and institutional property are respected and protected. The College also values the integrity of intellectual work that is creative, resourceful, and innovative and, therefore, enforces strict policies against plagiarism, cheating, and the misuse of traditionally published and/or Internet resources.

### **Commitment to Achieving Excellence**

The College encourages excellence in intellectual, personal, professional and social development, and an appreciation for spiritual wellness while fostering a commitment to excellence in teaching, learning, and all aspects of work.

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## Admission

### **ADMISSION WITH FRESHMAN STATUS**

Degree candidates with freshman status are admitted each year for the fall, spring, and summer semesters.

An application for admission may be obtained by emailing or calling:

Office of Enrollment Management and Admission  
Bloomfield College  
1 Park Place  
Bloomfield, New Jersey 07003  
748-9000, Ext. 1230  
Fax: (973) 748-0916  
Email: [admission@bloomfield.edu](mailto:admission@bloomfield.edu).

Applications are also available online at [www.bloomfield.edu/apply](http://www.bloomfield.edu/apply).

Applicants should feel free to address questions to the Office of Enrollment Management and Admission at any time. All candidates are encouraged to visit the College for a personal interview and a tour of the campus.

Freshman candidates must submit the following forms and credentials to the Office of Enrollment Management and Admission:

1. A completed application for admission.
2. A \$40 non-refundable application fee made payable to Bloomfield College.
3. An official transcript of all high school work completed, including courses, grades and rank in class if applicable. Candidates should direct their Guidance Department to forward transcripts directly to the Office of Enrollment Management and Admission. Normally, transcripts must indicate the completion or expected completion of at least fourteen academic units, which should include: English, mathematics, history, and laboratory science. Foreign language is strongly recommended but not required.
4. Two letters of recommendations from a guidance counselor or teacher.
5. An essay or personal statement.

In addition to the above required application materials, the following are optional materials that the admissions committee will consider in reviewing applications

1. Scholastic Assessment Test (SAT-I) or American College Test (ACT) scores (optional). Bloomfield College continues to consider only the critical reading and math sections of the SAT and/or ACT exams in admission decisions. You can obtain information about SAT/ACT test dates from your high school Guidance Department.
  2. Interview is strongly recommended.
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## **FRESHMAN ENRICHMENT PROGRAM**

### **Educational Opportunity Fund (EOF)**

The Educational Opportunity Fund (EOF) Program is a comprehensive support program funded by the State of New Jersey that provides academic and financial assistance for New Jersey residents to attend college. The program targets students from academically and financially challenged backgrounds who show academic promise and have a desire to succeed.

To be considered for the EOF program, a student must provide appropriate information and meet certain criteria:

- Must submit a Bloomfield College application, high school transcript, two letters of recommendation, a personal essay. SAT/ACT scores are optional. Complete the EOF supplemental application at [www.bloomfield.edu/eof](http://www.bloomfield.edu/eof)
- Must be a legal resident of New Jersey for at least one year.
- Must be from a low-income family demonstrating historic poverty and meet the financial guidelines established by the State of New Jersey.
- Must be interviewed by the EOF Admission Counselor.
- Must participate in an intense five-week residential summer program if accepted to the program.

### **ADMISSION WITH TRANSFER STATUS**

Degree candidates with transfer status are admitted each year for the fall, spring, and summer semesters.

Transfer applicants who have met the GPA requirement and completed more than 15 college level credits are not required to submit high school transcripts.

Transcripts of prior collegiate work are evaluated by the Office of Advising and Registration. In general, only courses for which a grade of C (or its equivalent) or better earned will be considered for transfer credit. The Bloomfield College GPA is based solely on courses taken at this institution, while credits are transferable the GPA is not. Remedial course credits and English as a Second Language credits will not be transferable.

Bloomfield College accepts credit for transfer from institutions approved by the American Council of Education and listed in *Accredited Institutions of Postsecondary Education*. These courses must be similar in nature or content to those offered by Bloomfield College. Any questions concerning the evaluation of these courses are referred to the appropriate division chairperson for review and/or acceptance.

Students from institutions not accredited by the above agencies will receive credit upon recommendation of the appropriate division chairperson and completion of six courses at Bloomfield College with a cumulative GPA index of 2.0 or better.

### **DIRECT TRANSFER PROGRAM**

Candidates with A.A., A.S., A.A.S./RN (only for students seeking BSN), B.A., B.S., or M.A., degrees from regionally accredited institutions will have the general education courses of the approved transfer programs accepted by the College as stated in the

NJ Transfer Articulation Agreement. Grades accepted in the major are subject to a minimum grade requirement. This program presupposes that a candidate has received the degree with a cumulative average of 2.0 or better. Students who have not received a degree will be considered on an individual basis. It should be noted that because of program requirements and course cycling, the

College cannot guarantee that those who enter with junior standing will complete degree requirements in two years.

### **NEW JERSEY TRANSFER**

Bloomfield College is a participating institution in New Jersey Transfer, an online program that provides detailed information on articulation agreements and course equivalences for New Jersey's two-year and four-year colleges. Students enrolled at or planning to attend, a New Jersey community college can plan a seamless transfer into Bloomfield College by

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choosing a program of study and selecting courses that have been pre-approved for transfer. For more information visit [www.njtransfer.org](http://www.njtransfer.org).

## **ADMISSION FOR ADULT/ NON-TRADITIONAL STUDENTS**

An adult student is one that is 25 years of age or above at the start of their first term. This includes first-time freshmen that have acquired a high school diploma or GED and students transferring from another two or four-year college or university. The admission procedure at Bloomfield College is more flexible for adult/non-traditional applicants. Freshmen applicants are not required to submit SAT or ACT scores, nor is it necessary for adult applicants to provide recommendations from high school teachers or a guidance counselors. The acceptance of freshmen adult students is based primarily on verification of a high school transcript/diploma or GED (with scores), postsecondary activities and achievements, results of a mandatory interview with an Admission Counselor, and assessment of a required essay. Adult/Non-Traditional transfer students are evaluated using the criteria described under the

ADMISSION WITH TRANSFER STATUS section.

## **ADMISSION TO CAT AND NURSING MAJORS**

For information about the CAT and Nursing majors see pages 85 and 133 respectively.

## **INTERNATIONAL STUDENTS**

Bloomfield College welcomes academically qualified international students. An international student is a non-immigrant who usually enters the U.S. on a student visa (F1) or an exchange visa (J1). All international students must complete the application form. They must also complete special international student supplement forms available from the Office of Enrollment Management and Admission.

The Bloomfield College admission process for International Students is as follows:

- Submit an application for admission (including the \$40.00 (USD) application fee) made payable to Bloomfield College.
- Provide official documents that certify the equivalent of a U.S. high school education. If you are a transfer student from another college, you must also send official college transcripts. If your high school or college-level course work was completed outside of the U.S., these transcripts must be evaluated at your own expense by World Education Services (WES). For college-level courses, the translation must be completed on a course-by-course basis.
- Applicants' whose native language is not English must submit results of the Test Of English as a Foreign Language (TOEFL) with a minimum score of 550 for the paper-based test, 213 for the computer-based test, or 79 for the internet-based test; or completion of APIEL level #3 is required. U.S. Embassies and Consulates have information about these tests so your scores can be sent directly to us from the testing organization.

### **In addition, Items 4-5 are required of students already in the United States:**

- Submit copies of I-20 Forms from all U.S. institutions previously attended (if applicable).
- Submit a copy of a visa and an unexpired I-94 Form.

For more information please visit our international webpage at [www.bloomfield.edu/international](http://www.bloomfield.edu/international).

### **Obtaining the Form I-20 for issuance of a student visa:**

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Bloomfield College is required by the United States Immigration and Naturalization Service to determine that international applicants have sufficient financial resources to cover their expenses while studying in the United States. In order to receive your I-20 Form, you must complete the Bloomfield College Form I-20 application with proof of your ability to pay for all education and living expenses. Documentation of sufficient funds to cover the educational and living expenses for the duration of study is required to obtain a student visa. Required documents include a notarized affidavit

of support, bank statements, proof of income (employer letter, pay stub, etc.) as well as a copy of your passport.

## **ADMISSION TO ACCELERATED RN/BSN PROGRAM**

RN/BSN Program offers adult students the opportunity to complete courses and certificate programs at a fast pace. Courses are run in 7-week sessions, and students may complete as many as 12 courses during a 12-month period.

### **Admission Requirements:**

#### **RN/BSN Degree Program**

All adults, 23 years of age and older, who have a high school diploma or high school equivalency diploma and documentation of consistent and relevant work experience will be considered for admission. To apply, please:

- Apply online at <https://bloomfield.edu/apply>
- Have an official high school transcript or GED sent to the Office of Enrollment Management and Admission
- Have official transcripts of previous college work, if any, sent to the Office Enrollment Management and Admission
- RN/BSN Degree Program Candidates must meet requirements for certificates as listed and additional requirements on page 136.

## **ADMISSION TO GRADUATE PROGRAMS**

### **Types of Admission Decisions:**

**Regular** – student meets all standards for admission, gains full matriculation.

**Deferred** – the student does not meet the standard for admission – needs to send additional materials.

**Non-Matriculated** – the student does not meet the standard for admission-can take two courses as a non-matriculated student and will be reviewed upon completion

*of the courses. A student who passes both courses with a grade of B or higher will be admitted as matriculating students upon completion of the two courses. A student who does not earn a grade of B or higher must leave the program after completion of two courses.*

**Rejection** – the student does not meet the standard for admission under any of the other three categories of admission.

### **Master of Science in Accounting–Admission requirements**

Applicants for Admission to the program must meet the following criteria:

#### **Applicants with a bachelor’s degree in accounting**

- GMAT minimum score of 450 for applicants with an accounting degree

OR

- GMAT (200 x GPA) of 1000 or higher

#### **Applicants with a bachelor’s degree in a non-accounting business degree, non-business field**

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- GMAT minimum score of 450 for applicants with an accounting degree

OR

- GMAT (200 x GPA) of 1000 or higher
- Prerequisite courses completed follows: -Non-accounting degree:

Cost Accounting Taxation I

Intermediate Accounting I and II Auditing

-Non-business degree: Cost Accounting Taxation I

Intermediate Accounting I and II Auditing

Business Law Microeconomics Macroeconomics Statistics Introduction to Finance

### **International Applicants**

- GMAT minimum score of 450 for applicants with an accounting degree

OR

- GMAT (200 x GPA) of 1000 or higher
- TOEFL score of 550 or higher on the paper-based test, 213 or higher on the computer-based test, 79 or higher on the Internet-based test
- Prerequisite courses completed (determined by degree)

**For applicants with a bachelor's degree plus a CPA or CFA, the GMAT exam is waived.**

**For applicants with a master's or doctoral degree, the GMAT exam is waived but prerequisite courses must be completed.**

- Prerequisite courses: Cost Accounting Taxation I

Intermediate Accounting I and II Auditing

Business Law Microeconomics Macroeconomics Statistics Introduction to Finance

**For Bloomfield College alumni of the BS in Accounting program with a GPA of 3.0 or higher, the GMAT exam is waived.**

It is suggested that applicants with a bachelor's degree in accounting, a non-accounting field, or a non-business field and international applicants take the GMAT exam. However, in lieu of the GMAT exam, a student may be enrolled on a probationary basis for no more than two courses.

Achievement of at least a B in both courses may be substituted for the GMAT score.

### **Master of Fine Arts–Admission requirements**

- A B.A., B.S., or B.F.A. Degree;
  - An essay describing the personal arts practices;
  - An e-portfolio or personal website (portfolio review for all disciplines);
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- A current Curricula Vitae;
- An interview by phone or Skype;
- 3 recommendations from supervisors, teachers, and/or co-workers;
- Short-list candidates come in March for a personal interview;
- Accepted students notified by the first week of April.

### **Master of Arts in Early Childhood Education–Admission requirements**

- A Bachelor’s degree with 60 or more credits in the liberal arts or sciences, a cumulative grade point average of 3.0 or higher (official transcripts from all higher education institutions attended);
- Two professional letters of recommendation from supervisors, teachers, or co-workers;
- A personal statement describing the applicant’s philosophy of education and reasons for applying to this graduate program at Bloomfield College (between 250-500 words);
- Professional resume/Curriculum Vitae;
- Current NJ teacher certification(s)

if applicable;

- The Test Of English as a Foreign

Language (TOEFL) with a minimum score of 550 for the paper-based test, 213 for the computer-based test or completion of APIEL level #3 is required for applicants whose native language is not English;

- Candidates will be interviewed by the faculty.

### **Master of Arts in Special Education–Admission requirements**

- A Bachelor’s degree with 60 or more credits in the liberal arts or sciences, a cumulative grade point average of 3.0 or higher (official transcripts from all higher education institutions attended);
- Two professional letters of recommendation from supervisors, teachers, or co-workers;
- Personal statement describing the applicant’s philosophy of education and reasons for applying to this graduate program at Bloomfield College (between 250-500 words);
- Professional resume/Curriculum Vitae;
- Current NJ teacher certification(s)

in Special Education;

- The Test Of English as a Foreign

Language (TOEFL) with a minimum score of 550 for the paper-based test, 213 for the computer-based test or completion of APIEL level #3 is required for applicants whose native language is not English;

- Candidates will be interviewed by the faculty.

### **BS/MS in Accounting–Admission requirements**

Applicants for admission to the five-year BS/MS in Accounting program must meet the following criteria: Individuals currently enrolled at Bloomfield College:

- Must be an Accounting major;
- Must have freshman, sophomore, or first-semester junior standing;
- Must have a cumulative grade point average of 3.0 or higher;
- Must have grades of B or higher in ACC 201 and ACC 204;
- Must submit the Five-Year BS/MS in Accounting application (available on the Portal under the Registrar Department, Documents section), including a letter of recommendation from a Bloomfield College faculty member other than the Accounting Program Coordinator

Individuals who are applying to Bloomfield College as new freshman:

- Must submit a completed undergraduate application, noting the BS/MS in Accounting as your area of interest
- Must have a high school grade point average of 3.0 or higher on a scale of 4.0

Individuals applying as transfer students:

- Must have an Associate's degree in Accounting\*;
- Must submit a completed undergraduate application, noting the BS/MS in Accounting as your area of interest;
- Must have a cumulative grade point average of 3.0 or higher on a scale of 4.0;
- Must have a grade point average of 3.0 or higher in major courses;

\*Students who have not completed an Associate's degree in Accounting may apply for the five-year BS/MS in Accounting if they have completed Intermediate Accounting with a grade of B or higher.

**NOTE 1:** *The GMAT is not required for admission to the five-year BS/MS in Accounting program.*

**NOTE 2:** *Students who do not meet BOTH of the following criteria must change their major to the BS in Accounting:*

- Cumulative GPA of 3.0 or higher at the end of the sophomore year
- Grades of B or better in ACC 201 and ACC 204

## **GRADUATE CERTIFICATE IN POST-BACCALAUREATE TEACHER EDUCATION**

Individuals with a bachelor's degree with

a cumulative grade point average of 3.0 and at least 60 credits in the liberal arts are eligible for admission. To apply, please:

- Complete the Graduate application
- Mail application and application fee of \$40 to:

Office of Enrollment Management and Admission Bloomfield College

1 Park Place Bloomfield, NJ 07003

*(Make checks payable to Bloomfield College)*

- Have official transcripts from all previous colleges sent to the Office of Enrollment Management and Admission
  - Submit an essay explaining why you
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wish to become a teacher

Once your application materials have been received, the Teacher Education Advisor will contact you to arrange an interview and discuss the program in detail.

For more information about the Accelerated Program, please see page 273.

### **NOTIFICATION AND TUITION DEPOSIT**

Candidates normally receive official notification of admission decisions within two weeks of the completion of their files. The Office of Enrollment Management and Admission adheres to the policy of “rolling admissions”; that is, the Committee on Admission considers applicants as soon as it receives their required credentials. Candidates accepted for full-time programs must submit an Intent to Enroll Form and non-refundable tuition deposit by May 1st (Fall Semester) or December 15th (Spring Semester) to reserve space in the entering class. Students who wish to live on-campus must submit an On-Campus Housing Deposit and Resident Information Form by May 1st.

Priority for housing is given to students living outside of commuting distance.

Students who deposit early and then decide not to enroll at Bloomfield College can request a full refund by contacting the Office of Enrollment Management and Admission no later than May 1st (Fall Semester) or December 15th (Spring Semester). After the stated deadlines, no refunds will be granted.

### **PLACEMENT TESTS**

All Freshmen are required to take Writing and Mathematics placement tests for advising and registration purposes unless their SAT score is a 550 or higher on the Reading and Writing and/or Math sections or their ACT score is a 23 in the English and/or Math sections which will opt them out of one or both tests. Transfer students who have not successfully completed the required English/Mathematics courses at their prior institutions will be required to take the appropriate placement test(s). Test scores will expire after 2 years.

### **REACTIVATING AN APPLICATION**

An acceptance decision is effective only for the semester for which the student is applying. If a student is accepted but chooses not to attend for that semester, the Office of Enrollment Management and Admission will retain the application for two years. Within that period of time, students may request that their applications be reactivated. If a student has attended other institutions since the date of the last application, academic transcripts of this work must be submitted. After two years have elapsed, students will have to submit

a new application, supporting documents and application fee.

### **FORMER BLOOMFIELD COLLEGE STUDENTS**

If a student discontinued his/her studies at Bloomfield College and decides to re-enroll, the student must complete an application for reinstatement. The Office of Enrollment Management and Admission will process it within two weeks. Former students who have been away for 3 or more years must submit a new admission application, proof of high school graduation, and/or official transcripts from any other college previously attended besides Bloomfield College and application fee.

### **UNDERGRADUATE NON-MATRIC POLICY**

Students who apply to credit-bearing programs and are deemed not eligible

for admission will not be allowed to enroll as a non-matriculated student at Bloomfield College.

### **HEALTH SERVICES OFFICE–REQUIRED IMMUNIZATION**

The State of New Jersey requires all students enrolled in a program leading to a degree to submit proof of immunity to

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measles, mumps and rubella (MMR) and Hepatitis B. Two doses of MMR and three doses of Hepatitis B or blood titers are necessary to document immunity. Students born before 1957 are exempt from the MMR requirement. All students must be vaccinated for Hepatitis B within nine months of attendance as a condition of continued attendance at Bloomfield College.

### Medical Exemptions

A written statement submitted to the Health Services Office by a licensed physician indicating that the vaccine is medically contraindicated for a specific period of time and the reasons for the medical contraindication, based upon valid medical reasons as determined by regulation of the Commissioner of Health and Senior Services.

### Other Exemptions

Exemptions may also include documented religious, philosophical, or moral reasons. A general philosophical or moral objection shall not be sufficient for an exemption on religious grounds.

### Resident Students

All health records are to be submitted to the Health Services Office prior to moving into campus housing.

In addition to the requirements listed,

all students enrolling in a program leading to an academic degree, who reside in a campus residence, or campus sponsored housing, must receive a meningococcal vaccination as a condition of attendance at that institution.

A negative Tuberculosis (Mantoux) test, no more than 6 months old, is also required. Follow-up as recommended by the Center for Disease Control and a negative chest x-ray report must be submitted prior to moving in.

## Tuition Rates

Tuition Rates for 2020 – 2021 Academic Year

*Committed to affordability and transparency: Bloomfield College is the first institution in New Jersey to eliminate its comprehensive and course fees to combine all costs into one tuition rate. [Read the story.](#)*

<b>Full-time Undergraduate Tuition</b>	<b>Rate</b>	<b>Cost</b>
Students taking 12 - 20 credits per semester (3 - 5 Course Units)	Annual	\$30,680
Per Semester	Per Semester	\$15,340

<b>Room and Board</b>	<b>Rate</b>	<b>Cost</b>
Clee & Schweitzer (new freshmen)	Annual	\$12,650*
On-Campus Houses (new freshmen)	Annual	\$13,050*
23 Park Place	Annual	\$13,100*
225 Liberty Street	Annual	\$13,650*
Franklin Street	Annual	\$13,950*

**\*Costs include room assignment for Fall and Spring semesters and unlimited meal plan**

<b>Cost of Attendance Before Financial Aid</b>	<b>Rate</b>	<b>Cost</b>
New Commuter Students	Annual	\$30,680

<b>Cost of Attendance Before Financial Aid</b>	<b>Rate</b>	<b>Cost</b>
New Resident Students	Annual	\$43,330

**Bloomfield College is proud to offer the lowest full-time tuition rate in New Jersey for a private, four-year college or university. This commitment is rooted in our belief that all students should have the opportunity to attend the institution that is right for them via access, affordability, and excellence. We invested \$17 million in scholarships for our students last year, bringing the cost of attendance down considerably for many Bloomfield College Bears. Coupled with federal and state grants for those who qualify, Bloomfield College quickly becomes a destination institution for affordability and return on investment.**

**Take a look at these real financial aid award offers for 2017 – 2018:**

<a href="#">click image</a>	<a href="#">click image</a>	<a href="#">click image</a>	<a href="#">click image</a>
3.0 GPA Commuter Student \$0 Estimated Family Contribution	3.2 GPA Commuter Student \$5,400 Estimated Family Contribution	3.6 GPA Resident Student \$3,500 Estimated Family Contribution	3.0 GPA Resident Student \$0 Estimated Family Contribution

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<b>Part-time Undergraduate and Graduate Tuition</b>	<b>Rate</b>	<b>Cost</b>
Part-time Undergraduate	Per Course	\$3,760
RN/BSN Accelerated Program	Per Course	\$1,960
Graduate Programs	Per Course	\$1,960
Summer	Per Course	\$1,549*
Audit	Per Course	\$1,880**

<b>Other Costs</b>	<b>Rate</b>	<b>Cost</b>
Admission Application	One-time	\$40
Deferred Payment Set-Up	Per Semester	\$25
Drop Fee	Per Occurrence	\$10
ID Card Replacement	Per Occurrence	\$25
Late Bill Settlement	Per Semester	\$100
Life Learning Assessment	Per Occurrence	\$500
New Student Tuition Deposit - Commuter	One-time	\$150***
New Student Tuition Deposit - Resident	One-time	\$250***
Parking Permit - Commuter	Annual	\$107
Parking Permit - Resident	Annual	\$100
Room Insurance (Mandatory, Residents Only)	Annual	TBA
Student Health Insurance - Domestic (Opt-Out Policy)	Annual	\$1,096
Student Health Insurance - International (Mandatory)	Annual	TBA
Summer Housing (No Meal Plan)	Weekly	\$100 <sup>†</sup>
Text Books	Per Semester	\$625 <sup>††</sup>
Transcript Request	By Mail	\$5
Transcript Request	Same Day	\$8

**\*Excludes Accelerated and Graduate Courses**

**\*\*Must be approved by Registrar**

**\*\*\*Applied to semester bill upon enrollment**

†Undergraduate students taking credit bearing courses only

††Estimate. Visit Campus Bookstore for more information.

Special Groups	Rate
Bloomfield College Alumni	35% reduction in full-time or part-time undergraduate tuition rate
Bloomfield Township Senior Citizens	\$300 per course, based on availability
Bloomfield Township Police, Fire, EMT	Charged 15% of full-time or part-time undergraduate tuition
Retired Presbyterian Ministers	Undergraduate courses and audits are free, with no services
Bloomfield High School	\$500 per course - 4 credits
Visiting High School	\$950 per course - 4 credits

## OTHER COSTS

- Admission Application Fee (one-time) - \$40
- Deferred Payment Set-Up (per semester) - \$25
- ID Card - Replacement (per occurrence) - \$10
- Late Bill Settlement (per semester) - \$100
- Lifelong Learning Assessment (per occurrence) - \$500
- New Student Tuition Deposit-Commuter (one-time) *Applied to semester bill upon enrollment* - \$150
- New Student Tuition Deposit-Resident (one-time) *Applied to semester bill upon enrollment* - \$250
- Parking Permit-Commuter (annual) - \$107
- Parking Permit-Resident (annual) - \$100
- Room Insurance (Mandatory, Residents Only) (annual) - \$60
- Summer Housing (No Meal Plan) (weekly) - \$100
- Text Books (per semester estimate) - \$625
- Transcript Request (by mail) - \$5
- Transcripts Request (same day) - \$8

## RESIDENCE FEE

Double rooms are available for students on campus. Resident students must engage their rooms for a full academic semester and participate in one of the available meal plans. Some single rooms are available at an additional \$150 per semester.

Students who wish to reserve space in the residence halls must submit a \$100 security deposit prior to registration. This deposit becomes a damage deposit upon occupancy, refundable upon withdrawal or graduation provided no damage has occurred and proper notice has been given to the Director of Residential Education and Housing.

## SCHEDULE OF PAYMENTS

Tuition is charged per semester.

All students are required to pay, and/or submit evidence of financial aid arrangements to pay semester charges on or before the first day of classes.

Fall/Spring semester accounts are to be settled by posted settlement deadline or a \$100 late fee will be charged.

The Office of Student Financial Services accepts MasterCard, VISA, Discover and American Express.

In addition, a payment plan is offered. Please contact the Office of Student Financial Services for more information.

## STUDENT MEDICAL INSURANCE

All full-time students are charged an amount to be determined per semester for medical insurance. Options will be communicated by the College and based on current regulatory requirements. Students who have their own insurance may waive this fee. Request for waivers must be received in the Office of Student Financial Services by the start of the term. Student

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Medical Insurance brochures are available in the Office of Student Financial Services.

The waiver must be submitted online through the Bloomfield College Portal.

## **TUITION ADJUSTMENT**

If a student files written notice of with-drawal with the Registrar according to the schedule below, tuition for the fall, spring, or 14-week summer term will be credited as follows, if all other obligations to the College have been discharged in full:

During the first two weeks

100% of tuition only

During the third week

75% of tuition only

During the fourth week

50% of tuition only

After the fourth week of the semester, no adjustment of tuition will be made.

Seven week accelerated and summer session students who file written notices of withdrawal with the Registrar during the first week of classes will receive 50% credit of tuition only. After the first week of a session, no adjustment of tuition is made if a student withdraws.

Three week intensive summer session students who file written notice of with-drawal with the Registrar during the first two days of classes will receive 50% credit of tuition only. After the second day of the three-week summer session, no adjustment is made if a student withdraws.

In the event of withdrawal book-store charges will be billed at 100%.

Any student asked to withdraw for disciplinary reasons will receive no adjustment of tuition or fees.

**In the event of withdrawal from the College, the food service fee is prorated. The dormitory fee is not refundable in any part after registration.**

## **STUDENT FINANCIAL RESPONSIBILITY**

### **PAYMENT OF FEES/ PROMISE TO PAY**

Registration at Bloomfield College involves the assumption of a financial obligation and promise to pay Bloomfield College all amounts owed on a student account. By registering for courses, students accept full responsibility to pay all tuition, fees and other associated cost assessed as a result of their registration and/or receipt of service. Students further understand and agree that their registration and acceptance of these terms constitutes a promissory note agreement in which Bloomfield College is providing educational services, deferring some or all of their payment obligation for those services, and the promise to pay for all assessed tuition, fees, and other associated costs by the published or assigned due dates.

Students understand that some or all academic instruction for all or part of the 2020-2021 Academic Year may be delivered remotely due to the coronavirus (COVID-19) pandemic. Except in accordance with Bloomfield College's withdrawal policies and tuition refund schedule, tuition and fees will not be refunded in the event instruction occurs remotely for any part of the Academic Year.

Students understand and agree that if they drop or withdraw from some or all of the classes for which they register after the posted add/drop date, they will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule at Bloomfield College [www.bloomfield.edu/admission/financing-education/tuition-refund](http://www.bloomfield.edu/admission/financing-education/tuition-refund). Students should read the terms and conditions of the published tuition refund schedule and understand those terms. Students should

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further understand that their withdrawal, failure to attend class or receive a bill does not absolve them of their financial responsibility as described above.

## **DELINQUENT ACCOUNT/COLLECTION**

**Financial Hold:** Students understand and agree that if they fail to pay their student account bill or any monies due and owing to Bloomfield College by the scheduled due date, Bloomfield College will place a financial hold on their student account, preventing them from registering for future classes, requesting transcripts, or receiving their diploma.

**Late Payment Charge:** Students understand and agree that if they fail to pay their student account bill or any monies due and owing Bloomfield College by the scheduled due date, Bloomfield College will assess a late fee to their student account.

**Collection Agency Fee:** Students understand and accept that if they fail to pay their student account bill or any monies due and owing Bloomfield College by the scheduled due date, and fail to make acceptable payment arrangements to bring their account current, Bloomfield College may refer their delinquent account to a collection agency.

Students further understand that if Bloomfield College refers their student account balance to a third party for collection, a collection fee will be assessed and will be due in full at the time of the referral to the third party. This collection fee will be incurred by the student. The collection fee will be calculated at the maximum amount permitted by applicable law, but not to exceed 33 1/3% of the amount outstanding. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, the student shall also be responsible for any costs associated with the lawsuit such as court costs or other applicable costs. The student also understands that their delinquent account may be reported to one or more of the national credit bureaus.

Finally, students understand any unpaid money due to Bloomfield College after the above rules have been applied constitutes a financial obligation that must be paid in full before any official documents/transcripts or diploma will be released.

## **PRIVACY RIGHTS & RESPONSIBILITIES (FERPA)**

Students understand that Bloomfield College is bound by the Family Educational Rights and Privacy Act (FERPA), which prohibits Bloomfield College from releasing any information from their education record without their written permission. Financial details falls under this protection. Therefore, students understand that if they want Bloomfield College to share information from their education record including their financial details, with someone else, they must provide written permission by following the procedure outlined at [www.bloomfield.edu/student-life/fypep/family-educational-rights-privacy...](http://www.bloomfield.edu/student-life/fypep/family-educational-rights-privacy...). Students further understand that they may revoke their permission at any time as instructed in the same procedure.

## **COMMUNICATION**

Students understand and agree that Bloomfield College uses e-mail as the official method of communication with them and that therefore they are responsible for reading the e-mails they receive from Bloomfield College on a timely basis.

Students understand and agree that they are responsible for keeping Bloomfield College records up to date with their current mailing addresses, email addresses, and phone numbers.

## **EFFECT OF WITHDRAWAL/DROPPING CLASSES ON THEIR FINANCIAL RESPONSIBILITY**

Students understand and agree that if they drop or withdraw from some or all of the classes for which they register, they will be responsible for paying all or a portion of their tuition and fees in accordance with Bloomfield College's published tuition refund schedule in effect at the time they withdraw from or drop courses. Students acknowledge and understand that their absence from or failure to attend class(es) or non- receipt of a bill from Bloomfield College does not defer the due dates or relieve them of their financial responsibilities to Bloomfield College. Students understand that they must officially withdraw by submitting a completed withdrawal form, email or letter to the Registrar's Office. Students understand that if they do not withdraw according to the policy they forfeit all rights to a tuition refund or to a reduction in tuition.

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## **FINANCIAL AID**

Students understand that aid described as “estimated” on their Financial Aid Shopping Sheet does not represent actual or guaranteed payment, but is an estimate of the aid they may receive if they meet all requirements stipulated by the aid program.

Students understand that their Financial Aid is contingent upon their continued enrollment and attendance in each class upon which their financial aid eligibility was calculated. If they drop any class before completion, they understand that their financial aid eligibility may decrease and some or all of the financial aid awarded to me may be revoked.

If some or all of a student's financial aid is revoked because they dropped or failed to attend class, the student agrees to repay all revoked aid that was disbursed to their account. Additionally, they agree to repay any refunded credit balance that resulted from the the disbursed aid.

**Federal Aid:** Students understand that any federal Title IV financial aid that they receive, except for Federal Work-Study Wages, will first be applied to any outstanding balance on their account for tuition, fees, room, and board. Title IV financial aid includes aid from the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Direct Loan, and PLUS Loan. Students authorize Bloomfield College to apply their Title IV financial aid to other charges assessed to their student account such as student health insurance, parking tag, bookstore charges, service fees, and fines and any other education-related charges. This authorization will remain in effect until they cease enrollment at Bloomfield College.

## **IRS FORMS 1098-T**

Students agree to provide their Social Security number (SSN) or taxpayer identification number (TIN) to Bloomfield College upon request as required by the Internal Revenue Service (IRS) regulations for Form 1098-T reporting purposes. If they fail to provide their SSN or TIN to Bloomfield College, they agree to pay any and all IRS fines as a result of their missing SSN/TIN.

## **FORCE MAJEURE**

Students understand that the duties and obligations of Bloomfield College to provide academic instruction and related services may be suspended or, at Bloomfield College's discretion, modified to substitute a reasonable alternative for delivering academic instruction and other services immediately without notice during all periods that Bloomfield College's campus is closed due to circumstances beyond Bloomfield College's control, including, but not limited to, compliance with any law, decree, or order of any federal, state, or local governmental agency or authority, including travel restrictions, quarantines, or related governmental acts, any omission or delays in acting by any governmental authority, riots, war, public disturbances, strikes, lockouts, labor disputes, fires, floods, extreme weather events, Acts of God, pandemic, epidemic, or any other circumstances beyond the Bloomfield College's control which make it impossible, illegal, or impractical for Bloomfield College to provide such academic instruction and related services (a “Force Majeure Event”). In the case of a Force Majeure Event, Bloomfield College's duties and obligations may be suspended, postponed, or modified to substitute a reasonable alternative until such time as Bloomfield College, in its sole discretion, may safely reopen its campus. Students acknowledge and agree that the sole remedy for a Force Majeure Event is future service delivery, if and when possible, and that their obligations under this Agreement will continue. For the sake of clarity, no portion of any tuition and fees paid or outstanding will be refunded or cancelled if Bloomfield College is closed, unable to provide classes, instruction, or other services, or such classes, instruction, or services are modified to the extent that such closing, inability, or modification has been caused by a Force Majeure Event. Students understand that any failure, delay, or modification in the performance of classes, instruction, or other services of Bloomfield College because of a Force Majeure Event will not relieve them of their obligations to pay any amounts owed under this Agreement.

## **ENTIRE AGREEMENT**

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This agreement supersedes all prior understandings, representations, negotiations, and correspondence between the student and Bloomfield College constitutes the entire agreement between the parties with respect to the matters described, and shall not be modified or affected by any course of dealing or course of performance. This agreement may be modified by Bloomfield College. Any modification is specifically limited to those policies and/or terms addressed in the modification.

## GOVERNING LAW

This agreement is governed by the laws of the State of New Jersey. Students agree that the laws of the State of New Jersey will be applied in interpreting and enforcing this agreement no matter where a proceeding is brought to enforce or construe it. This agreement shall be treated as if it were made in the State of New Jersey.

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## Scholarships & Financial Aid

### HOW TO APPLY

Bloomfield College recognizes that many families need assistance in meeting the cost of a college education. While the College expects that students and their parents will contribute to the fullest extent of their ability from their income and assets, the financial aid programs administered by Bloomfield College can provide financial assistance to students who would be unable to attend college without it. Students are encouraged to seek advice and assistance from the Student Financial Services Office whose staff can provide detailed information regarding federal, State and College financial aid programs. The Student Financial Services Office is located in Knox Hall can be reached at (973) 748-9000, Ext. 1212.

The following are steps in applying for scholarships and financial aid:

1. Apply for admission to Bloomfield College. The final decision regarding your eligibility for financial aid will be made after you are accepted for admission and your FAFSA application is on file.
2. File a Free Application for Federal Student Aid (FAFSA). Use the Bloomfield College federal code number of 002597 when completing the form online by accessing the [fafsa.ed.gov](https://fafsa.ed.gov) website.

### HOW BLOOMFIELD COLLEGE DETERMINES ELIGIBILITY

The College makes every effort to assist needy students, to provide financial aid which approximates or equals demonstrated financial need and attempts to provide a financial aid package that is sensitive to the student's circumstances.

**Students are encouraged to apply by March 15th in order to ensure a timely response based on the availability of funds.**

Using the information you supply on the FAFSA, the federal processor determines

your Expected Family Contribution (EFC). This is the amount of money you and/or your parents can be expected to contribute to your college costs. The EFC figure which is calculated by the Federal Government takes the size of the family, number in college, parent and student income and assets into consideration.

Bloomfield College will then try to meet your need through a financial aid package which can include a combination of grants, and/or scholarships, (do not have to be repaid), loans (must be repaid), and employment. These awards that make up the financial aid package come from Federal, State and Institutional Resources.

**In order to receive aid from most programs, you must meet the following criteria:**

- Have financial need (not a criterion for some scholarships and some loans)
  - Have a high school diploma
  - Be working toward your first undergraduate degree at Bloomfield College and be enrolled in an academic program that is approved by the federal government
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- Be a U.S. citizen or eligible noncitizen (not a criterion for all scholarships or institutional work-study)
- Have a valid Social Security number
- Be registered with the Selective Service (if applicable)
- Maintain satisfactory academic progress

Both Direct and Indirect expenses, which comprise a student’s total Cost of Attendance (COA), are considered in awarding loans. Jobs provide funds as they are earned and students usually apply for these funds to non-direct costs.

After a student files the appropriate applications, the data is reviewed and evaluated. Notice of results is sent to the applicant with additional instructions. These instructions should be read and carefully followed in order to ensure receipt of the award. The amount of financial aid granted to any student is based on the extent of need, funds available, and demonstrated academic progress toward a degree.

• **ADMISSION, TUITION, SCHOLARSHIPS & FINANCIAL AID**

Total aid—including scholarships, grants, federal work-study, loans, and other educational resources (such as tuition remission and veteran’s benefits—)can not exceed the total COA, whether the student aid was administered through financial aid or some other source. In cases where a student receives funds from certain federal student-aid programs, total financial aid may not exceed his or her demonstrated financial need.

**Tuition is charged per semester.**

**All students are required to pay, and/ or have financial aid arrangements to pay semester charges on or before the first day of classes.**

**Students that do not have satisfactory payment arrangements and/or financial aid by the clearance deadline, will be subject to a \$100 Late Fee.**

Students are eligible for deferments based on evidence of financial assistance (such as an application for a Federal Direct Student Loan). Financial aid is disbursed each semester as a credit to the student’s account.

Changes in financial circumstances often make it necessary to update and re-evaluate an aid application. Parents and students with altered family situations should notify the Office of Student Financial Services regarding such changes.

Financial aid is awarded annually and, therefore, new applications must be completed each year. Continuation of aid will be based on documented financial need, academic standing, and availability of funds.

**STANDARDS OF ACADEMIC PROGRESS (SAP)**

Academic Progress is a requirement for all students receiving federal, state, or institutional aid. Specifically, financial aid recipients must meet both a qualitative and a quantitative standard to maintain eligibility for financial aid. The qualitative measure is a cumulative Grade Point Average.

In addition to maintaining a certain cumulative grade point average, students must successfully earn minimal numbers of degree credits for each term of attendance. See the Student Financial Services Webpage for more details.

<b>Grade Level</b>	<b>Qualitative Measure Requirement (CPGA)</b>	<b>Quantitative Measure Requirement (Completion Rate)</b>	<b>Maximum Amount of Course Unit Attempts</b>
Freshmen/Sophomore	1.7	66.67%	48 CU
Junior/Senior	2.0	66.67%	48 CU

The completion rate is evaluated by adding the total number of attempted courses and dividing by the total number of completed courses. An attempted course is any course that is transcribed. Withdrawals and failures are considered an

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attempted course.

## Completed Courses

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Completion Rate= Attempted Courses

If a student fails to meet either the qualitative or quantitative measure of completion (or both), the student will be placed on Financial Aid Suspension. Once notified of Financial Aid Suspension, the student has the option to appeal the suspension. If the appeal is approved, the student's place on Financial Aid Probation for one payment period/term.

If at the end of the payment period/term, the student is still not meeting SAP, the student will again be placed on Financial Aid Suspension. The student will now be required to submit an Academic Plan.

If a student chooses not to appeal, or the appeal is denied, the student may continue to attend academically but is ineligible to receive financial aid. Without an approved appeal, a student cannot regain Financial Aid eligibility until the standards of academic progress are met.

## FINANCIAL AID POLICIES

- Students receiving financial aid must be making satisfactory academic progress according to the College's policy and be matriculated in an eligible program of study.
- Students who are United States citizens (including U.S. nationals) or permanent residents of the U.S. (possessing an alien registration, Form I-551) may be considered for financial aid. Other individuals who may be eligible for aid are those possessing a conditional permanent resident (I-551C) or an I-94 Arrival-Departure Record (I-94) from the

U.S. Immigration and Naturalization Service showing any one of the following designations: "Refugee," or "Asylum Granted," or "Indefinite Parole," "Humanitarian Parole," or "Cuban-Haitian Entrant." Students on F1 or F2 student visa, or only a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations) are, by definition, in this country on a temporary basis and are not eligible to receive any federal or State assistance. Documentation of permanent residency status may be required prior to the awarding of financial aid.

- Students must not owe refunds on a Federal Pell Grant, a Federal Supplemental Educational Opportunity Grant, or a New Jersey Tuition Aid Grant in order to receive financial aid.
- Students will not be eligible to receive financial assistance from any source (federal, state, and college) if they are in default on a student loan received through any federal program (Federal Perkins Loan, Federal Direct Student Loan, and/or Federal PLUS Loan).
- Students awarded grants/scholarships from Bloomfield College may not receive total grants/scholarships from all sources (institutional, federal, state, and external aid) in excess of the total cost of attendance, and, if applicable, room and board.

## SCHOLARSHIPS & FINANCIAL AID<sup>25</sup>

- Students in their final semester needing fewer than three course units to complete degree requirements will be considered full-time students for state aid only.

(Note: Federal Student Aid Regulations supersede this policy when determining eligibility for federal aid.) For additional information please call the Office of Student Financial Services (973) 748-9000, Ext. 1212.

- Undergraduate students must be registered for a minimum of 1.5 course units in order to receive Financial Assistance from federal sources. A student must be registered full-time (3.0 course units) in order to receive financial assistance
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through state and/or Bloomfield College sources.

- Graduate matriculated students must

be registered for a minimum of 1 course unit in order to receive Financial Assistance from federal sources.

## **VERIFICATION POLICIES**

All students who are selected by the federal or State agency or the College for verification will be required to provide additional documentation which demonstrates the accuracy of the data which was previously provided on a financial aid application. Students will be given approximately one month to provide the information once it is requested. Failure to complete the verification process may result in the cancellation of financial aid which has been awarded. For complete information on all financial aid programs, please call the Office of Student Financial Services (973) 748-9000, Ext. 1212 or 1383.

## **FINANCIAL AID REFUND POLICY**

Bloomfield College will provide a fair and equitable refund to all students who withdraw from school before the completion of an enrollment period for which they are charged. The federal government mandates that Bloomfield College perform the appropriate refund calculation based on the student's registration and financial aid status at the time of withdrawal.

Each formula is described as follows:

- ***Students Not Receiving Funding from Any Source***

The tuition refund policy as described in the "Tuition" section of this catalog will apply.

- **ADMISSION, TUITION, SCHOLARSHIPS & FINANCIAL AID**
- ***Students Receiving Bloomfield College Funding Only (Grants, Scholarships and/or Waivers)***

The tuition refund policy as described in the "Tuition" section of this catalog will apply. The amount of Bloomfield College funding retained by the student will be based on the same percentage as the institutional refund policy. (Example: A student who is billed 80% of tuition for the semester will receive 80% of the Bloomfield

College semester award).

- ***Federal Financial Aid Recipients*** Current federal regulations require that students who withdraw from classes before 60% of the semester has passed will be subject to the federal government Return of Title IV Funds formula. Bloomfield College is allowed to retain only that portion of aid which corresponds to the actual length of attendance in the enrollment period minus any of the student's unpaid scheduled cash payments.

**Excess Federal Financial Aid Funds will be returned in the following order:** Unsubsidized Federal Direct Student Loan, Subsidized Federal Direct Student Loan, Federal Plus Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, other Title IV programs, other federal sources of aid, state aid programs, private aid programs, institutional aid, refund to the student.

- ***State of New Jersey Grant(s) Recipients*** Refunds may be due to the State of New Jersey when a student withdraws or is terminated or drops to less than full-time status during the institutional refund period.

Students may request an example of the refund calculations from the Office of Student Financial Services.

- ***Financial Aid-Withdrawal from Bloomfield College***

If you plan to withdraw from any of your courses during an academic term, it is important that you contact the Office of Student Financial Services for advice regarding your financial aid. If you are not properly enrolled at the time the funds disburse, you could jeopardize receipt of particular types of aid. Withdrawing from courses may also prevent you from making satisfactory academic progress, which will affect your eligibility for future assistance. If you want to withdraw from

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all your courses, it is imperative that you follow the withdrawal procedure with the Registrar to obtain an official withdrawal date.

- ***Treatment of Bloomfield College Financial Aid for Total Withdrawal*** Adjustments to institutional financial aid follow Bloomfield College's policy on refunds for tuition due to withdrawal.

If you withdraw from all courses on or before completing 60 percent of an academic term, your financial aid will be reviewed to determine whether funds must be adjusted in accordance with college, state, and federal policies governing total withdrawals. Office of Student Financial Services calculates your refund of tuition for total withdrawals according to the college's policy. The policies on the treatment of financial aid for total withdrawals, however, are specific to each designated fund program and are applicable only if you were awarded that particular type of fund. If you were awarded various types of financial aid, more than one policy may apply in determining your revised aid eligibility. If you fail to enroll or to begin attendance for the award period indicated on your financial aid award letter, the Office of Student Financial Services must cancel all financial aid that was offered to you. Upon your re-enrollment, you can request financial assistance again, but any assistance you receive will be based on the availability of funds at the time.

## **FEDERAL PROGRAMS**

### **Federal Pell Grants**

Eligibility for a Pell Grant is based on the Expected Family Contribution that is calculated from the information provided on the Free Application for Federal Student Aid (FAFSA). The Central Processor sends the student a Student Aid Report in response to the submission of the FAFSA. The Expected Family Contribution is listed on the Student Aid Report if the FAFSA was properly completed. A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are restricted to students pursuing their first undergraduate degree and are prorated if a student is enrolled for fewer than 12 credits each semester.

A student may not receive a Pell Grant from more than one college for the same period of time. Funding for the Pell Grant program is subject to congressional appropriations. Therefore, the range of specific award amounts may change each academic year. Beginning July 1, 2012, students are limited to 12 semesters of Pell Grant eligibility during their lifetime.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

This federal program provides grants on the basis of need to undergraduate students. Awards range from \$100 to \$4,000. Only students eligible to receive a Federal Pell Grant will be considered for the FSEOG award. Students who begin their undergraduate studies at Bloomfield College will be limited to eight semesters of eligibility; transfer students will be limited to four semesters of eligibility.

### **Federal Work-Study Program**

This federal program provides employment opportunities to full-time students demonstrating financial need. Students who receive funding through this program may be assigned jobs on campus or with a cooperating non-profit community-oriented agency. Work-study provides an opportunity for students to learn professional skills while working for financial assistance. Students earn funds as they work. Paychecks are issued every two weeks.

**Students interested in additional employment programs should consult the Career Development section of this catalog.**

## **FEDERAL DIRECT LOAN PROGRAMS**

### **Federal Direct Loan Program (Subsidized)**

This loan program enables students enrolled on at least a half-time basis to apply for loans up to \$3,500 yearly for students in the first year of study, \$4,500 for the second year of study, and up

to \$5,500 for students in their third or fourth year of study.

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All students applying for a Direct Student Loan must file the Free Application for Federal Student Aid (FAFSA). Undergraduate students demonstrating financial need are eligible for a federally subsidized loan for the entire period of at least half-time study and throughout a six month grace period. The loan matures six months after a student ceases at least half-time study and is repayable in minimum installments of \$50 monthly over a period of up to ten (10) years. The annual interest rate as of July 1, 2020 is fixed at 2.75% for Undergraduate Students and 5.31% for Graduate Students. Students must use the loan money for authorized educational expenses at Bloomfield College for the time period shown on the application. Authorized expenses include tuition, room, board, fees, books, supplies, equipment, dependent child care, transportation and/or commuting expenses. Loan proceeds may not be used to purchase or lease an automobile.

By endorsing a Federal Direct Loan promissory note, the borrower is confirming his/her agreement to repay the Federal Direct Loan(s). Borrower dissatisfaction with, or nonreceipt of, the educational services being offered by Bloomfield College does not excuse the borrower from repayment of any loan made for enrollment at the institution.

### **Federal Direct Loan Program (Unsubsidized)**

Students who do *not* demonstrate financial need are eligible for an unsubsidized Federal Direct Loan. This loan program enables students enrolled on at least a half-time basis to apply to participating lending institutions for loans up to \$2,000 yearly.

Payment is due on interest only after the institution has received the first loan disbursement unless the borrower has requested that the interest be capitalized. Students begin repayment on principal six months after a student ceases at least half-time study. The annual interest rate is fixed at 4.66%. The annual interest rate as of July 1, 2016 is fixed at 3.76% for Undergraduate Students and 5.31% for Graduate Students.

Students must use the loan money for authorized educational expenses at Bloomfield College for the time period shown on the application. Authorized expenses include: tuition, room, board, fees, books, supplies, equipment, dependent child care, transportation, and/or commuting expenses. Loan proceeds may not be used to purchase or lease an automobile.

By endorsing a Federal Direct Loan promissory note, the borrower is confirming his/her agreement to repay the Federal Direct Loan(s). Borrower dissatisfaction with, or non-receipt of, the educational services being offered by Bloomfield College does not excuse the borrower

from repayment of any loan made for enrollment at the institution.

### **Federal Direct PLUS Loan Program**

Federal Plus loans are available to parents of dependent undergraduate students who have a **valid FAFSA on file, are enrolled at least half-time, and are maintaining satisfactory academic progress**. Parents must be a U.S. Citizen or eligible non-citizens. The interest rate is fixed at 6.31% as of July 1, 2016 and borrowers are responsible for all interest on the loan. Please be advised that there is an origination fee on these loans. Repayment generally begins 60 days after the second disbursement on this loan, however, principal and interest can now be deferred. Please be advised that these loans are subject to credit approval.

Please visit our Plus Loan web link for more information.

## **STATE OF NEW JERSEY PROGRAMS**

### ***Grants Based on Need***

#### **New Jersey Tuition Aid Grant (TAG)**

The Tuition Aid Grant is awarded to New Jersey residents of at least twelve (12) consecutive months. The parent(s) of a dependent student must also be New Jersey Residents for the prescribed period of time. In addition, recipients must be or intend to be enrolled as full-time undergraduates and must demonstrate financial need. TAG awards are renewable annually and are set by the state the summer prior to the new academic year. Students are notified of their award by the HESAA. You may receive the award for nine (9) semesters if financial need is demonstrated. You must reapply to HESAA for funds each

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year by submitting a Free Application for Federal Financial Aid (FAFSA) by June 1 for renewal students and September 15 for new students. In addition to answering additional questions by directly linking off the FAFSA or by visiting [www.hesaa.org](http://www.hesaa.org), you must be working towards your first undergraduate degree.

### **Educational Opportunity Fund (EOF)**

Established by the New Jersey Legislature in 1968, Educational Opportunity Fund Grants (EOF) are awarded to undergraduates from educationally disadvantaged backgrounds who also demonstrate financial need. Students and the parent(s) of dependent students must be residents of New Jersey for twelve (12) consecutive months prior to receiving this award and maintain full-time attendance. The application deadline is October 1 for the academic year and March 1 for Spring only.

A student is academically eligible if he/she exhibits evidence of the potential to succeed in college, but does not demonstrate sufficient academic preparation to gain admission to an approved institution of higher education under its regular standards of admission (where applicable) and shall have standardized test scores that are below the institutional norms.

Financial eligibility for EOF is based on the size of the student's household and the total family income.

### ***State Scholarships Not Based on Need***

#### **Edward J. Bloustein Distinguished Scholars Program**

Students demonstrating the highest level of academic achievement based upon their secondary school records and SAT scores will be selected for consideration by their high schools. The State of New Jersey will offer a \$1,000 Distinguished Scholar award to New Jersey residents who intend to enroll at a New Jersey college or university as a full-time undergraduate student. Additional information can be obtained from the high school guidance office.

#### **New Jersey World Trade Center Scholarship**

Recipients of this scholarship are the dependent children and surviving spouses of New Jersey residents who died as a result of the terrorist attacks against the United States on September 11, 2001. Students may attend an eligible post-secondary school in New Jersey or may also attend an out-of-state institution of higher learning. You must be a full-time undergraduate student.

#### **Urban Scholars**

Additional high achieving students attending public secondary schools in the State's urban and economically distressed areas (Type A and B school districts as defined by the New Jersey Department of Education) may be selected as Edward J. Bloustein Distinguished Scholars under funding provided through the Urban Scholars Program. Students who rank in the top 10% of their class and have a grade point average of at least 3.0 (on a 4.0 or equivalent scale) at the end of their junior year are considered for Urban Scholar awards. An Academic Index (AI) for each of these students is computed based on class ranking and grade point average, and offers are made to candidates with the highest AI. Each participating Type A and B school receives a share of the total awards available based on class size. Scholarship offered under the Urban Scholars Program are valued at \$1,000 annually without regard to financial need.

#### **NJCLASS Loan Program**

New Jersey College Loans to Assist State Students (NJCLASS) is a loan program intended for the middle-income families of college undergraduate or graduate students. Under the program, a student, parent, legal guardian, spouse, or relative may borrow up to the student's cost of education. NJCLASS Loan funds may be used to pay for school-related expenses (tuition, fees, books, supplies, room, and board, etc.) and should supplement other sources of financial aid. The program is administered by the New Jersey Higher Education Assistance Authority (NJHEAA) which also acts as the lender.

### **BLOOMFIELD COLLEGE PROGRAMS**

#### ***Institutional Need-Based Aid for All Students***

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## **Bloomfield College Tuition Scholarships**

Bloomfield College Tuition scholarships are awarded to full-time traditional undergraduate students on the basis of financial need and financial aid packaging guidelines. These scholarships are awarded to offset the increased costs of tuition and fees. Students must have filed a FAFSA application and be a U.S. citizen or eligible Non-citizen to be considered for these scholarships.

## **Bloomfield College Study Abroad Grants**

Bloomfield College students who enroll in a study abroad program approved by the College will be considered for a Study Abroad Grant up to \$1,000 for one semester only. Students must have demonstrated financial need and have utilized the maximum eligibility under the Federal Direct Student Loan Program.

## ***Non-Need Based Aid for All Students Family Scholarships***

Family scholarships are awarded when more than one family member is enrolled as a full-time traditional undergraduate student at Bloomfield College during the same semester.

A family member is defined as someone living in the same household with one of the following relationships:

- Siblings who are both dependent students
- Parent/dependent child
- Husband/wife
- Grandparent/grandchild

To be eligible, family members must be U.S. citizens or permanent residents.

After one family member is enrolled full-time, each additional family member who enrolls full-time will be awarded a Family Scholarship after submitting a financial aid application. The scholarship will be determined based on the amount of tuition the family is required to pay beyond the grants for which the student is eligible.

The following percentages will be applied to the tuition cost they are required to pay:

Second family member to enroll	50%
Third family member to enroll	75%
Fourth family member to enroll	100%

## **Children of Alumni Scholarships**

Dependent children of Bloomfield College alumni are awarded \$500 scholarships each year they are enrolled as full-time traditional undergraduate students pursuing their first undergraduate degree. The scholarship is awarded for up to four years (eight semesters). Awards will not be given if the parent or the recipient are in default on any student loan made by the College or the federal government.

No separate application is required. Eligible students should contact the Office of Student Financial Services to receive the award.

## **BLOOMFIELD COLLEGE PROGRAMS**

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### ***Institutional Scholarships and Grants Not Based on Need***

A scholarship in combination with other grants cannot exceed the cost of tuition at the College.

#### **Trustees Scholar Awards**

Annual awards from \$9,000–full tuition are available to students in the top quarter of their high school class with a minimum high school grade point average of 3.6, 980 SAT scores, College Prep Curriculum 4 AP and/or Honor courses. Students must be admitted to Bloomfield College as full-time traditional undergraduate freshmen. Bloomfield College continues to consider only the Reading and Writing and Math sections of the SAT and/or ACT. Students for admission decisions must be U.S. citizens or permanent residents of the United States. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the awards are presented. The Trustee Scholar Awards are renewable for up to four years (eight semesters) of full-time study at Bloomfield College. Recipients must maintain a cumulative grade point average of 3.0 or better, show evidence of good citizenship in the Bloomfield College community and demonstrate satisfactory progress toward the bachelor's degree.

#### **Presidential Scholar Awards**

Annual awards from \$7,000–full tuition are available to students in the top third of their high school class with a minimum high school grade point average of 3.0, SAT score of 980 or higher, College Prep Curriculum 2 Honor or AP. Students must have been admitted to Bloomfield College as full-time traditional undergraduate freshmen and must be U.S. citizens or permanent residents of the United States. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the awards are presented. The Presidential Scholar Awards are renewable for up to four years (eight semesters) of full-time study at Bloomfield College. Recipients must maintain a cumulative grade point average of 3.0 or better, show evidence of good citizenship in the Bloomfield College community and demonstrate satisfactory progress toward the bachelor's degree.

#### **Transfer Scholarships**

Annual awards from \$6,000–full tuition to full-time traditional undergraduate transfer students from two-year colleges who present a grade point average of at least 2.5. Students must be admitted to the College. Renewal of the scholarship (maximum of six semesters of full-time study) requires a minimum 3.0 grade point average. Students with a previous bachelor's degree are not eligible. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before awards are presented.

#### **Cicely Tyson School of Fine and Performing Arts Scholarships**

In recognition of Cicely Tyson School's outstanding contribution to education in the arts and its collaboration with Bloomfield College's Creative Arts and Technology Program, the College has established the Bloomfield College-Cicely Tyson School of Performing and Fine Arts Scholarship (CTSPFA). Up to two scholarships shall be awarded each year to CTSPFA graduates who enroll as full-time traditional undergraduate freshmen at Bloomfield College. The scholarship shall cover up to 50% of annual tuition.

Candidates for the scholarship must have a minimum 3.0 grade point average and an SAT of 950 or higher to qualify. They must be admitted to Bloomfield College and be nominated by the High School. The Bloomfield College scholarship committee shall select the recipients based on academic records, standardized test scores, recommendations from Cicely Tyson School faculty and administrators, and an interview with the scholarship committee. Artistic talent and achievement, motivation, and industry will also be considered in the selection process.

Candidates are not required to demonstrate financial need; however they are required to file the Free Application for Federal Student Aid (FAFSA) before the scholarships are awarded, if they are U.S. citizens or permanent residents of the U.S. The scholarship is renewable for a maximum of four years of full-time study; renewal of the scholarship requires recipients to maintain a grade point average of 3.0.

#### **Bloomfield College Campus Animation at the East Orange Campus High School Scholarships**

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In recognition of East Orange Campus High School's outstanding contribution to education in the arts and its collaboration with Bloomfield College's Creative Arts and Technology Program, the College has established the Bloomfield College East Orange Campus High School's (EOCHS) Scholarship. Up to two scholarships shall be awarded each year to EOCHS graduates who complete the joint BC/EOCHS animation program and enroll as full-time traditional undergraduate freshmen at Bloomfield College. The scholarship shall cover up to 50% of annual tuition.

Candidates for the scholarship must have a minimum grade point average of 3.0 and a minimum SAT of 950 to qualify. They must be admitted to Bloomfield College and be nominated by the High School. The Bloomfield College scholarship committee shall select the recipients based on academic records, standardized test scores, recommendations from EOCHS faculty and administrators, and an interview with the scholarship committee. Artistic talent and achievement, motivation, and industry will also be considered in the selection process.

Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the scholarships are awarded if they are U.S. citizens or permanent residents of the U.S. The scholarship is renewable for a maximum of four years of full-time study; renewal of the scholarship requires recipients to maintain a GPA of 3.0.

### **Bloomfield High School Scholarship**

Bloomfield College will award scholarships to Bloomfield High School graduates based on academic achievement once they are admitted to the College. Awards are renewable for four years and are not based on financial need. Three criteria are considered in determining the amount of the award: combined SAT score, high school grade point average, and rank in class. Full tuition scholarships will be awarded up to a maximum of five students per class.

#### **Award Amounts:**

##### ***Full Tuition and Books—***

- SAT scores: 1270
- High School grade point average: 90 (3.5)
- Rank in class: top fifth

##### ***Full Tuition—***

- SAT scores: 1100-1260
- High School grade point average: 90 (3.5)
- Rank in class: top fifth

##### ***\$4,500—***

- SAT scores: 990-1090
- High School grade point average: 85 (3.0)
- Rank in class: top third

##### ***\$2,500—***

- SAT scores: 910-980
- High School grade point average: 80 (2.7 or 2.8)
- Rank in class: top half

Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the scholarships are awarded if they are U.S. citizens or permanent residents of the U.S.

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The Scholarship is renewable for a maximum of four years of full-time study; renewal of the Scholarship requires recipients to maintain a grade point average of 3.0.

### **Bloomfield College Athletic Scholarships**

Athletic Scholarships in both men's and women's sports are awarded by the Director of Student Financial Services, based on recommendations made by the Athletic Department to students admitted to Bloomfield College.

Athletic Scholarships awarded to students cannot exceed the total cost of tuition, fees, and room and board, if applicable. Scholarships are renewable on an annual basis for up to four(4) years of undergraduate study at Bloomfield College.

To apply, contact the Director of Athletics.

## **BLOOMFIELD COLLEGE PROGRAMS**

### *Merit Scholarships for Continuing Students*

#### **Bloomfield College President's Scholarship**

The Bloomfield College President's Scholarship is awarded to outstanding students in the areas of social and behavioral sciences, excluding physical education. Awards will be based on academic achievement and potential for growth. The number and amounts of awards are determined annually by the President

of the College in consultation with the Division of Social and Behavioral Sciences.

#### **Deans' Scholarship**

This award recognizes academic excellence and service. To be eligible, a student must have a minimum cumulative grade point average of 3.8, have achieved at least sophomore status, be enrolled full-time in

the traditional undergraduate program and have demonstrated service in an area of appropriate need, be it to family, community, or College.

Academically eligible students are contact-ed in January and invited to apply for

the scholarship which, if granted, will be credited to the following academic year tuition. Students who believe they are eligible but have not received an application package by the end of January should contact the Special Assistant to the Vice President of Student Affairs.

#### **Division Scholarships**

Each academic division offers scholarships to students. The selection of scholarship recipients is based on both academic merit and financial need. The candidates are required to file the Free Application for Federal Students Aid (FAFSA) before the scholarship is awarded. Students must be U.S. citizens or permanent residents of the United States. These scholarships are eligible for renewal (for a maximum of four years or eight semesters) at the discretion of the academic division.

#### **Residence Life Scholarship**

All Bloomfield College resident students who are of sophomore status or better and who have achieved a grade point average of at least 3.00 are invited to apply. Applicants must have a history of good citizenship,

a record of service in the community, and demonstrate a strong commitment to the

Bloomfield College mission. Applications will be available in the Office of Residential Life, the Office of the Dean of Students, the Academic Advising Office and the Office of the Vice President for Academic Affairs during the spring semester.

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The deadline date is usually in early May.

### ***Restricted and Endowed Scholarships Based on Financial Need and/or Academic Merit***

These scholarships are assigned by the Office of Student Financial Services according to the scholarship stipulations established by the donor.

The donors of several scholarship funds have placed restrictions as to residence, place of birth, and other qualifications of applicants.

Applicants who meet the qualifications in addition to College scholarship requirements will be considered for scholarships from these funds. All financial aid applicants are considered for restricted scholarships. However, those receiving need-based aid

are subject to the College's financial aid packaging policy as well as regulations governing the awarding of federal and state programs. Therefore, receipt of a restricted scholarship may result in the reduction

of previously awarded aid. Awarding of restricted scholarships is based on the availability of funds.

#### **Joseph Alexander Foundation Scholarship**

Funds are given to students with financial need based on academic performance.

#### **Elizabeth J. Ballard Annual Scholarship**

Scholarships are awarded to full-time junior and senior students based on financial need and a minimum GPA of 3.0. Qualified students must be natives of Newark, NJ.

#### **C.R. Bard Scholarship**

This annual scholarship will be awarded to freshman, sophomore, junior and senior students majoring in nursing, biology, chemistry, clinical laboratory science, allied health technologies or pre-chiropractic studies. The C.R. Bard Foundation Scholarship is based on financial need and academic merit. Students must maintain a minimum GPA of 3.0.

#### **Jacqueline M. Bartley and Margaux Jade Oxle Annual Scholarship Fund**

Scholarships are awarded to full-time undergraduate students involved in at least two student organizations/community service activities based on financial need and academic merit.

#### **Katherine and K. Roald Bergethon Financial Aid Fund**

Funds from this program will be made available to worthy students based on financial need and academic promise.

#### **Bestfoods Educational Foundation Endowed Scholarship**

Funds are awarded to full-time sophomores, juniors, and seniors with a minimum GPA of 3.0, based on financial need.

#### **Bloomfield College Alumni Association Annual Scholarship Fund**

Scholarships are awarded to full-time undergraduate students with a minimum GPA of 2.6. Preference will be given to direct descendants of Bloomfield College alumni.

#### **Jervis Brinton and Endowed Scholarships**

Scholarships are awarded to full-time undergraduate students based on financial need and academic merit. Scholarship recipients must have been selected as a Portrait of Excellence honoree within the last twelve months and actively involved in

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community service.

#### **Katherine E. Carretta Endowed Nursing Scholarship**

Funds are given annually to students in the Nursing Program, based on financial need and/or grade point average.

#### **John L. Carey Scholarship**

Scholarships are awarded to students majoring in English, based on academic promise.

#### **Raymond and Theresa Castro Annual Scholarship**

Scholarships are awarded to full-time under-graduate Social and Behavioral Science majors based on financial need, academic merit, and community service. Recipients must

have completed at least 50 hours of community service over the past 12 months with documentation.

#### **Lester H. Clee Scholarship**

The purpose of the Clee Scholarship is to provide awards to students who have demonstrated academic promise, leadership capacity and financial need. The Office of Student Financial Services, in cooperation with the Dean of Students, will select recipients based on both financial need and merit. Award amounts are determined annually.

#### **Carle C. Conway Scholarship**

The Carle C. Conway Scholarship Foundation and the Continental Can Company, Inc. endowed this scholarship to be awarded on the basis of financial need and academic merit. Students must have a minimum GPA of 3.0

#### **Alice Marilyn Cross Scholarship for Psychology Students**

The scholarship was established by Walter Phillips '81 in memory of his wife. Funds from the endowment will provide scholarship assistance to a junior or senior psychology major who is in good academic standing and in need of financial aid.

#### **Dendrite Endowed Scholarship**

This scholarship, which is awarded based on merit and need, will assist promising, at-risk students majoring in Computer Information Systems. Applicants must have a minimum 3.0 grade point average.

#### **Dr. Ernst Derendinger Scholarship**

Funds from the Derendinger estate provide scholarships for juniors and seniors who have proficiency in the use of at least one foreign language and who have a majority of A's in the subjects carried in the preceding scholastic year. Scholarship recipients must be Creative Arts and Technology majors.

#### **Drinker Biddle and Reath/Bernard M. Shanley Endowed Scholarship**

This endowed scholarship is awarded to full-time and part-time students from the freshman, sophomore, junior and senior class. Selection is based on academic merit.

#### **Susan and Thomas Dunn/TEAM Schools Alumni Annual Scholarship**

Scholarships are awarded to full-time undergraduates who are alumni of TEAM schools based on financial need and academic merit.

#### **Josean Fernandez '06 Annual Scholarship**

Scholarships are awarded to full-time first-generation Hispanic undergraduate finance students based on financial need and

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academic merit.

### **Dorothea B. Frank (Hon. '11) Annual and Endowed Scholarships**

Scholarships are awarded to full-time undergraduate students majoring in English with a concentration in writing and/or minor in creative writing and based on financial need and academic merit as determined by the Program Administrator.

### **Ambrose and Ida Frederickson Foundation Scholarship**

Awards are given to freshmen and first-year transfer students with a minimum 2.7 grade point average; based on academic merit and financial need.

### **Clarence Fuller Endowed Scholarship**

The Clarence Fuller Endowed Scholarship is awarded to full-time undergraduate students based on financial need and academic merit. Preference will be given to students enrolled in the Study Abroad Program.

### **Lucy C. Galioto Scholarship**

This award is given to an upperclass student who has demonstrated leadership abilities at the College or in the community. Preference is given to residents of the town of Bloomfield.

### **Paul Genega Endowed Scholarship in Creative Writing**

This scholarship is awarded to one under-graduate English/writing major or a creative writing minor based on financial need and academic merit.

### **Gilmore Family Scholarship**

The Gilmore Family Scholarship provides annual scholarships to Bloomfield College students. "Gilmore Scholars" will be nominated by a member of the Science and/or related field faculty. Recipients will be chosen on the basis of academic performance, potential for contribution to the betterment of society through science, and financial need.

### **Glasser Family Scholarship Fund In Honor of Esther and Melvin Glasser**

Mr. and Mrs. Stephen A. Glasser and Mrs. Esther Glasser established this scholarship to assist students on the basis of merit and need.

### **Grandy Endowed Scholarship**

Scholarships are awarded to full-time undergraduate students majoring in

Finance and enrolled in the Honors Program with preference given to those on the Bloomfield College Fed Challenge Team.

### **Maureen Grant Endowed Scholarship**

This scholarship, established to honor Maureen C. Grant, the former Vice President for Academic Affairs, will assist students in the Bloomfield College Honors Program who wish to study abroad. Applicants must have a minimum 3.3 grade point average, and must have achieved sophomore standing.

### **William Randolph Hearst Endowed Scholarship**

The William Randolph Hearst Foundation established this endowed scholarship to assist students based on financial need and academic merit. Preference will be given to students who intend to reside in the United States upon completion of their studies at Bloomfield College.

### **Cyrus H. Holley Scholarship**

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Scholarships are provided to full-time students who demonstrate academic promise but whose financial circumstances would prevent continuation in their degree program. A grade point average of 3.0 or higher is required.

#### **Angelina and Salvatore Iannelli Endowment**

An annual scholarship will be awarded from the Iannelli to assist a Bloomfield College full-time or part-time student with a minimum GPA of 2.5. Preference will be given to a returning mature woman majoring in business or sociology. The award will be based on financial need and academic merit.

#### **Alfred and Rosemary Iversen Freshman Scholarship**

The Alfred and Rosemary Iversen Freshman Scholarship is awarded to an incoming full-time undergraduate freshman student based on financial need and academic merit.

#### **Alfred and Rosemary Iversen Study Abroad Scholarship**

The Alfred and Rosemary Iversen Study Abroad Scholarship is awarded to a full-time undergraduate student who wishes to study abroad and is based on financial need and academic merit.

#### **Investors Bank Endowed Scholarship Fund in Memory of Patrick Grant**

Scholarships are awarded to full-time undergraduate students based on financial need and academic merit with preference given to Accounting majors.

#### **Scott H. Kaplan '02 Endowed Scholarship**

Established by Ellen and Marc Kaplan, this scholarship provides critical support to deserving Bloomfield College students in memory of their son, Scott H. Kaplan, a 2002 Bloomfield College graduate. Preference is given to physically challenged Creative Arts and Technology/graphic arts majors of sophomore, junior or senior standing who have a minimum 3.2 grade point average. Scholarship awards are based on merit and need.

#### **Dr. Martin Kellman Memorial Scholarship**

The Kellman Scholarship is awarded to students who have successfully completed the Kellman Course in Humanities and who choose to enroll in Bloomfield College.

#### **Devra and Jeffrey Karger Annual Scholarship Fund**

Scholarships are awarded to full-time education majors based on financial need and academic merit.

#### **Gertrude and Raymond Levao Endowed Scholarship**

Scholarships are awarded to full-time juniors or seniors studying piano or keyboard arts and is based on financial need and academic merit.

#### **Ronald Levao and Susan Wolfson Endowed Scholarship**

Scholarships are awarded to full-time sophomore, junior or senior students with a minor in Creative Writing based on financial need and academic merit.

#### **William Limmer Scholarship**

William Limmer Scholarships are awarded to residents of the City of Passaic to aid and encourage young people of promise in obtaining a formal education.

#### **SCHOLARSHIPS & FINANCIAL AID37**

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### **C.E. Lummus-William P. Orr Scholarship**

Scholarships will be awarded to outstanding students in the field of business and science and/or students involved in international education on the basis of academic performance, campus leadership, and future promise. The President of the College or his designee shall determine the number and amount of the awards.

### **Martin and Toni McKerrow Endowed Scholarship**

The Martin and Toni McKerrow Endowed Scholarship will be awarded to part-time or full-time undergraduate students based on financial need and academic merit. Preference will be given to Liberal Arts majors.

### **William Kerr McKinney**

#### **Scholarship**

Funds from the estate of Margaret G. McKinney provide scholarships in memory of her late husband, the former Pastor of Westfield Presbyterian Church.

### **Richard C. Larsen '66 Endowed Scholarship**

Scholarships are awarded to full-time undergraduate students enrolled in business administration based on financial need and academic merit.

### **Dr. Maryann Mercer '69 Annual Scholarship**

Scholarships are awarded to full-time undergraduate math majors with a minimum GPA of 3.0 based on financial need and academic merit.

### **Henry Mueller Scholarship**

Henry Mueller, a trustee emeritus of the College, has made a scholarship available to a deserving student on the basis of academic achievement and financial need.

### **Dr. Kurt Munchheimer Endowed Scholarship**

Scholarships are awarded to full-time undergraduate students who were born outside of the United States based on financial need and academic merit.

### **Eleanor G. Nensteil '34 Endowed Nursing Scholarship**

This scholarship is awarded to freshman, sophomore, junior and senior nursing majors. Preference will be given to single mothers.

### **Charlotte W. Newcombe Foundation Annual Scholarship and Charlotte W. Newcombe Endowed Scholarship**

Both the annual and endowed scholarship funds are awarded to full-time or part-time junior or senior mature women (age 25 and over). Candidates must complete the Charlotte W. Newcombe Scholarship application and possess a 2.5 GPA at the time of application. Students must demonstrate financial need and have completed at least 60 credit hours towards an intended bachelor's degree by the start of the semester in which the scholarship is awarded.

### **John F. Noonan Endowed Scholarship**

An eligible student for this scholarship must show demonstrated financial need; be a full- or part-time sophomore, junior or senior with a minimum 2.8 grade point average.

### **William A. Olson Scholarship**

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Scholarships have been established for students in the teacher education program. Awards will be given to juniors and seniors with a minimum GPA of

3.0 and are based on financial need and academic merit.

#### **Mabel E. Pennick '95 Annual Scholarship Fund**

Scholarships are awarded to full-time sophomore, junior and senior students based on financial need, academic merit, and community service. Recipients must have completed at least 100 hours of community service over the past 10 months; have a minimum cumulative GPA of 2.3; have submitted the scholarship application, two letters of recommendation in support of community service activities, and a one-page essay on community service and citizenship.

#### **Dr. Maxwell Platt Fund**

Mildred '88 and Max Platt established this fund to assist handicapped and physically impaired students at Bloomfield College who demonstrate financial need.

#### **Presbyterian Church of Upper Montclair Annual Scholarship**

Annual scholarships will be awarded to students with funds provided by the Presbyterian Church of Upper Montclair. Preference will be given to single parents

who reside in Essex County. Students must have a minimum GPA of 3.0 and demonstrate financial need and academic merit.

#### **Presbyterian Nursing Alumnae Scholarship**

Funded through contributions by graduates of the Presbyterian Hospital School of Nursing and the Presbyterian Division of Nursing at Bloomfield College, these scholarships are awarded to nursing students who demonstrate high academic performance and financial need.

#### **Alice W. Price Endowed Scholarship Award**

This scholarship award is given to a student who demonstrates improvement and excellence in written and oral communication.

#### **Provident Bank Foundation Endowed Scholarship**

Students selected as Provident Bank Foundation Scholars will be business and accounting majors with a minimum GPA of 3.0

#### **PSEG Endowed Honors Scholarship**

Scholarships are awarded to full-time undergraduate sophomore, junior or senior students enrolled in the Division of Natural Science and Mathematics and in the Honors Program.

#### **Rath Family Scholarship**

The Rath Family Endowment provides scholarships of \$500 per year to junior and senior nursing students who are in good academic standing and who are in need of financial aid.

#### **Glenn M. and Marilyn B. Reiter Endowed Scholarship Fund**

Scholarships are awarded to full-time undergraduate students based on financial need and academic merit.

#### **Max Roach (H'93) Endowed Scholarship**

This scholarship was endowed to honor legendary percussionist/composer and Bloomfield College friend Max Roach.

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Awards are to assist motivated students on the basis of merit and need. Students must have a minimum grade point average of 2.5.

#### **Donald A. Ross '52 Annual Athletic Scholarship**

Scholarship recipients will be chosen based on financial need and academic performance. Recipients can be full-time or part-time students from the freshman, sophomore, junior and senior classes. This academic scholarship will be available to all students who meet the criteria, with 75% distributed to student who have a GPA of 3.0 or higher, and 25% to students with a GPA between 2.5 and 3.0.

#### **Donald A. Ross '52 Endowed Scholarship**

Scholarship recipients will be chosen based on financial need and academic performance. The Fund is intended to support student-athletes and veterans.

#### **Alfred E. Rowe Scholarship**

The estate of Alfred E. Rowe has established scholarships for graduating nursing students who have demonstrated the highest achievement in academics and community service.

#### **Sarah, Earl and Donald Ryan Memorial Scholarship**

This memorial scholarship awards students based on merit and need.

#### **Alice Ann Sayler and Frank V. Zaccaria Pre-Chiropractic Endowed Scholarship**

Scholarships are awarded to part-time or full-time pre-chiropractic students with a minimum GPA of 2.75 and have completed a minimum of two science classes required for the pre-chiropractic major.

#### **Elena J. Scambio Annual Scholarship**

The Elena J. Scambio Scholarship is awarded to full-time undergraduate students based on financial need and academic merit. Preference will be given to education majors during the semesters in which they are student teaching.

#### **Schering-Plough Scholarship**

The Schering-Plough Corporation has established scholarships for minority students majoring in nursing and the health sciences.

#### **Renee '82 and Ralph Selitto Annual and Endowed Scholarships**

Scholarships are awarded to full-time students in the accounting master's program or their junior or senior year of accounting undergraduate program. Recipients must have a minimum 3.5 GPA and financial need is to be taken into consideration for those that meet the GPA requirement.

#### **Mern Shafman Memorial Nursing Scholarship**

A \$500 scholarship will be awarded to a junior nursing major who is in good academic standing and has financial need. The scholarship is renewable during

the senior year, provided the recipient continues to make normal progress toward a degree.

#### **Karen Elizabeth Stager Upper-Class Emergency Fund**

Funds are given to sophomore, junior and senior students in good academic standing; based on financial need.

#### **Dr. Bobby Short (H'90) Scholarship**

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Scholarships are provided to full and part-time students who demonstrate academic promise and have financial need.

**Arthur A. Simon Endowment**

The estate of Arthur A. Simon endowed this scholarship to provide support to full- or part-time students based upon academic performance and potential. Scholarships may be awarded to incoming freshmen, who in the judgment of the Dean of Admission indicate academic promise.

**John B. Skowronski '91 Annual Scholarship**

Scholarships are awarded to full time junior, senior, or masters in accounting majors with a Bloomfield College undergraduate degree based on financial need and academic merit.

**Dorothy A. Snyder Nursing Endowment Scholarship**

Income from the fund, established by bequest by the husband of Dorothy A. Snyder, is awarded each year to a junior or senior nursing major with high academic performance and demonstrated financial need.

**St. John's Episcopal Church Scholarship**

This scholarship was established to assist single parents who wish to earn a degree, on the basis of need and merit. Montclair residents are preferred, but awards may be extended to residents of other areas in Essex County.

**Walter and Louise Sutcliffe Foundation Nursing Scholarship**

Scholarships are awarded to students majoring in Nursing and based on financial need and academic performance.

**Adebola A. Taiwo '09 Annual Scholarship**

This scholarship is awarded to a full-time junior or senior accounting major with the highest GPA in accounting.

**Seely and Anne Thomas Endowed Scholarship Fund**

Scholarships are awarded to full-time undergraduate majors with a concentration in Journalism based on financial need and academic merit.

**Sandra and Monroe Trout Scholarship**

Scholarships are awarded to junior and senior disadvantaged students based on financial need.

**Board of Trustees Scholarship**

The Board of Trustees Scholarship is awarded annually to one or more students who exemplify high standards of leadership and academic quality. Full-time students who have completed their freshman year are eligible for consideration.

**Alan Turteltaub Endowed Scholarship**

This scholarship was endowed to assist students on the basis of merit and need. Students must have a minimum grade point average of 2.5 to qualify.

**Union County Endowed Scholarship**

**Robert V. Van Fossan Scholarship**

This scholarship benefits a student who exemplifies the values of the late Robert V. Van Fossan, a fervent champion of civic leadership and community service. The scholarship will go to a student who, because of unusual circumstances, is ineligible for financial aid according to standard guidelines but who still has a significant need for financial support and demonstrates

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academic achievements and service to the community.

#### **Edward and Stella Van Houten Memorial Nursing Scholarship**

Scholarships are awarded to students majoring in Nursing and based on financial need and academic performance.

#### **Joel M. Weiner '66 Annual Honors Program Scholarship**

Scholarships are awarded to full-time undergraduate students enrolled in the Honors Program.

#### **Joel M. Weiner '66 Annual Scholarship**

Scholarships are awarded to full-time undergraduate students based on financial need and academic merit.

#### **Westminster Foundation Annual Scholarship**

Scholarships are awarded to full-time students based on financial need and academic achievement with preference given to religion majors.

#### **Phyllis S. and Wayne A. Witte Annual and Endowed Scholarships**

Scholarships are awarded to part-time or full-time undergraduate students majoring in education during the semester in which s/he is engaged in college-sponsored student-teaching. Preference will be given to students who are student-teaching or intend to pursue a teaching career in districts that are currently or were formally designated as Abbott. The scholarship has been established to provide assistance to financially needy students who are Union County residents.

### **OTHER SCHOLARSHIPS AND FINANCIAL AID**

#### **Programs Offered Through the Independent College Fund of New Jersey**

The Independent College Fund of New Jersey (ICFNJ) administers a variety of scholarships funded by various foundations and available to Bloomfield College students. The Office of Student Financial Services will identify potential candidates for each scholarship and contact those students regarding the application process. The deadline for all the applications is March 31 prior to the start of school in September.

#### **UPS Scholarship**

UPS Employees are eligible for a 25% tuition discount on all courses and programs. Interested students should contact their HR representative at UPS.

#### **Pfizer/Pharmacia Scholarship**

This scholarship is available for disadvantaged minority students with an interest in science, based on academic merit and financial need.

#### **BD Scholarship**

BD Scholarship is awarded to students majoring in the fields of science, healthcare, and nursing– based on academic merit and financial need.

#### **Coca-Cola Foundation First Generation Scholarship**

This is a scholarship for students with a minimum 3.0 grade point average who demonstrate involvement and leadership in campus and community activities.

### **PROGRAMS OFFERED OUTSIDE BLOOMFIELD COLLEGE**

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## **National Presbyterian College Scholarships**

For superior young people preparing to enter full-time as incoming freshmen at one of the participating colleges related to the Presbyterian Church (U.S.A.). Applicants must be high school seniors, U.S. citizens or permanent residents, received by the Session of a Presbyterian Church (U.S.A.) and take the SAT/ACT no later than November 30th of their senior year in high school. Additional qualifications are listed in the application form, which is available after September 1st. Range of Awards: \$500 to \$1,400 per academic year depending on need and available funds. Awards are renewable. Deadline for filing application is December 1 of a student's senior year in high school. For information or forms, call (502) 569-5776 or write:

Presbyterian Church (U.S.A.) Office of Financial Aid for Studies 100 Witherspoon Street Louisville, KY 40202-1396

## **Presbyterian Church (U.S.A.) Student Opportunity Scholarships**

Designed to assist racial/ethnic undergraduate students (Asian, Black, Hispanic, Native American) finance their undergraduate education. Applicant must be a member of the Presbyterian Church (U.S.A.), a U.S. citizen or permanent resident of the U.S.; must be a high school senior who will be entering college full time as an incoming freshman and must apply to the college for financial aid. Applications are available after January 1st and must be submitted by April 1st of student's senior year in high school. Range of Awards: \$100 to \$1,400 per academic year depending upon demonstrated need and available funds. Applicants accepted on a first-come, first-served basis. Renewal of award during student's undergraduate years is possible depending on continuing financial need and satisfactory academic progress. For information or forms, call (502) 569-5776 or write:

Presbyterian Church (U.S.A.) Office of Financial Aid for Studies 100 Witherspoon Street Louisville, KY 40202-1396

## **AWARDS**

### **William P. and Carolyn A. Anderson Fund**

Dr. William P. Anderson, '61, established this award for the graduating class salutatorian.

### **Bloomfield College Educational Opportunity Fund Awards**

EOF students are recognized each spring for their leadership abilities, academic excellence, and community service.

### **Bloomfield College Freshman Achievement Award**

A freshman is selected each spring to receive this award which is based on academic achievement and demonstrated leadership.

### **Bloomfield College Award in Psychology**

This award is given in the spring to a graduating Psychology major on the basis of excellence in scholarship and character.

### **Bloomfield College Award in Government and International Studies**

The Political Science Department selects

a graduating senior who has demonstrated outstanding excellence in scholarship and character in Political Science.

### **Bloomfield College Award in Sociology**

The graduating Sociology major who demonstrates excellence in scholarship, character, and commitment to social justice is presented this award in the spring.

### **Bloomfield College Leadership and Service Award**

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Faculty, staff, and administration nominate students for this award which is presented to those students who have made an outstanding contribution to the College and/or Community by participating in activities or service programs and who have a minimum GPA of 2.8. The nominees' names are reviewed by the Service Selection Committee and the Office of Student Affairs.

### **Bloomfield College Scholar Athlete Award**

The Department of Athletics selects a student-athlete who has maintained academic and athletic excellence to receive this honor during the spring semester.

### **Charles Gross Award for Outstanding Work in Science**

Awarded to a senior natural sciences major who has demonstrated extraordinary promise through their work in their discipline. The chairperson for the Division of Natural Science and Mathematics will make the selection based upon the recommendation of the division faculty.

### **Excellence in Science Award**

The Science Department selects an outstanding senior in Science to receive this highest honor each spring.

### **George E. Jones Creative Writing Award**

This award is presented each year in the spring in memory of Professor George E. Jones, who died in 1981, for the best three poems and short stories submitted by students.

### **Ella Handen Humanities Award**

The Ella Handen Humanities Award was established to honor the memory of a distinguished Bloomfield College Professor and is awarded annually to full-time students majoring in Humanities. Recipients must be a junior or senior and have attained a grade point average of 3.0 or higher.

### **New Jersey Institute of Chemists Award**

The Chemistry Department makes this award each spring to the outstanding senior in this major.

### **Joyce Carol Oates Award for Outstanding Work in Creative Writing**

Awarded to a senior English major who demonstrates extraordinary promise in fiction, poetry, playwriting, or creative non-fiction. The chairperson of the Division of Humanities will make the selection based on the recommendation of the creative writing faculty.

### **Albert E. Roberts, Jr. Memorial Award**

This award is presented at the Spring Awards Ceremony to a graduating senior, preferably of minority background, who has a grade point average of 3.0 or better and has displayed leadership and involvement in campus life.

### **Student Organization Award**

This award is presented to the Student Organization that has demonstrated excellence in leadership and service to the Bloomfield College community. The selection is made through the Office of Co-curricular Programming and is presented in the spring.

### **Martha and Irving Weinberg Award**

A prize will be awarded in the spring semester to a CAT major who presents a senior project that meets the highest professional standards. Projects will be judged on creativity, daring, originality, and technical and aesthetic merit.

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## Who's Who Among Students in American Universities and Colleges

This honor is awarded yearly to juniors and seniors who have demonstrated outstanding scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, and service to the College as well as their potential for future achievement.

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## The Educational Goals of the College

The primary goal of any program in a liberal arts college is to foster the personal growth of its students. This goes beyond imparting information or developing certain narrowly-defined skills. The program at Bloomfield College also has the aim of helping students learn how to learn, so that they are prepared to face change and are confident in their ability to grow and adapt.

To accomplish this goal, College programs aid students in acquiring certain important qualities and skills. Students should learn to think clearly and productively, and to integrate feelings and values within their thinking. They must learn to communicate effectively. They must also develop specific career-oriented skills.

Personal development implies increased emotional maturity, and the ability to make decisions effectively and responsibly. A liberal arts-based education should prepare people to assume the responsibilities of leadership and service, and to be sensitive to the depths and complexities of human experience. Not least, it should help them develop the capacity for aesthetic appreciation. By shaping its programs to meet these needs and satisfy these goals, Bloomfield College affirms its commitment to a comprehensive objective: helping its students learn to live more satisfying, humane, and productive lives.

### ACADEMIC FREEDOM FOR FACULTY AND STUDENTS

The freedom of instructors to organize their courses according to the highest academic standards of pedagogical excellence is basic to the academic freedom of both faculty and students.

The 1967 'Joint Statement on Rights and Freedom of Students' makes it clear that students should have the right to freedom of expression and proper academic evaluation:

- *Protection of Freedom of Expression*

Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they enroll.

- *Protection against Improper*

#### *Academic Evaluation*

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course.

In keeping with these mutual rights and responsibilities, instructors should make it clear, preferably in the course syllabus, how a course is structured pedagogically and the means whereby students will be evaluated. This evaluation and learning process may or may not include a final examination.

### ACADEMIC INTEGRITY

Academic integrity, in its simplest definition, is the trust that exists among members in the academic community. It is only as strong as the behavior of the individuals within that community.

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Any attempt by a student to communicate misleading and false information as to the student's achievement and understanding of the course work is an act of plagiarism and a violation of academic integrity. The full policy is outlined on page 284.

*"Academic Freedom in its teaching aspect is fundamental for protection of the rights of the teacher in teaching and of the student in learning." See AAUP 1940 Statement of Principles, Academic Freedom and Tenure.*

*Joint Statement on Rights and Freedoms of Students, June, 1967.*

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## Competencies Across the Curriculum

The list of competencies, approved by the Bloomfield College faculty is as follows:

- **Aesthetic Appreciation (AAC)**

The ability to engage and connect with a creative work as a complex, multi-layered, and transformative experience.

- **Communication Skills (CSC)**

The ability to read, view and comprehend ideas and arguments from diverse perspectives, and the ability to express ideas and arguments effectively in oral, and visual or written forms.

- **Community Orientation and Citizenship (COC)**

An appreciation of communities and environments in all their diversity –local, national, and global –connected to a sense of service, civic engagement, and social responsibility.

- **Information Literacy (IFC)**

An awareness of the practical skills involved in the effective use of information technology and print and electronic information resources, as well as critical reflection on the nature of information itself, its technical infrastructure, and its social and philosophical context and impact.

- **Multi/Transcultural and Global Awareness (MGA)**

An understanding of the diversity and fluidity of cultures and cultural identities, and values across boundaries and borders in 'global' society; the development of a global historical perspective; and knowledge of diverse religious and spiritual traditions, values, beliefs, artistic expressions and philosophies.

- **Problem Solving and Critical Thinking Skills (PST)**

The ability to examine, analyze and interpret information, to question assumptions; to use inductive and deductive reasoning; to use informal logic to develop arguments; and to apply logic and reasoning to understand relationships, develop values, draw verifiable conclusions, and develop

a viable solution to an identifiable problem.

- **Professional Skills (PSC)**

The development of professionalism, including interpersonal skills and the ability to work with others as part of a team; time and activity management; self-discipline and the pursuit of excellence; leadership skills; the understanding of diversity in the workplace; the ability to market one's skills and develop workplace etiquette; and the development of professional ethics.

- **Scientific and Technological Skills (STS)**

The awareness of advances in science and technology and the ethical and social understanding of the implications of these

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advances; the understanding of quantitative analysis, scientific methodology and concepts; the development of research skills; and the awareness of the general functions, capabilities and impact of technology. These competencies are the central theme of the Educational Program. Bloomfield College courses and student activities are designed to reflect or address one or more of these competencies, and students are expected to demonstrate proficiency in the competency areas.

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## Academic Programs

### **MAJOR PROGRAMS**

Bloomfield College offers major programs in the following disciplinary areas:

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**BACHELOR OF ARTS (B.A.)**

**Creative Arts & Technology**

**Creative Writing**

**Education**

**English**

**History**

**Interdisciplinary Studies**

**Media Communication**

**Philosophy**

**Government &**

**International Studies**

**Psychology**

**Religion**

**Sociology**

**BACHELOR OF SCIENCE (B.S.)**

**Accounting**

**Allied Health Technologies**

**Applied Mathematics**

**Biology**

**Business Administration**

**Chemistry**

**Clinical Laboratory Sciences**

**Computer Science**

**Game Programming**

**Network Engineering**

**Nursing**

***BACHELOR OF BUSINESS ADMINISTRATION (BBA)***

- **Human Resource Management**

***MASTER OF ARTS (M.A.)***

- **Early Childhood Education Special Education**

***MASTER OF FINE ARTS (M.F.A.)***

- **Creative Arts and Technology**
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## ***MASTER OF SCIENCE(M.S.)***

- **Accounting**

Some majors have defined courses which concentrate on one aspect of a discipline. Students should consult the detailed descriptions of major pro-grams contained in the section entitled “Academic Programs and Courses” to see if a variation which falls within their interests has been defined.

Not all majors are offered totally in both day and evening sessions. Students may need to attend both day and evening classes to complete degree requirements. The following majors are available primarily in the day session only:

### **CAPSTONES**

Capstone experiences are offered in students’ majors across the disciplines. Capstones require the demonstration of mastery of the competencies through for-mal and informal presentations or projects.

Creative Arts & Technology Education (some co-concentrations  
and student teaching) Mathematics Network Engineering Nursing (Generic)

The following programs are available through the Accelerated Program:

Certificate in Network Engineering Certificate in Supply Chain

Management

Graduate Certificate in Post-Baccalaureate Teacher Education

The courses require students to demon-strate skills learned through their courses in General Education and their majors, most specifically their competencies in Critical Thinking, Communications Skills (oral and written) and Professional Skills.

### **CERTIFICATE PROGRAMS**

Students may use two courses of transfer credit toward certificates and may earn two courses of credit through life/learning assessment toward certificates. Any Bloomfield College student who has completed the requirements for a certifi-cate program in the course of his/her regular studies may apply to the Registrar for a certificate.

To receive credit toward a certificate in any course, a student must earn a minimum grade of “C.”

The following certificate programs are described in the section “Academic Programs and Majors:”

- **Digital Media**
- **Diversity Training**
- **Supply Chain Management**
- **Network Engineering**

### **CLASS STANDING**

Class standing is determined by the number of course units (c.u.) successfully completed at Bloomfield College and elsewhere:

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Freshman:	1–6.25 course units
Sophomore:	6.5–14 course units
Junior:	14.25–23 course units
Senior:	More than 23.25

## CONCENTRATION

A concentration is an area of specialization within a major.

### CO-CONCENTRATION (EDUCATION MAJOR)

The co-concentrations in the Education Major are liberal arts co-concentrations in these fields: Art, Biology, Chemistry (Physical Science), English, History, Mathematics, Philosophy, Psychology, Religion, Sociology, and Visual and Performing Arts. See the Education Major for details.

### THE CONTRACT MAJOR

The Contract Major provides the opportunity to structure a cross-disciplinary set of major requirements to take the place of a traditional disciplinary major. Students may use any discipline or combination of disciplines which suits their academic needs to create the contract. Students earn a Bachelor of Arts degree in Interdisciplinary Studies.

Unless a contract specifically modifies existing college requirements, students must be in good academic standing and meet all graduation requirements stated elsewhere in this Catalog.

In order to structure a contract major, the student should speak to his/her academic advisor or to the Registrar who will suggest a faculty member to advise the student in establishing requirements. The Registrar will submit the requirements to the appropriate faculty committee for approval. The approved requirements will be considered the student's "major" requirements for graduation.

### COURSE LOAD

A full-time course load is three course units (c.u.) or more per semester.

During the fall and spring semesters, students with a minimum GPA of 2.0 will be allowed to take a maximum of 5 course units (c.u.) per semester.

Students who are on probation will not be permitted to take more than 4.5 course units (c.u.s) per semester.

During the summer, the maximum number of course units (c.u.) for all students is four, including all courses taken in the trimester, intensive, and seven-week sessions.

Students who seek to take more than the maximum number of courses, but not to exceed six(6) course units (c.u.) in fall or spring semester, must receive permission from the Registrar. Permission is granted on the basis of academic and/or class standing.

**For certification purposes, students in their final semester needing fewer than three course units to complete degree requirements will be considered full-time students even if they are taking fewer than three course units.**

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## THE EDUCATIONAL PROGRAM

### COURSE VALUE

Each course carries a course value of

3, 2, 1.5, 1, .75, .5, or .25 c.u. For individuals whose transcripts will be evaluated by other institutions, the College recommends that triple courses worth 3 c.u. be considered the equivalent of 12 credits, double courses worth 2 c.u. be evaluated as the equivalent of 8 credits, courses carrying 1.5 c.u. as the equivalent of 6 credits, standard courses of 1 c.u. as the equivalent of 4 credits, half courses of .5 c.u. as the equivalent of 2 credits, and quarter courses of .25 c.u. as the equivalent of 1 credit.

### DOUBLE MAJOR

A student may complete a double major by satisfying major requirements in both disciplines which must include at least three course units in the second major. Some courses required by one of the two disciplines may normally satisfy the General Education Elective requirements. Both majors must be completed prior to the awarding of the degree.

### ELECTIVES

Electives are courses in the major field or in other disciplines which are not specifically required for completion of the major or general education.

### MINOR

A minor is a set of related courses taken in a discipline or area other than the major discipline to provide an experience which goes substantially beyond the introductory level.

### PREREQUISITE, COREQUISITE AND PRE/COREQUISITES

- Prerequisite-you must take course A before course B.
- Corequisite-you must take course A at the same time as course B.
- Prerequisite/Corequisite-you must take course A either before, or at the same time as course B.

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## Registrar's Office

***MISSION:** The mission of the College Registrar is to provide the Bloomfield College community with high quality services related to academic programs, registration, advising, records, and graduation. We are committed to ensuring the integrity of academic records, maintaining the integrity of its institutional and educational records, enforcing policies and facilitating a culture that preserves the values and mission of Bloomfield College.*

Our core functions are to serve as the College's central service and academic support unit to:

- Collect and record student and instructional academic program information, including conducting and managing processes related to registration (e.g. class rosters, course offerings, grades, registration, scheduling, verifications)
  - Coordinate and produce official enrollment and academic certification from academic records (e.g. transcripts/verifications, student-athlete and veteran certifications)
  - Provide support for determining academic eligibility and academic progress (e.g. degree audits, suspensions, dismissals and probations, commencement certification)
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- Evaluate and process finalization of transfer credit for incoming under-graduate students
- Provide data services to collect, process and provide access to information in support academic advising, instruction, and institutional decision-making
- Officially respond to requests for information about students and programs, and serve as the official manager for access to and release of student academic and educational information (e.g. requests for information about individual and groups of students, including all issues related to FERPA).

## **ACADEMIC ADVISING/COACHING**

In a flexible learning environment where there is a choice among educational programs and course offerings, it is important for students to prepare their schedules carefully each semester in consultation with an academic advisor/coaching counselor. A professional academic advisor/coaching counselor assists students in planning schedules. After the student has formally declared a major, an advisor who is familiar with the programmatic requirements of the major will be assigned.

While students are responsible for planning their schedules to meet all requirements for graduation, the academic advisor/coaching counselor is expect-ed to review with them the academic regulations, graduation requirements, curricular programs and course offerings, the registration process, and the student's academic responsibilities as a member of the College community.

Meeting with your academic advisor/coaching counselor at least twice per semester will help you stay on track so that you can start and finish strong!

## **THE EDUCATIONAL PROGRAM REGISTRATION**

Students must officially enroll for each course taken. Registration is conducted in the fall for spring courses and in the spring for summer and fall courses.

Official registration includes:

- Completion of all financial obligations with the Office of Student Financial Services.
- Students without holds may register on-line using web advisor or Student Planning.

Failure to complete the above procedures will result in the student receiving no credit for courses.

If a student attends class without having completed these procedures, even if he/she has completed assignments, credit will not be awarded. Late registration or total change of academic program is possible only during the first week of the semester.

It is the student's responsibility to be registered for classes and cleared through the Office of Student Financial Services. Students who attend classes and who are not properly registered and cleared will not be reinstated into the class and will not receive credit.

No change of program will be permitted after the end of the second week of classes.

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## **Summer Session**

Bloomfield College operates on a twelve-month schedule. Summer Session is an integral part of the College program.

The Summer Session permits the evening student to complete degree requirements in the traditional four-year time span.

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Day students have the opportunity to accelerate their progress toward completion of their degree. The Summer Session consists of one 3 week intensive session, two consecutive seven-week sessions, and a full fourteen-week session running from May to August. These sessions provide flexibility for students to arrange their summer schedule.

Students may enroll in up to two c.u.s in each short Summer Session and up to four c.u.s over the entire summer. During registration, students are encouraged to integrate the Summer Session into long-range plans for the achievement of curricular goals.

The rules governing withdrawals from the College, as well as the dropping and adding of courses, follow the same principles as in the fall and spring semesters, with dates modified as appropriate to the shorter term.

The Summer Session is open to all students regularly enrolled in Bloomfield College and to students in good academic standing at other institutions. A student who wishes to attend the Summer Session on a visiting basis must submit a statement of eligibility signed by the Academic Dean or Registrar of his or her own institution (see Visiting Student, page 273).

A Summer Session student pays a part-time registration fee of \$125 per term and course fees as listed.

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## Graduation Requirements

### COURSE REQUIREMENTS

All degree candidates must successfully complete at least 32 course units (c.u.s) at the 100 level or above. At least 16 of these course units must be at an advanced level (200 or above). These course units include General Education Core Courses, General Education Electives, Required Major and Minor Courses, and other Electives. It is possible that some majors or combinations of majors may need more than 32 course units for successful completion of degree requirements.

### GENERAL EDUCATION PROGRAM

At the heart of Bloomfield College's educational program is the General Education Program. This program challenges students to engage in intellectual discovery and fosters a passion for life-long learning. Through the General Education Program, students will be prepared to evaluate and apply new information, to make reasoned judgments about the complex and diverse contemporary world, to express ideas effectively, and to be public citizens. The College's General Education Program is built around two elements:

- **The Core**
- **The Electives**

The Core is designed to introduce students to the foundational skills and information needed for success in college and beyond. These skills include writing, mathematical knowledge, and, through the First Year Experience (FYS 100) course, a grounding in the scientific, cultural, and historical processes that have shaped the world. Based on experiential learning and the integration of field trips with classroom work, the FYS course provides a common immersion experience in culture, art, ecology, and science. By exposing students to the richness of the physical and cultural landscapes of the region. FYS is intended to broaden students' knowledge, stimulate their curiosity, and spark their imaginations.

Successful completion of FYS is necessary to progress in all majors at the college and, therefore, is a graduation requirement. Students who fail to achieve the necessary grade in FYS for a second time must seek permission from the Committee on Academic Standards to take the course for a third time, by filing a formal petition. In the event this petition is denied, the denial will serve as a dismissal from Bloomfield College. To expedite the processing of the petition and decision of the Committee, petitions should be submitted no later than two weeks after final grade posting.

After completing the Core, students will master certain skills through the General Education Electives, which will also expose students to the introductory knowledge of specific disciplines. The College has identified sets of skills necessary for

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an educated person in the twenty-first century (see page 47 for the list and description of these competencies). These competencies are the basis of the College's General Education Electives, and students will take a variety of courses to be introduced to these skills. The combination of courses students take in the General Education Program and in the major is designed to help students reach a high level of competence in each of these areas.

When students successfully complete the General Education Program, they will have the skills necessary to succeed in upper division courses and continue learning throughout their lives.

**COMMON CORE:**

**course units**

- **MTH 130 Transition to Collegiate Mathematics**
- **MTH140\* College Algebra-Enhanced/ MTH 141**

**Or**

- **MTH160\* Precalculus-Enhanced/ MTH 161 Precalculus**

\*As determined by the major's requirements.

- **WRT102 Enhanced Argumentative &**

**Or**

- **WRT 105 Argumentative & Analytic**

**Or**

- **WRT 106 Accelerated Argumentative & Analytic Writing**
- **WRT108 Enhanced Synthesis & Research Writing**

**or**

- **WRT 109 Synthesis & Research**

- **FYS 100 First Year Seminar**

**GENERAL EDUCATION ELECTIVES:**

**8 course units**

- Candidates for the Bachelor of Arts (B.A.) degree must take a total of 4 course units from the following:
- Two course units addressing the Aesthetic Appreciation competency.
- One course unit addressing the Communication Skills competency.
- One course unit addressing the Scientific and Technical Skills competency.

**AND**

A total of 4 course units from the following:

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- Two course units addressing the Multi/Transcultural and Global Awareness competency.
- Two course units addressing the Problem Solving/Critical Thinking competency.

**OR**

- One course unit addressing the Multi/Transcultural and Global Awareness competency.
- Two course units addressing the Problem Solving/Critical Thinking competency.
- One course unit addressing the Community Orientation/Citizenship competency.
- Candidates for the Bachelor of Science (B.S.) degree must take a total of 4 course units from the following:
- One course unit addressing the Aesthetic Appreciation competency.
- One course unit addressing the Communication Skills competency.
- Two course units addressing the Scientific and Technical Skills competency.

**AND**

A total of 4 course units from the following:

- One course unit addressing the Multi/Transcultural and Global Awareness competency.
- Three course units addressing the Problem Solving/Critical Thinking competency.

**OR**

- One course unit addressing the Multi/Transcultural and Global Awareness competency.
- Two course units addressing the Problem Solving/Critical Thinking competency.
- One course unit addressing the Community Orientation/Citizenship competency.
- Candidates for the Bachelor of Business Administration (BBA) in Human Resource Management must take a total of 6 course units from the following:
- Aesthetic Appreciation competency (1 c.u.)
- Communication Skills competency (1 c.u.)
- Multi/Transcultural and Global Awareness competency (1 c.u.)
- Problem Solving/Critical Thinking competency (2 c.u.s)
- Scientific and Technical Skills competency (1 c.u.)

*Note: Three course units of the major's list of requirements may count as General Education Electives.*

Restrictions on and exemptions from General Education Electives:

- Two course units may be from the major's list of requirements and will count as two general education electives. *When basic competencies are clearly taught and practiced throughout the student's major discipline course, students in that major may have substitutions for similar courses of general education credit.*
-

- One course unit must be a lab science.
- Four course units must be at the 200-level or above.
- Many students, depending upon their major, may have additional substitutions for General Education Electives.
- Students in the three-year plus programs may count two of the course units in their list of major requirements as general education electives.
- General education courses may list up to two primary competencies, but each course will only satisfy one of a student's general education or competency requirements.
- Writing Intensive Requirements:
  - Two course units must be Writing Intensive (WI).\* These courses can be in the General Education Electives, the list of Major/Minor requirements and/or the electives students take to complete 32 c.us. For students in the three-year plus programs, only one course unit must be Writing Intensive (WI).\*

## GRADE REQUIREMENTS

A minimum cumulative quality point average (based on courses and credit earned at Bloomfield College) of 2.0 is required for graduation when grades are recorded in the letter- grade system.

(See "Grading-Evaluation System").

Students must achieve a grade point average of 2.0 or better in major required courses. No more than two of these may be in the range of C- to D-.

Students who declare a minor in a subject area must achieve a grade point average of 2.0 or better in the required courses. No more than one of these may be in the range of C- to D-.

To remain in the Education Programs students must maintain a cumulative 3.0 grade point average and must earn a "C" or better in all education courses.

The nursing major also has a different set of standards:

- All major and required courses MUST have grades of "C" or better and
- Students may not progress into any NUR course unless the prerequisite courses have been passed with grades of "C" or better

## RESIDENCY REQUIREMENTS

A minimum residency period of eight course units (the last eight) including a minimum of three courses required by the given major. Students taking courses at an off-campus site must fulfill the residency requirements at the Bloomfield College campus.

Students wishing to take any of their last eight course units elsewhere must petition the Faculty Committee on Academic Standards. Students with upperclass standing (i.e., those who have completed 14.25 courses or more) may not take courses at a community college or other two-year college for transfer to Bloomfield College.

## MAJOR REQUIREMENTS

Each student must declare a major field or area of concentration, **prior to registering for the 17th course unit** by completing the "Declaration of Major" form available in the Office of Advising and Registration. The appropriate major advisor or division chairperson must sign the completed form. The student will return the form to the Office of Advising and Registration.

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A student who wishes to change a major or concentration or to declare a second major or concentration, must formally declare the new major or concentration prior to registration for the last four courses required for graduation.

Students should acquaint themselves with the major and general education requirements as defined in the section “Academic Programs and Majors”. The Registrar can answer questions about variations in major requirements.

## **ELIGIBILITY TO PARTICIPATE IN COMMENCEMENT**

In order to participate in the Commencement Program, students must be within their final two course units needed for graduation by the end of the Spring semester, and have been cleared for graduation by the Office of Advising and Registration. Students must be registered for these courses prior to commencement and must complete these courses by August 31 of the same year. Students may participate in only one Commencement Exercise. Honors for the Baccalaureate Ceremony will be based on courses completed prior to Commencement. Final honors will be awarded upon completion of all course work. If students have academic dishonesty charges, this may affect their ability to participate in Baccalaureate and Commencement.

## **WRITTEN COMMUNICATION COMPETENCY STANDARD**

A Written Communication Competency is required for graduation. Students in WRT 109 are expected to pass an Exit Essay Exam.

Students who transfer in credit for WRT 106 and WRT 109 will not have to take the Exit Essay Exam.

Successful completion of writing courses (WRT) is necessary to progress in all majors at the College and, therefore, is a graduation requirement. Students who fail to achieve the necessary grade in a writing course for a second time must seek permission from the Faculty Committee on Academic Standards to take the course for a third time, by filing a formal petition. In the event this petition is denied, the denial will serve as a dismissal from Bloomfield College. To expedite the processing of the petition and decision of the Committee, petitions should be submitted no later than two weeks after final grade posting.

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## **Academic Regulations**

### Procedures – Undergraduate

The academic regulations and procedures set forth in this section constitute a student’s rights and responsibilities. A thorough acquaintance with them is presumed in the case of every student.

### **Failure to understand the regulations is no excuse for non-compliance.**

Exceptions to stated academic regulations may be obtained through

petition to the Faculty Committee on Academic Standards. Petition forms are available in the Office of Advising and Registration and in the Center for Adult Learning.

The College reserves the right to change regulations, procedures, courses, and fees without previous notice to students.

## **PROCEDURES FOR APPEAL FOR EXCEPTIONS TO ACADEMIC POLICIES**

Students may appeal all academic policies and regulations when special circumstances exist or they believe a decision was incorrect or unfair. Exceptions would be when a policy is set by the State of New Jersey or federal government, Middle States Commission on Higher Education, or a professional accrediting body.

To appeal an academic policy or regulation, students must submit a petition in writing to the appropriate individual and/or committee, as indicated in the chart below.

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<b>Type of Appeal</b>	<b>Appeal Procedure</b>	<b>Final Decision Rests With...</b>
Repeating a course for the third (or more) time	Step 1 Standards Committee	Standards Committee
Academic Suspension	Step 1 Standards Committee Step 2 VPAA	VPAA
College dismissal for academic reasons	Step 1 Standards Committee	Standards Committee
Adding/dropping/withdrawing from a course after the deadline	Step 1 Standards Committee Step 2 VPAA	VPAA
Academic program dismissal (no external standards/exams)	Step 1 Standards Committee Step 2 VPAA	VPAA
Academic program dismissal (external standards/exams such as Education major)	Step 1 Division Chairperson	Division Chairperson
Taking courses at another institution (study in absentia)	Step 1 Division Chairperson Step 2 Standards Committee Step 3 VPAA	Standards Committee
Standards of Academic Progress/Financial Aid Suspension	Step 1 Financial Aid Appeals Committee	Financial Aid Appeals Committee
Academic Dishonesty	Step 1 Instructor Step 2 VPAA or designee	VPAA
Withdrawal from class due to misconduct in class or directly related to class	Step 1 Instructor Step 2 VPAA or designee	VPAA
Grade Appeals	Refer to policy in college catalog	VPAA

## **ACADEMIC PROBATION AND DISMISSAL**

Guidelines for probation and dismissal depend upon the student's cumulative grade point average (G.P.A.). New first-time freshmen in the first semester at the College who fall below a cumulative GPA of 1.7 will be placed on academic probation. All continuing and transfer students who fall below a cumulative GPA of 2.0 will be placed on academic probation. If, after two semesters of probation, a student fails to raise the cumulative GPA to 2.0, the student may be suspended. *If, in the judgment of the Faculty Committee on Academic Standards, it is in a student's best interest*

*to continue to take classes, rather than be suspended for a semester, a student may be placed on academic probation for a third consecutive semester. If the student fails to achieve a 2.0 cumulative GPA during that semester, the student may be dismissed. In the event that the student has been suspended for one semester, the student may apply to the Office of Admission for reinstatement. If upon reinstatement to the College a student fails to achieve a 2.0 cumulative GPA in one semester, the Faculty Committee on Academic Standards may dismiss that student from Bloomfield College.*

## **ACADEMIC STATUS**

Decisions on academic status

(i.e., probation, dismissal and honors) are made twice each year at the end of the fall and spring semesters.

the 60% point of the semester. After the 60% point a grade of "WF" will be recorded.

Once the 60% of the semester is completed students who fail to officially withdraw can appeal to the Faculty Committee on Academic Standards to receive a "W" grade instead of an "WF" grade for any of the following reasons:

– unavoidable change in work hours with documented letter from the employer;

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– serious personal or family problems with authentication when available.

Inability to perform satisfactorily in a course will not acceptably support such a petition. No course may be withdrawn from after the date of the last officially scheduled class.

There will be no refunds in tuition or fees after the fourth week of classes, even if part-time status is apparently achieved by withdrawing from courses.

A student who does not officially withdraw from a course is responsible for all work missed.

There is no charge for schedule changes during the first week of classes; a fee of \$10 is charged for each subsequent schedule change after the first week of classes.

If in a national emergency students are called to active duty, they will be withdrawn from classes without academic or financial penalty. Alternative arrangements may be made with the instructor in special circumstances. Documentation must be provided.

### **ADD AND DROP PROCEDURES**

A student may change a schedule (add and/or drop course) during the first week of a semester by completing an official change of schedule form available in the Office of Advising and Registration. A student should follow the same procedure to drop a course from the schedule during the second week of the semester. A course section may be changed during the second week only with the instructor's approval.

After the end of the second week of classes, no course may be changed unless the Faculty Committee on Academic Standards makes an exception. However,

a student may withdraw from a course up to two weeks after the official date of mid-semester by completing the withdrawal form. A grade of "W" will be recorded for students who withdraw from classes from the 2nd week of classes up to

### **AMERICANS WITH DISABILITIES ACT POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES**

#### **Preamble**

Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act

of 1990. By federal law, a person with a disability is any person who has a physical or mental impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

Bloomfield College is committed to achieving equal educational opportunity and full participation for persons with disabilities.

It is the College's policy that no qualified person be excluded from participating in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or activity. This policy derives from the College's commitment to nondiscrimination for all persons in employment, access to facilities, student programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the College as all others. Existing barriers, whether physical, programmatic or attitudinal, must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.

The College's efforts to provide reasonable accommodations to people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall

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complement and support, but not duplicate, the College's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the College's departments, offices, and personnel. To this end, the College will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Adopted (May 16, 2002)

### **Student Rights and Responsibilities**

*Every student with a documented disability has the following rights:*

- Equal access to courses, programs, services, jobs, activities, and facilities available through the College.
- Reasonable accommodations, academic adjustments, and or auxiliary aids determined on a case-by-case basis.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required

by law.

4. Information reasonably available in accessible formats.

*Every student with a disability has the responsibility to:*

- Meet the College's qualifications and essential technical, academic, and institutional standards.
- Identify himself or herself in a timely manner, prior to the beginning of the academic semester as an individual with a disability when seeking an accommodation.
- Provide documentation from an appropriate medical or professional source that verifies the nature of the disability **and the** functional limitations. Provide documentation from an appropriate medical or professional source that identifies the specific accommodations sought.
- Follow specific procedures for obtaining reasonable accommodations, academic adjustment, and/or auxiliary aids.

### **Institutional Rights and Responsibilities**

*Bloomfield College, through its Disability Contact Person, has the right to:*

- Maintain the College's academic standards.
  - Request current documentation from a student completed by an appropriate medical or professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
  - Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion.
  - Select among equally effective and reasonable accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
  - Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
  - Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that:
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- pose a direct threat to health and safety of others;

## **UNDERGRADUATE ACADEMIC REGULATIONS & PROCEDURES<sup>257</sup>**

- constitute a substantial change or alteration to an essential element of a course or program; or
- pose undue financial or administrative burden on the College.
- Eligibility for reasonable accommodations will be determined on a case-by-case basis.

### ***Bloomfield College, through its Disability Contact Person, has the responsibility to:***

- Ensure that College courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
- Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
- Evaluate students on their abilities, not their disabilities.
- Provide reasonable accommodations, academic adjustments, and/or auxiliary aids for students with documented disabilities upon a timely request

by a student.

- Maintain appropriate confidentiality

of records and communication concerning students with disabilities except where disclosure is required by law

or authorized by the student.

Policies regarding access for persons with disabilities apply to the College's campus and off-campus sites. Individuals seeking services should contact the College's designated Disability Contact Person:

### **Bloomfield College Disability Contact Personnel:**

Learning Needs Specialist Bloomfield College Learning Resource Center Bloomfield, NJ 07003

971-748-9000, Ext. 1654 Fax 973-748-9761

### **Eligibility for Financial Aid**

Students with documented disabilities may enroll in a less than full-time course load as an academic adjustment to accommodate their disability under the Americans with Disabilities Act of 1990 and the regulations accompanying Section 504 of the Rehabilitation Act of 1973. Students are encouraged to discuss full-time course load

requirements with an academic advisor for their respective program. A financial aid counselor can determine how a reduced course load will affect their aid.

Students should be aware that Federal law requires that Federal Pell Grant funds be prorated based on the number of credits taken, and that the student's financial aid budget will also be reduced accordingly.

In addition, under the Federal Stafford Loan Program, or to have a previous loan deferred, the student must take at least two course units.

Students whose disabilities warrant the adjustment of carrying less than a full-time load per semester should contact the Disability Contact Person for details. Students should be aware that, as always, eligibility for Financial Aid depends upon

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satisfactory academic progress.

### ***Grievance Procedures***

Details regarding specific ADA grievance procedures are available from the Disability Contact Person.

### ***Discrimination Complaint Procedures***

College policy prohibits discrimination on the basis of sex, sexual orientation, race, color, and national/ethnic origin in administration of its educational policies, scholarship and loan programs, or athletic and other College-administered programs. Discrimination means unequal treatment or harassment based upon any of these group characteristics.

Any employee, student or other member of the College community injured by the discriminatory behavior of an employee may file a complaint under the Grievance Procedure. Similar complaints against students should be filed with the

Office of the Dean of Students under Standards of Conduct.

### **AUDITING**

A student may take any course on an audit basis, participate fully in the class and take any examinations given.

No credit is earned through the audit of a course, but the student's transcript carries an appropriate entry. A grade of "EX" indicates regular attendance.

A degree candidate or a provisional degree candidate in good academic standing may audit one course each semester with the approval of the instructor and permission of the advisor. Certain students may audit

up to two courses each semester with the approval of the appropriate instructors and the Registrar. The audit course must be selected at the time of registration. Students taking the course for credit have priority for classroom space.

At the time of registration, students auditing courses, except full-time students enrolled for 3-4<sup>1</sup>/<sub>2</sub> courses or three evening courses (excluding the audited course), pay a fee for each audit course as indicated under "Special Fees" (see Index).

Students may change audit courses to credit courses by requesting the change prior to the official date of mid-semester. This request is made in the Office of Advising and Registration and must be accompanied by the instructor's written approval. When an audit changes to a credit course, an additional fee will be charged to the student's account.

Part-time students who become full-time due to the change in courses from audit to credit must pay the balance of full-time tuition at the time of the change.

### **CLASS ATTENDANCE**

Attendance at scheduled class meetings is expected. The requirements for attendance for each course will be stated by the instructor in each syllabus at the College. Instructors may define attendance differently depending on the type of course and whether it is offered in a traditional classroom or online. Instructors may penalize absences in various ways, including lowering of students' grades,

or entering failing grades for the course. Bloomfield College will enforce the policy each instructor sets for each course.

Instructors will keep track of all students' academic activity, including but not limited to class attendance, to be able to document such activity and determine the last date of attendance in accordance with Federal Title IV Regulations. If students withdraw themselves or are administratively withdrawn from classes up to the last date of withdrawal, they will receive a grade of "W". It will be the student's responsibility to read each course syllabus and take note of the policy regarding attendance for that class.

*Please note that withdrawing from a class or being administratively withdrawn can affect students' financial aid and housing status.*

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Attendance may be required in all types of laboratory, special programs, clinical study and in studio and physical education classes.

Students may be permitted to attend College-sponsored activities, given adequate notification, and their absence will not count towards the permitted number of absences. College-sponsored activities may include lectures, field trips, etc.

### ***Last Date of Attendance Policy***

Bloomfield College will determine a current/enrolled student's date of last attendance when:

The student communicates to the Registrar's Office either in person, in writing, emailing, faxing Bloomfield College that he/she withdraws or intends to withdraw from any or all courses currently registered for or withdraws from Bloomfield College. The date that

this communication is received by the Registrar will be the official date of last attendance.

In cases where the student has taken no official action to withdraw from his/her course(s), Bloomfield College will determine a student's last date of attendance when:

- The Office of the Registrar distributes to the faculty of Bloomfield College a student roster for his/her class after the add/drop period (2<sup>nd</sup> week) for the current semester. The faculty returns the roster to the Registrar's Office

no later than two weeks following the disbursement of the roster, indicating whether the student is currently in attendance.

- If the student has never attended, the faculty member indicates this on the roster and the Registrar's Office then drops the student from the class.
- If the student has attended one or more class meetings, but has stopped attending, the faculty will indicate the last date of attendance on the roster. The student remains enrolled in the course unless they formally withdraw.

If the student is determined to be never in attendance, the registration and financial charges will be deleted and the full amount of the Title IV funds will be returned to the U.S. Department of Education.

### **UNDERGRADUATE ACADEMIC REGULATIONS & PROCEDURES 259**

- Faculty submits attendance information again when submitting midterm grades (7<sup>th</sup> week) for the current semester. If a currently enrolled student has stopped attending, the faculty member will indicate the last date of attendance and will enter the student's earned midterm grade. The student remains enrolled in the course unless they formally withdraw.
- A student wishing to withdraw from a course must complete a withdrawal form in the Office of Advising and Registration. The Registrar will then assign a grade of "W" if the student last attended prior to the withdrawal deadline. The "W" grade does not affect the student's GPA.
- When entering final grades (15<sup>th</sup> week), faculty will indicate the last date of attendance only for enrolled students who have stopped attending. No final grade will be entered. Based on the dates entered, the Registrar will assign grades as follows:
- The student will receive a grade of "WF" if they last attended after the withdrawal deadline. The "WF" grade is equivalent to an "F" grade in terms of GPA calculation.
- If the faculty member cannot record the last date of attendance or if the date is left blank, Bloomfield College will determine the midpoint of

the period of enrollment as the withdrawal date.

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## **DEAN'S LIST**

Students with superior academic records are named to the Dean's List, published at the end of each semester. Students who attain Dean's List both the fall and spring semesters are honored at a ceremony in October. A student with a quality point average

of 3.5 or better receives "Honors" designation. A quality point average of 3.8 or better earns "High Honors ." Full-time students are eligible for inclusion every semester. Part-time students are eligible after two consecutive semesters during which they complete at least four course units. Part-time students may only count the same semester for inclusion on the Dean's List once. Summer courses will not be considered when determining a student's eligibility for Dean's List.

## **DECLARATION OF MAJOR**

Each student must declare a major or area of concentration formally prior to registering for the 17th course unit.

A student who wishes to change a major or concentration, or to declare a second major or concentration or add a minor, must formally declare the new major or concentration prior to registration for the last four courses required for graduation.

When a current student declares or changes a major or concentration, the student becomes subject to the current major requirements at the time of declaration. However, the general education requirements remain unchanged if the student entered under the 1994 Catalog or prior to that year. Transfer students will be considered on an individual basis.

## **DEGREE AUDIT**

Students can view their program evaluation (aka Degree Audit) by logging into Student Planning via the Bloomfield College Portal.

## **DEGREE CANDIDATE**

A student formally accepted by the College to pursue a degree on a part-time or full-time basis is a degree candidate, or a matriculated student.

## **DIRECTORY INFORMATION**

Based on the Family Educational Right and Privacy Act (FERPA), Bloomfield College may release the following directory information without written permission of the student: name, address, telephone number, date and place of birth, class level, registered credit for the current term, major field of study, dates of attendance, degrees and awards received and participation in recognized activities and sports. The student may request

that the directory information be kept confidential by filling out a form at the Office of Advising and Registration.

Academic information, including grades, GPA and graduation information, can be discussed only with the student unless the student has signed a release giving permission to discuss this information with a third party.

*A student who receives a grade of incomplete may not be considered for honors in that semester.*

## **DIRECT TRANSFER PROGRAM/ NJ TRANSFER**

*(For details, see section on ADMISSION.)*

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

- The right to inspect and review the student's education records within 45 days of the day the College receives
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a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official

will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures

will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures

of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A School official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position

(including law enforcement unit personnel and health staff ); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College

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

## **GRADE APPEAL POLICY**

If you think you have received a final grade that you did not deserve, you must begin the appeal process within the first two weeks of the next semester (spring appeals may be initiated the following fall). If the final grade for the course depends in any part upon charges of academic dishonesty against the student, those charges must be resolved following the process detailed in the section of the catalog devoted to Academic Integrity before a grade appeal can take place. If the grade you are appeal-ing is for a course that is part of a sequence, it is the student's responsibility to initiate the grade appeal as soon as possible. Failure to do so may prevent you from taking the next course in the sequence. Efforts will be made to accelerate the process in such cases.

- **Step 1 Speak to your instructor.** Ask the reason for the grade and discuss your work in the course. (If the instructor is no longer with the College, then address your appeal to the Division Chair—see Step 4.)
  - **Step 2** If you still wish to appeal the grade, you must continue the appeal process within one week after speaking with the instructor. **You must write a letter to the instructor** stating your reasons for appealing and send copies of the letter to the Registrar and the Chairperson of the Division in which the course is listed.
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**Note:** If the student fails to respond in time, the instructor's grade stands.

- **Step 3** *Your instructor must respond within one week of receiving your letter.* Copies of this letter are forwarded to the Registrar and the Chairperson of the Division.
- **Step 4** *If you wish to appeal further, you must send a letter to the Chairperson of the Division* within one week of receiving the instructor's response stating your intention to appeal further, with copies to your instructor and to the Registrar.

If the instructor of the course is the Division Chair, he or she will request that the Vice President for Academic Affairs and/or designee appoint an appropriate member of the Division to respond to your appeal.

- **Step 5** *The Chairperson of the Division or the appointed designee, must respond in writing within one week of receipt of your letter.* Copies of the Chairperson's letter are sent to your instructor and to the Registrar.
- **Step 6** If the student does not accept the recommendation of the Chairperson of the Division, the student can appeal by *sending a formal petition to the Faculty Committee on Academic Standards with-in one week of receipt of the decision of the Chairperson of the Division involved in the appeal.* Copies of the petition must be sent to the instructor, the Registrar, and the Chairperson of the Division. The Faculty Committee on Academic Standards will respond within one week after its next regularly scheduled meeting.
- **Step 7** *If the student wishes to appeal further, within one week of the decision of the Committee on Academic Standards, the student must send a letter to the Vice President for Academic Affairs and/or designee* with copies to the instructor, the Registrar, the Chairperson of the Division and the Chairperson of the Faculty Committee on Academic Standards. The Vice President for Academic Affairs and/or designee shall receive a folder assembled by the Divisional Office Secretary containing a record of previous appeals and shall respond in writing to the student within one week of his/her letter. Following consultation with the student, the instructor, the Division Chairperson, and the Chairperson of the Faculty Committee on Academic Standards, the

Vice President for Academic Affairs will render a decision regarding the grade. The decision will be final.

**Note:** After each step, if there is failure to respond, within one week the student is free to go to the next level. In the case of graduating seniors, efforts will be made to accelerate the appeal procedure.

## **GRADE CHANGES**

Once an instructor submits a final grade to the Office of Advising and Registration, it may be changed for only two reasons: a mathematical error calculation or a transcription error in the recording on the official grade sheet. Instructors who request change of a particular grade must secure the written approval of the Registrar.

## **THE GRADING EVALUATION SYSTEM**

### ***Evaluation***

Evaluation takes several forms, depending on particular course objectives. Regular evaluations should occur throughout the term as well as upon completion.

### ***Specifically:***

1. The instructor should state course objectives in writing during the first week of classes, in clear, comprehensive, specific terms.
  2. The stated objectives should include:
    - Any prerequisite skills or knowledge;
-

- Time factors for classroom contact and out-of-class study and preparation;
- The methods to be utilized;
- Desirable behavioral, cognitive, or effective changes; and
- Standards against which the instructor will evaluate.
- Evaluative reports to the student will include both a grade or score and comments or suggestions for improvement;
- Evaluations should be made as soon as possible after an assignment is completed and reported to the student when the work is returned, with opportunity for extensive discussion of evaluative comments;
- All original written work submitted for evaluation will be returned to the student with the instructor reserving the right to retain a copy if so desired.

**THE GRADING SYSTEMS–**

**QUALITY**

**LETTER GRADE SYSTEM**

**SYMBOL**

**POINTS**

Excellent . . . . .	.A . . . . .	... 4.0
A-	3.7	
B	3.3	
Good . . . . .	.B . . . . .	... 3.0
B-	2.7	
C	2.3	
Satisfactory* . . . . .	.C . . . . .	... 2.0
Less than Satisfactory . . . . .	.C- . . . . .	... 1.7
D	1.3	
D	1.0	
D-	0.7	

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Passing . . . . .	.P.....	... 0.0
Satisfactory . . . . .	.S.....	..0.0
Unsatisfactory . . . . .	U.....	.0.0
Failing & . . . . .	F .....	... 0.0
Official Withdrawal . . . . .	.W.....	... 0.0
Administrative Withdrawal. . . . .	.WN.....	... 0.0
Unofficial Withdrawal . . . . .	WF .....	....0.0

*\*C (Satisfactory) is the minimum quality of work expected from students qualifying for a baccalaureate degree.*

**GRADING**

A grade or score on a specific assignment should represent a fair and competent evaluative judgment. The grade or score, as well as accompanying comments, should be understandable and based only on the stated course objectives.

***Specifically:***

1. With the exception of final course grades, which must be selected from among a standardized set of grading symbols, individual instructors may use a variety of evaluative methods and symbols based on their course objectives and standards.
2. Grading standards and criteria should reflect at least the following factors:
  - The level of the course (i.e., 100, 200, 300, or 400);
  - Student performance in accordance with the instructor’s stated expectations and the stated objectives of the course;
  - A general understanding of the mini-mum quality of academic achievement acceptable for graduation credit.

Mid-term and final grades are submitted to the Office of Advising and Registration for each course.

***Incomplete Grades***

A grade of Incomplete may be reported only when illness or other serious emergency occurs during the semester to prevent the student from completing

the work for the marking period. A student who misses the final exam must notify the instructor or the departmental office with-in 48 hours. An Incomplete may not be reported because of negligence or procrastination. If the student’s academic standing is in question when Incomplete grades are submitted, the Faculty Committee on Academic Standards reserves the right to consult appropriate instructors and to base its decision on the student’s anticipated course grade(s).

A student who receives an Incomplete grade must arrange with the instructor to make up the incomplete coursework.

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The College strongly encourages the student to make up incomplete work before the beginning of the succeeding semester.

Students must complete all incomplete work by the end of the third week of the semester following the one in which the Incomplete was incurred. Any request for extension must be made by the instructor to the Registrar's Office no later than the end of the third week of classes. If an incomplete remains by the end of the third week of classes in the semester following the one in which the Incomplete was incurred, and there is no official request for an extension by the instructor, it will be officially converted to an "F" and affect semester and cumulative averages accordingly.

A student who receives a grade of incomplete may not be considered for honors in that semester.

### ***Grade Point Average and Quality Points***

Quality points are determined by multiplying the respective grade weight by the value of the course.

Grade point average is determined by dividing the total quality points earned in a set of courses by the sum of the total courses attempted for credit.

### **GRADUATION WITH HONORS**

To be considered for Honors at graduation, a student must have successfully completed at least sixteen (**16**) course units on the letter grade system (no S's or P's) at Bloomfield **College**. A student who has earned a cumulative grade point average of 3.5 and a 3.5 average in the major is eligible for cum laude; both averages must be 3.65 for magna cum laude and

3.8 for summa cum laude. Students may also be considered for Honors at graduation by membership in the Bloomfield College Honors Program or Bloomfield College chapters of the honor societies listed below.

### **HONOR SOCIETIES**

- Alpha Chi–National Academic Honor Society.
- Chi Alpha Sigma–Honor Society for Scholar Athletes.
- Delta Mu Delta–Business Honor Society.
- Psi Chi–National Honor Society for Psychology Majors.
- Kappa Delta Pi–Education Honor Society.
- Sigma Theta Tau-International.

### **INTERNSHIP PROGRAMS**

To enroll in any Bloomfield College intern-ship, a student must file timely application through an internship coordinator. The applicant must have successfully completed

all stated academic prerequisites and must have a cumulative quality point average of 2.3 or above. In special cases, the student may petition the Faculty Committee on Academic Standards to waive this mini-mum grade point average. Statements from the internship coordinator and the division chairperson must support such a petition.

Two faculty and/or employment references (as approved by the internship coordinator) attesting to the student's ability to function effectively in an internship must accompany application for admission to an internship program. The admission decision will be based on factors which include access to transportation and the availability of a suitable position.

These are the minimal institutional standards for all internship programs. The internship coordinator will provide information regarding special additional requirements for admission to any particular internship.

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## **LEAVE OF ABSENCE**

A student may voluntarily request a leave of absence at any time during the semester by completing the form available in the Office of Enrollment Management, Ext. 1230. Upon request, leaves may be granted for up to one year subject to extension. No credit is granted for courses which are in progress when the leave is granted. Any course credits earned elsewhere while the student is on leave may not be accepted upon readmission.

To be eligible for a leave of absence,

a student must be in good academic standing. For students, not in good academic standing, see the withdrawal policy. The Dean of Faculty may require a student to take up to a one-semester leave of absence if such action is in the best interest of the student or the College.

## **NON-MATRICULATED POLICY**

Non-matriculated students are those who:

- may take up to six(6) undergraduate courses at Bloomfield College
- are members of a special population defined as: senior citizens, students seeking a certificate, or students who already have an undergraduate degree

Before registering for a seventh course, students, with the exception of members of special populations, must matriculate. In order to matriculate, a non-matriculated student must:

- **UNDERGRADUATE ACADEMIC REGULATIONS & PROCEDURES**
- have a G.P.A. of 2.0;
- complete an application with Admission to be accepted as a matriculated student.

Other students who may be enrolled but not pursuing a degree, include those taking individual courses for personal interest, enrichment, certification or professional advancement; visiting students; high school scholars; and those taking classes

as part of the High School/College Credit Program.

## **ONLINE ENROLLMENT**

Student enrollment in online courses is defined as active participation in the course as described by the individual course syllabus. Students enrolled in these courses must maintain active Bloomfield College email and Blackboard accounts to permit correspondence about the course. Students must download the course syllabus from their own Bloomfield College Blackboard accounts by the end of the Add/Drop period or they will be withdrawn from the course.

## **POSTHUMOUS DEGREE POLICY**

Bloomfield College recognizes that, on rare occasions, a student may die prior to the completion of a degree for which he/she was enrolled. This policy allows Bloomfield College to recognize the achievements of the deceased student and award the student a degree posthumously. This policy outlines the process for determining the criteria for awarding the posthumous degree.

A posthumous degree may be awarded to a student enrolled or eligible for continued enrollment at the time of death prior to completion of all requirements for the degree. For an undergraduate level degree, the student should be in senior status and must have a cumulative 2.0 grade point average or higher. For a graduate level degree, the student should be within their final two courses and must have a cumulative 3.0 grade point average or higher.

A request to award a posthumous degree may be initiated by the deceased student's family member, a faculty member of Bloomfield College, Administrator or Staff.

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## **POSTHUMOUS DEGREE PROCEDURE**

Upon learning that a student has died, the Registrar will ensure that the student meets the criteria and will consult with the VPAA. The VPAA will seek approval from the President and the President's Council. Upon approval, the VPAA will notify both Faculty Council and the Academic Standards Committees for their approval. Once approved the Registrar will order the diploma.

## **REGISTRATION**

It is the student's responsibility to be registered for classes through the Registrar's Office and cleared through the Bursar's Office. Students who attend classes and who are not properly registered and cleared will not be reinstated into the class and will not receive credit.

## **REINSTATEMENT**

A student who has withdrawn from the College or who has been academically suspended and who wishes to be considered for reinstatement must complete the reinstatement application available in the Office of Enrollment Management and Admission.\*

The faculty of Bloomfield College recognizes that a maturation process will have occurred in a student who has been out of college for several years. In view of this, and the fact that a student may be seriously compromised by previous failures on his/her academic record, the faculty has directed that a student seeking

reinstatement after five (5) years will

not have any grades of "F" counted in the

cumulative index. These courses will

remain on the student's permanent record.

Students returning to the College after an absence of three years or more will be subject to any new graduation requirements, including those in the

major. Classes taken previously must be evaluated by the Discipline Coordinator for inclusion in the major.

*\*Unpaid balances must be paid in full to be considered for reinstatement.*

## **REPEATING COURSES**

Students may repeat no more than three courses in their major in which any combination of grades of C- or lower, W, or WF has been received. If a grade of W, WF, or less than C is earned in the course for the second time, the course may not be repeated again. The highest grade achieved in the course will be counted in the GPA. All courses regardless of weight in CUs will be counted as one course. In the event that a student is unsuccessful after repeating three courses in the major, the student must change majors.

For any course that a student wishes to repeat (grade in course is C- or lower),

the course MUST be repeated at Bloomfield College. A student wishing to repeat a course may only repeat at the highest level attained in that discipline. Credit for courses that must be repeated may not be earned through CLEP testing.

A course in which the student has received a grade of C or better may not be repeated for additional credits or quality points.

Students with extenuating circumstances who wish to challenge the above policy may petition the Faculty Committee on Academic Standards. All measures will be taken to maintain confidentiality.

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To expedite the processing of the petition and decision of the Committee, petitions should be submitted no later than two weeks after final grade posting.

### **REPEAT POLICY FOR NURSING MAJORS**

An undeclared Nursing interest student who needs to repeat more than three required courses (BIO 205, BIO 206, MTH 130, MTH 140, NUR 105, WRT 105 or

WRT 106, WRT 108 or WRT 109) will not be allowed to enter the major. Once a student is admitted to the major, if the student must repeat a fourth course (including pre-requisites, corequisites, or courses designed as NUR), the student may not continue in the major. Only one nursing course (NUR designation) may be repeated once. A withdrawal of grade of C- or below on the second attempt necessitates withdrawal from the major.

### **UNDERGRADUATE ACADEMIC REGULATIONS & PROCEDURES 265**

#### **SECOND BACCALAUREATE DEGREE**

A student who holds a baccalaureate degree from Bloomfield College or another accredited institution may register for courses at Bloomfield College in order to complete a second academic major and/or earn a second baccalaureate degree.

Candidates for second baccalaureate degrees must successfully complete at least eight courses beyond the normal undergraduate requirement, including at least three courses in the second major appropriate to the degree. A student who holds a baccalaureate or graduate degree from another institution is eligible to earn a Bloomfield degree in the same major only if he or she is pursuing a defined concentration which includes at least four courses that are recognizably different from any of the courses taken while earning the previous degree. The Office of Advising and Registration will examine the transcript of courses leading to the first baccalaureate degree to determine whether these courses meet General Education and major requirements appropriate to the second degree. These requirements must be met, even if this necessitates more than the minimal eight courses.

#### **STUDY IN ABSENTIA**

Students may study at other colleges by requesting permission to study in absentia. This status may be granted for up to one full year through application and approval from the Faculty Committee on Academic Standards. Students may submit credits earned as transfer credits if the Office

of Advising and Registration has given prior approval for such work.

#### **TAKING COURSES AT ANOTHER INSTITUTION**

##### ***Requirements:***

- Only students with a cumulative GPA of 2.0 or better can take classes off-campus.
- The requested course cannot be a repeat of a course already taken at Bloomfield College.
- Students with junior or senior

status must take courses at a four-year institution.

- The Residency Requirement (page 59) states that students must take their last eight course units on campus.
- The requested course must have the approval of a faculty member in the

appropriate department or the Division Chairperson.

Appeals of the requirements should

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be directed to the Faculty Committee on Academic Standards.

***Procedure:***

Students should pick up a course approval form in the Registrar's Office and have the course approved by a faculty member in the appropriate department or the Division Chairperson. The student should return the signed form to the Registrar's Office. The current GPA and the number of completed courses will be checked and final approval will then be given.

The student will be given a letter confirming that the course has been approved and that Bloomfield College will accept credit provided that a grade of C or better is earned and an official copy of the transcript is received by the Registrar's Office. A copy of the letter will be placed in the student's permanent file.

**TRANSCRIPT REQUESTS**

- All transcript requests require the signature of the student, and must include the full address of the recipient.
- Official transcripts are normally mailed directly to the recipient or the student within 3-5 working days. However, official transcripts will be issued directly to students in a sealed envelope for an additional charge. No same-day requests will be accepted after 4:00 pm.
- Transcripts will not be prepared for students who owe money to Bloomfield College.
- Students can fax signed requests to the Office of Advising and Registration

at 973-748-2767.

- Students can scan signed requests to [registrar@bloomfield.edu](mailto:registrar@bloomfield.edu).
- Transcripts will not be faxed to a student or any other recipient.
- Telephone requests will not be honored.

**TRANSFER CREDITS FOR UPPERCLASSMEN**

Students with upperclass standing

(i.e., those who have completed 16 c.u.s or more) may not take courses at a community or other two-year college for transfer to Bloomfield College.

- **UNDERGRADUATE ACADEMIC REGULATIONS & PROCEDURES**

**TRANSFER STUDENTS**

The Office of Advising and Registration will evaluate transcripts of prior collegiate work by students who enter as transfer students.

In general, only courses in which a grade of C (or its equivalent) or better was earned will be considered for transfer credit.

The Bloomfield College GPA is based solely on courses taken at this institution, while credits are transferable, the GPA is not .

Students wishing to transfer in courses that were taken more than three years ago must have them evaluated and approved by the Discipline Coordinator. Courses that are not approved are not transferable.

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Students who have received A.A., A.S., A.A.S./RN (only for students seeking BSN), B.A., B.S., or M.A. degrees from regionally-accredited institutions will be admitted under the Direct Transfer Program. For further information, see Direct Transfer Program on page 14.

Students who have received the bachelor's degree in a given discipline from other institutions are eligible for admission as candidates for Bloomfield College degrees in other disciplines. Prior academic work is treated much the same as prior academic work of any transfer student. For further information, see Second Baccalaureate Degree.

### **UNOFFICIAL WITHDRAWAL**

A grade of "WF" designates unofficial withdrawal from class. This is the grade given to a student who is not in attendance after the time permitted for official withdrawal from the course.

### **VETERAN'S BENEFITS**

Bloomfield College is approved for the training of veterans and the widows and children of deceased veterans under the provisions of the various federal laws pertaining to veteran's educational benefits. Information about veteran's benefits and enrollment procedures may be obtained at the Registrar's Office at

229 Liberty Street or by calling Annette Raymond at 973-748-9000, Ext. 1271.

Students eligible for veteran's benefits register and pay their College bills in the same manner as non-veteran students. Reimbursement is made by the Department of Veteran's Affairs on a monthly basis. The amount of reimbursement is governed by the student's program and the student's course load.

To be reimbursed the student must comply with the following procedures:

#### **Initial Enrollment**

Once admitted to the College, the student must obtain an Application for Program of Education or Training (VA Form 22-1990) from either the Department of Veterans Affairs or from the College. The completed application along with a certified copy of the DD-214, is sent to Annette Raymond, Office of the Registrar, 467 Franklin Street, Bloomfield, New Jersey, 07003.

Students transferring from another university or college will need to obtain a Request for Change of Place of Training (VA Form 22-1995) from either the Department of Veterans Affairs or from the College.

The completed form should be sent to Annette Raymond, Office of the Registrar, 467 Franklin Street, Bloomfield, New Jersey, 07003.

#### **Re-enrollment**

Students who receive veteran's benefits at the College the preceding semester and plan to re-enroll with no change of objective should inform the Registrar's Office at the time of registration that they wish to be recertified under the provisions of their original VA Form 22-1990.

Students receiving veteran's benefits must take courses that lead toward the exact objective (usually a specific degree) on the original VA application. Otherwise, they must submit a Request for Change of Program (VA Form 22-1995). Students utilizing veteran's benefits must let Annette Raymond know immediately of any change in their status or program that might affect the amount of their monthly payment from the VA. If they fail to do

so, the Department of Veterans Affairs will seek reimbursement from the student for any overpayment.

The Office of Adult Student Services provides academic support and guidance for student veterans at Bloomfield College. For assistance, please contact Marissa McYeng by email [marissa\\_mcyeng@bloomfield.edu](mailto:marissa_mcyeng@bloomfield.edu) or by calling 973-748-9000.

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## **Yellow Ribbon Program**

Bloomfield College has partnered with the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning

## **UNDERGRADUATE ACADEMIC REGULATIONS & PROCEDURES<sup>267</sup>**

(degree-granting institutions) in the United States to voluntarily enter into an agreement with Veterans Affairs to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Bloomfield College has agreed to match dollar for dollar with the Yellow Ribbon Program to cover the difference in tuition and fees for qualifying veterans. Therefore, under this program, veterans can earn a degree at Bloomfield College at no cost.

This new benefit was created for those who served in the military on active duty for at least 90 days beginning on or after September 10, 2001. For more information about eligibility, please visit the U.S. Veterans Affairs website.

## **Standards of Progress**

Continuation of VA payments depends on the student's meeting the College's academic standards for all students. The student must also meet any standards of progress which may be established by VA regulations.

If in a national emergency students

are called to active duty, they will be withdrawn from classes without academic or financial penalty. Alternative arrangements may be made with the instructor in special circumstances. Documentation must be provided to the certifying official.

## **WITHDRAWAL FROM COLLEGE**

A student may officially withdraw from the College prior to the end of classes in a given semester. W-grades will be recorded if the voluntary withdrawal is made between the beginning of the third week of classes and last day to withdraw (See Calendar). After that date, an "WF" grade will be recorded. Students who feel that there are mitigating (non-medical) circumstances may file an appeal with the Faculty Committee on Academic Standards. Those students with medical documentation should utilize medical withdrawal process below. In order to withdraw, the student must complete a withdrawal form available in the Office of Advising and Registration. Failure to withdraw officially will lead to failing grades and may limit chances of reinstatement at a later date. Students who have withdrawn and who wish to be considered for reinstatement must complete the reinstatement application available in the Office of Enrollment Management and Admission.

Bloomfield College students who experience physical and/or psychological circumstances that substantially impair their ability to function successfully or safely as a student may be eligible for a medical withdrawal.

## **MEDICAL WITHDRAWAL**

To qualify for a medical withdrawal, the student must submit to the Registrar

- a description of the medical circumstances and
- documentation from a licensed healthcare provider that addresses those circumstances and supports withdrawal as medically appropriate.

Documentation or a detailed letter from the treatment provider must include the following:

- Diagnosis
  - Date of onset
-

- Effect of medical condition on your ability to perform academically
- Prognosis
- Treatment plan
- Time frame for treatment and recovery

Based on the documentation provided, the Registrar then approves or denies the request for medical withdrawal. If approved, the student will receive a WN for all courses during the requested semester. In addition, the student must submit documentation to return to classes following a medical withdrawal semester.

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## Standards of Conduct

### Standards of Conduct

Because Bloomfield College is rich with human diversity, it provides a unique setting for students, employees, and alumni to learn to advance ideals of human worth and dignity. The College is committed to safeguarding conditions which will foster mutual respect. The mission of the College, "to prepare students to attain academic, personal and professional excellence in a multi-cultural and global society" clearly articulates our respect for the rights, privacy, and sensibilities of each member of this

educational community. Abusive or harassing behavior, verbal or physical, which demeans, intimidates, threatens, or injures another because of his or her personal characteristics or beliefs, which include but are not limited to race, sex, sexual orientation, national origin, religion, disability, and age, will not be tolerated at Bloomfield College. Nor will persons who commit such deeds

be entitled to continue their membership in this academic community.

President Marcheta P. Evans, Ph.D.

Bloomfield College is a multi-racial, multi-cultural institution of higher education. Part of the learning experience includes learning about and respecting those norms of society that are designed to promote, protect, and respect the rights of all members of society.

If Bloomfield College is to operate harmoniously and efficiently, the students must be assured of certain fundamental rights and the College must have basic rules which are respected and enforced. The failure to behave in accordance with existing standards may result in the administration of discipline that is consistent with, and related to, the College's objective of learning and growth.

What follows is a list of student rights and responsibilities, followed by the Code of Conduct and an explanation of the College Judiciary Program. Nothing in this document is to be construed as interfering with the academic freedom of faculty and students. These statements of policy originated with the Faculty Committee

on Student Affairs and were approved by the Faculty of Bloomfield College.

Bloomfield College's program is in keeping with that of other major institutions of higher education.

### 1. BILL OF RIGHTS

The following rights shall not be construed to deny or diminish other rights retained by students as citizens of the local community, the state, or the nation.

1. In the free pursuit of their educational goals, students are entitled to:
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- Competent, professional instruction at all times, and the right to ask relevant questions and receive coherent answers.
- Accurate, concerned advising from assigned advisors.
- All reasonable respect for their characters, opinions, abilities, sincerity and integrity as human beings. Student performance is to be evaluated solely on academic achievement, including adherence to the traditional canons of scholarly honesty and integrity, and not on unrelated matters.
- Freedom from verbal and/or physical abuse.
- Fair grading based on standards that are clearly articulated by the instructor in the syllabus distributed by the second class meeting.
- The right to appeal to the head of the division or the Vice President for Academic Affairs and Dean of Faculty/designee any grade that the student believes is based on

a prejudiced, capricious, or erroneous academic evaluation.

- Confidentiality concerning matters both personal and academic.
- Equality in the administration of College codes and administrative due process in the handling of all charges against the student; and the right to appeal to an appropriate body as defined in the appeals procedures

of Section VI of the Standards of Conduct.

- The right to control the release of information contained in their student records, as specified in the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment).
- Free inquiry and expression are encouraged. All constituents of the College Community are free, individually and collectively, to express their views on issues of College policy and on matters of interest to the student body. However, such expression must not:
  - Disrupt the operation of the College.
  - Threaten the safety of individuals and/or their property, individual rights, or the continuity of the educational process.
  - Cause damage to College property.
  - Harass or threaten others.
  - Students have the right to be secure in their persons, campus living quarters, papers, and personal property. Information on the Family Educational Rights and Privacy Act (Buckley Amendment) is available in the Office of the Registrar.
- Students can organize and join associations to promote their common interest as designated by College rules and provided they are consistent with the mission of the College. Student organizations may be afforded use of College facilities and resources when available so long as such interests and use are compatible with the purposes and functions of the College. If student organizations are affiliated with organizations outside Bloomfield College, the relationships must not interfere with the objectives and activities of the College. College policy will take precedence over the rules of any national, state, or local affiliate organization.
- Bloomfield College regards student publications as central to the creation of an atmosphere of free and responsible discussion and of intellectual exploration on campus. Bloomfield College is firmly committed to freedom of expression in order that student publications may maintain their integrity of purpose.

The freedom of student editors and managers entails allegiance to the canons of responsible journalism, such as the avoidance of libel, slander, obscenity, and undocumented allegations. Students must recognize the legal and fiduciary

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obligations incumbent upon them and the College in all publication matters. There also must be a recognition that freedom of expression with opportunities for responsible replies is one of the characteristics of higher education in the United States. All student publications must explicitly state on the editorial page that the opinions that are expressed are not necessarily those of the College or student body. Editors and managers of the student press shall not be arbitrarily disciplined because of student, faculty, administrative, alumni, or community disapproval of editorial policy or content. Discipline may result for failure to adhere to the canons of responsible journalism, as discussed above.

1. **F.** No student shall be discriminated against on the basis of sex, race, color, creed, national or ethnic origin, sexual orientation, age, or disability.

Each student shall be guaranteed fair treatment under College rules and regulations in the securing and protection of aforesaid rights. Alleged violations of the student's rights should be referred to the Office of the Vice President for Academic Affairs and Dean of the Faculty/designee for academic matters or to the Office of the Vice President for Student Affairs and Dean of Students/designee for other matters,

or to the Affirmative Action Officer. The appropriate Officer will respond, in writing, to the student's concern.

- **STANDARDS OF CONDUCT ACADEMIC INTEGRITY**

- ***Plagiarism***

Plagiarism is the copying of a passage or idea from a book, article, notebook, laboratory report, video, Internet, or other source, published or unpublished, without acknowledging the source of the passage or idea. Text extracted from another source without substantial paraphrasing must be cited as a quotation, or it too will be considered plagiarism. Finally, any replication of another student's work or a student's own work from prior semesters or other courses will be considered as plagiarism, unless the instructor's approval for such usage has been obtained. Penalties for plagiarism can include a combination of one or more of the following actions administered by a faculty member. the

- Redoing the assignment.
- Obtaining a failing grade for the assignment.
- Obtaining a failing grade in the course.
- Vice President for Academic Affairs and Dean of the Faculty/designee may issue a written warning/reprimand and/or impose additional sanctions up to and including suspension or expulsion from the college. In addition, students who have committed acts of academic dishonesty maybe ineligible for academic honors.

- ***Cheating***

Cheating on an examination (whether in-class, take-home or online) includes the following: attempting to look at another student's examination for the purpose of obtaining answers; communicating any information about the examination, either during or after the testing period, to someone who has not yet taken the exam; using any materials, including books and/or notes, technologically based communication devices (including but not limited to cell phones, pagers, personal digital assistants, laptops, hard drives, disks, or student's personal space on the computer) during the examination that have not been authorized by the instructor; engaging in any other activity for the purpose of obtaining assistance not authorized by the instructor; opening

online exams before you are scheduled to take the exam; searching the web for information without permission during an online exam.

Collusion is a form of cheating that involves working with another person/persons to prepare separate course assignments (including papers, projects, and presentations) in ways not authorized by the instructor. Penalties for cheating on an examination or collusion can include a written warn-ing/reprimand and a combination of one or more of the following actions administered by a faculty member or

if necessary by the Vice President for Academic Affairs and Dean of the Faculty/designee:

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- Failing the examination.
- Obtaining a failing grade on the assignment.
- Failing the course.

Suspension or expulsion from the College if deemed necessary, will be administered by the Vice President for Academic Affairs and Dean of the Faculty/designee.

### 1. *Other Forms of Dishonesty*

All forms of dishonesty, including knowingly furnishing false information, forgery, (college written/online documents, records, timesheets, identification cards/or other material) alteration or use of College documents or instruments of identification with the intent to defraud; theft or misappropriation of property or services; knowingly furnishing false information to the College; helping others to give such false information, are prohibited. Violations of this provision will subject all individuals who participate in or otherwise aid or abet in any form of academic dishonesty to the full range of disciplinary actions.

### 1. *Protocol/Appeal Process/Sanctions*

If the instructor has sufficient evidence to believe that a violation of the academic integrity policy has taken place, the instructor must discuss the issue, as well as the penalty, with the student. If the supportive evidence is not definitive and the student denies guilt, the case is referred to the Vice President for Academic Affairs and Dean of Faculty/designee.

Depending upon the circumstances surrounding the incident, as assessed by the instructor, following discussion with the student, and, if necessary, following discussion with the Vice President for Academic Affairs and Dean of Faculty/designee, any one of the penalties below could be enforced:

- Student is issued a written warning/reprimand.
- Student must resubmit the assignment.
- Student obtains a failing grade for the assignment.
- Student obtains a failing grade for the examination.
- Student fails the course.

Suspension or expulsion from the College if deemed necessary, will be administered by the Vice President for Academic Affairs and Dean of the Faculty/designee. The instructor will place a written record of the infraction in a permanent file maintained in the Office of the Vice President for Academic Affairs and Dean of Faculty. A copy of the record must also be given to the student. If plagiarism, cheating or other types of academic dishonesty are discovered after final grades have been submitted to the Registrar's office, final grades may be lowered accordingly.

## **III. CODE OF CONDUCT**

The primary purpose of regulations and discipline at the College is to protect the well-being of the community and to advance its educational mission by defining and establishing certain norms of behavior. Institutional discipline may be applied to conduct that adversely affects the College community's pursuit of its educational objectives.

Conduct of the following kind may result in the imposition of institutional discipline in the form of one or more

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of the disciplinary actions listed in Section IV, Official College Sanctions. Any other misconduct deemed a threat to the well-being of the community or to the safety of any person might also result in the imposition of institutional discipline as well. In cases involving academic misconduct (cheating, plagiarism, collusion), the determination of the appropriate discipline to be applied shall be made by the Vice

## **STANDARDS OF CONDUCT 285**

President for Academic Affairs and Dean of the Faculty/designee according to the procedures set forth herein. The determination of the appropriate discipline to be applied in all other cases shall be made by the Vice President for Student Affairs and Dean of Students/designee according to the procedures set forth in Section IV (J), Emergency Powers and according to Section V, The Judiciary Program.

### **1. *Endangering Health or Safety of Others***

Any conduct in any College facility, on any College grounds, or at any on or off-campus College-sponsored or College-related event or activity, which harms or threatens to harm the physical, emotional, or mental well-being of any person is grounds for discipline, up to and including expulsion from the College. Prohibited conduct includes, but is not limited to, fighting, physical assault, acts of physical violence against others, holding or confining another against his or her will, and taking actions for the purpose of inflicting emotional, mental, or physical harm on another.

The possession, storing, or use of any type of weapon in any form (including but not limited to firearms, general knives/blades, ammunition, fireworks, and incendiary devices), or any object that can be construed to be a weapon is prohibited. The possession, use, or storing of firearms, air guns/rifles, ammunition, explosives, dangerous chemicals, or other dangerous weapons on campus in contravention of federal, state, or local laws or College regulations will result in immediate dismissal from the College.

Such actions also include interfering with local police authorities and Campus Security Officers while they are acting in the performance of their duties on the College premises or intentionally ignoring citations issued by local police authorities and Campus Security, failure to comply with evacuation procedures, and/or tampering with fire protection equipment or inappropriate use of open flame devices or combustible materials. Intentionally initiating or causing to be initiated any false report, warning or threat of fire, explosion, or other emergency.

- **STANDARDS OF CONDUCT**

- ***Lack of Respect for Others***

The College does not tolerate abusive

or harassing behavior, verbal or physical or written, which demeans, intimidates, threatens, coerces, or injures another because of his or her personal characteristics or beliefs which include but are not limited to disability, ethnic and national origin, race, age, religion,

sex and sexual orientation.

Actions which are intended to humiliate, discredit and/or interfere with a person in the conduct of his or her customary or usual affairs, such as sending, tweeting or posting threatening or harassing messages (via email, voicemail, text messages, U.S. Mail, postings on Twitter, Facebook, Instagram, My Space or any other Internet/student profile websites) explicitly or by inference directed to the person, use of inappropriate/threatening language directed at another, or vandalism or misappropriation of a person's property, including theft, handling or mishandling of a person's personal property without permission, attempted theft or damage of personal property, theft of academic work in electronic format or hard copy, theft of academic supplies including textbooks, laptops, i-pads or other technical equipment, disks/CDs, stationery, etc.; or vandalism damage of a person's room or car (e.g. by graffiti) are prohibited. When necessary and appropriate, payment of replacement or repair costs will be required in addition to disciplinary actions ranging from written reprimand to suspension or expulsion. (See Section IV, Official College Sanctions).

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- ***Hazing***

Hazing, including organizing, engaging in, facilitating, or promoting any conduct that places or may place another person in danger of bodily harm or serious emotional or psychological distress is prohibited. (The consent of those hazed will not be accepted as a defense.) Hazing and aggravated hazing are crimes punishable under the provisions of Title 2C of the Statutes of the State of New Jersey.

Any action taken or situation created intentionally whether on or off College premises to produce mental or physical discomfort, harassment, personal degradation, embarrassment, or ridicule as a precondition for membership, including but not limited to:

- extended deprivation of sleep or rest;
- forced consumption of food, liquor, beverage, or drugs;
- paddling, beatings or brandings and exposure to the elements;
- participation in sexual rituals or assaults;
- any other such conduct that violates local, state, or federal laws is prohibited.

Violation of this provision will subject all individuals and organizations who participate in the hazing to the full range of disciplinary actions (see Section IV, Official College Sanctions). In general, however, pledge(s) will not be subject to disciplinary action unless they have taken an active part in planning or carrying out hazing activities. Pledge(s) may, though, be encouraged to attend counseling sessions or any other support-based interventions deemed appropriate by the College.

### ***1. Damage to Property***

Willful or grossly negligent damage or destruction of the property of others, or of the College, including but not limited to the deliberate defacement of library materials, equipment, buildings, vehicles, sidewalks, walls, trees, landscaping or littering is prohibited. Violation of this provision will subject the person or persons responsible to the full range of disciplinary actions (see Section IV, Official College Sanctions), and in addition will ordinarily also include payment for the cost of replacement or repair.

A first offense involving replacement or repair costs of less than \$25.00 will result in disciplinary reprimand and payment of the cost; if the damage was caused by a resident student to residence hall facilities/college property, that student will, in addition, be suspended from College housing for a minimum of seven (7) days.

A first offense involving replacement or repair costs of \$25.00 or more will result in conduct probation for a minimum of 30 days, payment of replacement or repair costs and possibly suspension

for a minimum of seven (7) days or dis-

missal from the College; if the damage was caused by a resident student to residence hall facilities/college property, that student will, in addition, be suspended from College housing for a minimum of two (2) weeks.

A second offense involving any replacement or repair cost will result in conduct probation for a minimum of one semester, payment of replacement or repair costs, and possibly suspension for a minimum of fourteen (14) days or dismissal from the College. A second offense by a resident student to residence hall facilities/college property will result in suspension from College housing for a minimum of thirty (30) days, payment of replacement or repair costs, and possible dismissal from the College.

Further offenses on the part of any student can range from partial suspension for one semester to dismissal from the College for all students and permanent dismissal from housing for resident students.

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## 1. *Violations of the Alcohol and*

### *Drug Policy*

All students are subject to local, state, and federal laws. Infraction of the Alcohol and Drug Policy may therefore also result in prosecution by such authorities. In cases involving prosecution by federal, local and state authorities, the College reserves the right to impose disciplinary actions whether infractions occurred on or off the College campus. Students with concerns about drugs

or alcohol may contact the Office of Student Affairs for counseling and referrals.

For more details please refer to the Bloomfield College 2015-2016 Policies Brochure.

- *Violations of Local, State and Federal Law*

Violations of local ordinances or of state or federal laws while on campus or off the college campus are subject to College sanctions as well as any legal penalties. Such violations include, but are not limited to, possession, sale and/ or distribution of controlled substances, possession of unlawful weapons, use of an item as a weapon to commit harm to others, terrorist threats in any form, robbery of any form, assault or harassment of any form, sexual misconduct in any form, etc.

### 1. *Excessive Noise*

Any noise above a reasonable level whether produced by an individual or a group, will be considered excessive. Excessive noise will not be allowed. At any social event where live or recorded entertainment is a part of the event, the student group sponsoring such a social event must maintain the sound of any entertainment at a reasonable level and must obey local regulations with respect to its termination. The Office of Residential Education and Housing reserves the right to reject radio/stereo systems that can create a disturbance (see the publication "A Guide to Residential Education and Housing").

If noise from a College-sponsored social event causes the College's neighbors to complain, College officials will ask the sponsors and/or attendees of the event to reduce the noise; if the noise continues or resumes, the event will be shut down. In cases of repeated reports of excessive noise from a sponsoring organization, that organization and its members may be subjected to a full range of disciplinary actions ranging from written reprimand to dismissal from the College. (See Section IV, Official College Sanctions)

### 1. *Disruption or Obstruction of*

#### *College Activities*

Any behavior that disrupts or obstructs teaching, tutoring, social/recreation programs, research, administration, learning, studying, invited speakers, disciplinary proceedings, fire, police or emergency services or any other normal College activity is prohibited. Disciplinary actions can be initiated by the person in charge of the activity or by any College staff and/or faculty member who observes such behavior.

Disruption or Obstruction of

Classroom Teaching:

- In circumstances wherein a student's conduct disrupts the ongoing educational purposes of any College class, that student will be subject to sanctions which can include, but are not limited to, written warnings, written reprimands, failing course grades, suspension and/or dismissal.
  - **STANDARDS OF CONDUCT**
  - For disruptive behavior on the part of a student enrolled in the class, the person in charge of the classroom at the time of the disruption can initiate the student's withdrawal from the classroom due to misconduct.
  - For disruptive behavior on the part of a student who is not enrolled in the class, any College staff or faculty member
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who observes such behavior can initiate disciplinary action via submission of a written report to the Vice President for Student Affairs and Dean of Students/designee.

- ***Violation of College-Promulgated Rules and Regulations***

All students are subject to the range of disciplinary actions (see Section IV, Official College Sanctions) when they fail to obey College-promulgated rules and regulations, including those applicable to residents. Violations include, but are not limited to, failure to respect the confidentiality of judicial hearings and willfully preventing a College official from properly discharging his or her lawful responsibilities. College-promulgated rules and regulations are available to all students through the Office of Student Affairs.

- ***Failure to Honor Agreements and Contracts***

All students can be subject to disciplinary actions when they fail to honor agreements or contracts relating to official College activities or processes, academic and disciplinary sanctions.

- ***Sexual Harassment***

Sexual harassment of another student, faculty member, administrator, staff member, or guest of the College is prohibited. Sexual assaults or any other uninvited behavior of a sexually-explicit nature are likewise prohibited. Students are referred to the College's official Sexual Harassment Policy in the Bloomfield College 2012-2013 Policies Brochure.

- ***Unauthorized Use of College Facilities and Resources***

All areas of the College campus, including classroom, residential facilities, administrative buildings, the library, recreational buildings, the quad and parking lots, are open to students only according to published use schedules or other sanctioned use. In addition, unauthorized student access to and/or use of the College's property, equipment, resources and documents are prohibited. Student groups, unless authorized by a College Official, may not grant any nonmember of the College Community any level of access to resources and facilities exclusively available to members of the College Community (i.e., meeting rooms, library, quad, cafeteria, common spaces, computer labs, video equipment, etc.). Facilities and equipment must be returned in their pre-use condition unless otherwise authorized. All other use is considered unauthorized. Additionally, the unauthorized use of the College's computer system, College's name, finances, materials and supplies (including College letterhead) and unlawful entry into or use of College facilities and offices is prohibited.

- ***Unauthorized Posting***

All student posting of notices on College property must be:

- Stamped by the Director of the Center for Student Leadership and Engagement located in the Student Center or an academic Division Chair;
- Posted in pre-approved designated areas. See the Center of Student Leadership and Engagement for a list of pre-approved areas;
- Posted by authorized student organizations recognized by Bloomfield College.

Unauthorized postings and notices posted in unauthorized locations will be removed. Unauthorized and inappropriate posting which demeans or infringes on the rights of any member of the College Community will be removed, and person(s) responsible will be subject to a full range of disciplinary actions ranging from written reprimand to dismissal from the College.

## **1. OFFICIAL COLLEGE SANCTIONS**

Whenever appropriate, sanctions may include a learning component in an attempt to prevent future offenses. In addition to the sanctions listed below, a fine or activity related to the infraction may be imposed by the appropriate Vice President/Dean or designee or one of the College's Judiciary Boards. Both the fine and the activity would require the approval of the respective Vice President/ Dean or designee who can modify the sanction or request that the respective Board modify the

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sanction.

Sanctions involving total suspension from the College for a specific period of time will be imposed by both the Vice President for Student Affairs/Dean of Students and the Vice President for Academic Affairs/ Dean of Faculty, unless otherwise considered a severe infraction which warrants enforcement of the "Emergency Powers" as defined in Section IV, item J.

The disciplinary actions defined below are examples of the kind of sanctions that may be imposed, but are not intended to limit the discretion of the College to impose any other sanction it deems appropriate.

While in most instances the following sequence of procedure is followed, the severity of the student infraction may preclude this progression.

#### 1. *Disciplinary Warning*

A warning is a formal admonition, either oral or written, that may be taken into account in judging the seriousness of any future violation. For purposes of assessing additional, concurrent offenses, a disciplinary warning will be in effect for one semester. Any pertinent material associated with a written warning, as well as the warning itself are placed in the student's permanent file with the Student Affairs Office for behavioral misconduct and the Registrar and Academic Affairs Offices for academic misconduct.

#### 1. *Disciplinary Reprimand*

A reprimand is a written notification to a student containing a warning that repeated infractions of regulations may result in more severe disciplinary action. For purposes of assessing additional, concurrent offenses, a disciplinary reprimand will be in effect for one semester; and will be placed in the student's permanent file with the Student Affairs

### **STANDARDS OF CONDUCT 289**

Office for behavioral misconduct and the Registrar and Academic Affairs Offices for academic misconduct.

- *Remuneration*

In the case of personal injury, damage to College property, or damage to personal property, students shall be required to pay for all expenses incurred because of their actions.

- *Conduct Probation*

This action involves a period of time, normally not exceeding one year, during which a student is given reasonable opportunity to show that he/she can become a responsible and effective member of the College community.

In addition, conditions and restrictions may be imposed, including revocation of specific privileges and recommendations for counseling.

Individuals and Organizations on conduct probation will be restricted from participating in College activities without prior permission from the Office of the Vice President for Student Affairs and Dean of Students. These restrictions may include, but are not limited to, attending, sponsoring or co-sponsoring social events or events intended to raise funds for that organization, recruiting new members, and freezing the organization's budget for up to one semester.

At the end of the probation period, if all conditions of the action have been met satisfactorily, the student will be considered in good conduct standing and will be so informed in writing by the respective Vice President/Dean or designee. Any pertinent material associated with the sanction of probation as well as the sanction itself are placed in the student's permanent file with the Student Affairs Office for behavioral misconduct and the Registrar and Academic Affairs Offices for academic misconduct.

- *Withdrawal from Class Due to Misconduct*

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A student may be withdrawn from a class or classes due to disruptive or obstructive behavior by a faculty member or instructor. For this particular sanction, any conduct withdrawal may be appealed to the Vice President for Student Affairs and Dean of Students/ designee, and the appeal will be heard within 48 hours.

- **STANDARDS OF CONDUCT**

If an appeal is granted by the Vice President for Student Affairs, the appeal must be endorsed by the Vice President for Academic Affairs and the course instructor before a decision is reached to allow the student to return to class. In such a case, the student may be placed on special behavioral contract with the Office of Student Affairs and placed on conduct probation. Any pertinent materials associated with the withdrawal are placed in the student's permanent file with the Registrar.

- ***Suspension from Housing***

A student may be suspended from College housing for a specified period of time, normally not to exceed one year. During this period of suspension, the student will be denied all rights and privileges of resident students in good conduct standing, including presence in any residence facility, or off-campus College-sponsored housing facility; or areas immediately surrounding any such facility including entrances, driveways, walkways and other general common areas. Any pertinent material associated with a suspension from housing will be placed in the student's file with the Student Affairs Office.

- ***Dismissal from College Housing***

In the case of a serious violation of residence rules or regulations, or in the case of repeated minor infractions of these rules, a student may be dismissed from College housing for a specified period of time. Any pertinent material associated with a dismissal from housing will be placed in the student's file with the Student Affairs Office.

- ***Suspension from the College***

- **Partial Suspension**

Under partial suspension, a student may attend classes only. Any other presence by the student on campus will require an appointment and prior permission from the Office of the Vice President for Student Affairs and Dean of Students. Resident students under partial suspension may be allowed to attend classes and use the residence hall and cafeteria.

- **Total Suspension**

A student may be suspended from the College for a specified period of time, normally not to exceed one year. During this period of suspension, the student will be denied all rights and

privileges of students in good conduct standing, including presence on College property, and the student may not participate in any College activity or College-sponsored activity.

- ***Dismissal from the College***

This is the most serious penalty and results in a permanent separation of the relations between the College and the student. Permanent notification appears in the official permanent record.

Dismissal must be approved by the President of the College.

- ***Emergency Powers***

In the case of infractions which, in the opinion of the College, constitute one or more of the following:

- A serious violation of College rules or regulations; or
  - Circumstances seriously affecting the health or well-being of any person;
  - Circumstances where the ability of the College to carry out its essential operations is seriously impaired or
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threatened; or

- Circumstances which disrupt or pose a threat to the College community and where the infraction is one that may constitute violation of a local ordinance, state or federal law, or rule or regulation promulgated pursuant to law, or violation of the legal rights of another.

The appropriate Vice President/Dean or his/her designee, at his/her sole discretion, following a preliminary investigation of the matter, may invoke "Emergency Powers" and summarily suspend, dismiss, bar from campus or take any other disciplinary action deemed necessary against any person. Except where the appropriate Vice President/Dean or his/her designee, at his/her sole discretion, elects to do so, incidents of misconduct falling within the scope of this section shall not be referred to a judiciary board. Sanctions imposed under this section are to be considered temporary, pending the outcome of an independent investigation or review by College legal counsel. Permanent sanctions are to be imposed by the appropriate Vice President/Dean or his/her designee after the conclusion of that independent investigation/review. Notice to appropriate persons is to be given following the imposition of sanctions in accordance

with the procedures set forth in the "Assessment of Discipline" section of Section V, "The Judiciary Program".

Disciplinary action taken and sanctions imposed under this section, whether by the Vice President for Student Affairs/ Dean of Students or by a judiciary board, are subject to the "Appeals Procedure" established in Section V, "The Judiciary Program", except that the original disciplinary decisions shall be and remain fully implemented pending the outcome of the appeal.

Any hearings conducted under this section, as well as the findings of the independent investigation of the matter, are to remain confidential to the extent required by law.

- ***Banishment***

In circumstances seriously affecting the health or well-being of any person, or where the ability of the College to carry out its essential operations is seriously impaired or seriously threatened, the President or his representative, or a senior officer of the College authorized by the President, may summarily suspend, dismiss, or bar any person from the College.

## **1. JUDICIARY PROGRAM**

The administration of the College's disciplinary process is the responsibility of the Office of the Vice President for Student Affairs and Dean of Students. The judiciary standards and procedures that are established by the College are intended to protect the educational purpose of the institution, provide for orderly conduct of its activities, protect the victims of crime, and safeguard the interest of the College's community. The disciplinary procedures adopted by the College are considered part of the educational process and reflect the philosophy of peer education and evaluation. Formal hearings and appeals included in the judiciary process are not courts of law, and are not subject to rules of civil or criminal hearings. As violations of College's Standards of Conduct may also account for violations of law, students may be accountable for both civil authorities and the College for their actions. However, outcomes of Legal Court proceedings will not guide the College's administrative processes or disciplinary decisions.

The purpose of discipline is to correct improper conduct. To that end, the disciplinary process will provide opportunity for the individual to:

- reassess and correct his/her behavior that led to the disciplinary action;
- increase his/her awareness of the expectations and standards which the College holds for a student;
- accept responsibility for modifying his/her behavior to better meet these expectations;
- perceive him/her as an individual capable of guiding his/her own personal development.

### ***Reporting Incidents of Misconduct***

In cases involving academic misconduct in the classroom setting, (workshop, lab, lecture, tutoring, etc.) a charge may be

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brought forward by the instructor, or Vice President for Academic Affairs and Dean of Faculty/designee. The administration of appropriate disciplinary course of action is at the discretion of the Vice President for Academic Affairs and Dean of the Faculty/designee.

In cases involving behavioral misconduct on campus, a charge of violation of college policy may be brought forward by any member of the College community or by the College itself. Charges involving student misconduct must be channeled through the Student Affairs Office. Charges must be submitted

in written form to the Vice President for Student Affairs and Dean of Students/designee within ten (10) business days of observed infraction; unless the nature of the violation involves a criminal prosecution in which case, written charges beyond ten (10) days would be acceptable. The determination of appropriate disciplinary actions is at the discretion of the Vice President for Student Affairs and Dean of Students/designee.

- **STANDARDS OF CONDUCT**

***Investigative Processes***

Pursuant to the receipt of a written charge of violation of the Standards of Conduct from a member of the College Community; the investigative process will begin with the review of said charge by the Vice President for Academic Affairs and Dean of Faculty/designee; or the Vice President for Student Affairs and Dean of Students/designee. Based on the type of infraction, whether academic or behavioral misconduct, the respective Vice President/Dean and/or designee will meet individually with all parties involved in the infraction. The respective Vice President/Dean or designee may reach a resolution on the matter based on the review of all pertinent evidence associated with the infraction; and impose one or more of the disciplinary sanctions listed in Section IV, Official College Sanctions. If a resolution is not reached at this level, the appropriate Vice President/Dean or designee will determine whether or not the case is deferred to one of the judicial hearing panels. Some cases, based on their nature may warrant involvement of the College's Counsel, local or state authorities and immediate implementation of the College's emergency powers.

***Formal Notification of a Charge of Misconduct***

If a charge of student misconduct is referred to any of the judiciary boards, the respective Vice President/Dean or designee will provide the student involved with a copy of the charge, which will include the substance of the matter charged and the date, time, and place the matter will be heard. Such notification shall be made in person or by means of a registered letter, return receipt requested.

The student will be informed:

- of the right to:
- have access to all records of charges and all supporting documents to be used in the case;
- have an advisor present

who is a current member of the College community (neither the College nor the student may be represented by an attorney);

- present a statement on his/her behalf;
- present witnesses who have relevant information.

1. that if he/she chooses not to appear at the scheduled hearing, the hearing will be heard in his/her absence, and a decision will

be made based on the relevant evidence presented.

1. of the range of discipline the student may be subject to by the respective judiciary board.
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## ***Hearings***

For cases referred to it, the role of any

of the judiciary board is to determine by way of a hearing whether the accuser has proved, by a preponderance of evidence, that the student in question has in fact violated one or more of the provisions of this Catalog, or any other rules, regulation or standard of behavior set by the College and to recommend an appropriate punishment. In the interest of confidentiality, hearings are closed unless an open hearing is requested by the accused. However, the College reserves the right to deny a request for an open hearing. In closed meetings, only the person bringing charges, the person representing the College, the student charged, the hearing advisor chosen by the student, the ombudsman, members of the judiciary board and its staff, and witnesses called by the board to testify may be present at the hearing. Board members who violate the confidentiality of judicial hearings shall be dismissed immediately from the board and may be subject to disciplinary action. Any member who violates the confidentiality of a judicial hearing may also be subject to further penalties or liability under state and federal law. During open meetings, persons attending the hearing who are not witnesses are there as observers and not as participants and are expected to observe proper decorum.

Disciplinary hearings are not adversary proceedings in the legal sense; they are conducted in an atmosphere of informality and interested understanding.

At the start of a hearing, the chairperson shall advise those present of the procedures and read the statement of the charge. At that time, the parties should present their lists of any witnesses they want the board to call. The chairperson of the board shall call the witnesses.

All witnesses may be questioned by all parties in a case and by any member

of the board. The chairperson may, with an explanation, rule any inappropriate question or response out of order. All information upon which the decision will be based must be introduced at the hearing. The board will only hear or review evidence which is germane to the charge.

When the board members are satisfied that they have heard all pertinent and available information and that the student has been given an opportunity to make his/her final statement, they then deliberate in private. If the board members decide that the student is not responsible of the stated charge(s), the board chairperson informs the appropriate Vice President/Dean or designee of this decision orally at the conclusion of the board's deliberations, and in writing within 24 hours. The respective Vice President/Dean or designee shall notify the student of the decision as soon as practicable.

## ***Assessment of Discipline***

If the board members decide that the student is responsible of the charge(s), the chairperson is to submit the findings to the appropriate dean in writing within 24 hours, including the following information:

- the essential facts, and the major evidence, as determined by the board;
- the severity of the offense

(Is it considered a minor or major infraction?);

- the sanction that they consider is appropriate for the nature of the incident and for the continued growth of the student. (At the time the decision is reached that the student is responsible—but not before—they may ask the appropriate dean to provide them with appropriate academic and conduct records of the student in question.)

The board presents its findings and recommendations to the appropriate Vice President/Dean or designee. The imposition of discipline is the responsibility of and with-in the discretion of the Vice President for Academic Affairs and Dean of Faculty or designee or the Vice President for Student Affairs and Dean of Students or designee, if appropriate. Official notification of disciplinary action to be taken is provided to

the individual by certified letter, return receipt requested, or by-hand with provisions for a signed receipt, from the appropriate Vice President/Dean or designee within 72 hours of the close of hearings. It explains both the nature of the action and the period during which it is effective. If the sanction imposed involves suspension or dismissal from the College, the Vice President/Dean or designee will inform the appropriate faculty members and campus security personnel of this decision. The right of the student to appeal and the appeals procedure is again set forth in the letter.

### ***Appeal Procedure***

If a student chooses to exercise his/her right to appeal, he/she must state

the intent in writing to both the Vice President for Student Affairs and Dean of Students or designee and to the chairperson of the board that originally heard the case within one week of receipt of written notification of the original judiciary decision against the student.

The basis for any appeal to any and all disciplinary decisions must be clearly indicated, following the guidelines below:

- The student must present new evidence and/or show that inadequate attention was given to certain facts at the initial hearing, and/or . . .
- The student must provide evidence that he/she was denied basic procedural fairness, and/or . . .
- The student may attempt to show the inapplicability of the regulation under which the charge was brought to the particular case, and/or . . .
- The student may attempt to show that the original punishment was unduly severe.

The Office of the Vice President for Student Affairs has the discretion to decide whether to hear an appeal of student behavioral non-academic infractions. The Office of the Vice President for Academic Affairs has the discretion to decide whether to hear an appeal of an academic infraction. If a hearing is granted, it is to take place within 14 working days and will be called by the Vice President for Student Affairs

and Dean of Students or designee or the Vice President for Academic Affairs and Dean of the Faculty or designee.

- **STANDARDS OF CONDUCT**

The appeal will be deferred to the Bloomfield College Board of Appeal. Until the appeal is heard, no provision of the original disciplinary decision will be implemented. The appellate body upon hearing the evidence and argument presented shall make a recommendation to the appropriate Vice President/Dean or designee.

The final imposition of discipline is the responsibility of and within the discretion of the Vice President for Academic Affairs and Dean of the Faculty or the Vice President for Student Affairs and Dean of Students or designee, as appropriate. At an appellate hearing, the individual is entitled to be accompanied by no more than two(2) advisors of their choice from the College community.

### **1. THE JUDICIARY BOARDS**

The College maintains three Judiciary Hearing Boards as components of the disciplinary administrative process.

The Boards are the College Judiciary Board, the Peer Resident Judiciary Board and the Board of Appeals. No student or faculty member may serve simultaneously on more than one judiciary board.

The College's Judiciary Boards convene at the request of the Vice President for Academic Affairs and Dean of the Faculty or designee or the Vice President for Student Affairs and Dean of Students or designee.

### ***Bloomfield College Judiciary Board***

The Bloomfield College Judiciary Board, at the recommendations of the Vice President for Student Affairs and Dean of

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Students or designee or the Vice President for Academic Affairs and Dean of the Faculty or designee will hear all cases involving student violations of the College's Standards of Conduct, unrelated to incidents occurring in any on/off campus College sponsored residential program.

This Board has original jurisdiction in all cases involving the alleged violation of all College rules and regulations and all allegations of academic misconduct. All cases involving the interpretation of the student government's Constitutions or policies will be referred to this Board.

### ***Membership of the Bloomfield College Judiciary Board***

Membership consists of three(3) faculty plus alternate and two(2) students plus

alternate. The Chairperson will be a faculty member of the Board. A quorum of four (4) and the appropriate Vice President/Dean or designee, (an ex officio member) must be present to conduct business at a hearing; a majority of those present and voting is required to reach a final decision. The Chairperson or his/her designate shall vote only in case of ties, shall serve as spokesperson for the Board, and shall be responsible for submitting the written findings and recommendations. Written findings, recommendations and related material will be submitted to the Vice President for Student Affairs and Dean of Students or designee in cases regarding behavioral conduct and to the Vice President for Academic Affairs and Dean of the Faculty or designee in cases regarding academic irregularities. Whenever possible, hearings will be recorded. Mechanical failure and/or related problems with tape recording

are not sufficient for invalidating or postponing the hearing. A tape recording, when available, will be submitted to the appropriate Vice President or Dean or designee with the written findings and recommendation.

### ***The Peer Resident Judiciary Board***

The Peer Resident Judiciary Board (PRJB) at the recommendation of the Director of Residence Life will only hear violations of Resident Student Terms of Agreement; violation of Standards of Conduct; general College policies; and violation of Residence Life Guide policies and procedures – while in a College sponsored residential facility. The Board will also hear cases involving violation in areas in surrounding residential building entrances and internal/external common areas (driveways, porches, sitting areas, etc.).

The PRJB will not hear matters relating to academic dishonesty or any other violations related to student's conduct in a classroom setting.

### ***Membership of the PRJB***

The PRJB is comprised of five(5) resident students and one(1) administrator not employed by the Residence Life & Housing Department. One student must be a Veteran Resident Advisor (at least one full year on Resident Advisor Staff). The resident advisor staff will nominate and elect a representative to serve a full academic year at the annual August training program.

The Senator for Resident Students shall appoint three (3) full time resident students of at least sophomore year status to serve on the Board and shall personally serve on the Board for the entire academic year.

The Board shall meet monthly to hear residential disciplinary cases between the 1st and 10th day of each month, and should not exceed 4 hearings per semester unless called to order at the request of the Vice President for Student Affairs and Dean of Students or designee. A quorum of four and the appointed administrator or designee must be present to conduct business at a hearing; a majority of those present and voting is required to reach a final decision. The Chairperson or his/her designate selected at the first meeting of the PRJB in September shall vote only in case of ties, shall serve as spokesperson for the Board, and shall be responsible for submitting the written findings and recommendations. Disciplinary hearings facilitated by the PRJB shall be informal, fair, and expeditious. These hearings are not subject to rules of courts of law and are not subject to civil or criminal court proceedings. The Board will render a decision and recommendations based on facts presented and articulated policies and procedures of the College. Recommendations of the Board will be channeled through the office of the Director of Residence Life in written form within 24 business hours of hearing.

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The enforcement of appropriate sanctions for violations is at the discretion of the Director of Residence Life.

### ***Bloomfield College Board of Appeals***

This Board has no original jurisdiction. The primary responsibility of the Board is to review written requests for appeal of an initial decision, including all pertinent information related to the initial decision. The hearing of an appeal is at the discretion of the Vice President for Student Affairs and Dean of Students or designee or the Vice President for Academic Affairs and Dean of the Faculty or designee based on nature of infraction, and criteria specified under the sub-heading Appeal Procedure. This Board may also review and make recommendations concerning the total Judiciary Program, including statements of policy, rules and regulations, and the functioning of the judiciary boards of original jurisdiction.

### **STANDARDS OF CONDUCT 295**

#### ***Membership of the Board of Appeals***

Membership consists of four (4) faculty plus alternate and three (3) students plus alternate. The Chairperson will be a faculty member of the Board.

A quorum of six members and the Vice President of Student Affairs and Dean of Students or designee (an ex officio member) must be present to conduct business. A majority of those present and voting is required to reach a final decision. The same quorum requirement shall also apply to the review of written requests for appeal. The Chairperson or his/her designee shall vote only in case of ties, shall serve as spokesperson for the Board, and shall be responsible for submitting the written findings and decisions to

the appropriate Vice President/Dean or designee. A tape recording shall be made of all hearings and submitted to the appropriate Vice President/Dean or designee with the written findings and decision. There shall be no copy made of the tape recording. All decisions of this Board are final. Official notification to the student of the decision of the Board shall be made in writing by the Chairperson within 72 hours of the close of the review of the request for the appeal or the appeal hearing.

*Note: The Vice President for Academic Affairs and Dean of the Faculty or designee will serve in place of the Vice President for Student Affairs and Dean of Students or designee for appeals related to academic irregularities.*

#### ***Election of Members to the Judiciary***

With the exception of the Peer Resident Judiciary Board, student membership pool of nine students shall be elected at the time of the regularly scheduled spring student elections run by the Office of Student Affairs. Students must have an overall grade point average of 2.3 for eligibility.

With exception to the Peer Resident Judiciary Board, faculty membership pool of nine faculty members shall be elected at the regular spring faculty election. Four/five faculty members each year will be elected to serve for two year terms. No member shall serve more than two successive years.

#### ***Alternate Members***

As noted, it is imperative that each board have alternate members who can be called on to serve in the absence of a regular member(s), when a regular member must excuse himself/ herself because of bias, prejudice, or direct involvement in

the case, and during periods when the convening of a particular board is difficult. The alternate members are selected from the student pool and from the faculty pool of Judiciary Board members.

#### ***Assignment of Elected Members to Cases***

Faculty and student members will be assigned to cases by the Vice President for Student Affairs and Dean of Students or designee using a rotation system.

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No member may serve as both a witness and as a voting member for the same case. No member may hear the same case on both the Judiciary Board and the Appeals Board.

### ***Student Member Vacancies***

Vacant student positions on judiciary boards can be filled by appointment. The Appointment Committee shall consist of one representative from each of the following: Student Government, the Faculty, and the appropriate Vice President/Dean's Office (for student conduct issues the Vice President for Student Affairs and Dean of Students or designee and for academic issues the Vice President for Academic Affairs and Dean of Faculty or designee).

### ***Ombudsman***

The Office of Student Affairs shall appoint an ombudsman, an expert in the College judicial process, who will serve in an impartial and confidential role in guiding the student through the judicial process, and who will also be available to counsel the advisor chosen by the student.

The ombudsman may be present at the hearing, even if it is otherwise closed. The ombudsman shall in no way be involved in the prosecution of the case, in the determination of responsibility, or in the sanctioning. The ombudsman may not offer testimony in the case, nor in any other way violate the confidentiality of the student.

## **BLOOMFIELD COLLEGE ACCEPTABLE USE POLICY 297**

Bloomfield College Acceptable Use Policy

## **BLOOMFIELD COLLEGE ACCEPTABLE USE OF COMPUTING RESOURCES POLICY**

Bloomfield College recently revised its policy on usage of computing resources on campus. The revisions to the policy aimed to ensure an information technology infrastructure that promotes the basic mission of Bloomfield College in teaching, learning, research, and administration.

This policy reflects the critically important institutional values salient to campus technology which include: integrity; reliability; availability; superior performance of IT Systems; appropriate usage of IT Systems; and revised procedures to address policy violations and sanctions for violators.

All users of the College's campus technology are expected to be familiar with all contents of the Acceptable Use of Computing Resources Policy.

The complete version of the Acceptable Use of Computing Resources Policy is available on the College's Website.

## **BLOOMFIELD COLLEGE**

### **PASS IDENTITY VERIFICATION POLICY**

The BCPass card is the College's official means of identification, enabling students, faculty, and staff to access essential services and facilities on campus, including dining halls, libraries, events, recreation centers, campus building access and more. As an official ID card, the BCPass card will also be accepted by Bloomfield College to verify your identification when conducting personal business with the College where personal and confidential information will be exchanged. The BCPass card is also used for monetary transactions for BC Flex, BC Bucks, and BC Books.

Bloomfield College has a responsibility to protect the identity of its students, faculty, and staff and must ensure the personal information is not shared unless appropriate identification is provided. As an institution Bloomfield College is bound by Federal FERPA (Family Educational Rights Privacy Act) regulations that are intended to protect the privacy of students' education records and Federal HIPAA (Health Insurance Portability and Accountability Act) regulations that are intended to protect the privacy of health records. Therefore, the identification verification process required to issuance of the BCPass ID card requires official forms of identification as outlined in this policy.

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# Faculty

## Full-Time Faculty

ZACHARY AIDALA–2014

Assistant Professor of Psychology.  
B.S., Binghamton University;  
M.A., Hunter College,  
City University of New York;  
M.Phil., Ph.D. The Graduate Center,  
City University of New York.

NANCY BACCI–1988

Professor of Computer Graphics.  
B.A., University of Delaware;  
M.A., Montclair State University.

NATASCIA BOERI–2017

Assistant Professor of Sociology.  
B.A., Warren Wilson College;  
M.A., Queens College,  
City University of New York;  
Ph.D., The Graduate Center,  
City University of New York.

TAMMY CASTRO–2003

Professor of Biology.  
B.S., New Jersey City University;  
Ph.D., University of Medicine and  
Dentistry of New Jersey.

JULIA MORRISON CHAMBERS–1987

Professor of Business.  
A.S., Graham Junior College;  
B.S., Seton Hall University;  
M.B.A., Fairleigh Dickinson University;  
Ph.D., New York University.

NIXON SHABALOM CLEOPHAT–2018

Associate Professor of Religion.  
B.A., Salem State University;  
M.Div, Harvard University;  
M.Phil., PhD., Union Theological Seminary.

ROBERT D. COLLMIER '74–1982

Professor of Accounting.  
B.A., Bloomfield College;  
M.B.A., Fairleigh Dickinson University;  
C.P.A., New Jersey, C.M.A.

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GRACE E. COOK–2014

Assistant Professor of Mathematics.

B.S., M.S., Stevens Institute of Technology;

Ph.D., Walden University.

CHRISTIE L. CRUSE-COHEN–2015

Assistant Professor of Business

Management.

A.A., Rockland Community College;

B.S., State University of New York at Geneseo;

M.S., Mercy College;

Ed.D., Nova Southeastern University.

DEBRA CURTIS–1991

Professor of Mathematics.

B.S., M.S., Long Island University;

M.S., Ph.D., Stevens Institute of Technology.

K. DENISE DENNIS–1999

Professor of Psychology.

B.A., University of California at Berkeley;

M.S., Ph.D., North Carolina

State University.

MARYANN J. FOGARTY DI LIBERTO–1999

Professor of Economics.

A.B., Barnard College, Columbia University;

M.A., M.Phil., Ph.D., Columbia University.

ESTHER L. DILLARD–2014

Assistant Professor of Communications.

B.A., State University of New York at Buffalo;

M.S., Syracuse University.

GREGORY J. EDENS–2013

Associate Professor of Chemistry.

B.S., Oregon State University;

M.S., University of Illinois at Chicago;

Ph.D., Purdue University.

AMY EGUCHI–2006

Associate Professor of Teacher Education.

B.A., Keio University;

M.A., Pacific Oaks College;

M.A., Harvard University;

Ph.D., University of Cambridge.

KAREN FASANELLA–2016

Associate Professor of Education.

B.A., M.A., New Jersey City University;

Ed.D., Seton Hall University.

BRANDON FRALIX–2007

Associate Professor of

Writing and Analysis.

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B.A., Presbyterian College;  
M.A., Clemson University;  
Ph.D., Drew University.

HARRY FRANQUI-RIVERA–2017

Associate Professor of History.  
B.A., University of Puerto Rico;  
M.A., Temple University;  
PhD., University of Massachusetts, Amherst.

DOREEN M. GAGNON '84–2004

Associate Professor of Nursing.  
B.A., William Paterson University;  
B.S., Bloomfield College;  
M.S.N., Felician College;  
D.N.P., Rutgers University.

JONTERRI GADSON–2014

Assistant Professor of English.  
B.A., Florida International University;  
M.F.A., University of Virginia.

ABRAHAM L. GOMEZ-DELGADO–2012

Associate Professor of Creative Arts  
and Technology.  
B.F.A., Massachusetts College of Arts;  
M.F.A., Bard College.

PETER L. GORDON–2007

Professor of Music.  
B.A., University of California–San Diego;  
M.F.A., Mills College.

FIONA HARRIS-RAMSBY–2014

Assistant Professor of Writing.  
B.A., M.A., California State University;  
Ph.D., University of Utah.

LAURA WARREN HILL–2010

Associate Professor of History.  
B.A., State University of  
New York at Geneseo;  
M.A., State University of  
New York at Brockport;  
Ph.D., Binghamton University,  
State University of New York.

MARK JACKSON–2000

Associate Professor, References and  
Online Resources Librarian.  
B.A., Thomas Edison State College;  
M.L.S., M.A.L.S., Rutgers University.

PETER KARDOS–2015

Assistant Professor of Psychology.  
M.A., Budapest University of Economic

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Science, Budapest;  
M.A., Ph.D., New School for Social Research.

LEILA KOEPP–1981  
Professor of Biology.  
B.A., Messiah College;  
M.S., North Texas State University;  
Ph.D., The University of Medicine and  
Dentistry of New Jersey.  
Registered Microbiologist,  
National Registry of Microbiology.

ELISSA KOPLIK–1990  
Professor of Psychology.  
B.S., Brooklyn College of C.U.N.Y.;  
M.A., Ph.D., Fordham University.

CLAUDIA KOWALCHYK–1994  
Associate Professor of Sociology.  
B.S., M.A., M.Phil., Ph.D.,  
New York University.

STEVEN E. KREUTZER–2011  
Professor of Computer Science and Net-  
work Engineering.  
B.S., Union College;  
M.S., Ph.D., Northwestern University.

GYONG JU LEE–2017  
Assistant Professor of Creative Arts and  
Technology.  
B.F.A., New Jersey City University;  
M.P.S., ITP, Tish School of Arts.

KAREN ANN LUCHKA '99–2011  
Assistant Professor of Accounting.  
B.S., Bloomfield College;  
M.B.A., Regis University.

NORMA MCCOOK–2017  
Assistant Professor of Writing.  
B.A., Belmont University;  
M.A., University of Delaware;  
Ph.D., The Ohio State University.

LAZAROS MICHAILIDIS–1978  
Professor of Economics.  
B.A., Athens School of Economics  
and Business Administration;  
M.A., Purdue University;  
Ph.D., State University of New York, Buffalo.

ISMAT F. MIKKY–2009  
Professor of Nursing.  
B.S.N., Bethlehem University;  
M.S.N., University of Hartford;

---

Ph.D., University of Connecticut  
School of Nursing.

KEVIN MORAN–2015

Assistant Professor of Criminology/  
Sociology.

B.A., Trinity College, Dublin;

M.Sc., University of Glasgow;

M.Phil., Ph.D., Graduate Center,

City University of New York.

PHYLLIS MORE–1977

Professor of Nursing.

B.S.N., Cornell University;

M.A., Ph.D., New York University.

JAMES MURPHY–1994

Professor of Biology.

B.S., Manhattan College;

M.S., Ph.D., New York University

School of Medicine.

KENNETH MYERS–2000

Associate Professor of Mathematics.

B.S., Michigan State University;

M.A., Ed.D., Teachers College,

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ESMAIL NAJMI–1995

Professor of Sociology.

B.A., M.A., Ph.D., University of Wisconsin.

DEMETRIS NICOLAIDES–1996

Professor of Physics.

B.S., M.A., Queens College;

M.Phil., Ph.D., City University of New York.

YUICHIRO NISHIZAWA–2011

Associate Professor of Creative Arts  
and Technology.

B.F.A., Rhode Island School of Design;

M.F.A., The School of the Art Institute of  
Chicago.

LAURA NOVA–2005

Associate Professor of Creative Arts  
and Technology.

B.F.A., B.A., Cornell University;

M.F.A., The School of the Art Institute  
of Chicago.

JEANNE DOLORES NUTTER–2001

Professor of Communications.

B.A., M.A., University of Cincinnati;

Ph.D., Howard University.

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SUHAIB OBEIDAT–2014

Associate Professor of Computer Science  
and Network Engineering.

B.S., Philadelphia University;

M.S., Monmouth University;

Ph.D., Arizona State University.

LYNNE ODDO–1999

Professor of Animation.

B.A., State University College of Potsdam;

M.A., New York Institute of Technology.

LORI ANN PALMIERI–2007

Associate Professor of Nursing.

B.S.N., Seton Hall University;

M.S.N., William Paterson University.

ANITA B. PASMANTIER–2008

Professor of Finance.

B.A., M.A., Ph.D., Fordham University.

VÂNIA PENHA-LOPES–1998

Professor of Sociology.

B.A., Universidade Federal do

Rio de Janeiro, Brazil;

M.A., M.Phil., Ph.D., New York University.

KAREN PEZZOLLA–2017

Assistant Professor of Early Childhood  
Education.

B.A., Caldwell University;

M.Ed., College of St. Elizabeth;

M.Ed., Education Leadership;

Ed.D., Northcentral University.

ELLEN L. POWLEY–1991

Professor of Business.

B.S., Montclair State College;

M.B.A., D.P.S., Pace University.

PAUL M. PUCCIO–2004

Professor of English.

A.B., St. Joseph's University;

Ph.D., University of Massachusetts  
at Amherst.

ROSITA RODRIGUEZ–2012

Associate Professor of Nursing.

B.S., William Paterson University;

M.S., Ph.D., University of Medicine and  
Dentistry of New Jersey.

PAUL M. RUSSO–1994

Professor of Biology and

Computer Information Systems.

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B.A., Brooklyn College;  
Ph.D., Rutgers University.

NEDDIE SERRA–2004  
Professor of Nursing  
A.A.S., Bronx Community College;  
B.S.N., M.S.N., Pace University;  
Ed.D., Nova Southeastern University.

DANIEL SKINNER–2006  
Professor of Political Science.  
B.A., State University of New York  
College at Cortland;  
M.A., University of Adelaide;  
Ph.D., University of Denver.

JACQUELYN SVERCAUSKI–2015  
Assistant Professor of Nursing.  
B.S.N., M.S.N., D.N.P., William Patterson  
College.

ADA C. MCKENZIE THOMAS–2013  
Associate Professor of World Literature.  
B.A., Columbia University;  
M.A., Ph.D., University of  
Massachusetts Amherst.

THOMAS L. TOYNTON '03–2003  
Associate Professor of  
Creative Arts and Technology.  
B.A., Bloomfield College;  
M.S., Capella University.

DUNJA LUND TRUNK–2007  
Professor of Psychology.  
B.A., Indiana University of Pennsylvania;  
M.S., Ph.D., University of Florida.

MARIA VOGT–1986  
Professor of Chemistry.  
B.S., M.S., Ph.D.,  
University of Wisconsin–Milwaukee.

REBECCA WALTER–2012  
Associate Professor of Biology.  
B.S., Alma College;  
M.S., Ph.D., University of Utah.

## **Adjunct Faculty**

ANDREW ABDUL–2005  
Lecturer in Chemistry.  
B.S., Fairleigh Dickinson University.

LISA R. AMES–2017

---

Lecturer in Mathematics.  
B.A., Bucknell University;  
M.Ed., William Paterson University.

MELISSA A. ANDERSON–2012  
Lecturer in Sociology.  
B.A., M.A., Rutgers University.

MUTASEM AWWAD–2013  
Lecturer in Network Engineering.  
B.S., M.S., New Jersey Institute  
of Technology;  
Ph.D., Bernelly University.

GLENMORE BEMBRY, JR.–1991  
Lecturer in Religion.  
B.S., Montclair State College;  
M.Div., Colgate Rochester Divinity School;  
D.Min., New York Theological Seminary.

PHILIP M. BENJAMIN–2014  
Lecturer in Mathematics.  
B.A., State University of New York  
at Binghamton;  
M.A., City College of New York;  
M.S., Rutgers University

JAMES BETTS–2016  
Lecturer in Business Administration.  
B.S., Kean University;  
M.B.A., Strayer University;  
J.D., University of Detroit  
Mercy School of Law;  
Ph.D., Northcentral University.

DARWIN L. BHARATH–2015  
Lecturer in Creative Arts and Technology.  
A.A.S., Monroe College;  
B.F.A., M.A., Fashion Industry of Technology.

ROBERTA BLENDER–1992  
Lecturer in Writing and  
Teacher Education.  
B.A., Fairleigh Dickinson University;  
M.A., Montclair State College.

CHANTA J. BLUE–2013  
Lecturer in Psychology.  
B.A., Spellman College;  
M.A., Rutgers University.

DAVID BOKIL–2009  
Lecturer in Creative Arts and Technology.  
B.A., Manhattanville College;  
M.M., New York University.

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KADRI BROGI–2012

Lecturer in Network Engineering.  
B.S., Military University “Skenderbej”,  
Tirana, Albania;  
M.S., Stevens Institute of Technology.

IRISHA BROWN–2010

Lecturer in Psychology.  
B.A., Elmira College;  
M.A., M.Ed., Columbia University.

CAROL BRUZZANO–2017

Lecturer in Writing.  
B.A., Fairleigh Dickinson University;  
M.Ed., Saint Peters University.

STEVEN BUTLER–1976

Lecturer in English.  
B.A., City College of the  
City University of New York;  
J.D., St. John’s University School of Law;  
L.L.M., New York University School of Law.

JOAN A. BUZICK–2010

Lecturer in Teacher Education and  
Psychology.  
B.A., Kean University;  
M.A., Rider University;  
M.A., New York University.

ANTON A. CAMPBELL–2016

Lecturer in Creative Arts and Technology.  
B.A., Art Institute of Philadelphia.

ROBERT S. CANCELLO–2018

Lecturer in Creative Arts and Technology.  
B.A., B.S., The College of New Jersey.

CARLOS CARBAJAL–2015

Lecturer in Spanish.  
B.S., San Marcos university, Lima, Peru;  
M.A., Salamanca University of Spain;  
M.Ed., William Paterson University.

DENNIS F. CARR–2019

Lecturer in Creative Arts and Technology.  
B.F.A., School of the Art Institute of Chicago;  
M.F.A., New York University.

ADRIANA CATAGENA–2014

Lecturer in Accounting.  
B.S., M.S., Bloomfield College.

QUASSAN T. CASTRO '12–2015

Lecturer in Writing.

---

B.A., Bloomfield College;  
M.F.A., Fairleigh Dickinson University.

ROBERT J. CERCO–2010

Lecturer in Teacher Education.

B.A., Thomas Edison State College;

M.A., Jersey City State College;

M.A., New Jersey City University;

Ed.D., Nova Southeastern University.

MICHAEL L. CHAVIS–2018

Lecturer in First Year Seminar.

B.A., William Paterson University;

M.S., Drexel University.

TED COHEN–1999

Lecturer in Psychology.

B.A., Fairleigh Dickinson University;

M.A., Kean College.

FRED COLLINS–1989

Lecturer in Creative Arts and Technology.

A.D., Rhode Island Community College.

KARYN D. COLLINS–2011

Lecturer in Broadcast Journalism.

B.A., Howard University

School of Communications.

STEVE COLSON–1989

Lecturer in Creative Arts and Technology.

B.M.Ed., Northwestern University

School of Music.

LINDA COLUCCI–2015

Lecturer in Teacher Education.

B.A., Rutgers University;

M.S., University of Scranton.

VIRGINIA CORNUE–2012

Lecturer in Sociology.

B.F.A., University of North Carolina;

M.A., New School for Social Research

Ph.D., Rutgers University.

KELLEI COSBY '03–2003

Lecturer in Creative Arts and Technology.

B.A., Bloomfield College.

JEANNIE E. CROICHY–2014

Lecturer in Writing.

B.A., William Patterson University;

M.A., Ashford University.

WANDA R. CROUDY–2015

Lecturer in Broadcast Journalism.

---

A.A.S., Fashion Institute of Technology;  
B.A., Richard Stockton College of New Jersey;  
M.A., University of Phoenix.

LENA DELGADO DE TORRES–2015

Lecturer in History.  
B.A., Bryn Mawr College;  
M.A., Ph.D., Binghamton University.

MOUHAMADOU DIALLO–2016

Lecturer in Mathematics.  
B.S., University of Strasbourg, France;  
M.S., University of Rennes I, France.

BRENDA D. DONALD–2016

Lecturer in Mathematics.  
B.S., St. Joseph's College;  
M.B.A., Long Island University;  
M.S., Mercy College.

CAROLE DORCENT '99–2008

Lecturer in Nursing.  
B.S., Seton Hall University;  
B.S., Bloomfield College;  
M.S.N., University of Medicine and  
Dentistry of New Jersey.

DOUGLAS P. DOYLE–2014

Lecturer in Broadcast Journalism.  
B.A., Pennsylvania State University.

TAKIYAH L. DRINKARD '06–2017

Lecturer in English.  
B.A., Bloomfield College;  
M.F.A., National University.

REMOUN R. ESTFANOUS–2009

Lecturer in Mathematics.  
B.S., Alexandria University;  
M.A., New Jersey City University.

DANIEL L. EVANS–2005

Lecturer in Creative Arts and Technology.  
B.A., Montclair State University.

DAVID N. FERRARA–2014

Lecturer in Business.  
B.S., Seton Hall University;  
M.B.A., Fairleigh Dickerson University.

SARAH E. FILLMAN–2018

Lecturer in Education.  
B.A., Rutgers State University;  
M.A., Montclair State University.

NANCY FISCHER–2007

---

Lecturer in Creative Arts and Technology.  
B.F.A., William Paterson College.

MARIA ALCINA FONSECA–2012  
Lecturer in Nursing.  
B.S., Kean College;  
M.S., M.B.A., Rutgers University.

SCOTT A. FUCHS–2014  
Lecturer in Mathematics.  
B.S., Kean University;  
M.A., Montclair State University.

CASANDRA GABRIELE, '05 – 2005  
Lecturer in Chemistry.  
B.S., Bloomfield College.

DORA GOODWILL–2014  
Lecturer in Nursing.  
A.A.S., Raritan Valley Community College;  
B.A., American Intercontinental University;  
M.S.N., University of Phoenix.

CLAIRE R. GRANDE–1993  
Lecturer in Nursing.  
B.S.N., Felician College;  
M.S., Rutgers University.

CHERYL M. GROSS–2010  
Lecturer in Creative Arts and Technology.  
B.F.A., M.F.A., Pratt Institute.

JOHN GUERRIERO–2015  
Lecturer in Computer Science.  
B.A., Ramapo College;  
M.A.S., Fairleigh Dickinson University.

JOHN D. HAMMOND–2018  
Lecturer in Economics.  
B.A., University of Cape Coast, Ghana;  
M.P.A., Kean University.

DANIELLE N. HAMPTON–2017  
Lecturer in Philosophy.  
B.A., Mansfield University of Pennsylvania;  
M.A., Colorado State University;  
Ph.D., University of Nebraska-Lincoln.

RANDI D. HAWKINS–2001  
Lecturer in Writing and Economics.  
B.A., M.A., Rutgers University;  
M.S., Duquesne University.

PAMELA HUGHES–1991  
Lecturer in English.  
B.A., Fairleigh Dickinson University;

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M.F.A., Brooklyn College.

STEVEN F. INSOLERA–1991

Lecturer in Writing.  
B.A., Montclair State College;  
M.F.A., Rutgers University.

JAHARI E. JACOBS–2018

Lecturer in First Year Seminar.  
B.S., Temple University;  
M.A., Kean University.

EUN JIN JANG–2014

Lecturer in Creative Arts and Technology.  
B.F.A., sungshin Women's University;  
M.F.A., College of Fine Art in Boston  
University.

MARVIN KAZEMBE JEFFERSON–1995

Lecturer in Creative Arts and Technology.

VADNEE JEFFERSON–2011

Lecturer in Biology.  
B.A., Ramapo College;  
D.C., New York Chiropractic College.

NANCY JOA–2016

Lecturer in Spanish.  
B.A., Universidad  
Catolica Madre Y Maestra (PUCMM);  
M.A., Pontificia Universidad  
Catolica Madre Y Maestra;  
Ph.D., Universidad Nacional e Educacion  
a Distancia.

JENNIFER CAMILLE JOHNSON–2009

Lecturer in Writing.  
B.A., M.A., North Carolina State University.

ART JONES–2015

Lecturer in Creative Arts and Technology.  
A.E.S., USN Engineering School;  
B.F.A., State University of New York,  
Purchase.

NICHOLE JONES–2018

Lecturer in Writing.  
B.A., Virginia Wesleyan College;  
M.A., University of Baltimore.

KEVIN J. JUDGE–2015

Lecturer in computer Science.  
B.A., George Washington University;  
M.B.A., Fairleigh Dickinson University,

AMANDA S. KIBLER '12–2016

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Lecturer in Writing.  
B.A., Bloomfield College;  
M.F.A., Fairleigh Dickinson University.

KEVIN R. KLINE–2013  
Lecturer in Mathematics.  
B.S., State University of New York, Purchase;  
M.Ed., M.B.A., Rutgers University.

BRIAN SANG-CEUL KONG–2012  
Lecturer in Computer Science.  
B.A., Cornell University;  
M.S., Polytechnic Institute of New York.

VICTORIA A. LANE–2004  
Lecturer in Biology.  
D.C., Cleveland Chiropractic College.

MICHAEL A. LANTZ–2015  
Lecturer in Creative Arts and Technology.  
B.A., University of California;  
M.F.A., Rutgers University.

PAUL L. LATORRE '11–2016  
Lecturer in English.  
B.A., Bloomfield College;  
M.F.A., William Paterson University.

RACHEL Y. LEE–2018  
Lecturer in Mathematics.  
B.A., B.A., M.A., New York University.

PAUL M. LEWANDOWSKI–1992  
Lecturer in Biology.  
B.A., St. Francis College;  
M.A., Montclair State College;  
D.C., New York Chiropractic College.

GAIL LIGHTHIPE–1997  
Lecturer in Writing.  
B.A., Cedar Crest College;  
M.A., New York University.

GEORGE LY–2013  
Lecturer in Mathematics.  
B.A., New Jersey City University;  
M.A., New York University.

BRIAN S. LYDELL–2014  
Lecturer in Creative Arts and Technology.  
B.M., Berklee College of Music.

JENNIFER MAGALHAES–2015  
Lecturer in Biology.  
B.S., Montclair State University.

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ANN MASTERSON–2014

Lecturer in Nursing.

B.A., Jersey City State College;

B.S.N., University of the State of New York;

M.P.H., Columbia University;

Ed.D., Columbia University

Teachers College.

BERNEARD T. MCCLOSKEY–2004

Lecturer in Spanish and Religion.

B.Phil., Sacred Heart Seminary;

M.Theo., University of Detroit;

D.Min., St. Mary's Seminary and University.

CATHY MCCORMACK–2009

Lecturer in Nursing.

B.S., University of Scranton;

M.S., Columbia University.

MAGALI MCDONALD–2018

Lecturer in Creative Arts and Technology.

B.A., Monterrey Institute of Technology  
and Higher Education;

M.F.A., Pratt Institute.

JACKLYN E. MEDICA–2018

Lecturer in Mathematics.

B.S., Montclair State University;

M.Ed., Montclair State University.

CLUNY C. MENDEZ–2019

Lecturer in Mathematics.

B.S., Moravian College;

M.Ed., Montclair State University.

ALYSSA C. MENES–2016

Lecturer in Creative Arts and Technology.

B.M., Montclair State University.

EHAB N. MINA–2014

Lecturer in Mathematics.

B.S., Ph.D., Zagazig University, Cairo Egypt;

M.S., Cairo University, Cairo Egypt.

KHAIRUL AZMAN B. MOHD

RAHIMI–2017

Lecturer in Creative Arts and Technology.

B.S., Depaul University;

M.F.A., Pratt Institute.

NEREIDA MONTIJO–2017

Lecturer in First Year Seminar.

B.A., Rider University;

M.S., Drexel University.

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ROBERTO A. OSTI–2003

Lecturer in Creative Arts and Technology.  
B.A., Bologna University, Bologna, Italy;  
M.F.A., New York Academy of Art.

MELISSA A. PACE–2011

Lecturer in Psychology.  
B.A., Manhattan College;  
M.S., St. John's University.

RIDHI A. PANCHAL–2015

Lecturer in Mathematics.  
B.S., M.Phil., Ph.D., Devi Ahilya  
Vishwavidyala, Indore, India.

JANE J. PARK–2010

Lecturer in Anthropology.  
B.A., Yonsei University;  
B.A., Randolph-Macon Woman's College;  
M.A., Rutgers University.

JILLIAN KIM PATERNO–2017

Lecturer in Writing.  
B.A., University of Massachusetts;  
M.A., Montclair State University.

ROYDON A. PELLEW '14–2017

Lecturer in First Year Seminar.  
B.A., Bloomfield College;  
M.S., Drexel University.

CHRISTOPHER J. POLLATI '07–2009

Lecturer in Creative Arts and Technology.  
B.A., Bloomfield College.

TANYA L. POTEAT–2009

Lecturer in Broadcast Journalism.  
B.A., Rider University;  
M.A., Kean University.

JOEL M. REGALADO–2007

Lecturer in Nursing.  
B.S., M.S.N., Western Mindanao  
State University;  
D.N.P., University of Southern Indiana.

TAMMIE A. REID–2018

Lecturer in First Year Seminar.  
B.A., Connecticut College;  
M.S., University of Pennsylvania.

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DAVID MICHAEL REILLY '01–2004

Lecturer in Sociology.

B.A., Bloomfield College;

M.A., William Paterson University.

MARCIA REYNOLDS, '94 – 1994

Lecturer in Chemistry.

B.S., Bloomfield College;

M.A., Marygrove College.

KEITH ROBINSON–2011

Lecturer in Creative Arts and Technology.

B.S., New York Institute of Technology.

BENJAMIN H. RUBIN–2013

Lecturer in History and Writing.

B.A., Hanover College;

M.A., Western Carolina University.

RASHEEDA S. SAMPSON-JEFFERSON–  
2005

Lecturer in Creative Arts and Technology.

B.A., Rutgers University.

SHAUN V. SAUNDERS–2013

Lecturer in Writing.

B.A., M.A., Seton Hall University;

M.Div., Duke University;

Th.M., Princeton Theological Seminary.

VICKRAM S. SAWH–2001

Lecturer in Computer Science.

B.S., Jersey City State College;

M.S., New Jersey Institute of Technology.

ELIZABETH SEATON–2000

Lecturer in Creative Arts and Technology.

B.A., Rutgers University;

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CLAUDIA C. SERNA, '16 – 2017

Lecturer in Biology.

B.S., Bloomfield College,

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Lecturer in Mathematics.

B.S., M.S., St. Louis University.

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Lecturer in Creative Arts and Technologies.

B.A., Westfield State University;

M.M., Mannes College of Music/

The New School University.

PAMELA J. SMIRCICH–2016

Lecturer in Writing.

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B.A., The College of New Jersey;  
M.A., Montclair State University;  
Ed.D. Kean University.

JUAN B. SOTO '14–2015  
Lecturer in Biology.  
B.S., Bloomfield College.

BEATRICE SPITZER–2015  
Lecturer in Business Administration.  
B.S., M.B.A., Montclair State University.

WILLIAM J. SWENSON–2012  
Lecturer in Economics.  
B.A., Bethel University;  
M.A., The Johns Hopkins University.

STEPHEN A. TARAS–2014  
Lecturer in Mathematics.  
B.S., M.S., St. John's University.

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Lecturer in Mathematics.  
B.S., The College of New Jersey  
(Trenton State);  
M.A., Grand Canyon University.

KENT A. THOMPSON–2018  
Lecturer in Writing.  
B.A., New Jersey City University;  
M.A., M.A., Ed.D., Seton Hall University.

BETH M. TIPPENREITER–2018  
Lecturer in Writing.  
B.A., M.A., Montclair State University.

JASON PAUL TORREANO–2017  
Lecturer in Broadcast Journalism.  
B.S., State University of New York at  
Brockport;  
M.A., State University of New York at  
Empire State College.

PHILIP K. VANDERHYDEN–2017  
Lecturer in Creative Arts and Technology.  
B.F.A., University of Wisconsin;  
M.F.A., Northwestern University.

AMY J. WARSHAWSKY–2018  
Lecturer in First Year Seminar.  
B.A., Cornell University;  
M.A., Northwestern University.

EMILY R. WASHINGTON–2005  
Lecturer in Writing.  
B.A., University of Illinois;

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M.A., Fairleigh Dickinson University.

LAVON WILLIAMS–2017

Lecturer in First Year Seminar.

A.S., State University of New York at Canton;

B.A., Plattsburgh State University of  
New York;

M.S., State University of New York at  
Cortland;

Ed.D., Rowan University.

PATRICIA D. WILLIAMSON–2017

Lecturer in First Year Seminar.

B.A., Hampton University;

M.S., Howard University.

M.A., The George Washington University.

GEORGE WRIGHT–2008

Lecturer in Psychology.

B.S., University of Massachusetts;

M.S., Radford University.

TAMARA L. YADAO–2005

Lecturer in Creative Arts and Technology.

B.A., University of Michigan;

M.F.A., Photography and Related Media  
School of Visual Arts.

SCOTT ZANGER–1988

Lecturer in Sociology and Religion.

B.A., Roanoke College;

M. Div., D. Min.,

Lutheran Theological Seminary.

## **Emeriti**

ILONA H. ANDERSON

Professor Emerita of Communications.

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Ed.M., Ed.D., Teachers College,  
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PAUL M. BERNSTEIN

Professor Emeritus of Political Science.

A.B., Boston University;

M.A., Ph.D., University of Pennsylvania.

CHERYL EVANS

Professor Emerita of Education.

B.S., University of Massachusetts;

M.A., Emerson College;

Ph.D., Old Dominion University.

MARYANNE FLOOD

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Professor Emerita of Nursing.  
B.S., University of New Hampshire;  
M.A., Ph.D., New York University.

PAUL GENEGA

Professor Emeritus of English.  
A.B., Georgetown University;  
M.A., John Hopkins University.

TERRY GLOVER

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B.A., Allegheny College;  
Ph.D., The City University of New York.

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A.B., Wesleyan University;  
Ph.D., Brandeis University.

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B.A., Lehigh University;  
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R.N., Presbyterian Hospital School  
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M.A., Ph.D., New School for Social Research.

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City University of New York;  
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Graduate School of Arts and Sciences;

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FRANCES McLAUGHLIN, N'45,

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A.B., Rutgers College;

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President Emeritus,

Professor Emeritus.

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M.A., Ph.D., Bowling Green

State University.

FRANK OGDEN

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MARION TERENCE

Dean Emerita.

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M.A., State University of New York, Albany;

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## Business

# Accounting

Degree Type: Major

### General Education Requirements:

- First Year Seminar

### General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

### General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course

### Elective Requirements:

8 c.u.s required from the following:

- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

### Core Requirements:

- Principles of Accounting I
- Business Law I
- Applied Statistics I
- Money And Banking
- Managerial Economics: Applications Of Microeconomics To Management
- Principles Of Economics II: Macroeconomics
- Principles Of Economics I: Microeconomics
- Computer Literacy
- Business Policy
- Principles Of Marketing
- Principles Of Accounting II
- Managerial Finance
- Introduction To Management
- Auditing
- Advanced Accounting
- Cost Accounting: A Managerial Emphasis I
- Taxation I
- Intermediate Accounting II
- Intermediate Accounting I

### Additional Information:

The following courses may count as General Education Electives:

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- CMP 100 Computer Literacy
- ECN 210 Principles of Economics I: Microeconomics
- ECN 211: Principles of Economics II: Macroeconomics

ECN 309 Money and Banking can be substituted with ECN 332 International Financial Management

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## **Business**

### **Accounting, Joint B.S./M.S.**

Degree Type: Major

#### **General Education Requirements:**

- First Year Seminar

#### **General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

#### **General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course

#### **Elective Requirements:**

8 c.u.s required from the following:

- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

#### **Core Requirements:**

- Principles of Accounting I
  - Principles Of Accounting II
  - Intermediate Accounting I
  - Intermediate Accounting II
  - Taxation I
  - Cost Accounting: A Managerial Emphasis I
  - Advanced Accounting
  - Auditing
  - Introduction To Management
  - Managerial Finance
  - Principles Of Marketing
  - Business Law I
  - Business Policy
  - Computer Literacy
  - Principles Of Economics I: Microeconomics
  - Principles Of Economics II: Macroeconomics
  - Managerial Economics: Applications Of Microeconomics To Management
-

- Money And Banking
- Applied Statistics I
- Advanced Taxation
- Advanced Auditing
- Managerial Accounting Seminar
- Financial Accounting Seminar
- Advanced Accounting II
- Accounting Research
- Corporate Financial Management
- The Legal Environment
- International Economics
- Economic Statistics

**Additional Information:**

Three course units of the major's list of requirements may count as General Education Electives.

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**Business**

**Business Administration - Economics**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course

**Elective Requirements:**

Students must select 2 courses (at the 300 or 400 level) from any economics, finance, management, accounting, human resource training or marketing courses and select one 0.5 c.u. course from within the College.

8 c.u.s required from the following:

- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Principles of Accounting I
  - Principles Of Accounting II
  - Total Quality Management (TQM) For Everyone
  - Introduction To Management
-

- Managerial Finance
- Principles Of Marketing
- Business Law I
- Operations Management
- Computer Literacy
- Principles Of Economics I: Microeconomics
- Principles Of Economics II: Macroeconomics
- Money And Banking
- Managerial Economics: Applications Of Microeconomics To Management
- Monetary And Macroeconomic Theory
- Intermediate Microeconomics
- History Of Economic Thought
- Applied Statistics I

**Additional Information:**

Note: CMP 100, ECN 201, and ECN 211 may count as General Education Electives.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Business**

**Business Administration - Finance**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course

**Elective Requirements:**

Students must select 3 courses from the following and one 0.5 c.u. course from within the College.

8 c.u.s required from the following:

- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Principles of Accounting I

- Principles Of Accounting II
- Total Quality Management (TQM) For Everyone
- Introduction To Management
- Managerial Finance
- Principles Of Marketing
- Business Law I
- Business Policy
- Security Analysis
- Computer Literacy
- Money And Banking
- Principles Of Economics I: Microeconomics
- Principles Of Economics II: Macroeconomics
- Managerial Economics: Applications Of Microeconomics To Management
- Monetary And Macroeconomic Theory
- Intermediate Microeconomics
- History Of Economic Thought
- Applied Statistics I

**Additional Information:**

Note: CMP 100, ECN 201, and ECN 211 may count as General Education Electives.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Business**

## **Business Administration - International Business Management**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Principles of Accounting I

- Principles Of Accounting II
- Total Quality Management (TQM) For Everyone
- Introduction To Management
- Introduction to International Business
- Managerial Finance
- Principles Of Marketing
- Business Law I
- International Financial Management
- Operations Management
- International Human Resource Management
- Business Policy
- Computer Literacy
- Principles Of Economics I: Microeconomics
- Principles Of Economics II: Macroeconomics
- International Economics And Trade
- Managerial Economics: Applications Of Microeconomics To Management
- Applied Statistics I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Business**

## **Business Administration - Management**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Principles of Accounting I
- Principles Of Accounting II
- Total Quality Management (TQM) For Everyone

- Introduction To Management
- Managerial Finance
- Human Resource Management
- Principles Of Marketing
- Business Law I
- Organizational Behavior
- Operations Management
- Business Policy
- Computer Literacy
- Principles Of Economics I: Microeconomics
- Principles Of Economics II: Macroeconomics
- Managerial Economics: Applications Of Microeconomics To Management
- Applied Statistics I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Business**

**Business Administration - Marketing**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Principles of Accounting I
- Principles Of Accounting II
- Total Quality Management (TQM) For Everyone
- Introduction To Management
- Managerial Finance
- Principles Of Marketing
- Business Law I

- Principles Of Advertising
- Marketing Research
- Consumer Behavior
- Marketing Management And Strategies
- Computer Literacy
- Principles Of Economics I: Microeconomics
- Principles Of Economics II: Macroeconomics
- Managerial Economics: Applications Of Microeconomics To Management
- Applied Statistics I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

BUS 325 Principles of Advertising can be substituted with BUS 337 Sales & Sales Management

BUS 414 Marketing Management & Strategies can be substituted with BUS 401 Business Policy

**Business**

## **Business Administration - Supply Chain Management**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Principles of Accounting I
- Principles Of Accounting II
- Total Quality Management (TQM) For Everyone
- Introduction To Management
- Supply Chain Management Overview
- Managerial Finance
- Principles Of Marketing
- Business Law I

- Production And Inventory Control
- Principles Of Physical Distribution
- Purchasing
- Traffic And Warehouse Management
- Quality Control Fundamentals
- Supply Chain Management Policy
- Computer Literacy
- Principles Of Economics I: Microeconomics
- Principles Of Economics II: Macroeconomics
- Managerial Economics: Applications Of Microeconomics To Management
- Applied Statistics I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Business**

## Computer Science

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Management
- Project Management
- Flex For Web & Games
- Artificial Intelligence for Games
- Programming I
- Programming II
- Data Structures
- Web Programming
- Systems Analysis And Design

- Introduction To Operating Systems
- Database Management
- Management Information Systems
- Applied Systems Development Project
- Calculus and Analytic Geometry I
- Data Representation and Digital Logic
- Introduction To Computer Networks

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

MTH 221 Calculus & Analytic Geometry I can be substituted with MTH 332 Discrete Mathematics

BUS 341 Project Management, CAT 242 FLEX for Web & Games, and CAT 328 Artificial Intelligence for Games can be substituted for any Computer Science course above the 200 level or any Network Engineering course.

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**Business**

## Computer Science Minor

Degree Type: Minor

**Core Requirements:**

- Introduction To Management
- Programming I
- Programming II
- Systems Analysis And Design
- Introduction To Game Design
- Multimedia Programming
- Database Management
- Programming Languages
- Web Programming
- Management Information Systems
- Data Communications and Networks

**Additional Information:**

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**Business**

## Human Resource Management

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

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- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Science/Technology Course

**Core Requirements:**

- Human Resource Management
- Organizational Behavior
- Employee Benefit Administration
- International Human Resource Management
- Labor Relations and Collective Bargaining
- Problems And Cases In Human Resource Management
- Training And Development
- Compensation Management

**Additional Information:**

Three(3) course unites of the major's list of requirements may count as General Education Electives.

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**Business**

**M.S. in Accounting**

Degree Type: Graduate Degree

**Core Requirements:**

- Advanced Taxation
- Advanced Auditing
- Managerial Accounting Seminar
- Financial Accounting Seminar
- Financial Accounting Seminar
- Advanced Accounting II
- Accounting Research
- Corporate Financial Management
- The Legal Environment
- International Economics
- Economic Statistics

**Additional Information:**

To facilitate the transition of current Professional Accounting Students, an additional conversion course (ACC 500) will be offered. Upon successful completion of the conversion course, students will be given graduate credit for certain equivalent undergraduate courses.

The following courses will be eligible for credit:

- ACC 505 Advanced Taxation
  - ACC 510 Advanced Auditing
  - ACC 515 Managerial Accounting Seminar
  - ACC 520 Financial Accounting Seminar
-

- BUS 510 The Legal Environment
- 

## **Business**

# Network Engineering

Degree Type: Major

### **General Education Requirements:**

- First Year Seminar

### **General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

### **General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

### **Core Requirements:**

- Programming I
- Programming II
- Introduction To Operating Systems
- Discrete Mathematics
- Data Representation and Digital Logic
- Introduction To Computer Networks
- Routing and Switching Essentials
- Windows Network Operating System
- Introduction to Computer Security
- Wireless Networks
- Scaling Networks
- Connecting Networks
- Cyber Security
- Network System Development Project

### **Additional Information:**

An additional two courses must be taken from the following list:

- CMP 228 Data Structures
  - CMP 235 Web Programming
  - CMP 330 Database Management
  - NTW 225 Managing LAN Devices
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- NTW 315 Voice Over IP NTW
  - 325 Internetwork Programming II
  - NTW 391 Network Engineering Internship
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## Business

### Network Engineering Minor

Degree Type: Minor

#### Core Requirements:

- Introduction To Computer Networks
- Routing and Switching Essentials
- Windows Network Operating System
- Introduction to Computer Security
- Scaling Networks

#### Additional Information:

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## Creative Arts and Technology

### Animation 2D

Degree Type: Major

#### General Education Requirements:

- First Year Seminar

#### General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

#### General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

#### Core Requirements:

- Foundation Studio
  - Introduction To Music Technology
  - Movement For Animators And Filmmakers
  - Drawing for 2D Animation
  - 3D Stop-Motion Animation
-

- History Of Animation
- Video I
- Computer Imaging
- Life Drawing For Motion
- 3D Modeling
- Motion Design
- Preproduction Capstone-Animation
- Preparing The Demo Reel
- Internship I
- Capstone Project I

**Additional Information:**

Students who receive a C- or lower in CAT 121 have to petition to take it again

In addition to the above requirements, students must also complete two(2) Full-course unit CAT 100-level courses

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Creative Arts and Technology**

**Animation 3D**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Foundation Studio
- Introduction To Music Technology
- Movement For Animators And Filmmakers
- Drawing for 2D Animation
- 3D Stop-Motion Animation
- History Of Animation
- Video I

- Computer Imaging
- Life Drawing For Motion
- 3D Modeling
- Motion Design
- Preproduction Capstone-Animation
- Preparing The Demo Reel
- Internship I
- Capstone Project I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Creative Arts and Technology**

## Art History Minor

Degree Type: Minor

**Additional Information:**

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**Creative Arts and Technology**

## Expanded Media

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Music Technology
  - Digital Photography
  - Screenwriting
-

- Video I
- Literature, Film, and Theory
- Motion Design
- Pre-Capstone: Expanded Media
- Introduction to Creative Writing

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

---

**Creative Arts and Technology**

## Expanded Media Minor

Degree Type: Minor

**Additional Information:**

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**Creative Arts and Technology**

## Game Design

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Game Design
  - Drawing I
  - Drawing II
  - Drawing for 2D Animation
  - Design I
  - 3D Design
-

- Digital Game Design
- Group Game Project I
- Introduction To Game Programming
- Computer Imaging
- Group Game Project II
- Capstone Project I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

---

**Creative Arts and Technology**

## Game Programming

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Game Design
- Group Game Project I
- Introduction To Game Programming
- Internship I
- Group Game Project II
- Internship I
- Group Game Project II
- Capstone Project I

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

---

*Creative Arts and Technology*

## Game Programming Minor

Degree Type: Minor

**Core Requirements:**

- Programming I
- Group Game Project I
- Introduction To Game Programming
- Precalculus
- Programming Languages
- Programming II
- Data Structures
- Systems Analysis And Design
- Introduction To Operating Systems
- Group Game Project II
- Artificial Intelligence for Games
- Calculus and Analytic Geometry I

**Additional Information:**

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*Creative Arts and Technology*

## Graphic Design

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Drawing I
  - 3D Design
  - Visual Communications
-

- Design Thinking and Practice
- 2D & 3D Digital Drawing for Graphics Production
- Computer Imaging
- Web Design I
- Digital Publishing
- Typography
- Advertising Concepts and Design
- Motion Graphics
- Pre-Capstone-Graphics

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Creative Arts and Technology**

**Interactive Multimedia & Worldwide Web**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Music Technology
- Introduction To Game Design
- Drawing for 2D Animation
- Pre-Production And 2D Animation
- Video I
- Web Design I
- Sound Design I: Audio For Video I
- 3D Modeling
- Immersive Design
- Advanced Web Design

**Additional Information:**

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Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

---

**Creative Arts and Technology**

## Master of Fine Arts

Degree Type: Graduate Degree

**General Education Requirements:**

- First Year Seminar

**Core Requirements:**

- Seminar, Salon, Lecture I
- Seminar, Salon, Lecture II
- Intersession I
- Fall Independent Study I
- Fall Independent Study II
- Spring Independent Study I
- Spring Independent Study II
- Group Meeting I
- Group Meeting II
- Group Meeting III
- Conference I
- Conference II
- Masters Project and Thesis

**Additional Information:**

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**Creative Arts and Technology**

## Music Technology

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
  - General Education: Writing Course
  
  - General Education: Aesthetic Appreciation Course, General Education: Communications Course,  
General Education: Science/Technology Course
-

, AND

- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Music Technology
- Bloomfield College Concert Choir
- Music Theory I
- Music Theory II
- World Music
- Music Of The United States: The African-American Influence
- Basic Sequencing
- Digital Audio Engineering I (Recording)
- Musical Improvisation
- Video I
- Sound Design I: Audio For Video I
- MIDI Composition And Production I
- Composition and MIDI Programming II
- Sound Design II: Audio For Video II
- Digital Audio Engineering II (Mixing)
- Music Industry Essentials
- Advanced Synthesizer Programming & Electronic Music
- Precapstone-Developing a Recording Project
- Digital Audio Engineering III (Practicum)

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

---

**Creative Arts and Technology**

## Music Technology Minor

Degree Type: Minor

**Core Requirements:**

- Introduction To Music Technology
- Basic Sequencing
- Digital Audio Engineering I (Recording)
- Sound Design I: Audio For Video I
- Digital Audio Engineering II (Mixing)
- Digital Audio Engineering III (Practicum)
- Music Theory I
- Music Theory II

**Additional Information:**

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**Education**

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# 5-Year Masters of Teaching Program (MAT)

Degree Type: Graduate Degree

## Core Requirements:

- Introduction to Curriculum Design I: Research Based Practice
- Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas
- Instructional Design and Analysis of Classroom Assessment
- Childhood Environment and Assessment
- The Development of the Pre-Adolescent and Adolescent Learner and Implications for Teaching
- Childhood Development and Learning
- Educating the Child with Disabilities in the Regular Classroom
- Developing Literacy Across the Grades: Methods and Strategies
- School and Society
- Clinical Practice I
- Clinical Practice II
- Clinical Practice Seminar

## Additional Information:

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### Education

## Early Childhood Education

Degree Type: Major

### General Education Requirements:

- First Year Seminar

### General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

### General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

### Core Requirements:

- Teaching as a Profession: Meeting the Needs of all Learners
  - Educational Psychology
  - Understanding Family And Community
  - Childhood Development and Learning
  - Early Childhood Curriculum and Assessment
  - Educating the Child with Disabilities in the Regular Classroom
-

- Developing Literacy Across the Grades: Methods and Strategies
- Introduction to Curriculum Design I: Research Based Practice
- Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas
- Instructional Design and Analysis of Classroom Assessment
- Introduction to Educational Technology
- Childhood Environment and Assessment
- Clinical Practice I
- Clinical Practice II
- Clinical Practice Seminar
- Mathematics For Elementary School Teachers

**Additional Information:**

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**Education**

## Elementary Education

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Teaching as a Profession: Meeting the Needs of all Learners
  - Educational Psychology
  - Understanding Family And Community
  - The Development Of The Pre-Adolescent And Adolescent Learner Implications For Teaching
  - Childhood Development and Learning
  - Early Childhood Curriculum and Assessment
  - Educating the Child with Disabilities in the Regular Classroom
  - Developing Literacy Across the Grades: Methods and Strategies
  - Introduction to Curriculum Design I: Research Based Practice
  - Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas
  - Instructional Design and Analysis of Classroom Assessment
  - Introduction to Educational Technology
  - Childhood Environment and Assessment
  - Clinical Practice I
-

- Clinical Practice II
- Clinical Practice Seminar
- Precalculus

**Additional Information:**

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**Education**

## Graduate Certificate in Early Childhood Education

Degree Type: Graduate Certificate

**Core Requirements:**

- Childhood Development and Learning
  - Understanding Family and Community
  - Instructional Strategies for Creative Arts and Play in Early Childhood
  - Introduction to the Profession
  - Language and Literacy in Early Childhood
  - Instructional Strategies for Children's Literature
  - Instructional Strategies for STEM in Early Childhood
  - Clinical Practice I
  - Clinical Practice II
  - Clinical Practice Seminar
- 
- Educating the Child with Disabilities in the Regular Classroom
  - Introduction to Action Research
  - Leadership, Advocacy, and Administration in Early Childhood

**Additional Information:**

Early Childhood Initial Certification students may continue on to complete a Master of Arts Degree in Early Childhood Education, by taking the following additional three(3) courses:

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**Education**

## Graduate Certificate in Elementary Education

Degree Type: Graduate Certificate

**Core Requirements:**

- Introduction to Curriculum Design I: Research Based Practice
  - Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas
  - Instructional Design and Analysis of Classroom Assessment
  - The Development of the Pre-Adolescent and Adolescent Learner and Implications for Teaching
  - Childhood Development and Learning
  - Educating the Child with Disabilities in the Regular Classroom
  - Developing Literacy Across the Grades: Methods and Strategies
  - Introduction to the Profession
  - School and Society
  - Clinical Practice I
-

- Clinical Practice II
- Clinical Practice Seminar

**Additional Information:**

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**Education**

## Graduate Certificate in Secondary Education

Degree Type: Graduate Certificate

**Core Requirements:**

- Introduction to Curriculum Design I: Research Based Practice
- Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas
- Instructional Design and Analysis of Classroom Assessment
- The Development of the Pre-Adolescent and Adolescent Learner and Implications for Teaching
- Childhood Development and Learning
- Educating the Child with Disabilities in the Regular Classroom
- Developing Literacy Across the Grades: Methods and Strategies
- Introduction to the Profession
- School and Society
- Clinical Practice I
- Clinical Practice II
- Clinical Practice Seminar

**Additional Information:**

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**Education**

## Graduate Certificate in Urban Education

Degree Type: Graduate Certificate

**Additional Information:**

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**Education**

## Graduate Certificate P-3 Endorsement

Degree Type: Graduate Certificate

**Core Requirements:**

- Childhood Development and Learning
- Understanding Family and Community
- Childhood Environment and Assessment
- Instructional Strategies for Creative Arts and Play in Early Childhood
- Language and Literacy in Early Childhood
- Instructional Strategies for Children's Literature
- Instructional Strategies for STEM in Early Childhood

**Additional Information:**

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## Education

# Graduate Certificate Teacher of Students with Disabilities Endorsement

Degree Type: Graduate Certificate

### Core Requirements:

- Introduction to Special Education and Inclusion
- Assessment in Special Education
- Educational Strategies in Inclusive Settings
- Educational Strategies for Learners with Autism and Other Developmental Disabilities
- Transition Planning and Collaborative Partnerships
- Assistive Technology for Learners with Disabilities
- Clinical Experience for Endorsement in Special Education

### Additional Information:

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## Education

# M.A. in Early Childhood Education

Degree Type: Graduate Degree

### Core Requirements:

- Childhood Development and Learning
- Understanding Family And Community
- Educating the Child with Disabilities in the Regular Classroom
- Childhood Environment and Assessment
- Instructional Strategies for Creative Arts and Play in Early Childhood
- Language and Literacy in Early Childhood
- Instructional Strategies for Children's Literature
- Instructional Strategies for STEM in Early Childhood
- Leadership, Advocacy, and Administration in Early Childhood

### Additional Information:

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## Education

# M.A. in Special Education

Degree Type: Graduate Degree

### Core Requirements:

- Introduction to Special Education and Inclusion
  - Assessment in Special Education
  - Educational Strategies in Inclusive Settings
  - Educational Strategies for Learners with Autism and Other Developmental Disabilities
  - Transition Planning and Collaborative Partnerships
  - Assistive Technology for Learners with Disabilities
-

- Clinical Experience for Endorsement in Special Education
- Basic Applied Behavioral Analysis for Students with Autism and Other Developmental Disabilities
- Advanced Clinical Experience/Seminar Positive Behavioral Support
- Advanced Educational Programming for Learners with Autism and Other Developmental Disabilities
- Advanced Assessment for Learners with Autism and Other Developmental Disabilities

**Additional Information:**

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**Education**

## Secondary Education

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Teaching as a Profession: Meeting the Needs of all Learners
- Educational Psychology
- Understanding Family And Community
- The Development Of The Pre-Adolescent And Adolescent Learner Implications For Teaching
- Educating the Child with Disabilities in the Regular Classroom
- Developing Literacy Across the Grades: Methods and Strategies
- Introduction to Curriculum Design I: Research Based Practice
- Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas
- Instructional Design and Analysis of Classroom Assessment
- Introduction to Educational Technology
- Clinical Practice I
- Clinical Practice II
- Clinical Practice Seminar

**Additional Information:**

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**Humanities**

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# Creative Writing

Degree Type: Major

## General Education Requirements:

- First Year Seminar

## General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

## General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

## Core Requirements:

- Introduction to Creative Writing
- The Literary Magazine
- Internship in English
- Senior Thesis in Creative Writing
- Advanced Grammar and Editing

## Additional Information:

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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## Humanities

# Creative Writing Minor

Degree Type: Minor

## Core Requirements:

- Introduction to Creative Writing
  - Advanced Grammar and Editing
  - Screenwriting
  - Selected Seminar Topics in Writing
  - Intermediate Fiction Writing
  - Intermediate Poetry Writing
  - Advanced Fiction Writing
  - The Literary Magazine
  - Advanced Poetry Writing
-

- Creative Non-Fiction
- Senior Thesis in Creative Writing
- Journalism I
- Introduction to Professional and Technical Writing
- Digital Media Writing
- The Art of Fiction
- The Art of Drama
- The Art of Poetry

**Additional Information:**

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**Humanities**

**English**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction to World Literature
- Introduction to Western Literature
- British Literature Survey I
- British Literature Survey II
- Advanced Grammar and Editing
- Major Writers in Depth

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Humanities**

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## English Minor

Degree Type: Minor

### Additional Information:

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#### Humanities

## French Minor

Degree Type: Minor

### Additional Information:

A Minor in French must successfully complete coursework including but not limited to: Advanced Conversation, Survey of French Literature, and Advanced Grammar.

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#### Humanities

## History

Degree Type: Major

### General Education Requirements:

- First Year Seminar

### General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

### General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

### Core Requirements:

- Writing History
- The Making Of The United States To 1877
- The United States In The World, 1877-Present
- Senior Capstone Project

### Additional Information:

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Humanities

## History Minor

Degree Type: Minor

Core Requirements:

- Introduction To Geography
- Writing History

Additional Information:

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Humanities

## Latin American & Caribbean Studies Minor

Degree Type: Minor

Core Requirements:

- Introduction to Latin American And Caribbean Studies
- Peoples And Cultures Of Latin America And The Caribbean
- Spanish Language and Culture I
- Cultural Anthropology
- French Language and Culture I
- Spanish Language And Culture II
- French Language and Culture II
- Colonial Latin America and the Caribbean, 1500-1825
- Modern Latin America And Caribbean, 1825-Present
- Comparative Political Systems
- Cultures of the Anglo and French Caribbean
- American Foreign Policy
- Selected Topics in Latin American and Caribbean Studies
- Minority Groups And Race Relations
- Latinos in the United States
- Major Latin American and Caribbean Writers
- Sociology Of Latin America And The Caribbean

Additional Information:

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Humanities

## Media Communication

Degree Type: Major

General Education Requirements:

- First Year Seminar

General Education Math Requirements:

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- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Utilizing Tablet Computers
- Public Speaking
- Introduction to Mass Communication
- Voice and Speech Production
- Oral Interpretation of Literature
- Journalism I
- History of Broadcasting
- Media Writing
- News Gathering
- Writing for Radio and Television
- Radio Production I
- Writing for Radio and Television
- Radio Production I
- Sports Journalism
- Broadcast Journalism
- Digital Radio and Podcasting
- Media Ethics
- Communication Internship
- Communication Capstone

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Humanities**

**Philosophy**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

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- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Philosophy
- Contemporary Moral Issues
- Effective Reasoning
- Logic
- Great Ideas of Philosophers
- Internship in Philosophy
- Philosophy Capstone
- Honors Seminar

**Additional Information:**

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**Humanities**

## Philosophy Minor

Degree Type: Minor

**Additional Information:**

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**Humanities**

## Professional Writing and Rhetoric Minor

Degree Type: Minor

**Additional Information:**

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**Humanities**

## Religion

Degree Type: Major

**General Education Requirements:**

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- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Ways Of Understanding Religion

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Humanities**

## Religion Minor

Degree Type: Minor

**Core Requirements:**

- Ways Of Understanding Religion

**Additional Information:**

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**Humanities**

## Spanish Minor

Degree Type: Minor

**Additional Information:**

Students wishing to minor in Spanish must complete coursework including but not limited to: Conversation, Masterpieces in Spanish Literature, and Advanced Grammar.

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**Humanities**

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## Women's Studies Minor

Degree Type: Minor

### Core Requirements:

- Introduction To Women's Studies
- Changing Women's Lives
- Feminism: Theory And Practice

### Additional Information:

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### Interdisciplinary

## Africana Studies Minor

Degree Type: Minor

### Core Requirements:

- Introduction To Africana Studies

### Additional Information:

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### Natural Science and Mathematics

## Biology - General Biology

Degree Type: Major

### General Education Requirements:

- First Year Seminar

### General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

### General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

### Core Requirements:

- Microbiology
  - Human Anatomy And Physiology I
-

- Human Anatomy And Physiology II
- Molecular And Cellular Biology
- Ecology
- Bioseminar
- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry II
- Calculus and Analytic Geometry I
- General Physics I
- General Physics II

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Natural Science and Mathematics**

## Biology - Pre-Chiropractic Studies

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- General Biology: Cell
- General Biology: Diversity
- Human Anatomy And Physiology I
- Human Anatomy And Physiology II
- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry I
- Organic Chemistry I Laboratory

- Organic Chemistry II Laboratory
- General Physics I
- General Physics II
- Seminar In Pre-Chiropractic Studies
- Pre-Chiropractic Forum

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Natural Science and Mathematics**

**Biology - Pre-Pharmacy**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Calculus and Analytic Geometry I
- Applied Statistics I

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Multi/Trans Course, General Education: Communications Course, General Education: Aesthetic Appreciation Course

**Core Requirements:**

- General Biology: Cell
- Organic Chemistry II Laboratory
- General Physics II
- General Physics I
- Bioseminar
- Biochemistry I
- Ecology
- Molecular And Cellular Biology
- Organic Chemistry II
- General Biology: Diversity
- Organic Chemistry I Laboratory
- Organic Chemistry I
- Human Anatomy And Physiology II
- Human Anatomy And Physiology I
- Microbiology
- General Chemistry II
- General Chemistry I
- Bio-Medical Ethics

**Additional Information:**

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## Major Courses for Biology and Chemistry Tracks at Fairleigh Dickinson:

- PHRM 6100 - Foundations in Pharmaceutical Science: Pharmacology, Medicinal Chemistry, Pharmacokinetics (4 credits)
- PHRM 6101 - Foundations in Integrated Pharmacotherapy I - An Introduction to Pathophysiology, Genetics, Microbiology and Delivery of Care (3 credits)
- /or PHRM 6201 - Pharmaceutics I - Physical Pharmacy (3 credits) Free Electives at Fairleigh Dickinson (any 20 credits):
- PHRM 6201 - Pharmaceutics I - Physical Pharmacy (3 credits)
- /or PHRM 6101 - Foundations in Integrated Pharmacotherapy I - An Introduction to Pathophysiology, Genetics, Microbiology and Delivery of Care (3 credits) • PHRM 6211 - Pharmaceutical Calculations (1 credit)
- PHRM 6301 - Medical Communication and Technical Writing (2 credits)
- PHRM 6321 - Pharmacy Practice Law (2 credits)
- PHRM 6401 - Professional Pharmacy Practice I: Health Care Delivery (3 credits)
- PHRM 6202 - Pharmaceutics II - Oral Dosage Forms and Biopharmaceutics/Pharmacokinetics (2 credits)
- PHRM 6212- Pharmaceutical Calculations (1 credit)
- PHRM 6102 - Foundations in Integrated Pharmacotherapy II - Gastrointestinal (3 credits)
- PHRM 6103 - Integrated Pharmacotherapy III - Dermatology, Over the Counter Remedies and Self Care (3 credits)
- PHRM 6104 - Integrated Pharmacotherapy IV- Cardiology (4 credits)
- PHRM 6111 - Integrated Pharmacotherapy II - IV: Conceptual Connections and the Patient Care (2 credits)
- PHRM 6402 - Professional Pharmacy Practice II: Communication in Health Care (2 credits)

Students may place out of MTH 160/161 by taking the MTH 221 placement test.

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### Natural Science and Mathematics

## Biology - Pre-Podiatry

Degree Type: Major

### General Education Requirements:

- First Year Seminar

### General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

### General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

### Core Requirements:

- General Biology: Cell
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- General Biology: Diversity
- Human Anatomy And Physiology I
- Human Anatomy And Physiology II
- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry II
- Organic Chemistry I Laboratory
- Organic Chemistry II Laboratory
- General Physics I
- General Physics II

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Natural Science and Mathematics**

## Biology Minor

Degree Type: Minor

**Core Requirements:**

- General Biology: Cell
- General Biology: Diversity

**Additional Information:**

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**Natural Science and Mathematics**

## Chemistry - Biochemistry

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
  - General Education: Writing Course
  
  - General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
  -
-

- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- General Chemistry I
- General Chemistry II
- Chemical Analysis and Instrumentation
- Chemical Analysis and Instrumentation Laboratory
- Organic Chemistry I
- Organic Chemistry II
- Organic Chemistry I Laboratory
- Organic Chemistry II Laboratory
- Physical Chemistry I
- Physical Chemistry I Laboratory
- Biochemistry I
- Biochemistry I Laboratory
- Chemistry Seminar
- Calculus and Analytic Geometry I
- Calculus and Analytic Geometry II
- General Physics I
- General Physics II
- University Physics I
- University Physics II
- Biochemistry II
- Biochemistry II Laboratory
- General Biology: Cell
- General Biology: Diversity
- Molecular And Cellular Biology

**Additional Information:**

The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

---

**Natural Science and Mathematics**

## Chemistry - General Chemistry

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
  - General Education: Writing Course
-

- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- General Chemistry I
- General Chemistry II
- Chemical Analysis and Instrumentation
- Chemical Analysis and Instrumentation Laboratory
- Organic Chemistry I
- Organic Chemistry II
- Organic Chemistry I Laboratory
- Organic Chemistry II Laboratory
- Physical Chemistry I
- Physical Chemistry I Laboratory
- Biochemistry I
- Biochemistry I Laboratory
- Chemistry Seminar
- Calculus and Analytic Geometry I
- Calculus and Analytic Geometry II
- General Physics I
- General Physics II
- University Physics I
- University Physics II
- Physical Chemistry II
- Advanced Inorganic Chemistry
- Advanced Inorganic Chemistry Laboratory

**Additional Information:**

The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

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**Natural Science and Mathematics**

## Chemistry Minor

Degree Type: Minor

**Core Requirements:**

- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry I Laboratory

**Additional Information:**

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**Natural Science and Mathematics**

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# Clinical Laboratory Science

Degree Type: Major

## General Education Requirements:

- First Year Seminar

## General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

## General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

## Core Requirements:

- General Biology: Cell
- General Biology: Diversity
- Microbiology
- Human Anatomy And Physiology II
- Molecular And Cellular Biology
- Immunology
- Biochemistry I
- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry I Laboratory
- Applied Statistics I

## Additional Information:

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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## Natural Science and Mathematics

# Mathematics

Degree Type: Major

## General Education Requirements:

- First Year Seminar

## General Education Math Requirements:

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- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Problem Solving Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Applied Statistics I
- Calculus and Analytic Geometry I
- Calculus and Analytic Geometry II
- Calculus and Analytic Geometry III
- Number Theory
- Discrete Mathematics
- Differential Equations
- Geometry
- Foundations Of Advanced Mathematics
- Linear Algebra
- Abstract Algebra
- Advanced Calculus
- Computer Literacy
- Programming I
- Programming II
- General Physics I
- General Physics II
- University Physics I
- University Physics II

**Additional Information:**

The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

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**Natural Science and Mathematics**

## Mathematics Minor

Degree Type: Minor

**Additional Information:**

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**Natural Science and Mathematics**

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# Medical Imaging Sciences

Degree Type: Major

## General Education Requirements:

- First Year Seminar

## General Education Math Requirements:

- Transition to Collegiate Mathematics
- General Education: Math Course

## General Education Writing Requirements:

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Science/Technology Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

## Core Requirements:

- General Biology: Cell
- General Biology: Diversity
- Human Anatomy And Physiology I
- Human Anatomy And Physiology II
- Biochemistry I
- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Computer Literacy
- Applied Statistics I
- General Physics I
- General Physics II

## Additional Information:

The required two(2) c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses. Also, as a three-year plus program, majors in MIS may count two of the course units in their list of major requirements as general education electives and take only one Writing Intensive course in the general education electives

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## Nursing

# B.S. in Nursing

Degree Type: Major

## General Education Requirements:

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- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Problem Solving Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Microbiology
- Human Anatomy And Physiology I
- Human Anatomy And Physiology II
- Fundamentals Of Inorganic, Organic And Biochemistry
- Nutrition
- Foundations Of Professional Practice
- Health And Physical Assessment
- Pathophysiology
- Adult Health I
- Psychiatric/Behavioral Health Nursing
- Maternity And Pediatric Nursing
- Pharmacology
- Introduction To Sociology
- Applied Statistics I
- Introduction To Psychology
- Adult Health II
- Growth And Development
- Nursing Research
- Management And Leadership
- Adult Health III
- Community Nursing
- Capstone Project I
- Capstone Project II

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Nursing**

**R.N. to BSN Accelerated Degree**

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Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**Core Requirements:**

- Bridge to the Profession - RN
- Health And Physical Assessment- RN
- Foundations In Community-RN
- Nursing Research-RN
- Management And Leadership-RN
- Community Nursing-RN
- Capstone Project I-RN
- Capstone Project II-RN

**Additional Information:**

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**Social and Behavioral Science**

**Government & International Studies - Global Civil Society and Human Rights Track A**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Human Rights
- International Political Economy
- Globalization & Poverty
- Ethics & International Relations

**Additional Information:**

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Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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*Social and Behavioral Science*

## Government & International Studies - Global Civil Society and Human Rights Track B

Degree Type: Major

*General Education Requirements:*

- First Year Seminar

*General Education Math Requirements:*

- Transition to Collegiate Mathematics
- General Education: Math Course

*General Education Writing Requirements:*

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

*Core Requirements:*

- Human Rights
- Globalization & Poverty
- Ethics & International Relations

*Additional Information:*

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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*Social and Behavioral Science*

## Government & International Studies - Government

Degree Type: Major

*General Education Requirements:*

- First Year Seminar

*General Education Math Requirements:*

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- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction to Government Studies
- American Politics
- Ancient Political Theory

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

**Social and Behavioral Science**

**Government & International Studies - Human Services Studies**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction to Government Studies
- American Politics
- Science And Public Policy
- Local and State Government
- Public Administration
- Public Economics and Finance
- Statistics For Sociologists

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Social and Behavioral Science**

**Government & International Studies - Public Administration**

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Management
- Introduction to International Business
- International Economics And Trade
- Public Finance And Expenditure
- Problems in Public Policy
- Local and State Government
- Public Administration
- Public Economics and Finance
- Statistics For The Behavioral Sciences
- Statistics For Sociologists

**Additional Information:**

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Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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*Social and Behavioral Science*

## Psychology - General Psychology

Degree Type: Major

*General Education Requirements:*

- First Year Seminar

*General Education Math Requirements:*

- Transition to Collegiate Mathematics
- General Education: Math Course

*General Education Writing Requirements:*

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

*Core Requirements:*

- Introduction To Psychology
- Developmental Psychology
- Statistics For The Behavioral Sciences
- Research Methods I
- Research Methods II

*Additional Information:*

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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*Social and Behavioral Science*

## Psychology - Human Services Studies

Degree Type: Major

*General Education Requirements:*

- First Year Seminar

*General Education Math Requirements:*

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- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Developmental Psychology
- Statistics For The Behavioral Sciences
- Research Methods I
- Research Methods II

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Social and Behavioral Science**

## Psychology Minor

Degree Type: Minor

**Additional Information:**

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**Social and Behavioral Science**

## Public Policy Minor

Degree Type: Minor

**Additional Information:**

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**Social and Behavioral Science**

## Sociology - Criminal Justice

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

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- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Sociology
- Statistics For Sociologists
- Deviance and Social Control
- Criminology
- Classical Sociological Theory
- Methods Of Social Research

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Social and Behavioral Science**

## Sociology - General Sociology

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
  - General Education: Writing Course
  
  - General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
  - General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
  -
-

General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Introduction To Sociology
- Statistics For Sociologists
- Classical Sociological Theory
- Methods Of Social Research

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Social and Behavioral Science**

## Sociology - Human Services Studies

Degree Type: Major

**General Education Requirements:**

- First Year Seminar

**General Education Math Requirements:**

- Transition to Collegiate Mathematics
- General Education: Math Course

**General Education Writing Requirements:**

- General Education: Writing Course
- General Education: Writing Course
  
- General Education: Aesthetic Appreciation Course, General Education: Communications Course, General Education: Science/Technology Course, AND
- General Education: Multi/Trans Course, General Education: Problem Solving Course, OR
- General Education: Multi/Trans Course, General Education: Problem Solving Course, General Education: Community Orientation & Citizenship Course

**Core Requirements:**

- Statistics For Sociologists
- Classical Sociological Theory
- Methods Of Social Research

**Additional Information:**

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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**Social and Behavioral Science**

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# Sociology Minor

Degree Type: Minor

*Additional Information:*

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ACC 201

## Principles of Accounting I

Undergraduate 1.00 c.u.

Basic accounting concepts, fundamentals of accounting procedures, development of accounting principles and practices, and the determination, valuation, and presentation of accounting information. Emphasis on accounting theory and its relationship to the preparation of financial accounting statements. Use of a computerized practice set will be required.

Prerequisites:

Introduction To Management, Spreadsheet Essentials, College Algebra: Enhanced, College Algebra

Prerequisite Additional Information:

Take either MTH 140 or MTH 141

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ACC 204

## Principles Of Accounting II

Undergraduate 1.00 c.u.

To continue the study of basic accounting concepts, fundamentals of accounting procedures, development of accounting principles and practices, and the determination, valuation, and presentation of accounting information. Emphasis on the use of accounting information as it pertains to management.

Prerequisites:

Principles of Accounting I

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ACC 301

## Intermediate Accounting I

Undergraduate 1.00 c.u.

Review of basic financial statements and an indepth study of accounting principles including: disclosure classification and presentation.

Prerequisites:

Principles Of Accounting II

Prerequisite Additional Information:

With a grade of C or better.

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ACC 302

## Intermediate Accounting II

Undergraduate 1.00 c.u.

A continuation of ACC 301.

Prerequisites:

Intermediate Accounting I

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ACC 318

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## Taxation I

Undergraduate 1.00 c.u.

A study of taxation as it applies to the typical routine tax return for an individual tax payer. Topics will include determination of tax, income inclusions, capital gains and losses, itemized deductions and tax credits.

Prerequisites:

Principles Of Accounting II

Prerequisite Additional Information:

Or consent of the Instructor.

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### ACC 323

## Cost Accounting: A Managerial Emphasis I

Undergraduate 1.00 c.u.

A study of the fundamentals of cost determination, allocation, cost analysis and costing for decisions. Topics include break-even analysis, cost-profit-volume analysis, job order costing, process costing, and basic standard cost analysis.

Prerequisites:

Principles Of Accounting II

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### ACC 404

## Advanced Accounting

Undergraduate 1.00 c.u.

An in-depth study of business combinations and consolidations and partnerships.

Prerequisites:

Intermediate Accounting II

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### ACC 421

## Auditing

Undergraduate 1.00 c.u.

A study of external auditing theory, practice and administration. Topics include auditing standards, ethics, disclosures required for public reporting, auditing techniques, auditor client relationships.

Prerequisites:

Advanced Accounting

Prerequisite Additional Information:

Or consent of the Instructor.

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### ACC 500

## Bridge Conversion Course

Graduate 1.00 c.u.

This course is to be taken by students who have completed all the requirements of the Professional Accounting program and

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need a waiver for ACC 505, ACC 510, ACC 515, ACC 520 and BUS 510. The course is an update course and it will require the student to do case study work. It will provide a waiver for any combination of the five classes listed above.

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### ACC 505

## Advanced Taxation

Graduate 1.00 c.u.

The course will include a study of corporate tax, taxation for partnerships and advanced topics in accounting for individuals. The course will use a case study format to apply these topics to real life situations.

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### ACC 510

## Advanced Auditing

Graduate 1.00 c.u.

The course will review topics in external auditing theory such as auditing standards, ethics, disclosures required for public reporting, auditing techniques and auditor/client relationships and use a case study format to apply them to real life situations.

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### ACC 515

## Managerial Accounting Seminar

Graduate 1.00 c.u.

The course is an in-depth study of managerial accounting including topics such as discussion models, quantitative techniques, specialized variance analysis, budgetary control, transfer pricing and cost allocations. The course will use a case study format to apply these topics to real life situations.

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### ACC 520

## Financial Accounting Seminar

Graduate 1.00 c.u.

The course is an in-depth study of financial accounting including topics such as consolidated statements, pro-forma statements, statements required by regulatory bodies, and accounting fiduciaries. The course will use a case study format to apply these topics to real life situations.

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### ACC 525

## Advanced Accounting II

Graduate 1.00 c.u.

Topics will include current accounting areas that will confront graduates from both the public and private sectors.

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### ACC 630

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## Accounting Research

Graduate 1.00 c.u.

The course covers current techniques of research and preparation of a research project. Student will select a topic for research that will require a formal paper and a presentation. This is the capstone project.

Prerequisite Additional Information:  
Completion of seven graduate courses.

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### **BUS 107**

## Personal Financial Planning

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course helps individuals understand personal financial planning. Specifically, the content of this course is geared to teach students how to prepare personal budgets and how to evaluate insurance requirements. The fundamentals of investment decisions will also be covered. Any student who has taken or is taking BUS 312 cannot take BUS 107 for credit.

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### **BUS 200**

## Introduction To Management

Undergraduate 1.00 c.u.

Introduction to the world of a manager, the knowledge needed, the process of managing, the actual practice of managing, and the adjustments to change that are important in the modern world.

Prerequisites:  
Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### **BUS 245**

## Supply Chain Management Overview

Undergraduate 1.00 c.u.

Introduction to the field of supply chain management, physical distribution, production and inventory control, purchasing, transportation, warehousing and materials handling, order processing, communications, and problems and issues related to the field.

Prerequisites:  
Introduction To Management  
Prerequisite Additional Information:  
Or Industry experience in supply chain management field, or consent of the Business Advisor.

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### **BUS 300**

## Introduction to International Business

Undergraduate 1.00 c.u.

Introduction to the dynamic field of international business. Students will learn the basics of international business transactions,

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with particular regard to the differences between international and domestic transactions. Students will also be introduced to the range of career opportunities available in international business and in related fields such as international law and civil service. Topics to be covered will include: international business contracts; international business negotiations; international marketing; international public affairs and lobbying; international arbitration and litigation; international transport; multicultural management; and international electronic commerce.

Prerequisites:

Introduction to International Business

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### **BUS 308**

## **Entrepreneurship**

Undergraduate 1.00 c.u.

Applying the principles of management to small business and entrepreneurship in retailing, wholesaling, manufacturing, and service industries. The importance of small business, its status, problems, and requirements for success.

Prerequisites:

Principles of Accounting I, Principles Of Accounting II, Introduction To Management, Principles Of Marketing

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### **BUS 312**

## **Managerial Finance**

Undergraduate 1.00 c.u.

Introduction to the principles of financial management. Topics include: analysis of financial statements, roles of financial managers, financial functions, preparation of cash budgets, pro forma financial statements, introduction to working capital management, capital budgeting, valuation theory.

Prerequisites:

Principles Of Accounting II, Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics, Introduction To Management

Prerequisite Additional Information:

Or consent of the Business Advisor.

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### **BUS 313**

## **Human Resource Management**

Undergraduate 1.00 c.u.

Analysis of the principles and practices of personnel (human resources) management, including personnel policy, selection, training and development, wages and salary administration, labor and employee relations, benefits administration and performance appraisal, how human resources departments function and their contribution to the organization.

Prerequisites:

Introduction To Management, Introduction To Psychology

Prerequisite Additional Information:

BUS 200 for Business majors or consent of the Business Advisor. PSY 100 for others.

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### **BUS 314**

## **Principles Of Marketing**

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Undergraduate 1.00 c.u.

Introduction to marketing of products and services. Topics covered include: external analysis, target market identification, market research, consumer behavior, product development, demand estimation and forecasting, pricing, distribution channels, advertising, sales promotion and public relations.

Prerequisites:

Introduction To Management, Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

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### **BUS 316**

## **Business Law I**

Undergraduate 1.00 c.u.

Fundamental principles of business law and practice and the Constitutional setting in which they are implemented. Structure of the law and the state and federal court systems, contract law, agency law, and the law of sales.

Prerequisites:

Introduction To Management

Prerequisite Additional Information:

Or consent of the Business Advisor.

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### **BUS 317**

## **Organizational Behavior**

Also Known As: PSY 317

Undergraduate 1.00 c.u.

(Also PSY 317) The study of individual and group behavior in organizations. Key topics include job satisfaction; motivation; group dynamics, leadership; conflict and change; communication; job design; power and influence; organization concepts and design; organizational development.

Prerequisites:

Introduction To Management, Human Resource Management, Industrial/ Organizational Psychology, Social Psychology

Prerequisite Additional Information:

Junior standing. For Business majors, BUS 200, and BUS 313.

For Sociology majors, at least one prior Sociology course.

For Psychology majors, PSY 224 or PSY 230. For other majors, consent of the Instructor.

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### **BUS 322**

## **Employee Benefit Administration**

Undergraduate 1.00 c.u.

Major classifications and related costs of employee benefits; principal laws governing employee benefits; typical features of benefit plans including group health, disability, survivor and retirement protection, capital accumulation, time off with pay. Basic planning techniques. Approaches for communicating with employees.

Prerequisites:

Human Resource Management

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### **BUS 325**

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## Principles Of Advertising

Undergraduate 1.00 c.u.

Introduction to the role of advertising and sales promotion strategies and practices. Topics include: strategy development, creative design, copy development, media selection, the role of advertising agencies and campaign execution and evaluation.

Prerequisites:

Principles Of Marketing

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### **BUS 332**

## International Financial Management

Undergraduate 1.00 c.u. Writing Intensive

A course intended for junior-level students. Will examine: foreign currency, accounting principles, foreign exchange, (SPOT, Forward Rates) the International monetary system, foreign exchange risk management, work in capital management in international operations, sources of funds for working capital and longterm investments in international markets. Corequisite: BUS 312.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Corequisites:

Managerial Finance

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### **BUS 333**

## Selected Topics In Contemporary Business And Management

Undergraduate 1.00 c.u.

A study of a major business issue, person or activity occurring in the contemporary business world. Possible topics: government deregulation; environment; social responsibilities; mergers; conglomerates; world trade; etc. May be repeated for credit as topics change.

Prerequisite Additional Information:

Prerequisite will be announced with topic.

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### **BUS 337**

## Sales And Sales Management

Undergraduate 1.00 c.u.

Covers the fundamentals of professional selling and management of the selling function. Topics covered include: selling theories, recruiting, demand forecasting, account management, motivation, territory design and management, compensation and profitability.

Prerequisites:

Principles Of Marketing

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### **BUS 341**

## Project Management

Undergraduate 1.00 c.u.

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Managing projects introduces new challenges to professionals and managers. This course examines the environmental factors which affect project management, and provides an exposure to the key tools and techniques which have been developed for this unique type of management.

Prerequisites:

Introduction To Management, College Algebra: Enhanced

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### **BUS 342**

## **Management Information Systems**

Undergraduate 1.00 c.u.

(Also CMP 342) Analysis of business information systems using the case study method. Information requirements, planning, design, implementation, facilities, equipment, replacement of equipment, and control. Analysis of cost/benefit relationships to the total management effort.

Prerequisites:

Introduction To Management

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### **BUS 345**

## **Production And Inventory Control**

Undergraduate 1.00 c.u.

The development, scope and objectives of production control, as well as the dynamics of managing inventory in the changing industrial and commercial environment. Scheduling, control, critical path, machine loading and materials requirements planning, forecasting sales and inventory requirements, computer applications to inventory control problems, building inventory models, simulation, and the relationships of inventory control to marketing management and production control.

Prerequisites:

Supply Chain Management Overview

Prerequisite Additional Information:

Or consent of the Business Advisor.

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### **BUS 346**

## **Principles Of Physical Distribution**

Undergraduate 1.00 c.u.

The movement of goods from production to delivery to distribution channel intermediaries. Distribution channels, traffic management, warehousing, inventories, organization, control, and communication. Heavy emphasis is given to distribution system design and analysis. The movement of goods from production to delivery to distribution channel intermediaries. Distribution channels, traffic management, warehousing, inventories, organization, control, and communication. Heavy emphasis is given to distribution system design and analysis.

Prerequisites:

Supply Chain Management Overview

Prerequisite Additional Information:

Or consent of the Business Advisor.

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### **BUS 347**

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## Purchasing

Undergraduate 1.00 c.u.

The nature and importance of the procurement function in modern business organizations. Principles, tools, methods, and techniques employed for the acquisition of materials, supplies and equipment.

Prerequisites:

Supply Chain Management Overview

Prerequisite Additional Information:

Or consent of the Business Advisor

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### **BUS 348**

## Traffic And Warehouse Management

Undergraduate 1.00 c.u.

The management of the physical storage, retrieval and inbound/outbound shipment of materials. Cube utilization, materials handling hardware, automatic storage/retrieval systems organization, transportation mode selection and rate analysis. The impact of transportation deregulation will also be discussed.

Prerequisites:

Supply Chain Management Overview

Prerequisite Additional Information:

Or consent of the Business Advisor.

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### **BUS 349**

## Quality Control Fundamentals

Undergraduate 1.00 c.u.

An introduction to quality control, its basic concepts, organization/management of quality, quality costs, problem solving techniques, fundamentals of statistics, acceptance sampling, control charts, reliability, quality audits, and quality improvement.

Prerequisites:

Supply Chain Management Overview

Prerequisite Additional Information:

Or consent of the Business Advisor.

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### **BUS 353**

## Operations Management

Undergraduate 1.00 c.u.

Techniques and strategies for managing manufacturing and service sectors. Provides perspectives for the production areas which include product planning, product/process design, facility layout, capacity planning, aggregate planning, materials, inventory control, scheduling and quality control.

Prerequisites:

Introduction To Management

Corequisites:

Applied Statistics I

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**BUS 354**

## **Marketing Research**

Undergraduate 0.50 c.u.

Basic concepts needed for marketing research. Students will study problem formulation, research design, data collection, questionnaire construction sampling techniques, analysis and reporting. Students will design and implement a marketing research project.

Prerequisites:

Principles Of Marketing, Statistics For The Behavioral Sciences, Applied Statistics I

Prerequisite Additional Information:

Take either PSY 245 or MTH 200

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**BUS 355**

## **Consumer Behavior**

Undergraduate 1.00 c.u.

Principles of behavioral and social science concepts applied to marketing situations. The importance of understanding consumer behavior in demand, brand, pricing, advertising, motivation and positioning decisions will be explored.

Prerequisites:

Principles Of Marketing

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**BUS 356**

## **Business (Industrial) Marketing**

Undergraduate 1.00 c.u.

Application of marketing principles to industrial (Business-to-business) situations. Students will study the unique marketing situations found in non-consumer product, price, distribution and promotional decisions. Demand for industrial products will be studied. Intermediaries and distribution channels will be evaluated.

Prerequisites:

Principles Of Marketing

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**BUS 359**

## **Leading Diverse Teams**

Undergraduate 1.00 c.u.

Teamwork has become a solution to many problems within organizations. This course will explore diversity, and how leaders can maximize team performance, innovation, and creativity. The intent is to gain an understanding of diversity, as it applies to developing and implementing team initiatives within an organization.

Prerequisites:

Introduction To Management

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**BUS 362**

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## Ethics and Leadership in Organizations

Undergraduate 1.00 c.u.

This course will explore varied ethical issues from the business world in conjunction with models of leadership leading to how those ethical issues are resolved. The intent is to deepen and broaden student's learning about theories, models, and constructs related to the study and practice of ethics and leadership. This includes experiential learning activities and discussions that connect formal knowledge with real world experiences and includes one credit of experiential learning.

Prerequisites:

Introduction To Management

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### **BUS 364**

## Conflict Management and Resolution

Undergraduate 1.00 c.u.

Conflict is unavoidable in the workplace. Whether collaborating with peers, managing direct reports, or dealing with difficult supervisors, conflict exists at all levels of an organization. This course will provide tools for managing interpersonal dynamics that may be encountered during performance reviews, interdepartmental collaboration, and partnering with external organizations.

Prerequisites:

Introduction To Management

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### **BUS 365**

## International Human Resource Management

Undergraduate 1.00 c.u.

The course will examine such issues as the globalization of the human resource strategy, the management and structure of global organization and the compensation of the expatriates. A framework for analyzing global human resource management issues will be developed within the context of the critical issues.

Prerequisites:

Introduction to International Business, Human Resource Management

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### **BUS 366**

## Workplace Issues In Human Resource Management

Undergraduate 1.00 c.u.

This course will provide a comprehensive overview of contemporary issues faced by human resource professionals. Topics will include such areas as employee rights, employment discrimination, wrongful discharge, employment- at-will, workplace violence, employee deception and theft, employee assistance programs, QWL (quality of worklife) programs and the future director of the human resourcefunction.

Prerequisites:

Human Resource Management

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### **BUS 368**

## Labor Relations and Collective Bargaining

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Undergraduate 1.00 c.u.

This course provides an overview of the labor relations process in which management deals with employees who are represented by a union. The history of major labor unions and primary labor laws and court cases are explored, along with the general structure and operational aspects of today's labor organizations. Union certification, collective bargaining, and dispute resolution are discussed in detail. Students may also participate in a mock labor contract negotiation project and analyze sample grievances.

Prerequisites:  
Human Resource Management

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### **BUS 379**

## **Organizational Change and Development**

Undergraduate 1.00 c.u.

This course focuses on the nature and processes of organizational change, and how to be an effective leader, change agent, and recipient of change. It emphasizes forces of change, change implementation process, qualities and skills of successful change leaders, and theories and management practices of how individuals and organizations change.

Prerequisites:  
Introduction To Management

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### **BUS 401**

## **Business Policy**

Undergraduate 1.00 c.u.

A capstone course which stresses the basic concepts of strategic planning and strategic management, the strategic planning process, and why it is necessary. Students will analyze situations from a top management viewpoint and determine recommended solutions to organization-wide problems through the use of actual company cases and a simulation game.

Prerequisites:  
Managerial Finance, Principles Of Marketing, Operations Management, Cost Accounting: A Managerial Emphasis I, Managerial Economics: Applications Of Microeconomics To Management

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### **BUS 412**

## **Security Analysis**

Undergraduate 1.00 c.u.

Introduction to portfolio selection, technical analysis, brokers, description of securities, mutual fund investment and short term investments. In-depth introduction to fundamental analysis of securities investment valuation theory-expanded coverage of the capital asset pricing model, option pricing theory, derivatives investments, diversification and risk, statistical measures of risk, return, capital market behavior.

Prerequisites:  
Managerial Finance

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### **BUS 415**

## **Problems And Cases In Human Resource Management**

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Undergraduate 1.00 c.u.

Cases in personnel including the resolution of complex problems in the procurement, development, maintenance and utilization phases of personnel. Discussion of and selection from alternate solutions to actual business and industry problems.

Prerequisites:  
Human Resource Management

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### **BUS 421**

## **Compensation Management**

Undergraduate 1.00 c.u.

Theory and practice of wage and salary administration. Job analysis and evaluation methods, survey techniques, economic and behavioral aspects of managing compensation, policy issues and current controversies in the field.

Prerequisites:  
Human Resource Management

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### **BUS 423**

## **Training And Development**

Undergraduate 1.00 c.u.

Principles and methods of employee, supervisory and management training and development. Includes needs assessment, program/course development, training techniques, evaluation methods.

Prerequisites:  
Human Resource Management, Introduction To Psychology

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### **BUS 445**

## **Supply Chain Management Policy**

Undergraduate 1.00 c.u.

Capstone seminar integrates supply chain management concepts developed throughout the program. Strategic management concerns and current topics relevant to the supply chain management function are developed.

Prerequisite Additional Information:  
Any three of preceding courses in the Supply Chain Management program.

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### **BUS 491**

## **Internship In Business**

Undergraduate 1.00 c.u.

A combined work-study experience in which students work in an approved business organization while also attending weekly classes in which they report on their work assignments and receive counsel, advice and appropriate academic learning.

Prerequisite Additional Information:  
Second Semester Junior standing with a GPA of at least 2.5.

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**BUS 505**

## Corporate Financial Management

Graduate 1.00 c.u.

The course will continue the study of time value methodology, cash flow applications and employ the traditional evaluation techniques of capital budgeting analysis in business.

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**BUS 510**

## The Legal Environment

Graduate 1.00 c.u.

The course will be the study of business law beyond contract law. Topics to be included are: commercial paper, secured transactions, real property, bankruptcy, securities regulations, accountants legal liability and insurance.

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**CMP 100**

## Computer Literacy

Undergraduate 1.00 c.u. Scientific & Technological Skills

Primarily through self-study and computer based training, students will develop essential skills in software for word processing, presentations, and spreadsheets. The bulk of the course will be devoted to preparing students to be able to leverage current, emerging, and future technologies. Topics include the application of computers to major career disciplines, the internet, Web 2.0, the impact of computers on society, and emerging and disruptive technologies.

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**CMP 108**

## Spreadsheet Essentials

Undergraduate 1.00 c.u. Scientific & Technological Skills

Students will develop the essential spreadsheet skills to solve business problems. Students will learn how to create and format a workbook and work with formulas, functions, charts, and graphics.

Students will also learn to use PivotTables and PivotCharts, advanced formulas and functions, how to manage multiple worksheets, and other advanced techniques. Students cannot receive credit for both CMP 100 and CMP 108.

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**CMP 120**

## Cyber Crime

Undergraduate 1.00 c.u. Scientific & Technological Skills

This course provides an overview of the various forms of cyber crime and the methods, thought process and tools used by criminals. Criminology theories such as conflict, control and strain will also be discussed. The impact of cyber crime and public policy implications will also be explored.

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**CMP 126**

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## Programming I

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

An introduction to the problem solving process, numerical methods, algorithms and algorithm design . Basic principles of software engineering, program design, coding, debugging, and documentation are introduced . Structured and object-oriented programming is taught using the Java platform.

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### CMP 130

## Introduction to Data Visualization

Undergraduate 1.00 c.u. Aesthetic Appreciation, Problem Solving & Critical Thinking Skills

This class will discuss contemporary visualizations and critique their effectiveness in conveying information. Students will learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical, and network-based data. Students will learn how to acquire, parse, and analyze datasets and the process of encoding data visualizations to achieve aesthetically pleasing, effective communication.

Prerequisites:

College Algebra: Enhanced, College Algebra, Precalculus: Enhanced, Precalculus

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### CMP 211

## Developing Applications for Mobile Devices

Undergraduate 1.00 c.u.

This course will provide instruction on developing, deploying and maintaining applications for mobile devices that use the Android and IOS platforms. Students will develop applications that function solely on the device and applications that integrate with Web Services.

Prerequisites:

Programming I

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### CMP 226

## Programming II

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

A continuation of CMP 126. Continued development of design, coding, debugging, and documentation. Topics covered include Servlet, Java Server Pages, Web Application, polymorphism, overloading along with the most common aspects of Java.

Prerequisites:

Programming I

Prerequisite Additional Information:

With a grade of C or higher.

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### CMP 228

## Data Structures

Undergraduate 1.00 c.u.

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Emphasis is placed on the importance of efficient data structures and algorithms in design and implementation. The classic data structures include arrays, strings, list, linked lists, stacks, queues, trees, and graphs and iterative and recursive programming techniques. Algorithms include sorting and searching with emphasis on complexity and efficiency.

Prerequisites:

Programming II

Prerequisite Additional Information:

With a grade of C or higher.

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### CMP 235

## Web Programming

Undergraduate 1.00 c.u.

An introduction to web design concepts and technology, this course covers the fundamentals of the Internet, browsers, web servers, and web programming languages. Students will gain extensive practical experience using HTML and CSS.

Prerequisites:

Programming II

Corequisites:

Programming II

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### CMP 300

## Systems Analysis And Design

Undergraduate 1.00 c.u.

An introduction to the fundamental concepts of systems analysis and design. The role of the system analyst and the training skills required to function in this position are presented. Students will do application analysis, including modeling of processes and data and transformation of analysis results into a design for a specific computer environment. Design of programs, system testing, evaluation, conversion and documentation will also be discussed. The life cycle concept and its application to business systems are also discussed.

Prerequisites:

Programming I

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### CMP 322

## Introduction To Operating Systems

Undergraduate 1.00 c.u.

Introduction to the organization, design and implementation of operating systems covering: basic concepts and considering examples of current systems, structure, process management, scheduling; interaction of concurrent processes; I/O; device handling; memory and virtual memory management, file management; communication, synchronization, processor allocation, and distributed file systems.

Prerequisites:

Programming II

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### CMP 328

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## Programming III

Undergraduate 1.00 c.u.

A continuation of CMP 226. Additional topics in the programming theory are discussed using object-oriented programming languages platform. Students develop business-related projects using standard objects ranging from low level data structures to high level graphical user interface objects.

Prerequisites:  
Programming II

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### CMP 330

## Database Management

Undergraduate 1.00 c.u.

An introduction to the concepts of database processing. An understanding of the physical and logical organization of data relationships such as trees, hierarchies, networks, and flat files are presented via data models. Methods to achieve these logical relationships such as linked lists, chains, pointers, and inverted files are evaluated. Operational requirements of data base management systems are discussed as are characteristics of hierarchical, network, and relational systems.

Prerequisites:  
Systems Analysis And Design

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### CMP 333

## Selected Topics In Computer Information Systems

Undergraduate 1.00 c.u.

Special topics of current interest in computer and information systems. Topics may include Expert Systems, Data mining, Computer graphics, Assembly language, etc. Content varies each offering. Course may be repeated for credit as topics change.

Prerequisite Additional Information:  
Consent of the Instructor is required

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### CMP 336

## Database Implementation

Undergraduate 1.00 c.u.

This course offers students an extensive introduction to data server technology. The class covers the concepts of both relational and object relational databases and the powerful SQL programming language. Students are taught to create and maintain database objects and to store, retrieve, and manipulate data. Students learn to retrieve data by using advanced techniques such as ROLLUP, CUBE, set operators, and hierarchical retrieval. They also learn to write SQL and SQL Plus script files to generate report-like output. Demonstrations and hands-on practice reinforce the fundamental concepts.

Prerequisites:  
Database Management

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### CMP 342

## Management Information Systems

Undergraduate 1.00 c.u.

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(Also BUS 342) Analysis of business information systems using the case study method. Information requirements, planning, design, implementation, facilities, equipment, replacement of equipment, and control. Analysis of cost/benefit relationships to the total management effort.

Prerequisites:  
Introduction To Management

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### **CMP 433**

## **Advanced Selected Topics in Computer Information Systems**

Undergraduate 1.00 c.u.

Topics may include the continuation of CMP 333, Data Warehouse Implementation, etc. Content varies with each offering. The course may be repeated for credit as topics change.

Prerequisite Additional Information:  
Junior standing and 1 consent of the Instructor.

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### **CMP 460**

## **Applied Systems Development Project**

Undergraduate 1.00 c.u.

Students function as teams of analysts and programmers to complete a comprehensive system development project(s). Teams analyze selected programs, design a system to solve the problem including project specifications, system flow-chart and time line for completion. Systems analysis and programming skills will be emphasized. Teams will make formal presentations of their results.

Prerequisite Additional Information:  
Consent of the Instructor and second semester Junior standing.

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### **CMP 490**

## **Internship**

Undergraduate 1.00 c.u.

A semester-long field experience affording practical application of computer systems. A minimum of 10 hours per week of field work. Attendance at weekly on-campus seminar required. Internships arranged by appropriate faculty or approved by the faculty if arranged by the student. Credit for this course may not be obtained through life/learning assessment.

Prerequisite Additional Information:  
Second semester Junior standing in the CS major.

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### **ECN 105**

## **Constitutional Political Economy**

Also Known As: GIS 105  
Undergraduate 1.00 c.u.

(Also GIS 105) In this course we study the American political and economic systems; we explore their interdependence and

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investigate the nature of their integration. Since the United States Constitution is the single common unifying legal force of the American Society, we study the structure of the Constitution first. Then, we focus on the commercial and economic provisions of the Constitution. Next, we investigate the relationship between economics and politics and finally we discuss the social philosophies of the main political groups that compete for political power in America today.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### *ECN 210*

## Principles Of Economics I: Microeconomics

Undergraduate 1.00 c.u.

Tasks of economic organization; the main institutions of the economy; demand and supply analysis and applications; the operation of a price-directed economy; distribution theory-the pricing of the factors of production.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing, College Algebra: Enhanced, College Algebra

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### *ECN 211*

## Principles Of Economics II: Macroeconomics

Undergraduate 1.00 c.u.

The determinants of national income, output, employment, and price level; introduction to money and banking and to monetary and fiscal policy; introduction to public finance and international trade; review of supply and demand analysis with some applications.

Prerequisites:

Principles Of Economics I: Microeconomics

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### *ECN 305*

## International Economics And Trade

Undergraduate 1.00 c.u.

This course will examine the economic theory of international trade, trade regulation, protectionism, and international trade policy. International economic integration, foreign exchange, balance of payments, international institutions, and policy issues of current interest will also be investigated.

Prerequisites:

Managerial Economics: Applications Of Microeconomics To Management

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### *ECN 309*

## Money And Banking

Undergraduate 1.00 c.u.

Functions of money; role of financial institutions; roles of Federal Reserve Banks and monetary policy. Introduction to the

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determination of interest rates, the stock of money and other monetary theory concepts as they relate to economic activity.

Prerequisites:

Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

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### ECN 310

## Managerial Economics: Applications Of Microeconomics To Management

Undergraduate 1.00 c.u.

Application of microeconomic principles to management decision-making. The concepts of production transformation and cost of output; sales or revenue side of production; demand for product under different market structures and the implications for selling price. Overall application of the above to management decision-making: breakeven analysis, maximization of net income, markup pricing, target return pricing, advertising, estimation of market demand curves, and other case studies.

Prerequisites:

Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

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### ECN 311

## Monetary And Macroeconomic Theory

Undergraduate 1.00 c.u.

A rigorous but mathematically simple treatment of modern macroeconomic theory and its applications. The determinants of national income, employment, and inflation; the Keynesian, post-Keynesian and monetarist models discussed and compared; the effectiveness of fiscal and monetary policies evaluated in the context of the above models. The applied aspect of macroeconomics will be emphasized and recent American economic experience discussed.

Prerequisites:

Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

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### ECN 315

## Monetary Policy And An Analysis Of Current Economic Conditions

Undergraduate 0.50 c.u.

An examination of economic indicators and analysis of the current state of the U.S. economy, the Federal Reserve actions, open market operations, monetary policy options, and appropriate policy will also be investigated. Students must be available to participate in the College Fed Challenge. This course may be repeated for credit.

Prerequisites:

Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

Corequisites:

Money And Banking

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### ECN 320

## Intermediate Microeconomics

Undergraduate 1.00 c.u.

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This course is designed to provide the student with a thorough understanding of the modern microeconomic theory and its applications. The approach used for this purpose is rigorous but mathematically simple. In particular, the course will study the different market structures and the corresponding market mechanisms through which scarce productive resources are used to produce goods and services and distribute them among the members of the society.

Prerequisites:

Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

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### ECN 321

## Public Finance And Expenditure

Undergraduate 1.00 c.u.

Definition and meaning of public finance and expenditures. The impact of government expenditures, taxation, and debt on resource allocation, income distribution, economic stabilization, and growth.

Prerequisites:

Principles Of Economics I: Microeconomics, Principles Of Economics II: Macroeconomics

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### ECN 410

## History Of Economic Thought

Undergraduate 1.00 c.u.

This course surveys the major trends in economic thought since the 19th century. Schools of economic thought to be discussed and critically analyzed include: classical political economics, neoclassical economics, Marxian, Austrian institutionalists, Keynesian and Post-Keynesian economics.

Prerequisites:

Monetary And Macroeconomic Theory, Intermediate Microeconomics

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### ECN 505

## International Economics

Graduate 1.00 c.u.

The course will examine the economics of international trade and international finance. Topics will include absolute advantage, comparative advantage, protectionism, trade regulation, the balance of payments, international financial markets, and the causes for movements in the currency exchange rates.

Prerequisite Additional Information:

Undergraduate courses in Microeconomics, Macroeconomics and Managerial Economics.

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### ECN 510

## Economic Statistics

Graduate 1.00 c.u.

The course provides the student with a hands-on approach to data presentation and analysis. Topics will include statistical

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inference, least-squares regression, multiple regression, one-way analysis of variance, and two-way analysis of variance.

Prerequisite Additional Information:  
An undergraduate course in Statistics.

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### NTW 101

## Data Representation and Digital Logic

Undergraduate 1.00 c.u. Scientific & Technological Skills

The course explores how computers represent different types of data; numeric, text, image, and audio. Students learn about the difference between analog and digital signals, finite precision, Boolean logic and simplification of digital circuits using Boolean algebra. In addition, they learn how computers perform arithmetic using adders, and how bit storage is implemented using latches and flip-flops. At a higher level, students also learn how computer components interact to achieve computing; memory hierarchy, chipset and system clock, bus system architecture, storage device organization, and motherboard/CPU.

Prerequisite Additional Information:  
Laboratory work is integrated within the class. Students possessing CompTIA A certification will be granted credit for NTW 101.

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### NTW 115

## Introduction To Computer Networks

Undergraduate 1.00 c.u. Scientific & Technological Skills

This course provides an introduction to features and functions of networking components. It provides the knowledge and skills needed to configure and troubleshoot basic networking hardware, protocol, and services. Laboratory work is integrated within the class.

Prerequisites:  
Data Representation and Digital Logic

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### NTW 205

## Routing and Switching Essentials

Undergraduate 1.00 c.u.

This course is based on Cisco Networking Academy CCNA curriculum. This is the second of two courses to prepare students for the CCENT/ICDN1 certification test. The course introduces students to basic switching and routing concepts, configurations and troubleshooting. Topics include VLANs, InterVLAN routing, static and dynamic routing protocols RIP2 and OSPF. Students will also be introduced to firewalls, DHCP and NAT.

Prerequisites:  
Introduction To Computer Networks

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### NTW 210

## Windows Network Operating System

Undergraduate 1.00 c.u.

Introduces students to the basic operation and management of a Microsoft NOS (Network Operating System) LAN. Students

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will be able to install a server, and a workstation software in a LAN environment. Troubleshooting and network security will be emphasized. Topics will also include policy loan controllers, performance monitoring, and troubleshooting techniques. Students will be able to configure NOS features and utilities for upgrades and interoperability with other NOSs and clients.

Prerequisites:

Routing and Switching Essentials

Prerequisite Additional Information:

Laboratory work is integrated within the class. Includes one two-hour laboratory per week.

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### NTW 215

## Introduction to Computer Security

Undergraduate 1.00 c.u.

This course provides students with the knowledge and skills to secure and safeguard applications and services from the threat and vulnerabilities of unauthorized access. The course covers the majority of the Security certification. Topics discussed include authentication methodologies, forms of cyber-attacks, virtual private networks, firewalls, cryptography, web security, and physical security.

Prerequisites:

Introduction To Computer Networks

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### NTW 218

## Wireless Networks

Undergraduate 1.00 c.u.

Introduces students to Wireless Networks configurations, maintenance, and troubleshooting with strong emphasis on design, security vulnerabilities and management. Students gain insight on emerging Wireless LAN protocols, Media Access standards and Radio Frequency fundamentals. Configuration and troubleshooting of Access Points and hosts to a wired network will be emphasized in a lab-environment.

Prerequisites:

Windows Network Operating System

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### NTW 305

## Scaling Networks

Undergraduate 1.00 c.u.

The course is based on Cisco Networking Academy CCNA curriculum. This is the first of two courses to prepare student for the CCNA/ICDN2 certification test. The course introduces student to scaling networks with LAN Redundancy and LAN aggregation, configuration and troubleshooting of wireless LANs, Multi-area OSPF and advanced EIGRP are covered. Students will also be able to manage IOS systems imaging and licenship.

Prerequisites:

Windows Network Operating System

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### NTW 312

## Connecting Networks

Undergraduate 1.00 c.u.

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This course is based on Cisco Networking Academy CCNA curriculum. This is the second of two courses to prepare students for the CCNA/ICDN2 certification test. The course introduces student to designing and connecting a WAN. Topics include point-to-point connections, frame relay, broadband solutions and how to secure a site-to-site connection. Students will also be able to monitor and troubleshoot a network using various hardware/ software tools.

Prerequisites:

Scaling Networks

Prerequisite Additional Information:

Laboratory work is integrated within the class.

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### NTW 391

## Network Engineering Internship

Undergraduate 1.00 c.u.

This is an elective course designed to provide field experience in establishing, maintaining, and troubleshooting local area networks. Placements may include business settings, school districts, and the College's laboratories, administrative systems, and Advanced Technology Institute. Prerequisite: NTW 200 or current CCNA certification. May be repeated once for credit. Credit may not be earned by life learning assessment.

Prerequisite Additional Information:

NTW 200 or current CCNA certification. May be repeated once for credit. Credit may not be earned by life learning assessment.

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### NTW 415

## Cyber Security

Undergraduate 1.00 c.u.

This course is the first of two Cyber Security courses based on the CCNA Security curriculum. It provides advanced skills and techniques to mitigate common security vulnerabilities and threats. Students will be able to implement security techniques and configure devices to secure LANs and WANs, implement AAA (Authentication, Authorization and Accounting) and configure firewalls. Students will also be able to implement zone-based firewalls and Intrusion Prevention systems.

Prerequisites:

Introduction to Computer Security, Connecting Networks

Prerequisite Additional Information:

Laboratory work is integrated within the class.

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### NTW 420

## Network System Development Project

Undergraduate 1.00 c.u.

A final, major independent project, under the supervision of Department faculty members forms a capstone experience for senior Network Engineering major students. Prerequisite: Senior standing or consent of the Program Coordinator.

Prerequisite Additional Information:

Senior standing or consent of the Program Coordinator.

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### NTW 430

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## Selected Topics In Network Engineering

Undergraduate 1.00 c.u.

This course covers advanced topics in Network Engineering. It is offered only when there is an opportunity to present material not included in the curriculum. Course may be repeated for credit as topics change. Laboratory work is integrated within the class. Prerequisite: Announced for each offering.

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**CAT 101**

## **Creative Arts Workshop**

Undergraduate 0.50 c.u. Aesthetic Appreciation

Come alive as a dancer, singer, actor or artist in a short course where you collaborate with others, try out a new art form, develop your talents, and learn a great deal about being creative and expressive. This is a rotating series of half-courses that fulfill the Aesthetic Appreciation requirement for General Education. May be repeated for credit.

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**CAT 105**

## **Frida Kahlo And The Mexican Folk Tradition**

Undergraduate 1.00 c.u.

This is a studio art course that focuses on making things from simple materials: papier-maché, wire, clay, wood, string, paper, cloth, cardboard and everyday objects that are often thrown away. It is the ultimate recycling, green course. So, you should bring in anything that you think can be used to make art.

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**CAT 106**

## **Experiments In Digital/Analog Media**

Undergraduate 1.00 c.u.

Explore ways to bring “real” media into your computer and how to bring your computer-generated work to life in the studio. Use scanners, digital cameras, printers, paint, clay, and found objects to push your creative envelope.

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**CAT 107**

## **Introduction To Music Technology**

Undergraduate 1.00 c.u.

This course will provide hands-on experience recording, editing and mixing digital audio. Pro Tools and Digital Performer will be the primary software programs used on the Macintosh computer platform. The student will work with files that contain spoken work, sound effects and music files. In addition the student will be given the opportunity to work with audio files and QuickTime movie files. Students should be prepared to spend lab time out of class. For CAT majors only.

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**CAT 108**

## **Introduction To Game Design**

Undergraduate 1.00 c.u.

This course covers the broader aspects of the games industry such as its history, its current state and potential future evolution, and the team-based development environment. It then focuses on core game design concepts and their application as students create documentation and work in collaborative groups to develop analog games.

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**CAT 113**

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## African-American Tradition Workshop

Also Known As: AFS 113

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also AFS 113) Hand, heart and spirit have been an intrinsic part of the process of creativity, survival and enthusiasm in the African-American community. This studio course will draw inspiration from the rich artistic traditions in the African-American visual arts. We will engage in creative processes such as improvisation, quilting, and collage –concepts and techniques used by Betye Saar, Faith Ringgold, and Romare Bearden. We will study narrative in the works of Ringgold, Jacob Lawrence and others. With this foundation, students will create their own personal narratives.

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### CAT 115

## Media Tools

Undergraduate 1.00 c.u.

Whether you are a scientist or a small business owner, a teacher or a journalist, you need to communicate with your target audience as effectively as possible. This course offers hands-on training in the latest new media tools including digital photography, DVD production, web design, blogging, internet radio, and podcasting.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CAT 116

## Movement For Animators And Filmmakers

Undergraduate 1.00 c.u.

This course explores the movement of both humans and inanimate objects through the study of Commedia Dell Arte, mime, acrobatics, stage combat and street theatre. This knowledge is used in the creation of animation and film pieces, with special attention to such advanced technologies as motion capture and green screen.

Prerequisite Additional Information:

CAT major or consent of the Instructor.

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### CAT 117

## Process and Interaction: An Introduction

Undergraduate 1.00 c.u.

This course is an introduction to the concepts and methodologies in the field of interactivity and interdisciplinary practice. Exploring the experimental and dynamic world of interaction: people with people, people and the digital world, and people with analog or “real” environments. Images, audio, cameras, sensors (Arduino), 3D printers, laser cutters and the software that connects them (Processing) are part of our toolkit.

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### CAT 118

## Tap Dance

Undergraduate 1.00 c.u.

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Learn the basics of tap dancing. Steps and routines will be taught along with some history of this American art form. Film clips of legendary tap performers will be shown in class. No dance experience necessary, beginners are welcome. Tap shoes will be needed.

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**CAT 120**

**Drawing I**

Undergraduate 1.00 c.u.

This course teaches basic drawing skills. Students will develop keener powers of observation by drawing still lifes, live models and nature. By analyzing the contours, surfaces, bone structures—by measuring the curves and angles of the objects and people they draw, students will gain an appreciation of the world around them.

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**CAT 121**

**Foundation Studio**

Undergraduate 1.00 c.u.

This is a team-taught freshman foundation class, a platform for experimentation, collaboration and networking. After meeting as a large group, the class divides into rotating sections. Each professor creates a teaching environment to broaden students' background knowledge, connect them to a personal creative path and welcome them as members of the CAT community.

Prerequisite Additional Information:

Students must receive a grade of C or better to continue as a CAT major.

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**CAT 124**

**Dance Jam I**

Undergraduate 1.00 c.u. Aesthetic Appreciation

A participatory class offering an introduction to beginning jazz, hip-hop and theater dance technique. The technique focuses on yoga breathing through movement as fundamentals of ballet, jazz and modern elements are combined in class to reflect dance styles ranging from the street to the Broadway stage. The art of dance develops self-confidence in a fun, supportive environment.

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**CAT 125**

**Dance Jam II**

Undergraduate 1.00 c.u.

An intensive level class, building upon technique learned in Dance Jam I. It will include knowledge of the muscular skeletal system, student choreography and improvisation. At end of the semester, students will be required to complete a performance project for faculty and students.

Prerequisites:

Dance Jam I

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**CAT 126**

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## Digital Photography

Undergraduate 1.00 c.u.

Study the history of photography and explore the aesthetic opportunities of digital cameras. Practice storytelling through the development of single and sequential images. Learn about the operational functions of a digital single lens reflex (SLR) camera, digital editing, digital retouching, color management and output, and lighting for studio shots.

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### CAT 134

## Drawing for 2D Animation

Undergraduate 1.00 c.u.

This hands-on studio course will emphasize the importance of drawing skills specifically used in the animation and cartooning industry. Basic construction, line of action, exaggerated perspective, force, rhythm, gravity, design, volume and physics will all be addressed along with the 12 principles of animation.

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### CAT 189

## Bloomfield College Concert Choir

Undergraduate 0.50 c.u. Aesthetic Appreciation

Introduces students to basic choral participation which will enable them to: find their singing voice; match pitches in specific ranges and learn to follow a score of written music. The repertoire will include music from all periods from European classical to contemporary American popular styles.

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### CAT 190

## Movement Theater Project

Undergraduate 1.00 c.u. Aesthetic Appreciation

This course offers a semester-long project in one particular form of movement theatre, ranging from ballet to modern dance to stage combat to mime to physical comedy. All projects involve full participation of mind, body, and spirit and culminate in a small public performance. This course may be repeated once for credit.

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### CAT 191

## Beginning Piano I

Undergraduate 0.50 c.u. Aesthetic Appreciation

Group instruction offered in the electronic piano lab for students who have had no previous piano training. The emphasis will be on playing simple pieces, reading, basic keyboard harmony and elementary keyboard technique.

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### CAT 192

## Beginning Piano II

Undergraduate 0.50 c.u. Aesthetic Appreciation

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A continuation of CAT 191.

Prerequisites:  
Beginning Piano I

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**CAT 193**

## Introduction To Acting

Undergraduate 0.50 c.u. Aesthetic Appreciation

A hands-on practical introduction to basic techniques and concepts of acting. Theater games, movement exercises, and character improvisations serve as a foundation for later work on scripted scenes. Attendance, participation, and energy are essential, as most of the work and grade are based on what happens in the class.

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**CAT 194**

## 3D Design

Undergraduate 1.00 c.u.

The study of sculpture begins with an understanding of three-dimensional forms in space: how to imagine, draw, construct or shape them using a range of scale and materials. We will explore the concepts of volume, shape, form, time, and light, and sound in a series of group and individual creative design projects

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**CAT 195**

## Circus Arts

Undergraduate 1.00 c.u.

Learn physical skills and performance skills in this participatory crash course in basic circus technique. Skills may include juggling, unicycling, wirewalking, tumbling, rolling globe, rola-bola, object balancing and partner acrobatics. This course ends with a public performance. No experience needed, just a sound body and rugged determination.

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**CAT 198**

## Design I

Undergraduate 1.00 c.u.

Design is the study of how to organize the formal art elements of color, line, space, texture, time and motion into a unified whole. This course trains your eye and develops your aesthetic appreciation of excellent design in fine art and commercial art forms. Using traditional art materials and the computer, it taps your creativity and develops your ability to communicate effectively through organizing structure.

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**CAT 199**

## Design II

Undergraduate 1.00 c.u.

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Building on the studio concepts introduced in CAT 198, Design II challenges you to develop your design sense and to build your graphics portfolio. You will learn about design theory and the history of graphics.

Prerequisites:  
Design I

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### CAT 200

## Music Theory I

Undergraduate 1.00 c.u.

The fundamentals of music including: notation, intervals, scales and chords are explored. Emphasis is placed on demonstrating the results of study realized through the successful completion of projects designed to exhibit the students' understanding of the topics presented. The following software packages will be used: Pro Tools, Reason, Digital Performer and Finale.

Prerequisites:

Introduction To Music Technology, Beginning Piano I

Prerequisite Additional Information:

And placement exam given in keyboard and musical literacy. Student without any previous musical experience in notated music may be required to take CAT 191.

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### CAT 201

## Music Theory II

Undergraduate 1.00 c.u.

A continuation of Music Theory I.

Prerequisites:  
Music Theory I

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### CAT 202

## World Theatre

Undergraduate 1.00 c.u.

The history of the theater, as both a literary form and as a living, breathing art. Major styles of theater are surveyed and plays by such great writers as Shakespeare, Sophocles, Moliere, and Beckett are read, discussed, and viewed on film or in live performance.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 203

## World Art I

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

Great works of art give clues to the meanings and values of a culture. We will explore and compare the obvious and the hidden meanings of the art and architecture of the world's great cultures, from prehistoric time to the Gothic (12th century) period of

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European art. Special attention to the ancient cultures of Egypt, Greece, Rome, India, China, Africa, Mexico, and Peru.

Prerequisites:

Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CAT 204

## World Music

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

A survey course designed to stimulate the interest in and understanding of the music of representative world cultures including: Native American, Sub-Sahara Africa, India and China. The focus will be on the comparison and contrast of both classic fold forms and more the contemporary forms as they continue to evolve and function in their individual cultures. The student is responsible for outside listening, research projects and field trips.

Corequisites:

Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CAT 205

## Basic Sequencing

Undergraduate 1.00 c.u.

Explores the MIDI programming language as it applies to digital music production on the Macintosh system platform. Course content and projects are designed to aid students in establishing both a comprehensive and creative approach to computer music composition. Software applications include Reason, Live, Pro Tools and Logic.

Prerequisites:

Introduction To Music Technology

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### CAT 206

## Screenwriting

Also Known As: CRW 206

Undergraduate 1.00 c.u. Writing Intensive

(Also ENG 206) The focus is on writing a feature-length film and the basic elements of plot, protagonist, turning point, and resolution. You will be expected to complete a step outline of your story and the first act of your screenplay.

Prerequisites:

Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing, Enhanced Argumentative and Analytic Writing

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### CAT 207

## Art Appreciation

Undergraduate 1.00 c.u. Aesthetic Appreciation

To appreciate art, it helps to know it firsthand by making art yourself: some sculpture, painting, printmaking, drawing, and new experimental forms. It also helps to hear what artists have to say about their work, to know some art history, and to leave a

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course knowing whose work you enjoy and why. This course provides you with this kind of first-hand experience.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CAT 210

## Digital Audio Engineering I (Recording)

Undergraduate 1.00 c.u.

Working in a critical and collaborative environment, students learn and put to use the fundamentals of sound recording. Acoustics, microphone usage, studio techniques, and advanced sequencing are stressed. Students achieve proficiency in equalization, compression and reverb. CAT 210 is a hands-on audio recording course which emphasizes, listening, creativity, and critical discourse around the past, present and future of recorded sound.

Prerequisites:

Introduction To Music Technology, Basic Sequencing

Corequisites:

Basic Sequencing

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### CAT 211

## Artists of the 20th Century

Undergraduate 1.00 c.u. Aesthetic Appreciation

Paris as the bustling artistic and cultural nexus and the birthplace of Modernism. A study of the art and culture of France from 1870 to 1945, with focus on artists who changed our way of seeing: Manet, Degas, Monet, Renoir, Cezanne, Morisot, Cassatt, Van Gogh, Gauguin, Rodin, Claudel, Vuillard, Bonnard, Braque, Matisse, and Picasso.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 213

## Musical Improvisation

Undergraduate 1.00 c.u. Aesthetic Appreciation

Focus on the musical ensemble skills associated with improvisation. Course will be participatory, and the bulk of the time in class will be spent playing music. Diverse cultural approaches to improvisation –African-American, South Indian, and European –will be explored. This course may be repeated for credit for a total of 3 semesters.

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### CAT 214

## Modern Art Of Latin America: 1900-1950

Undergraduate 1.00 c.u. Aesthetic Appreciation

Important works of Latin American painting and sculpture from 1900-1950, emphasizing stylistic analysis and the relationship of the art to its socio-cultural context.

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Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 215

## Level Design I

Undergraduate 1.00 c.u.

Like a good game, level design is easy to learn and difficult to master. There are many aspects to consider such as player ergonomics, flow, difficulty, boundaries, storytelling, tension, risk/reward, and game balancing. This course teaches you the basics, and helps you develop the requisite skills of good level design.

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### CAT 216

## The History Of African-American Art

Also Known As: AFS 216

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness, Writing Intensive

(Also AFS 216) Emma Amos, Betty Saar, Sam Gilliam, Jacob Lawrence. Do you recognize the names of these artists? Study the achievements of artists of color. How have they integrated their cultural identity with their self-expression? Where and when have African, European, Latino and Caribbean influences affected their art? How have African-American artists established strong, creative communities? Visits to museums, galleries, and cultural centers in New Jersey and New York.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 217

## Drawing II

Undergraduate 1.00 c.u.

Drawing is often considered a preliminary step towards achievement of an artist's final work in sculpture or painting. However, drawing is also an independent art form and is valued as the most direct, personal expression of the artist. Both aspects of drawing are studied in works by the world's old and modern masters. Students will gain greater understanding of drawing materials and formal problems by experimentation with chalk, charcoal, pen and ink, pencil, and pastels. This is a more advanced course than Drawing I.

Prerequisite Additional Information:

Prerequisite: CAT major or consent of the Instructor

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### CAT 218

## Painting

Undergraduate 1.00 c.u. Aesthetic Appreciation

Studio work in composition and color in acrylic or oils.

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### CAT 222

## Global Art History

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Undergraduate 1.00 c.u. Aesthetic Appreciation

The course includes at least a week of intensive group travel and study abroad. Our goal is to increase your appreciation of art history, to develop your communication with the enjoyment of people in another country, and to make you an experienced traveler. The best way to understand works of art and architecture is to see the originals in their country of origin. This course prepares you to study art history abroad by familiarizing you in advance in class with art in its cultural context. Students have found this course to be a life-changing experience.

Corequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 224

## Music Of The United States: The African-American Influence

Also Known As: AFS 224

Undergraduate 1.00 c.u.

(Also CAT 224) Musical traditions brought to our country from abroad. The development of American musical culture from colonial times to the present, including a survey of African/American music from its tribal and colonial origins to the present. The sociological impact of jazz upon Western music and culture.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CAT 227

## Silkscreen

Undergraduate 1.00 c.u.

A water-based ink, environmentally friendly course that teaches the stencil method, monoprint approach, and photo-emulsion based processes for creating images in silkscreen. Historical and contemporary examples of silkscreen as art works. Students are encouraged to develop art ideas that begin in silkscreen or ideas previously explored in other media.

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### CAT 228

## 3D Stop-Motion Animation

Undergraduate 1.00 c.u.

This course will explore the basics of motion animation using clay, puppets and many other 3D objects. Students will learn how to pitch an idea, develop a concept and work up a production schedule for exercises using cutouts, collage and clay, in 3D stop-motion techniques with digital cameras.

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### CAT 230

## History Of Animation

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

This class will explore the history and development of animation throughout the 20th century. Major social and technological

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movements and the effects they had on animators working at the time will be analyzed and discussed. This work will be examined to see how animation has developed as an art form. The class will read related texts and view historic and contemporary animation work.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 231

## Chinese Culture and Language

Undergraduate 0.50 c.u.

It is often said that we have just finished the American Century, and that the 21st will be the Chinese Century. With 1.3 billion people, the longest and arguably richest history of any country ever to exist, and the fastest growing economy in the world, China is poised to play a dominant role in shaping your future. This course will provide an overview of Chinese culture within the context of Chinese history and politics, including such topics as calligraphy, king fu, Beijing Opera, cuisine, literature, architecture, and contemporary film and music. Each class session will include lessons in speaking basic conversational Mandarin.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 232

## Japanese Culture And Language

Undergraduate 0.50 c.u. Multi/Transcultural & Global Awareness

Be it anime, judo, sushi, the films of Kurosawa, the cars of Toyota, or the latest game from Nintendo, Japanese culture is very much a part of the American way of life. This course offers a fascinating look at both traditional and contemporary Japanese art forms within the context of Japanese politics, history, and lifestyle. Text, film, multimedia, guests, and class trips will inspire and prepare you for a visit to Japan, and each class session will include lessons in speaking basic conversational Japanese.

Prerequisite Additional Information:

This course may be repeated for credit.

Corequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 233

## Korean Culture And Language

Undergraduate 0.50 c.u. Multi/Transcultural & Global Awareness

On the cutting edge of new media innovation yet drawing upon a rich cultural heritage, Korea is clearly a country on the move. The land of Buddhist temples, taekwondo, kimchee, hanji papermaking, and other exquisite traditional crafts is also Asia's most wired nation. Readings, movies, guest speakers, and class trips provide an overview of Korean culture within a historical and political context. Each class session will include lessons in speaking basic conversational Korean, which is accessible to Westerners because it uses a conventional alphabet (han'geul) of vowels and consonants rather than pictographic characters.

Corequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 235

## World Art II

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

European art and architecture from the Renaissance to the late nineteenth century, taught from the perspective of international travel, trade, and cultural interactions. We will study works of art first-hand in New York and local museums and see the influence of key artists on each other, the evolution of their styles, technical practices, and content.

Corequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 236

## Visual Design for Games

Undergraduate 1.00 c.u.

Techniques derived both from traditional illustrations, comic books, and the latest computer graphics software to create visual representations of characters, environments, props, and textures.

Prerequisites:

Introduction To Game Design

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### CAT 237

## Group Game Project I

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course focuses on the core processes for making a game as a collaborative group. Learn valuable preproduction and documentation skills that go beyond the initial Game Design Document. Manage the project with schedules, milestones, and an iterative development process that includes intensive testing, version control, and effective communication strategies.

Prerequisites:

Introduction To Game Programming, Digital Game Design

Prerequisite Additional Information:

Take CAT 238 or CAT 253; Junior standing.

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### CAT 238

## Introduction To Game Programming

Undergraduate 1.00 c.u.

Learn about the methodologies and tools that are used to program games. Topics include: Repositories/Revision Control, Paired/Extreme Programming, SCRUM/Agile Development, Rapid Prototyping, Multiple Processors/ Threads, Client/Server Basics, Debugging, and Remote Programming. You will also learn how to evaluate and choose the proper game engine for a project.

Prerequisites:

Programming I, Introduction To Game Programming

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### CAT 241

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## Pre-Production And 2D Animation

Undergraduate 1.00 c.u.

The basic concepts and techniques of storyboard and layout including visualization and scriptwriting are important to the pre-production process of animation and are emphasized in this course. The student will learn continuity and basic story structure in a storyboard form, from rough sketches to a finished presentation.

Prerequisites:

Drawing for 2D Animation

Corequisites:

3D Modeling

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### CAT 243

## Music And The Moving Image

Undergraduate 1.00 c.u.

This course explores the history, theory and practice of collaborations between music and moving image artists. The major focus is on the works of the 20th century up to the present. Topics include music and film, video, and performance arts, exploring image-driven as well as music-driven works.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 244

## Visual Communications

Undergraduate 1.00 c.u. Communication Skills

Understanding the ways in which visual ideas function and what they represent in our media landscape of advertising, news and popular culture requires important navigational tools and critical thinking skills. This class will explore a range of concepts and theories used to acquire analytical approaches towards the achievement of visual literacy.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 247

## Design Thinking and Practice

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Students will collaborate across disciplines to identify a project, topic, or design idea of social significance they explore, question, research, and analyze leading to resolution. They will extend their learning experience through trips and virtual worlds to help them design and communicate their work with a public they identify. Discussing, collaboration, innovative research and varied technologies that accompany design practice will be tools for learning and expression in this course.

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### CAT 250

## Selected Topics In Technology

Undergraduate 1.00 c.u.

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Student team work on collaborative projects using the latest technology, software and social media.

Prerequisite Additional Information:

Completion of two 100-level CAT courses.

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### CAT 251

## Hip Hop Theory

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

An in-depth study of the elements of the various styles of American music that were to become hip-hop. Includes examination of how to formulate hip-hop lyrics and beats. Hands-on experience with sequencing software, computers and samplers and opportunities to rhyme and free-style to beats made by class members will also be provided.

Prerequisites:

Introduction To Music Technology, Basic Sequencing

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### CAT 253

## Digital Game Design

Undergraduate 1.00 c.u.

Game design is an interdisciplinary process of rapid prototyping and interactive design, and develop a practice for conductive playtests, critiquing design, and presenting work to others.

Prerequisites:

Introduction To Game Design

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### CAT 256

## Digital Media Writing

Also Known As: WRT 256

Undergraduate 1.00 c.u. Communication Skills

(Also WRT 256) Writing in 21st century workplaces does not only involve typing emails and documents. In this class you will learn to compose in a variety of digital platforms by drawing upon both technical and rhetorical skills that you will develop over the course of the semester. You will deploy design processes with purpose, audience input, and revision in mind, building on your previous writing courses while composing for real audiences.

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### CAT 257

## Video I

Undergraduate 1.00 c.u. Aesthetic Appreciation

An introduction to video as a creative visual, auditory, and spatial medium. Students learn the fundamentals of video production with the goal of making original work in a the genres of single-channel, performance, and installation. Works by filmmakers and video artists are viewed and discussed. It is highly recommended that students take CAT 126 Digital Photography prior to enrolling in this class.

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### CAT 258

## Video II

Undergraduate 1.00 c.u.

Students expand their video production skills while increasing their knowledge of the history and theory of video. The course focuses on advanced camera techniques, video installation and alternative video practices. The grammar and aesthetics of editing in the visual storytelling process will also be emphasized.

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### CAT 259

## Media Histories

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

This course examines the evolution of mechanically reproduced media and its inevitable application by the aesthetic community, beginning with the invention of the film camera (1800s) to digital technology (1940s), through to contemporary field of interactivity, sound and image. This course discusses the convergence of the scientific, military, and political environments that spawned the employment of technology

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 261

## Interaction And Interface: Introduction To Physical Computing

Undergraduate 1.00 c.u.

The division between the physical and the digital is becoming increasingly blurred. This course will investigate the concept and design of interactive objects. Using an open-source platform such as Arduino, a series of hand-on exercises will expose the students to various techniques and encourage them for further inquiry. The basics of electricity and electronics, hardware hacking and prototyping will be explored.

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### CAT 263

## 2D & 3D Digital Drawing for Graphics Production

Undergraduate 1.00 c.u.

The foundation course for the study of graphic design. Students conceptualize visual solutions to communications problems by conducting research and creating preliminary sketches. Students participate in peer/instructor project review sessions.

Prerequisites:

Design I

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### CAT 264

## Computer Imaging

Undergraduate 1.00 c.u.

Students will use the latest version of Adobe PhotoShop, an essential tool for any visual artist working with computers-

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animators, graphic designers, web makers, special effects artists, multimedia and design professionals. This course teaches the advance principles of digital imaging and manipulation, including digitizing, editing, color correction, special effects and transformation techniques used by PhotoShop Pros. It will emphasize the methods used to scan and collage images from photographs, to retouch and alter these images and to create complex design solutions and illustrations.

Prerequisites:

Foundation Studio

Prerequisite Additional Information:

Students are required to register for laboratory time.

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### CAT 265

## Tabletop Game Design

Undergraduate 1.00 c.u.

Explore games as systems to learn to solve increasingly difficult problems that require exploratory design and extensive testing to find a combination of mechanics that effectively solves each problem. Work individually and in groups to design, test, and build tabletop games.

Prerequisites:

Introduction To Game Design

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### CAT 266

## African-American Performance History

Also Known As: AFS 266

Undergraduate 1.00 c.u.

(Also AFS 266) An overview of the contributions African-Americans have made to American performance culture. Exploration of black performance traditions and the social contexts in which they were developed. A useful sampling of information for students interested in American Studies, African-American Studies, Theatre, Dance, Drama, History, Music, Popular Culture and related areas.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 270

## Web Design I

Undergraduate 1.00 c.u.

The foundation course for the study of graphic design for the World Wide Web. This course teaches the student the language of the WWW (XHTML), its visual presentation (CSS), and how to communicate with one's audience. Focus is placed on including multimedia information in an interactive environment.

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### CAT 276

## Advanced Photography

Undergraduate 1.00 c.u.

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In this advanced studio course, students improve their creative and technical skills while exploring questions related to the status of the photographic medium and the art of photography through reading, discussion and assignments. Presentations on historical and contemporary artwork introduce various photographic genres and emerging technologies. Using Adobe Lightroom, students develop effective workflows for sorting and editing images, refine image adjustment skills, and perfect printing ability. As they work toward developing a personal visual language, participants experiment with new approaches to visual storytelling, sometimes pushing their projects beyond the still image.

Prerequisites:  
Digital Photography

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### CAT 278

## Digital Publishing

Undergraduate 1.00 c.u.

This course provides students with the opportunity to learn the basics of layout design, typesetting, printing and binding a booklet, and how to create a webpage from an InDesign file with ease. Students choose their own research theme for the booklet.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 279

## Studio Sculpture

Undergraduate 1.00 c.u.

Students will explore the potential of traditional sculptural media and new digital media to create three-dimensionally. They will work to develop a technical skill base, a critical sense, and a personal creative vision.

Prerequisite Additional Information:  
CAT major or consent of the Instructor.

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### CAT 286

## Sound Design I: Audio For Video I

Undergraduate 1.00 c.u.

Through project-based work, students will learn the process of creating audio for multimedia productions including film television, games, and the web. Topics include recording, mixing, editing, foley, worldizing, and dialogue replacement. The class will also examine the interplay between sound design and music and how to successfully create scores and ambiences. Aesthetics as well as technology will be discussed throughout the semester, and at the end, students will compile a reel of their work.

Prerequisites:  
Introduction To Music Technology

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### CAT 288

## Improvisational Ensemble Acting

Undergraduate 0.50 c.u.

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Students in this course become better members of the College's improvisational acting troupe. They develop improvisational approaches to acting that are then put to use in performing a wide variety of scenarios—some involving audience participation—on current issues of particular concern to college students. There are frequent performances during the semester both on and off campus. This course may be repeated for credit.

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**CAT 289**

## **Boomfield College Chamber Choir**

Undergraduate 0.50 c.u.

A continuation of Elementary Chorus, the experience will provide the student basic choral participation enabling them to: develop the quality of their singing voice, match pitches in specific ranges, learn to follow a score of written music, improve their concentration, perform more complex harmonies and rhythms. The repertoire will include music from all periods from European classical to contemporary American popular styles. This course may be repeated once for credit. Prerequisite: CAT 189.

Prerequisites:  
Bloomfield College Concert Choir

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**CAT 292**

## **Printmaking**

Undergraduate 1.00 c.u.

Printmaking allows artists to change and develop images in stages, creating a visual record of creativity. This course will introduce many techniques, both traditional and experimental.

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**CAT 293**

## **Studio Music I**

Undergraduate 0.50 c.u.

Private instruction in piano, voice, other orchestral instruments such as trumpet, saxophone and guitar. At least one year of prior instruction on the selected instrument or the consent of the instructor is required. Enrollment on the basis of audition. This course may be repeated twice for a total of three semesters

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**CAT 294**

## **Studio Music II**

Undergraduate 0.50 c.u.

Continuation of Studio Music I; course may be repeated twice for a total of three semesters.

Prerequisites:  
Studio Music I

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**CAT 299**

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## Performing Arts Production I

Undergraduate 1.00 c.u.

Rehearsal for and actual production of a full length play, to be performed at the College and perhaps elsewhere as well. Students may become involved as performers or as stage managers, designers, costumers, or any combination thereof.

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### CAT 300

## MIDI Composition And Production I

Undergraduate 1.00 c.u.

Students will explore compositional techniques through a survey of strategies of various musical parameters, through analysis and original composition and production projects. Students will create original compositions and these will be critiqued in class and revised. Orchestration and arranging techniques will also be addressed.

Prerequisites:

Music Theory II

Prerequisite Additional Information:

Or consent of the Instructor.

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### CAT 301

## Composition and MIDI Programming II

Undergraduate 1.00 c.u.

A continuation of CAT 300, focusing on form and arrangement, including song form.

Prerequisites:

MIDI Composition And Production I

Prerequisite Additional Information:

Or consent of the Instructor.

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### CAT 302

## Patchwork: A Quilter's Look At The World

Also Known As: WMS 302

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also WMS 302) Multi/Transcultural & Global Awareness A hands-on quilting bee and a global look at women, past and present, as artists and workers in fabric.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 303

## Television And Film Acting

Undergraduate 1.00 c.u.

Acting for film and television places different demands upon an actor. Working in conjunction with the video classes and the

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course in TV Studio, aspiring performers experiment with such areas as drama, commercials, and news broadcasting.

Prerequisites:  
Introduction To Acting

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### CAT 304

## Motion Graphics

Undergraduate 1.00 c.u.

Be a part of the motion graphics craze – learn how to create bugs, lower thirds, opening animations – all the elements that are in demand for the NYC Metropolitan broadcast industry. Work on projects and become proficient at using AfterEffects, the state-of-the-art special effects digital video editing software.

Prerequisites:  
Computer Imaging

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### CAT 305

## Sound Design II: Audio For Video II

Undergraduate 0.50 c.u.

A continuation of the first semester, this course is focused on longer, more in-depth work. Through individual development as well as group projects, students will gain insight into the experience of working on a production team that will carry into the workplace. Further discussion of aesthetics and the role of sound in our visual world and sound and music in media will be explored. Prerequisite: CAT 286.

Prerequisites:  
Sound Design I: Audio For Video I

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### CAT 308

## Group Game Project II

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course continues the focus on core methodologies for collaborative game development. The interactive development process will be enhanced through online communication strategies, version control and a rigorous review process. In addition, students will gain a better understanding of the art pipeline for both 2D and 3D game engine environments.

Prerequisites:  
Group Game Project I

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### CAT 310

## Digital Audio Engineering II (Mixing)

Undergraduate 1.00 c.u.

Working in a critical and collaborative environment students develop advanced recording projects and learn the art of mixing. Through focused listening, reading, discussion, group critique and disciplined studio practice, students begin to achieve professional quality in their work. Students learn advanced mixing techniques including customized effect, 3D listening, and precision editing. CAT 310 is a hands-on studio production course which emphasizes development of the ear, attention to detail,

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creativity, and critical discourse in sonic manipulation.

Prerequisites:

Digital Audio Engineering I (Recording)

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### CAT 311

## Business of Graphics

Undergraduate 1.00 c.u.

This course was designed to provide you with the information and tools needed to begin a freelance or full-time career. Some of these include a comprehensive overview of business practices, systems and interpersonal skills. Among the subjects to be covered are the studio set-up, portfolio, résumé, how to research and identify markets, promotion, taxes, copyright, negotiation and contracts.

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### CAT 314

## Level Design II

Undergraduate 1.00 c.u.

The core skills learned in Level Design I are further refined and used to create a more immersive player experience. Advanced skills are taught such as controlling world physics, creating particle effects, building custom user interfaces, generating real-time camera effects, using post-processes to transform a scene's aesthetic, and creating in-game cinematics.

Prerequisites:

Level Design I

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### CAT 315

## Art Methods Pre K-12

Undergraduate 1.00 c.u.

This course prepares future K-12 art teachers. It focuses on methods to create a stimulation creative environment that is appropriate to students at different stages of their development. It investigates educational methods and curriculum content and engages the future teacher in hands-on studio work to develop his/her own technical and aesthetic skills. How to manage a studio class, assessment strategies, and educational theories and practices are examined.

Prerequisites:

Instructional Planning And Assessment For Students With High-Incidence Disabilities

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### CAT 317

## Studio Drawing

Undergraduate 1.00 c.u.

You will learn how to see and how to draw from direct observation of nature and life. You will use a variety of media to create self-portraits, figure drawings, object studies, still lifes, interior scenes, landscapes, depending on Instructor. Use drawing as part of the planning process for prints, paintings, and digital works, and as a finished work in its own right.

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Prerequisites:  
Drawing II

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**CAT 323**

## Music Industry Essentials

Undergraduate 1.00 c.u.

Exploration of the function, responsibilities and entitlements of an artist manager. Consideration of artist, producer, management contracts and master recording leases. Overview of the copyright law and how it applies to the arts. Application for copyright registration, mechanical and synchronization licenses, music publishing, performing rights organizations and the issue of public domain will also be discussed.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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**CAT 327**

## Game Programming Studio

Undergraduate 1.00 c.u.

What are the strengths and limitations of game engines? Further examine the tools used for game development to go beyond the fundamentals of programming.

Prerequisites:  
Introduction To Game Programming

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**CAT 328**

## Artificial Intelligence for Games

Undergraduate 1.00 c.u.

This is the all-important element that breaths life into those seemingly thinking creatures found in today's games. See how state machines, decision making, path finding, and both construction all play a role in making them believable.

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**CAT 329**

## Character Design

Undergraduate 1.00 c.u.

Character Design is a "drawing-heavy" course that covers character development and design techniques, models sheets and current software to achieve character creation for a variety of platforms. These genres include comics, the graphic novel, illustration, game, children's books, as well as 2D, 3D and Stop-Motion animation. Students will create characters that are unique, relatable, and experimental. The history of character design and character animation will be discussed as it applies to the course each week.

Prerequisites:  
Drawing for 2D Animation

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**CAT 330**

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## Advanced Painting Workshop

Undergraduate 1.00 c.u.

Intensive studio work in students' choice of painting media and style. Teachers continue to develop students' technical mastery and "eye" and assist them in defining their unique goals as painters. Drawing and painting from observation, memory, model (the figure, still life), frequent individualized critiques, required museum and gallery trips. This course may be repeated for credit.

Prerequisites:

Studio Drawing

Prerequisite Additional Information:

Or consent of the Instructor.

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### CAT 331

## Life Drawing/Painting

Undergraduate 1.00 c.u.

A systematic study of drawing from the live model at rest and in motion. We examine the body as a working system, while drawing the main skeletal, muscular and structural forms. Demonstrations and individualized critiques enable the student to see and to draw the figure with growing knowledge, self-assurance, and mastery of line, perspective, light, and shading. Informative for science and nursing students, essential for artists.

Prerequisites:

Drawing II, Studio Drawing

Prerequisite Additional Information:

Or consent of the Instructor.

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### CAT 332

## Life Drawing For Motion

Undergraduate 1.00 c.u.

Through a series of critical concerns in the analysis of an action and motion drawing, the student will be able to understand the difference between drawing for animation and drawing for illustration. The art of conveying gestures while learning the construction and mechanics of the human figure will be examined.

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### CAT 333

## Global Arts: Up-Close And In Person

Undergraduate 1.00 c.u.

Each spring semester, this course will study in depth the classical art and the contemporary arts scene of a major international city, and then visit that city during spring break. A broad spectrum of arts will be covered, including whenever possible music, film, painting, literature, sculpture, architecture, photography, animation, theatre, and new media, as well as cuisine and traditional crafts. Artistic creativity will be examined in relationship to the history, politics and culture that shape it. Cities to study and visit will be selected from such art centers as Paris, Berlin, Rome, Barcelona, Mexico City, Athens, London, Beijing, Kyoto, Marrakesh, and Rio de Janeiro. Each student will choose a specific topic to focus on and will conduct their own research on it during their visit to the city.

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Prerequisite Additional Information:

Grade of “B” or better in a Humanities course and with consent of the Instructors.

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CAT 336

## Designing Environments for Story

Undergraduate 1.00 c.u.

Designing Environments for Story will focus on developing core skills used for layout and background design for animation production, drawing from life, perspective, composition, staging, understanding scripts, translating storyboards to layout, color theory, mood, camera movements, lenses, traditional and digital painting.

Prerequisites:

Drawing for 2D Animation

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CAT 343

## Select Ensemble

Undergraduate 1.00 c.u.

This course is an ensemble, open by audition only, in which students perform on an advanced level, potentially for public performance. Ensembles may be based on instrumentation (guitar, voice, electronics) or repertoire (Improvisation Ensemble, Chamber Ensemble, etc). May be repeated for credit.

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CAT 350

## Selected Topics In The Fine And Performing Arts

Undergraduate 1.00 c.u.

In-depth study of a topic in the fine and performing arts. Topics may be interdisciplinary or focus on one field in the arts (e.g., Far Eastern Art; Rock & Rap; The 60's). Some attendance at performances and art exhibits required. This course may be repeated once for credit.

Corequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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CAT 352

## Selected Topics In Technology

Undergraduate 1.00 c.u.

In-depth study of the latest developments in technology and the arts (digital video, 3-D animation, the Internet). This course may be repeated once for credit.

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CAT 360

## Selected Topics In Technology

Undergraduate 1.00 c.u. Writing Intensive

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In-depth study of the latest developments in the technical aspects of communications and the arts (e.g., virtual reality, hypertext, etc.). This course may be repeated once for credit.

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**CAT 361**

## 3D Modeling

Undergraduate 1.00 c.u.

Students will learn to construct CG 3D models by breaking down complex shapes into simpler components that can be modified, transformed and animated using the industry standard software in 3D computer generated model building and animation.

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**CAT 362**

## Typography

Undergraduate 1.00 c.u.

Study the historical development of type, typeface design, and the use of type as an expressive image. This course will teach you the typographical skills to succeed as a graphic designer.

Prerequisite Additional Information:  
CAT 268 Graphics II

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**CAT 363**

## Advertising Concepts and Design

Undergraduate 1.00 c.u.

Learn the methods graphic designers use to give products a brand identity. Explore ways to creatively and effectively execute the brand concept in print and digital design. Invent your own product and produce an ad campaign for it.

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**CAT 364**

## Motion Capture With Motionbuilder

Undergraduate 1.00 c.u. Scientific & Technological Skills

This course is a practical approach to learning Motion Capture and the fundamentals of MotionBuilder. Students will learn how to work with the motion capture data on a professional level with an emphasis on navigating the interface, importing and applying motion capture data to a virtual actor and virtual character. Concepts of character retargeting, filters, f-curves, plotting 3D data, constraints, cameras, rendering, lights, materials, and shades will also be addressed.

Prerequisites:  
3D Modeling  
Prerequisite Additional Information:  
Or permission of the Animation Coordinator.

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**CAT 365**

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## Art in an Interdisciplinary Space

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course is a collaborative interdisciplinary art class, which concentrates on the development of concepts through research and practice. As a semester long project, students will be asked to write and invent a creation myth, do research around their project and implement their story through artworks.

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### CAT 366

## Motion Design

Undergraduate 1.00 c.u.

Students explore the fundamentals of time-based motion for animation, video and game using a combination of motion design, image compositing and Adobe After Effects. Emphasis will be on design, composition, conceptualization and ability to communicate ideas. Students also apply basic principles of storytelling to create short sequences and narrative works.

Prerequisites:

Video I, Computer Imaging

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### CAT 368

## Immersive Design

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

What does it mean to create meaningful interactive experiences? Students will create interactive installations and environments. Contemporary software and hardware will be covered, with students creating physics projects. A variety of mechanisms (edge detection, color tracking, capacitance sensors, presence sensors, custom switches, etc) will be covered. Class discussions include topics of interactivity, art, media, design, space, and installation.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CAT 369

## Game Theory and Analysis

Undergraduate 1.00 c.u. Writing Intensive

This course introduces game theory concepts and critical analysis with a focus on European game mechanics.

Prerequisites:

Introduction To Game Design

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### CAT 370

## Advanced Web Design

Undergraduate 1.00 c.u.

This course provides the web site Creative Director with a working knowledge of the latest Internet technologies necessary for sophisticated interactivity and business-related functions. Topics include managing a web server, DHTML, XML, Java Script,

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CGI, FTP, Telnet, and databases. This course will keep pace with the most recent developments in the field.

Prerequisites:  
Web Design I

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### CAT 371

## Acting II: Scene Study

Undergraduate 1.00 c.u.

A continuation of Introduction to Acting. Students work extensively with texts, both classic and contemporary. The course develops practical skills in script analysis, developing a character, study and training methods, working with a director, rehearsal technique, and performance.

Prerequisites:  
Introduction To Acting

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### CAT 372

## 3D Animation

Undergraduate 1.00 c.u.

(Formerly CAT 334 Character Animation II) This course continues with the latest industry standard software exploring more advanced 3D modeling construction along with a strong emphasis on the theories and principles of motion for animation.

Prerequisites:  
3D Modeling

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### CAT 380

## Internship I

Undergraduate 1.00 c.u.

A semester-long internship required of CAT majors in their junior year: Placement will be in professional settings appropriate to the student's area of specialization and where the student will have ample opportunity to actually use their new skills: theatres, art galleries, music production companies, television, video, and radio studios, design firms, service bureaus, publishing houses, community service organizations, small businesses, and corporations. Field placement is required.

Prerequisite Additional Information:  
Prerequisite: Permission of Instructor required

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### CAT 392

## Studio Media Workshop

Undergraduate 1.00 c.u.

In stimulating workshop atmosphere, students are free to experiment and to combine their work in mixed media: traditional and digital. The goal of the course is to create works that expand and eventually represent the student's creative outlook. There will be frequent individual and group critiques. Experimental, collaborative, and interdisciplinary projects are possible and are encouraged. Highly recommended as a pre-Capstone prep elective for CAT majors. This course may be repeated once for credit.

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Prerequisite Additional Information:  
CAT major, certificate candidate, or permission required.

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### CAT 399

## Performing Arts Production II

Undergraduate 1.00 c.u.

Continuation Of CAT 299. Course may be repeated for credit.

Prerequisites:  
Performing Arts Production I

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### CAT 400

## Pre-Capstone-Graphics

Undergraduate 1.00 c.u.

This is an advanced imaging/print production class, designed to prepare students to conceptualize a Capstone project. Students tackle advanced creative challenges, acquire advanced production skills, and write and gain approval of a Capstone proposal.

Prerequisites:  
Computer Imaging, Web Design I

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### CAT 401

## Advanced Synthesizer Programming & Electronic Music

Undergraduate 0.50 c.u.

(Formerly CAT 321) Students learn the history, musical impact, and technical fundamentals of electronic music with an emphasis on analog synthesizers and their digital counterparts. Through directed listening, reading, and sonic experimentation, students become conversant in the history of electronic music and skillful in the exploration of sonic possibilities.

Prerequisites:  
Digital Audio Engineering II (Mixing)  
Prerequisite Additional Information:  
This course can be taken three (3) times for credit.  
Corequisites:  
Music Theory II

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### CAT 402

## Precapstone-Developing a Recording Project

Undergraduate 0.50 c.u.

(Formerly CAT 351) This is a project based class, and can serve as a preparation for the capstone preparation. Students focus on creativity and logistics of an audio production, through process of classcritiques.

Prerequisites:  
Digital Audio Engineering III (Practicum), MIDI Composition And Production I

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Corequisites:

Digital Audio Engineering III (Practicum), MIDI Composition And Production I

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### CAT 403

## Preproduction Capstone-Animation

Undergraduate 0.50 c.u.

This is an advanced animation pre-production class, designed to prepare students to conceptualize and write the proposal for their senior Capstone project. Before students can advance to CAT 420 Capstone, an approved proposal, including the treatment, a script/screenplay, storyboard and production schedule must be completed.

Prerequisites:

3D Stop-Motion Animation, Pre-Production And 2D Animation, 3D Animation

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### CAT 404

## Advanced Project Seminar

Undergraduate 1.00 c.u.

This class will allow seniors working on original creative projects to share ideas with other students who may or may not be working in the same media or genre. Students shall explore the creative process and the shared concept among the arts, as well as the distinct differences. Students shall discuss the progress of the projects over the course of the semester. Related contemporary works shall be discussed and analyzed as well. In addition to creating original projects, students will be expected to clearly articulate their ideas in a final essay.

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### CAT 406

## Preparing The Demo Reel

Undergraduate 1.00 c.u.

The function of getting your work ready to be seen at festivals by enthusiasts and/or industry professionals, with the intention of getting your "foot in the door", is the basis of this course. We will address the most important factors for introducing yourself to the industry by preparing a diverse, high quality demo reel, featuring quality animation that shows you have a strong and clear understanding of animation principles. Whether your path is 2D, 3D or a more experimental Stop Motion, in a large commercial studio, an independent animator, or within the festival circuit, this course will investigate the current resources, and prepare you to take the best steps for that direction.

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### CAT 407

## Advanced Life Drawing for Motion

Undergraduate 1.00 c.u.

The study of drawing the human anatomy, especially with concerns in articulating expressive gesture poses for motion, requires much practice. This course will elevate a students' understanding of complex mechanics in the human figure, while continuing to emphasize the importance of sound construction in drawing. It is designed for experienced students, who are interested in additional attention on capturing the observed effects of light and movement on the human form.

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## CAT 408

### Pre-Capstone: Game Development

Undergraduate 1.00 c.u.

This is the culmination course for collaborative game development methodologies. It is also the first half of the Capstone experience and incorporates several new preproduction tasks. Students will enter into a developer/publisher relationship with their faculty advisor and go through to the necessary steps to get their projects green lighted. Then they will utilize all of their skills to create a working game prototype that is ready for detail and polish.

Prerequisites:

Group Game Project II

Prerequisite Additional Information:

Senior standing required

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## CAT 409

### Pre-Capstone: Expanded Media

Undergraduate 1.00 c.u.

This is an advanced expanded media pre-production class, designed to prepare students to conceptualize and write the proposal for their senior capstone project. Before students can advance to CAT 420 Capstone, an approved proposal, including the treatment, script, storyboard, installation plan and production schedule must be completed. Students must achieve advanced production skills in CAT 366 or CAT 368 before advancing to CAT 409.

Prerequisites:

Motion Graphics, Immersive Design

Prerequisite Additional Information:

Take CAT 366 or CAT 368

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## CAT 410

### Digital Audio Engineering III (Practicum)

Undergraduate 1.00 c.u.

Working in a critical and collaborative environment students develop and complete a semester-long recording project of professional caliber. As a culmination of the DAE series, CAT 410 emphasizes project management, problem solving, originality and technical precision. Students direct the flow of the course which is tailored to meet the specific needs of their projects. Group critique, student-to-student feedback and collaboration are essential elements of the course. CAT 410 is a hands-on studio production course which serves as a bridge to a creative and professional working dynamic.

Prerequisites:

Digital Audio Engineering II (Mixing)

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## CAT 420

### Capstone Project I

Undergraduate 1.00 c.u.

A final, major independent project undertaken by senior CAT majors under the supervision of departmental faculty. The intention is to create a work that will in some shape become part of the student's portfolio, to be used to market themselves after

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graduation from the program. Projects take many forms, depending on the student's talents and area of specialization: e.g., production of a videotape or audio tape; design and construction of a book; gallery exhibition of a significant number of works; performance of a solo show. The student must not only complete the project, but also publicize and market it in true entrepreneurial fashion. This course is required of departmental majors and all projects must be approved by a meeting of the departmental faculty. May be repeated for credit for total of 2 semesters.

Prerequisites:

Digital Audio Engineering III (Practicum)

Prerequisite Additional Information:

Music majors must complete CAT 410; all other CAT majors must have permission from their Advisor.

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### CAT 421

## Capstone Project II

Undergraduate 1.00 c.u.

For students with a double major in CAT, a second capstone may be required.

Prerequisite Additional Information:

Permission from their Advisor.

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### CAT 430

## Internship II

Undergraduate 1.00 c.u.

This course has the same goals and requirements as Internship I, but the intention is to place the student in a situation at a higher technical level and with even more professional responsibility.

Prerequisite Additional Information:

Consent of the Instructor required.

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### CAT 471

## Advanced 3D Animation

Undergraduate 1.00 c.u.

This course is a continuation of CAT 372 3D Animation, with further explanation and detailed understanding of the advanced functioning within industry standard 3D software. The emphasis will be on constructing intricate 3D models and complex animated scenes. The student will be required to produce, from start to finish, an original collaborated short animation utilizing technical and experimental effects learned throughout the semester.

Prerequisites:

3D Animation

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### CAT 500

## Seminar, Salon, Lecture I

Graduate 0.50 c.u.

Seminars meet after the second the fourth, and during the eighth week of the first two Summer Terms. Attendance at Seminar is

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voluntary for third year students. Critiques involve student peers, MFA director(s) and faculty, and provide constructive criticism during the first two meetings. The Third meeting is reserved for evaluating the progress of the work done during the Summer Term. By participating in informal Salon discussions, students practice and develop into fluent and persuasive contributors during critiques. Attendance at the Lectures provides students with the opportunity to hear professionals explain their working methods and concept development to an audience.

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**CAT 502**

**Seminar, Salon, Lecture II**

Graduate 0.50 c.u.

Seminars meet after the second the fourth, and during the eighth week of the first two Summer Terms. Attendance at Seminar is voluntary for third year students. Critiques involve student peers, MFA director(s) and faculty, and provide constructive criticism during the first two meetings. The Third meeting is reserved for evaluating the progress of the work done during the Summer Term. By participating in informal Salon discussions, students practice and develop into fluent and persuasive contributors during critiques. Attendance at the Lectures provides students with the opportunity to hear professionals explain their working methods and concept development to an audience.

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**CAT 504**

**Intersession I**

Graduate 1.50 c.u.

An intensive 2 week session in which students and faculty meet all day to discuss Independent Study readings, attend critiques, and have individual evaluation conferences.

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**CAT 506**

**Intersession II**

Graduate 1.50 c.u.

An intensive 2 week session in which students and faculty meet all day to discuss Independent Study readings, attend critiques, and have individual evaluation conferences.

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**CAT 508**

**Fall Independent Study I**

Graduate 0.50 c.u.

Students and an advisor meet remotely to decide what the student should accomplish during this 3 month term (September through November). Progress is discussed in weekly remote meetings by phone call or Skype, with new work posted on the e-Portfolio site.

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**CAT 510**

**Fall Independent Study II**

Graduate 0.50 c.u.

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Students and an advisor meet remotely to decide what the student should accomplish during this 3 month term (September through November). Progress is discussed in weekly remote meetings by phone call or Skype, with new work posted on the e-Portfolio site.

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**CAT 512**

## Spring Independent Study I

Graduate 0.50 c.u.

Students and an advisor meet remotely to decide what the student should accomplish during this 3 month term. Progress is discussed in weekly remote meeting by phone or Skype, with new work posted in the e-Portfolio site. This term is devoted to enriching the conceptual thinking of the student through reading and writing, an attending exhibits, screenings and performances. It is a time to experiment and explore one's craft through work in the studio while still receiving feedback from an advisor in the program.

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**CAT 514**

## Spring Independent Study II

Graduate 0.50 c.u.

Students and an advisor meet remotely to decide what the student should accomplish during this 3 month term. Progress is discussed in weekly remote meeting by phone or Skype, with new work posted in the e-Portfolio site. This term is devoted to enriching the conceptual thinking of the student through reading and writing, an attending exhibits, screenings and performances. It is a time to experiment and explore one's craft through work in the studio while still receiving feedback from an advisor in the program.

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**CAT 516**

## Group Meeting I

Graduate 1.00 c.u.

Groups meet every day and post their discussion topics on their blog. Group meeting times are staggered so that students and faculty from other groups are able to attend. This staggered schedule reinforces the benefit of being in an interdisciplinary program.

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**CAT 518**

## Group Meeting II

Graduate 1.00 c.u.

Groups meet every day and post their discussion topics on their blog. Group meeting times are staggered so that students and faculty from other groups are able to attend. This staggered schedule reinforces the benefit of being in an interdisciplinary program.

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**CAT 520**

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## Group Meeting III

Graduate 1.00 c.u.

Groups meet every day and post their discussion topics on their blog. Group meeting times are staggered so that students and faculty from other groups are able to attend. This staggered schedule reinforces the benefit of being in an interdisciplinary program.

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### CAT 522

## Conference I

Graduate 1.00 c.u.

Conferences are individual discussions between one faculty member and one student. Conferences are where teaching takes place and represent the core or “heart” of the program, and are scheduled every day of the Summer terms. Conference topics include, but are not restricted to, technique, conceptualization of the student’s work, discussion of cultures and social issues and their relation to artistic practice, possible new or tangential directions, and theoretical perspectives.

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### CAT 524

## Conference II

Graduate 1.00 c.u.

Conferences are individual discussions between one faculty member and one student. Conferences are where teaching takes place and represent the core or “heart” of the program, and are scheduled every day of the Summer terms. Conference topics include, but are not restricted to, technique, conceptualization of the student’s work, discussion of cultures and social issues and their relation to artistic practice, possible new or tangential directions, and theoretical perspectives.

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### CAT 526

## Conference III

Graduate 1.00 c.u.

Conferences are individual discussions between one faculty member and one student. Conferences are where teaching takes place and represent the core or “heart” of the program, and are scheduled every day of the Summer terms. Conference topics include, but are not restricted to, technique, conceptualization of the student’s work, discussion of cultures and social issues and their relation to artistic practice, possible new or tangential directions, and theoretical perspectives.

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### CAT 600

## Masters Project and Thesis

Graduate 3.00 c.u.

The master’s project is a professional-level exhibition or performance of work created and produced during the latter part of the student’s experience in the program. The concept underpinning the project has been defended and pronounced foundationally sound and fully developed by the student. The exhibition or performance of the master’s project demonstrates evidence of exemplary craft, execution and presentation of the concept. The written master’s thesis defends the aesthetic direction of the arts practice, and describes how research, skill acquisition and process were combined in the development of the concept supporting

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the master's project.

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## EDC 120

### Robotics As A Learning Tool

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills, Scientific & Technological Skills

This interdisciplinary methodology course will introduce students to the use of educational robotics as an alternative means of fostering learning in children. The main focus of the course will be a hands-on experience through which students will learn concepts of mathematics and science while working with the LEGO MINDSTORMS Robotics Intervention System and RoboLab programming software. This course is a strongly recommended Arts-as-Catalyst course for Education majors. Other students may register as well.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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## EDC 202

### Teaching as a Profession: Meeting the Needs of all Learners

Undergraduate 1.00 c.u. Community Orientation & Citizenship

This course introduces the teaching profession by panoramically exploring both general education and special education settings. It includes the study of American schools and considers diversity, multiculturalism, equity, and inclusive educational practices for students with and without disabilities.

Prerequisite Additional Information:

A field component in general education and special education classroom is required. This course is designed for undergraduates only. Students cannot take EDC 202 and EDC 217 simultaneously.

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## EDC 210

### Educational Psychology

Also Known As: PSY 210

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also PSY 210) The role of psychological concepts in educational practices, focusing on the nature and sources of intellectual development and readiness according to Piagetian, psychometric, and information process perspectives. Beyond these approaches to cognitive development, learning theory, motivation, and the role of emotion in learning will be discussed. This course will also include a section on individual differences in learning; exceptional students and social, ethnic, cultural, and gender differences. The related topics of measurement and evaluation of learning will round out the course.

Prerequisites:

Introduction To Psychology

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## EDC 217

### Understanding Family And Community

Undergraduate 1.00 c.u. Community Orientation & Citizenship

Community Orientation & Citizenship This course is designed to foster understanding of the significant roles of families and communities in the growth and education of children. Topics include recognizing children at-risk; recognizing and accepting diverse family units; the impact of home, community, health, and cultural experience on development and learning and

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understanding social, historical, political, legal and philosophical constructs that impact children, families and communities. Identification and collaboration with community agencies and resources to support individuals with special needs and their families will be addressed. Students cannot take EDC 202 and EDC 217 simultaneously.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### **EDC 314**

## **The Development Of The Pre-Adolescent And Adolescent Learner Implications For Teaching**

Undergraduate 1.00 c.u.

This course is designed to examine young adolescents, their development and issues related to their educational needs during the period of growth from childhood through adolescence. Students will learn how to use developmental characteristics in the instructional design and planning process. Students will also learn how schools should be structured to maximize learning for this population.

Prerequisites:

Teaching as a Profession: Meeting the Needs of all Learners, Understanding Family And Community, Introduction To Psychology

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### **EDC 316**

## **Childhood Development and Learning**

Undergraduate 1.00 c.u.

This course is designed to foster understanding of the dynamic continuum of development and learning in children from birth through Pre-Adolescent. Topics include cognitive and linguistic factors affecting development and learning, nurturing diversity and equity, addressing multiple intelligences and diverse learning styles, integrating play, and language and literacy across the curriculum.

Prerequisites:

Teaching as a Profession: Meeting the Needs of all Learners, Understanding Family And Community, Introduction To Psychology

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### **EDC 318**

## **Early Childhood Curriculum and Assessment**

Undergraduate 1.00 c.u.

The course is designed to foster implementing developmentally appropriate principles and practices. Topics include integration across all core curriculum areas, responsiveness to cultural and linguistic differences, fostering intellectual stimulation through play, implementing appropriate guidance and management techniques to create a safe environment, and assessment that is multidimensional, ongoing and performance based.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

Prerequisite Additional Information:

This course is not to be taken with EDC 334. This course requires successful completion of 30-hour field practicum.

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### EDC 320

## Educating the Child with Disabilities in the Regular Classroom

Undergraduate 1.00 c.u.

(Formerly EDC 207) A course designed to provide cross training for the teacher in the regular classroom in order to be able to work as part of a collaborative interprofessional team. Through study, observation, and field experiences the pre-service teacher will gain valuable training and resources for inclusion of special needs students in the regular classroom.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

Prerequisite Additional Information:

Students are required to do a 1 1/2 hour application session.

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### EDC 321

## Developing Literacy Across the Grades: Methods and Strategies

Undergraduate 1.00 c.u.

This course serves as an introduction to the teaching of literacy in grades Preschool-12 and focuses on both theoretical and practical approaches to assessing, teaching, and incorporating literacy into classroom. Teacher candidates will explore and learn to apply teaching practices related to balanced, comprehensive literacy including, phonemic awareness, phonics, comprehension, fluency, vocabulary development, and motivation. These approaches will be discussed in the context of special needs and ELL students, multicultural education, technology integration, and differentiated strategies. Connections to the New Jersey Student Learning Standards will be integral. This course will also expose teacher candidates to developing/analyzing lesson plans, evaluating case studies, and reading/discussing contemporary issues in literacy.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

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### EDC 322

## Instructional Planning And Assessment For Students With High-Incidence Disabilities

Undergraduate 1.00 c.u.

(Formerly EDC 222) This course offers a variety of instructional strategies and techniques to assist students with mild to moderate high-incidence disabilities, including learning disabilities, mental retardation, behavioral and emotional disabilities, and speech or language impairments. It will address curriculum planning, program development, assessment, and the use of technology. Developing literacy and effective Individual Educational Plans (IEPs), designing effective learning environments, and preparing students for transition will also be addressed. This course requires successful completion of 16 hour field practicum.

Prerequisites:

Institutional Design and Analysis of Classroom Assessment

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### EDC 323

## Instructional Planning And Assessment For Students With Low-Incidence Disabilities

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Undergraduate 1.00 c.u.

(Formerly EDC 223) This course offers a variety of instructional strategies and techniques to assist students with mild to severe low-incidence disabilities, including autism, pervasive developmental disorders, severe-profound mental retardation, physical and multiple disabilities, health impairments, and traumatic brain injury. It will address adaptive and functional curriculums, the use of assistive technology, interventions and transdisciplinary teaming and assessment, effective learning environments, and elective Individual Educational Plans (IEPs). This course requires successful completion of 16-hour field practicum.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

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### **EDC 324**

## **Consultation and Curriculum Adaptations for Students With Special Needs in Inclusive Settings**

Undergraduate 1.00 c.u.

(Formerly EDC 312) This course provides the necessary knowledge and skills for working with special needs students placed in inclusive educational settings, addressing collaborative relationships with various professionals and agencies serving special needs students. It will offer various models, materials, and instructional adaptations including technology, to promote inclusion. It will also emphasize implementing Individual Education Plans (IEPs) within regular education settings. This course contains a field experience and requires successful completion of a thirty(30) hour practicum.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

Prerequisite Additional Information:

This course cannot be taken concurrently with EDC 318.

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### **EDC 325**

## **Classroom Management**

Undergraduate 0.50 c.u.

(/formerly EDC 313) This course describes the principles under laying effective classroom management, offers techniques and strategies to promote an effective learning environment for all students in both inclusive and self-contained settings. Also provides specific strategies and techniques for conducting functional behavioral assessment and designing positive behavioral support plans for students with challenging behavior. This course contains a field experience.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

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### **EDC 330**

## **Introduction to Curriculum Design I: Research-Based Practice**

Undergraduate 1.00 c.u.

(Formerly EDC 304) This course focuses on the study of curriculum development and principles of teaching. The course will introduce the skills to design and deliver interdisciplinary curricula utilizing differentiated instruction, technology integration, as well as accommodating for special needs and ELL students.

Prerequisites:

The Development Of The Pre-Adolescent And Adolescent Learner Implications For Teaching, Childhood Development and

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Learning

Prerequisite Additional Information:

Take EDC 314 or EDC 316

Corequisites:

Introduction to Educational Technology

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### **EDC 332**

## **Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas**

Undergraduate 1.00 c.u.

(Formerly EDC 309) This course focuses on the further development of curriculum design and principles of teaching. The course reinforces the skills of differentiated instructional design and delivery, integration of technology, and adapting lessons to address diverse learners including special needs and ELL students.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

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### **EDC 334**

## **Institutional Design and Analysis of Classroom Assessment**

Undergraduate 1.00 c.u.

(Formerly EDC 310) This course is designed to provide a foundation for classroom methodology of standards-based instructional activities and assessments. One purpose of this course is to introduce teacher candidates to the elements of assessment that area part of good teaching and best practice.

Prerequisites:

Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas

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### **EDC 336**

## **Introduction to Educational Technology**

Undergraduate 1.00 c.u.

(Formerly EDC 326) The objective of this course is to introduce various forms of educational technology through hand-on project based learning to pre-service teacher candidates. This course provides various opportunities for engagement and reflection on the role these technology tools can play in teaching/learning processes in a classroom. Students will become skilled in some of many digital tools available for schools to use in their classrooms. In addition, students will learn current issues in technology use in classrooms and will become familiar with basic learning theories which will help in determining appropriate applications of educational technology in educational settings. Students will become familiar with virtual schooling and learn how to assist online learning of their students.

Prerequisite Additional Information:

Take either EDC 330, EDC 332, EDC 334, EDC 318 or EDC 321

Corequisites:

Introduction to Curriculum Design I: Research-Based Practice

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## EDC 342

### Early Childhood Learning Environments and Assessment

Undergraduate 1.00 c.u.

(Formerly EDC 327) Students will be introduced to the elements of a quality early childhood learning environment. Building on their knowledge of child development, students will learn appropriate assessment tools and techniques, both formal and informal, to be able to evaluate young children's learning and development.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

Corequisites:

Clinical Practice I

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## EDC 410

### Clinical Practice I

Undergraduate 1.00 c.u.

Students who have satisfied requirements will be assigned two full days per week in an approved pre-school, elementary, middle school, or high school setting. Students will spend time observing, participating, and teaching in an assigned class under the direction of a Cooperating Teacher and a College Supervisor. The student is expected to begin to fulfill the role of teacher, including attendance at faculty meetings, professional development opportunities, and duty assignments. This course will include monthly seminar meetings (four(4) times throughout the semester) where students are provided with guidance to complete their clinical practice assignments including the preparation for edTPA performance assessment.

Corequisites:

Early Childhood Learning Environments and Assessment, Institutional Design and Analysis of Classroom Assessment

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## EDC 412

### Clinical Practice II

Undergraduate 2.50 c.u.

(Formerly EDC 401) Students who have successfully completed all academic requirements will be assigned to full-time teaching in an approved school setting relevant to the area of intended certification. Students will observe, interact and teach under the direction of a Cooperating Teacher and College Supervisor. Student teaching applications must be submitted by April 1st for Fall placement and by October 1st for Spring placement.

Prerequisites:

Clinical Practice I

Prerequisite Additional Information:

Consent of the Instructor and submission of student teaching application.

Corequisites:

Clinical Practice Seminar

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## EDC 414

### Clinical Practice Seminar

Undergraduate 0.50 c.u.

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(Formerly EDC 402) This seminar utilizes group discussions to assist in the analysis and evaluation of identified classroom problems, best practices, classroom behavior management techniques and coping strategies. Efforts are made to socialize the student teacher to the profession of teaching. Attention is given to career placement tools and strategies.

Prerequisite Additional Information:

Consent of the Instructor.

Corequisites:

Clinical Practice II

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### *EDC 500*

## **Introduction to Education**

Graduate 0.50 c.u.

This course encompasses the structure of American Education by exploring the development of social, economic, political, and cultural constructs in which learning takes place in American society. Included are considerations for social values, education as a profession, education and the community, and impacts of social policy. This course will also serve as a transition to more advanced educational pedagogy by addressing topics such as multiple intelligences, dimensions of learning, differentiated instruction, lesson design, and the Common Core Standards in math and English language arts. We will examine the New Jersey Professional Teaching Standards and the contexts in which teachers teach. A multicultural emphasis and multi-disciplinary approach to schooling in both urban and suburban communities will guide our explanation of schools here in the state of New Jersey. In addition, students will be introduced to methods for finding viable peer-reviewed research articles using Education-specific databases.

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### *EDC 505*

## **Introduction to TEACCH: Autism Basic Training**

Graduate 0.50 c.u.

The ongoing increase of new cases of autism being diagnosed has created a growing demand for effective programs, practical suggestions and information. The TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) approach will prepare educators and service providers to assess and adapt the physical environment as well as general educational structure for both preschool and school-age students. Topics to be covered include: the primary characteristics of autism as they relate to classroom practices, the elements of “The Culture of Autism” and how to employ the “Cultural Compromise” .how to organize the physical space, create and implement individual daily schedules, plan and execute “One to One” teaching, as well as create independent workstations that include visually clear independent work tasks.

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### *EDC 506*

## **Introduction to Curriculum Design I: Research Based Practice**

Graduate 1.00 c.u.

This course focuses on the study of curriculum development and principles of teaching, emphasizing the background content research needed to develop curricula. The course will introduce the skills to design and develop interdisciplinary curricula that is based on research and the application of that research through best practices utilizing; multiple intelligences, diverse learning styles, dimensions of learning, the Bloom’s taxonomy. The curricula will facilitate the integration of standardized and alternative assessment measures to meet the New Jersey Student Learning Outcomes.

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### EDC 508

## Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas

Graduate 1.00 c.u.

This course focuses on the further development of curriculum design and principles of teaching. The course reinforces the skills of differentiated instructional design and delivery, integration of technology, and adapting lessons to address diverse learners including special needs and ELL students. The essential elements of instruction, assessment, grouping strategies and effective questioning will be illustrated to effectively plan instruction for diverse learners in English language arts, mathematics, social studies, and science.

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### EDC 511

## Instructional Design and Analysis of Classroom Assessment

Graduate 1.00 c.u.

This course will enable teacher candidates to demonstrate their teaching skills in the designed delivery of curricula addressing the needs of diverse learners. Teacher candidates will design, differentiated instructional lessons and demonstrate skills in the delivery of lessons based on the understanding that learners have differing needs. Students present their lessons using a variety of strategies, integrating diagnostic, formative and summative assessment data.

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### EDC 514

## The Development of the Pre-Adolescent and Adolescent Learner and Implications for Teaching

Graduate 1.00 c.u.

This course is designed to examine young adolescents, their development and issues related to their educational needs during the period of growth from childhood through adolescence. Exploration and application of research-based findings will be pursued to investigate the developmental differences between the stages of preadolescence and high school adolescents and its impact on education. Students will learn how to use developmental characteristics in the instructional design and planning process. Students will also learn how schools should be structured to maximize learning for this population.

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### EDC 516

## Childhood Development and Learning

Graduate 1.00 c.u.

This course is designed to foster understanding of the dynamic continuum of development and learning in children from birth through PreAdolescence. Topics include cognitive and linguistic factors affecting development and learning, nurturing diversity and equality, addressing multiple intelligences and diverse learning styles, integrating of play and language, and literacy across the curriculum. Knowledge of early childhood development and how it is related to the learning of children is the foundation upon which all effective teaching and learning decisions are built. Without this knowledge, a teacher cannot design an appropriate program or meet the learning needs of each student. Students will learn to be able to apply their knowledge about early child development and learning to adapt the learning environment to meet the needs of children with atypical development in the affected developmental domain(s). Students will also obtain the research skills to find and analyze research articles to

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explain children's development and show their deeper understanding of early child development and learning.

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### EDC 517

## Understanding Family and Community

Graduate 1.00 c.u.

This course is designed to foster understanding of the significant roles of families and communities in the growth of young children. Topics include recognizing children at risk; establishing linkages with community resources to support families; recognizing and accepting diverse family units; the impact of home, community, health, and cultural experience on development and learning; and understanding social, historical, political, legal, and philosophical constructs that impact children, families, and communities. Identification and collaboration with community agencies and resources to support individuals with special needs and their families will be addressed. In addition, students will consult databases to summarize peer-reviewed research studies and form an argument around a contemporary issue in education.

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### EDC 519

## Educating the Child with Disabilities in the Regular Classroom

Graduate 1.00 c.u.

A course designed to provide cross training for the teacher in the regular classroom in order to be able to work as part of a collaborative, interprofessional team. Through study, observation, field experiences, and research exploring professional journals, books and other resource materials, as well as peer reviewed research, for the pre-service teacher to gain valuable training and resources by applying research based best practices to implement strategies, modifications and accommodations for special needs students in the regular classroom.

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### EDC 521

## Developing Literacy Across the Grades: Methods and Strategies

Graduate 1.00 c.u.

The course serves as an introduction to the teaching of literacy in grades Preschool-12 and focuses on both theoretical and practical approaches to assessing teaching, and incorporating literacy into the classroom. Teacher candidate will explore and learn to apply teaching practices related to balanced, comprehensive literacy including phonemic awareness, phonics, comprehension, fluency, vocabulary, development, and motivation. These approaches will be discussed in the context of special needs and ELL students, multicultural education, technology integration, and differentiated strategies. Connections to the New Jersey State Learning Standards will be integral. This course will also expose teacher candidates to developing/analyzing lesson plans, evaluating case studies, and reading/discussing contemporary issues in literacy through a review and synthesis of peer reviewed, scientific-based reading research (SBRR) studies..

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### EDC 526

## Introduction to Educational Technology

Graduate 1.00 c.u.

The objective of this course is to introduce new digital media-various forms of educational technology through hands-on project-based learning to pre-service teachers. This course provides various opportunities for engagement and reflection on the role

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these technology tools can play in teaching/learning processes in a classroom. Students will become familiar with various technological and digital tools, become capable of using some of the digital tools in their classrooms. In addition, students will learn current issues on technology use in classrooms and will become familiar with basic learning theories, which will help in determining appropriate applications of educational technology in educational settings. Students will obtain the skills to research evidence to evaluate technological and digital tools so they can decide the best tools to use and the best way to implement them in their classrooms. Students will learn about the research process including how to critically review and incorporate peer-reviewed research in the application of theory into practice.

Prerequisites:

Introduction to Curriculum Design I: Research Based Practice, Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas, Instructional Design and Analysis of Classroom Assessment, Early Childhood Curriculum and Assessment, Developing Literacy Across the Grades: Methods and Strategies

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### **EDC 528**

## **Childhood Environment and Assessment**

Graduate 1.00 c.u.

This course will focus on the learning environment of pre-kindergarten through third grade classrooms. The classroom environment is often referred to as the “third” teacher. The structure, design, and choice of materials in the classroom influence how teaching and learning in all developmental domains take place. Students will also learn how to design a supportive, intellectually stimulating classroom environment; how to develop daily and weekly plans that reflect and support children’s growth in all areas, especially the development of self-regulation. In addition, they will learn how a well-designed environment supports classroom management, by exploring research based best practices to accommodate and adapt the classroom environment for success for each individual student and incorporating these accommodations into their classroom design.

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### **EDC 530**

## **Introduction to Special Education and Inclusion**

Graduate 1.00 c.u.

This course introduces graduate students to the field of special education and provides the history of the field and to the federal and state regulations and laws mandating special services to learners with disabilities, including an overview of the disability regulations defined in federal special education legislation. The course includes research on the progress of inclusion and current inclusive education practices.

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### **EDC 532**

## **Assessment in Special Education**

Graduate 1.00 c.u.

This course enables graduate students to develop competencies for assessing learning of students with disabilities. Course participants will gain knowledge on how to assess, analyze, and interpret data from formal (standardized) and informal (traditional and alternative) testing sources and measurement including functional assessment. Course participants will be taught how to interpret reports as relevant to student from diverse learning backgrounds and use these interpretative results along with behavioral observation, task analysis and other types of measurement to design instruction.

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### **EDC 534**

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## Educational Strategies in Inclusive Settings

Graduate 1.00 c.u.

This course prepares graduate students to provide effective instruction to learners with disabilities in inclusive settings. Course participants will gain knowledge to plan, implement, and assess effective instruction and positive learning environments aligned with students' academic, social and behavioral needs with an emphasis in development of literacy skills. Course participants will engage in research and reflective teaching practices to select effective teaching strategies to teacher literacy for learners in need of supports in general education.

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### EDC 536

## Educational Strategies for Learners with Autism and Other Developmental Disabilities

Graduate 1.00 c.u.

This course offers an overview on history, causes, characteristics, assessment and instruction of learners with autism and other developmental disabilities. Course participants will gain knowledge and skills necessary to support the learning of learners with autism and other developmental developing positive behavioral supports and interventions.

Prerequisite Additional Information:

This course includes 10 hours of clinical experience

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### EDC 538

## Instructional Strategies for Creative Arts and Play in Early Childhood

Graduate 1.00 c.u.

Using emergent curriculum as the approach to curriculum development, this course introduces students to what STEM learning in early childhood classrooms looks like. The basic learning goals of early childhood STEM education are 1) knowledge and understanding 2)skills 3)dispositions, and 4)feelings. In-depth investigations of phenomena lead children to achieve all four of the above learning goals, this course focuses on pedagogical approaches and strategies that help young children explore, observe, inquire, predict, investigate and integrate their learning through hands-on projects.

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### EDC 539

## Transition Planning and Collaborative Partnerships

Graduate 1.00 c.u.

Legal, historical influences, agencies and program factors impacting the transition process across the life span of learners with disabilities are discussed in this cours. Process of transition planning is covered with emphasis on developing relationships.

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### EDC 540

## Assistive Technology for Learners with Disabilities

Graduate 0.50 c.u.

This course is a broad introduction to assistive technology (AT) used for instruction of learners with disabilities. Course

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participants will examine strategies for creating supportive environments for learners with disabilities to effectively use high and low AT devices including augmentative/alternative communication systems.

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### **EDC 550**

## **Introduction to the Profession**

Graduate 0.25 c.u.

This 15-hour course introduces students to the Early Childhood Teaching Profession and provides an overview of the P-3 Program, the required performance assessment edTPA, ethics in the field of early childhood, the importance of family, developmentally appropriate practice, and the standards of Pre-K, Kindergarten, and grades 1-2.

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### **EDC 552**

## **Language and Literacy in Early Childhood**

Graduate 1.00 c.u.

This 15-hour course introduces students to the Early Childhood Teaching Profession and provides an overview of the alternate route program, the required performance assessment edTPA, ethics in the field of early childhood, the importance of family, developmentally appropriate practice, and the standards for PreK, Kindergarten, and grades 1-3.

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### **EDC 553**

## **School and Society**

Graduate 1.00 c.u.

The teacher candidate will learn about the classroom as a social unit and the management/organization skills needed to create an effective learning environment. The prospective teacher will become familiar with the organizational, social, economic, and political forces that impact upon schools.

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### **EDC 554**

## **Instructional Strategies for Children's Literature**

Graduate 1.00 c.u.

This course is designed to help students recognize the importance of books and reading in the life of the young child and to develop knowledge and appreciation of the wide variety and scope of reading material available for young people through grade 3. The course will incorporate strategies for evaluation and finding the best books, learning about authors and illustrators, and using books to ignite a lifelong love of reading as well as strategies to integrate good children's literature, both nonfiction and fiction, across the curriculum.

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### **EDC 556**

## **Instructional Strategies for STEM in Early Childhood**

Graduate 1.00 c.u.

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Using emergent curriculum as the approach to curriculum development, this course introduces students to what STEM learning in early childhood classrooms looks like. The basic learning goals of early childhood STEM education are 1) knowledge and understanding )skills )dispositions, and )feelings. In-depth investigations of phenomena lead children to achieve all four of the above learning goals, this course focuses on pedagogical approaches and strategies that help young children explore, observe, inquire, predict, investigate and integrate their learning through hands-on projects.

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**EDC 560**

## **Clinical Experience for Endorsement in Special Education**

Graduate 1.00 c.u.

In this course graduate students will complete 30 hours of clinical experiences. These experiences will be completed in classroom environments where students with disabilities are receiving services. Course participants are provided the opportunity to apply content learned in prior courses in real classroom settings. Student will complete clinical experience in classrooms for students with disabilities. Students will observe and under the supervision of a cooperating teacher will practice strategies learned in the courses.

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**EDC 570**

## **Foundations of Urban Education**

Graduate 1.00 c.u.

Foundations of urban education is designed to develop and expand graduate students' critical understanding and analysis of the issues and problems that impact urban education. The topics outlined in this course will provide a framework of the historical and contemporary facets of urban education.

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**EDC 571**

## **Clinical Perspectives in Urban Education**

Graduate 1.00 c.u.

Critical Perspectives in Urban Education offers perspectives on urban education as a critical field of inquiry. The readings, assignments, and activities are designed to explore the significance of inequality in urban cities and the public schools within them. Graduate students will develop a complex understanding of the major issues in urban education including: economic inequality; the social ecology of urban cities; school segregation; racial, ethnic, and class minorities; opportunity gaps; and education reform.

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**EDC 572**

## **Urban Education and Diverse Exceptional Learners**

Graduate 1.00 c.u.

Urban Education & Diverse Exceptional Learners is designed to celebrate the diversity of learners in the urban setting. Graduate students will develop research-based teaching methods and instructional strategies that will address the needs of all learners in the urban school.

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**EDC 573**

## **Culturally Responsive Classroom Management**

Graduate 1.00 c.u.

Culturally responsive classroom management is designed to help graduate students create and maintain caring, respectful classroom communities in which learners feel safe, valued, cared about, respected, and empowered in urban contexts. The course addresses the challenges and opportunities in creating community in the increasingly diverse classroom.

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**EDC 602**

## **Basic Applied Behavioral Analysis for Students with Autism and Other Developmental Disabilities**

Graduate 1.00 c.u.

In this course graduate students will acquire the basic applied behavior analysis (ABA) principles and its application to classroom settings. In this course participants will be introduced to ABA based programs to increase, maintain and decrease behaviors in classroom settings. Emphasis is given to the use of these strategies in the instruction of learners with autism and other developmental disabilities.

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**EDC 604**

## **Advanced Clinical Experience/Seminar Positive Behavioral Support**

Graduate 1.00 c.u.

In this course graduate students will implement evidence based instructional strategies in classrooms for learners with Autism and other developmental disabilities and attend seminar to learn to prepare behavioral intervention plans. This course requires the completion of 50 clinical experience hours in classroom for learners with autism and other developmental disabilities (including seminar hours).

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**EDC 606**

## **Advanced Educational Programming for Learners with Autism and Other Developmental Disabilities**

Graduate 1.00 c.u.

This course provides an overview of the evidence-based practices for teaching learners with autism and other developmental disabilities. A focus of the course is on evidenced based practices such as antecedent-based interventions, visual supports, systemic instruction, and interventions to promote social and communication skills. This course is taken concurrently with the Advanced Clinical experiences course.

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**EDC 608**

## **Advanced Assessment for Learners with Autism and Other Developmental Disabilities**

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Graduate 1.00 c.u.

In this course graduate students will acquire the ability to appropriately assess the skills and abilities of learners with autism and other developmental disabilities and translate assessment results into meaningful educational interventions in least restrictive environments. The process of functional behavioral assessment and functional behavior analysis will be covered in this course. This course is taken concurrently with the Advanced Clinical experiences course.

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### EDC 620

## Clinical Practice I

Graduate 1.00 c.u.

Students who have satisfied requirements will be assigned to two full-days per week in an approved pre-school, elementary, middle, or high school setting. Students will spend time observing, participating, and teaching in an assigned class under the direction of a Cooperating Teacher and a College Supervisor. The student is expected to begin to fulfill the role of a teacher, including attendance at faculty meetings, professional development opportunities, and duty assignments. This course will include monthly seminar meetings (four times throughout the semester) where students are provided with guidance to, complete their clinical practice assignments including the preparation for edTPA performance assessment.

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### EDC 622

## Clinical Practice II

Graduate 2.50 c.u.

The Clinical Practice Intership is a sixteen-week teaching experience in a field placement for students. It is designed to apply learning about professional knowledge of Pedagogy, child development, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed and evaluated a minimum of seven times by a College supervisor.

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### EDC 624

## Clinical Practice Seminar

Graduate 0.50 c.u.

The Clinical Practice Intership is a sixteen-week teaching experience in a field placement for students. It is designed to apply learning about professional knowledge of Pedagogy, child development, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed and evaluated a minimum of seven times by a College supervisor.

Corequisites:

Clinical Practice I

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### EDC 626

## Introduction to Action Research

Graduate 1.00 c.u.

This course introduces the theoretical and practical dimensions of action research. The primary objective of the course is to prepare students to conduct action research in centers. Topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data,

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and ways to draw conclusions from the research.

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**EDC 628**

**Leadership, Advocacy, and Administration in Early Childhood**

Graduate 1.00 c.u.

This course introduces the principles of leadership, advocacy and administration in early childhood programs and classrooms. This course focuses on the knowledge, skills, and dispositions necessary to develop leadership and administrative abilities needed in the field of Early Childhood Education. The course will address a variety of facets of administration including enrollment, staffing, supervision, policy development, communication, budgeting and evaluation of early childhood programs.

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### AFS 300

## African American Religion and Critical Thought

Undergraduate 1.00 c.u.

(Also REL 300) This course introduces students to a critical approach to the interpretation of the African American socio-religious experience in North America. It examines the historical journey of African Americans as well as their attempt to create meaning and sense of dignity in the face of harsh and inhumane circumstances.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade C- or higher and one (1) 100/200 level Religion course

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### AFS 360

## African Religion, Civilization and Culture

Undergraduate 1.00 c.u.

(Also REL 360)

This course examines various expressions and forms of African spirituality, ethic, and culture. It challenges the long-standing myth that African religions are based on a monolithic cultural system. Religious traditions from West and Central Africa are central to the objectives of this course.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade of C- or better and one (1) 100/200 level Religion course

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### COM 114

## Utilizing Tablet Computers

Undergraduate 0.50 c.u.

(Formerly JOU 114) This course is designed to introduce students to tablet computers as a communication tool. The tablet will be used to access news information, create PowerPoint presentations, conduct teleprompter readings, record interviews, create video presentations and conduct research. Use of apps and hardware is a critical component of the course. Students will be required to have a tablet computer, keyboard, and microphone.

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### COM 122

## Public Speaking

Undergraduate 1.00 c.u. Communication Skills, Education Co-Concentration

(Formerly JOU 122) This course focuses on the theory and skills of preparing and presenting public speeches. The emphasis in this course is on practice and evaluation of classroom presentations and professional speeches.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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## COM 128

### Introduction to Mass Communication

Undergraduate 1.00 c.u. Communication Skills

(Formerly JOU 128) The nature and effect of contemporary mass media; history of the mass media; regulations regarding present and future uses; economic restraints and social control.

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## COM 212

### Voice and Speech Production

Undergraduate 1.00 c.u.

(Formerly JOU 212) Improvement of the speaking voice is the focus of this course. Attention will be paid to developing a pleasing tone, strong articulation, proper pronunciation, and correct breathing. Students will also learn the International Phonetic Alphabet. The course is highly recommended for those students interested in radio, television, teaching and business.

Prerequisites:  
Public Speaking

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## COM 213

### Oral Interpretation of Literature

Undergraduate 1.00 c.u. Aesthetic Appreciation, Education Co-Concentration

(Formerly JOU 213) Oral interpretation is defined as the study of literature through performance. The course is designed to train students to use their bodies and voices to interpret poetry, drama and prose, children's literature, world literature and documentary material. Students will present literature in individual and ensemble performances.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
Minimum grade C- or higher

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## COM 224

### Journalism I

Undergraduate 1.00 c.u. Writing Intensive

(Formerly JOU 224) This course focuses on the basics of journalism reporting and writing. It will introduce students to the fundamentals as well as modern techniques in news gathering and writing. Students will report and write stories as an entry level journalist. Sessions will involve class writing as well as discussions and analysis of news coverage.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
Minimum grade C- or higher

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## COM 231

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## History of Broadcasting

Undergraduate 1.00 c.u.

(Formerly JOU 231) This course traces the history of radio and television. It includes criticism, production, programming issues and ethics.

Prerequisites:

Introduction to Mass Communication, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### COM 234

## Digital Journalism

Undergraduate 1.00 c.u. Writing Intensive

(Formerly JOU 234) The course builds on journalism basics and applies these to writing for digital media and producing multimedia journalism. Students will learn how to report, write, and produce for digital publications, and how to effectively utilize 21st century journalism applications and technology including blogging, social media, and multimedia.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### COM 243

## Media Writing

Undergraduate 1.00 c.u.

(Formerly JOU 243) This course explores the various media writing styles. Students will be exposed to fundamental writing skills common to all media and will learn how to apply those skills to different formats.

Prerequisites:

Public Speaking, Introduction to Mass Communication, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Or consent of the Instructor.

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### COM 244

## News Gathering

Undergraduate 1.00 c.u.

(Formerly JOU 244) The course is designed to enable students to gain proficiency in gathering information from reliable sources through conducting interviews, researching on the internet and examining public documents.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing, Introduction to Mass Communication, Media Writing

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### COM 247

## Writing for Radio and Television

Undergraduate 1.00 c.u.

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(Formerly JOU 247) This course is designed to introduce students to the mechanics of writing for the electronic media of radio and television. Primarily devoted to broadcast news writing, students will also learn how to create special formats such as sports, specials and commentary.

Prerequisites:

News Gathering, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### COM 266

## Radio Production I

Undergraduate 1.00 c.u.

(Formerly JOU 266) This course introduces students to the basic operation of a radio studio. It includes writing, producing and announcing.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### COM 280

## Sports Journalism

Undergraduate 1.00 c.u.

(Formerly JOU 280) This course will focus on all aspects of sports journalism, including reporting, editing, writing, and producing. Students learn skills needed for digital, print, and broadcast.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing, Radio Production I

Corequisites:

Digital Radio and Podcasting

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### COM 357

## Broadcast Journalism

Undergraduate 1.00 c.u.

(Formerly JOU 357) This course is designed to involve students in the writing, reporting and producing of news for radio and television. They will develop skills and techniques needed to work in broadcast news.

Prerequisites:

Writing for Radio and Television

Prerequisite Additional Information:

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### COM 366

## Digital Radio and Podcasting

Undergraduate 1.00 c.u.

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(Formerly JOU 366) This is an advanced radio production course which focuses on producing and directing programs which will be aired on the campus radio station.

Prerequisites:  
Radio Production I

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### COM 370

## Media Ethics

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Formerly JOU 370) The purpose of this class is to help students understand the need for ethics in society especially as it pertains to the media. They will also learn how to make ethical decisions using the principles they have learned.

Prerequisites:  
Writing for Radio and Television

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### COM 375

## Mass Media Research

Undergraduate 1.00 c.u.

(Formerly JOU 375) This course is designed to help students learn the different research approaches used in mass media research and to apply those approaches to a research project.

Prerequisites:  
Media Ethics  
Corequisites:  
Media Ethics

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### COM 377

## Media Entrepreneurship

Undergraduate 1.00 c.u.

As U.S. journalism and mass communications programs revamp to prepare you to succeed in today's rapidly evolving media landscape, there is no better place to embrace and refine nearly every skill you will need to know than learning about media entrepreneurship and innovation. In the course of envisioning, prototyping and launching, you will integrate multimedia production, social media distribution, design thinking, data collection and analysis, and audience engagement strategies.

Prerequisites:  
Introduction to Mass Communication, History of Broadcasting

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### COM 390

## Communication Internship

Undergraduate 1.00 c.u.

(Formerly JOU 390) Field study in newspapers, television and radio stations, advertising and public relations firms, and other

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communications institutions. Field placement required.

Prerequisites:

Introduction to Mass Communication, Public Speaking

Prerequisite Additional Information:

And at least three other courses in the Communication concentration. Junior standing and consent of the Instructor. This course may be repeated once for credit and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### COM 440

## Communication Capstone

Undergraduate 1.00 c.u.

(Formerly JOU 440) A final major independent project undertaken by communication major under the supervision of a department faculty member.

Prerequisites:

Broadcast Journalism

Prerequisite Additional Information:

Or consent of the Instructor and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### CRW 120

## Introduction to Creative Writing

Undergraduate 1.00 c.u. Communication Skills, Education Co-Concentration

Introduction to the craft of writing. Frequent in-class and home assignments to explore various writing techniques and hone developing skills. This course culminates in a final portfolio of completed fiction, poetry and short drama. Designed primarily for freshmen

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CRW 206

## Screenwriting

Also Known As: CAT 206

Undergraduate 1.00 c.u. Writing Intensive

(Also CAT 206) The focus is on writing a feature-length film and the basic elements of plot, protagonist, turning point, and resolution. You will be expected to complete a step outline of your story and the first act of your screenplay.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CRW 215

## Playwriting

Undergraduate 1.00 c.u.

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A seminar in the art and craft of playwrighting. Through classroom discussions, selected readings, writing assignments and critical feedback, each student creates a one-act play which is presented to the College community in an informal program of staged readings.

Prerequisites:

Introduction to Creative Writing, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better. CRW 120 or consent of the Instructor required.

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### CRW 219

## Contemporary Writing

Undergraduate 0.50 c.u.

Introduction to the writing professions and to important contemporary practitioners of the craft. Frequent appearances by guest poets, fiction writer, journalists and editors who will discuss their work and the professional contexts within which they work. Specially designed workshops will allow students to explore a range of genres and writing styles.

Prerequisites:

Introduction to Creative Writing, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### CRW 234

## Selected Topics in Writing

Undergraduate 1.00 c.u.

Special focus in the study of writing, such as children's literature, sports writing, travel writing and memoir. Can be repeated for credit.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### CRW 257

## Intermediate Fiction Writing

Undergraduate 1.00 c.u. Aesthetic Appreciation

Through the study and practice of reading and writing fiction, students will analyze the work of published authors and apply established narrative techniques to their own writings. In instructor-led workshops, students will give as well as take constructive criticism, in order to generate a revised portfolio of their own works of fiction.

Prerequisites:

Introduction to Creative Writing

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### CRW 271

## Intermediate Poetry Writing

Undergraduate 1.00 c.u. Aesthetic Appreciation

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Through the student and practice of reading and writing poetry, students will analyze the works of published poets and apply established poetic techniques to their own writings. In instructor-led workshops, students will give as well as take constructive criticism, in order to generate a revised portfolio of their own poems.

Prerequisites:

Introduction to Creative Writing

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### CRW 309

## Advanced Fiction Writing

Undergraduate 1.00 c.u.

Intensive work in fiction writing within the context of contemporary fiction. Study of modernist and post-modernist techniques. Frequent writing assignments designed to help students gain technical control of their writing and find their individual writer's voice. This course culminates in a portfolio of original fiction (short stories or a novel-in-progress) and a public reading of original fiction for the College community.

Prerequisites:

Introduction to Creative Writing, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better. And either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### CRW 325

## The Literary Magazine

Undergraduate 1.00 c.u.

A project-centered course in which students learn the editorial, proofreading and production skills necessary to produce a professional literary magazine. Some discussion also of the role of the literary magazine in contemporary writing and in the history of American letters. Culminates in the production of Blink, Bloomfield College's literary magazine. Can be repeated once for credit.

Prerequisites:

Introduction to Creative Writing

Prerequisite Additional Information:

And either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### CRW 341

## Advanced Poetry Writing

Undergraduate 1.00 c.u.

Intensive work in poetry writing within the context of contemporary poetry. Study of the competing schools of modern poetry, from the New Formalists to the Nuyoricans. Frequent writing assignments designed to help students find their individual poetic voice. This course culminates in a portfolio of original poetry and a public reading of original poetry for the College community.

Prerequisites:

Introduction to Creative Writing, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better, and either a 200-level literature course with a grade of C or better, or the consent of the

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Instructor.

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### CRW 348

## Creative Non-Fiction

Undergraduate 1.00 c.u. Writing Intensive

Intensive work in creative non-fiction, including the memoir, personal essay, epistolary forms, and travel writing. Frequent writing assignments designed to help students find an individual writing voice and hone their skills in prose. Culminates in a portfolio of original prose and a public reading for the college community

Prerequisites:

Introduction to Creative Writing, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better, and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### CRW 460

## Senior Thesis in Creative Writing

Undergraduate 1.00 c.u. Writing Intensive

For English/Writing Concentration majors only. Preparation of a final undergraduate portfolio of original poetry or fiction. An in-depth study of one craft element in a twentieth-century writer's work. Solo reading of original work for the Humanities Division and the College community.

Prerequisites:

Advanced Fiction Writing, Advanced Poetry Writing, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better, and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### ENG 125

## Introduction to World Literature

Undergraduate 1.00 c.u. Education Co-Concentration, Multi/Transcultural & Global Awareness

An introduction to the various literary genres: poetry, drama and fiction. Specific syllabus at the discretion of the instructor, but texts will come from the continents of Africa, Asia, Central and South America and from the Pacific Islands.

Prerequisites:

Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing, Synthesis and Research Writing, Enhanced Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade of C- or better required

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### ENG 150

## Introduction to Western Literature

Undergraduate 1.00 c.u. Aesthetic Appreciation, Communication Skills, Education Co-Concentration

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An introduction to various literacy genres: poetry, drama and fiction. Specific syllabus at the discretion of the instructor. Emphasis on the literature of western Europe and the United States. Focus on literature and its relation to society

Prerequisites:

Argumentative and Analytic Writing, Synthesis and Research Writing, Accelerated Argumentative and Analytic Writing, Enhanced Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 202

## Selected Topics in Contemporary Literature

Undergraduate 1.00 c.u. Writing Intensive

Selected works of English and American literature, in all three major genres, focusing on a particular issue or topic of contemporary interest, such as sports, women in literature, science fiction, popular culture, existentialism, religion. Emphasis on how the various writers present these problems in styles peculiar to their genres. Students may repeat this course once for credit with consent of discipline coordinator.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 203

## British Literature Survey I

Undergraduate 1.00 c.u. Aesthetic Appreciation, Education Co-Concentration, Writing Intensive

Selected works in English literature with emphasis on historical, cultural, and aesthetic values, including material from Beowulf to Boswell. Lecture and discussion

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 204

## British Literature Survey II

Undergraduate 1.00 c.u. Aesthetic Appreciation, Education Co-Concentration, Writing Intensive

Selected works in English literature with emphasis on historical, cultural, and aesthetic values, including material from the romantic period to the Second World War. Lecture, discussion.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 222

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## African-American Literature

Also Known As: AFS 222 , WMS 222

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also AFS/WMS 222) Selected poetry, drama, fiction, autobiography, and essays by African-American authors, with emphasis on literary excellence. Authors range from Phillis Wheatley to Frederick Douglass, Imamu Amiri Baraka, Alice Walker, and Ishmael Reed. Lecture, discussion.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 223

## Women's Literature

Also Known As: WMS 223

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

(Also WMS 223) This course focuses on literature in English written by women. We study themes and techniques common to the literature by women. From the late Middle Ages until the present, we examine texts that challenge beliefs about female inferiority, promote a women's perspective on gender and allow for a discussion of self-esteem, motherhood, privacy and women's power.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 226

## Literature of Race, Class, and Gender

Also Known As: AFS 226 , WMS 226

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness, Writing Intensive

(Also AFS/WMS 226) Varied works of western and/or non-western literature that illustrates how different races, ethnic groups, genders, and classes view themselves

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C-or better.

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### ENG 227

## Religion and Literature

Also Known As: REL 227

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

(Also REL 227) Selected poetry, fiction, drama, and non-fiction that explore such topics as faith, the nature and presence of God, death and immortality, spirituality, sin, and salvation. The course invites students to examine and reflect on the

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interrelationship of literary expression and a theological understanding of the world.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### ENG 232

## Latin American Literature Survey

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also LAC 232) Survey of Latin American literature from the sixteenth century to the present. Emphasis is upon literary discourses that reflect and shape the diverse array of Latin American cultural identities throughout the region.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 248

## The Harlem Renaissance: Reflections On Art And Society

Also Known As: PHL 248 , AFS 248

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also AFS/PHL 248) Broad review of the literary period known as the Harlem Renaissance or the New Negro Movement. An examination of poetry, fiction, critical essays, art and music for social and aesthetic values projected in the artistic production of the day. Highlighting the transnational, transethnic texture of African-American social consciousness.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 249

## Advanced Grammar and Editing

Undergraduate 1.00 c.u. Communication Skills, Education Co-Concentration

This course is designed as an intensive study in English grammar, punctuation, and usage. After reviewing the intricacies of English grammar, students will be required to apply their knowledge by revising and editing their own written work.

Prerequisites:

Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 251

## The Art of Fiction

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

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A study of the entire genre of fiction, including some novels. Emphasis will be placed on fiction of the 19th and 20th centuries.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 252

## The Art of Drama

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

Selected plays representing the major periods of the drama from the Greeks to the present, with attention to the religious, social, and theatrical forces that shaped these works. Lecture and discussion.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 253

## The Art of Poetry

Undergraduate 1.00 c.u. Aesthetic Appreciation

A study of the genre of poetry with emphasis on formal innovations and evolution of the art form. Focus will vary according to instructor's discretion.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 258

## Gothic Literature

Also Known As: WMS 258

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

(Also WMS 258) There is more to Gothic literature than ghosts and spooky houses. This course examines how the genre dramatizes and explores the dark impulses that arise in the human psyche; it also studies how gender and sexuality shape the writing of this literature and the attitudes that it expresses. The course may focus on American Gothic literature or British Gothic literature, and may be repeated for credit when that focus changes.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 259

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## Contemporary African-American Thought

Also Known As: AFS 259 , PHL 259

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also AFS/PHL 259) Contemporary African-American Thought explores the intellectual contributions of prominent African-American writers and philosophers from the late twentieth century to the present. Through literary analysis, discussion, and participation in a class conference, students investigate the cultural, political, aesthetic, and philosophic dilemmas of the African Americans in the contemporary age.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 263

## Fantasy Literature

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

The course explores the world of fantasy created by writers of the most imaginative form of fiction. We will explore contemporary and classic novels and short works and our focus will be to differentiate this genre from others. Students will try out story-telling techniques and analyze underlying meanings of works..

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 264

## Caribbean Literature

Also Known As: LAC 264

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also LAC 264) Study of Caribbean literature with emphasis upon the oral and literary traditions of the English-speaking Caribbean. Consideration is also given to creole Caribbean languages and the ways in which they have shaped the development of Caribbean literature and cultures.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 267

## The History of the English Language

Also Known As: HIS 267

Undergraduate 1.00 c.u. Communication Skills

(Also HIS 267) This course will examine the evolution of the English language by reading texts (e.g. Beowulf, Chaucer, the King James Bible) to trace the development of the language from Old to Modern English. In order to explore the debates about

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language in modern America, we will also examine the evolution of the controversies surrounding African-American English.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 268

## Haitian Literature

Also Known As: LAC 268 , AFS 268

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also AFS/LAC 268) Haitian literature explores the literary contributions of prominent writers, artists, and filmmakers from Haiti and the Haitian Diaspora. All course texts are translated to English. Using the literature as a lens, the course investigates Haitian history and Haitian cultural discourses. Haiti's historic and cultural impact in the Caribbean region and throughout the Americas is also considered.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 274

## Children's Literature

Undergraduate 1.00 c.u. Aesthetic Appreciation

This course offers traditional and recent approaches to studying various genres, themes, national and global traditions, historical periods, and critical issues in children's literature. Topics and texts vary from semester to semester. As topics change, this course may be repeated for credit.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### ENG 278

## American Literature Survey I

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

A historical and cultural survey of major American figures of the 19th century, including new research on women and African-American figures. Writers may include Emerson, Thoreau, Whitman, Melville, Dickinson, Poe, Hawthorne and Frederick Douglass.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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**ENG 279**

## **American Literature Survey II**

Undergraduate 1.00 c.u. Aesthetic Appreciation, Education Co-Concentration, Writing Intensive

A study of literature of the United States in the first half of the 20th century. Writers may include Faulkner, Cather, O'Neil, Elliot, Pound, Hughes, Hurston and Hemingway.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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**ENG 281**

## **Literature, Film, and Theory**

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

This course examines the relationship between literature, film and theory. More specifically, it examines how literature and film can encapsulate crucial aspects of a theoretical text, enriching and expanding our experience and understanding of it.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C-or better.

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**ENG 333**

## **Selected Topics in Literature**

Undergraduate 1.00 c.u. Writing Intensive

This course offers traditional and recent approaches to studying various genres, themes, historical periods, and critical issues in the texts from more than one national literature. Topics and texts vary from semester to semester. As topics change, this course may be repeated for credit.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

And either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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**ENG 356**

## **Major Latin American and Caribbean Writers**

Also Known As: LAC 356

Undergraduate 1.00 c.u.

(Also LAC 356) Major figures in the literature of Latin America in translation. Major figures will include, Allende, Borges, Carpentier, Garcia Marquez, Neruda, and Vargas Llosa.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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Prerequisite Additional Information:

With a final grade of C- or better, and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### ENG 363

## Major Writers of the African Diaspora

Also Known As: AFS 363

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness, Writing Intensive

(Also AFS 363) Distinguished writers of African, Afro-Caribbean, Afro-Latin and African-American heritage. Emphasis is upon the theory and practice of diaspora, and how it has shaped the literary voices of writers of African descent

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

And a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### ENG 364

## Selected Topics in Shakespeare

Undergraduate 1.00 c.u. Aesthetic Appreciation

This course offers traditional and recent approaches to studying Shakespeare's drama and poetry. Topics and texts vary from semester to semester. As topics change, the course may be repeated for credit. Topics may include genre studies, Shakespeare in performance, Shakespeare and his contemporaries.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better, and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### ENG 402

## Literary Criticism and Advanced Research

Undergraduate 1.00 c.u.

A capstone course for English Literature majors. Students will read major texts of literary theory and they will conduct original and advanced literary research resulting in a long writing project.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better, and a 200 level literature course with a final grade of C or better, or the consent of the Instructor.

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### ENG 403

## Major Writers in Depth

Undergraduate 1.00 c.u.

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A capstone course for English majors in the Literature Concentration. Students will read the work of one major writer, or the work of 2-3 related major writers whose works form a coherent field of study. Possible writers include Jane Austen, the Bronte Sisters, Willa Cather, Gabriel Gasrcia Marquez, Herman Melville, Toni Morrison. As topics change, this course may be repeated for credit.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better, and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### ENG 405

## Internship in English

Undergraduate 1.00 c.u.

Field experience in the Humanities allowing majors to gain hands-on experience in such professional settings as the publishing industry, museums, and the ministry. Open to juniors and seniors majoring in English.

Prerequisite Additional Information:

Humanities major with junior or senior standing and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

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### FRN 115

## French Language and Culture I

Also Known As: LAC 115

Undergraduate 1.00 c.u. Communication Skills

(Also LAC 115) Introductory course to French Language and Culture. Basic language skills for the student who has no previous knowledge of the language. Course will cover different language functions, basic vocabulary, simple grammatical structures, oral recitation and written composition. In addition to language studies, the course will compare French and French diasporic cultures in the Caribbean, Africa and elsewhere.

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### FRN 125

## French Language and Culture II

Also Known As: LAC 125

Undergraduate 1.00 c.u.

(Also LAC 125) Further development of language skills to broaden awareness and increase appreciation of the culture.

Prerequisites:

French Language and Culture I

Prerequisite Additional Information:

Or two years of High School French or consent of the Instructor.

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### FRN 205

## Advanced Conversation, Composition, and Phonetics I

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Undergraduate 1.00 c.u.

Fundamentals of French usage, oral and written. An introduction to French diction and phonetics. The student acquires fluency in the reading of selections from literary works and through training in correct pronunciation. Conducted in the French language.

Prerequisites:

French Culture III

Prerequisite Additional Information:

Or the equivalent; FRN 210 may be taken concurrently with FRN 205.

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### **FRN 206**

## **Advanced Conversation, Composition, and Phonetics II**

Undergraduate 1.00 c.u.

A continuation of FRN 205.

Prerequisites:

Advanced Conversation, Composition, and Phonetics I

Prerequisite Additional Information:

FRN 211 may be taken concurrently with FRN 206 .

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### **FRN 310**

## **Advanced Grammar and Expression I**

Undergraduate 1.00 c.u.

Principles of French grammar and expression as found in the spoken language and the more difficult literary works. Practical application through the writing of original essays and translations.

Prerequisites:

Advanced Conversation, Composition, and Phonetics II, Survey Of French Literature II

Prerequisite Additional Information:

Or the equivalent.

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### **FRN 311**

## **Advanced Grammar and Expression II**

Undergraduate 1.00 c.u.

A continuation of FRN 310.

Prerequisites:

Advanced Grammar and Expression II

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### **HIS 102**

## **Introduction To Public History**

Undergraduate 1.00 c.u. Community Orientation & Citizenship

This course will introduce students to the discipline of Public History including museum studies, oral history, and public

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commemoration, among other avenues for the preservation and dissemination of history to and for the public. Special attention will be paid to public debates over the commemoration of historical events.

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### **HIS 104**

## **Introduction to Women's Studies**

Also Known As: WMS 104

Undergraduate 1.00 c.u. Community Orientation & Citizenship

(Also WMS 104) This course surveys some of the major themes relevant to a gendered understanding of politics, society, and culture. The course introduces gender as a central category of analysis, among others, for critical inquiry, and it examines the experiences of women and men to offer a conceptualization of what gender means for individuals both as citizens and as community members.

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### **HIS 105**

## **Introduction To Africana Studies**

Also Known As: AFS 105

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also AFS 105) This course will offer a broad survey of African peoples and the African Diaspora in the world, beginning with their African origins. Special attention will be paid to the enslavement of Africans, colonization and the resultant freedom struggles undertaken by Africans and the African Diaspora.

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### **HIS 106**

## **Introduction To Geography**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course will introduce students to the myriad forms of geography: physical, cultural, social, religious, and economic, around the globe at various points in time. Of particular concern will be the various movements leading to modern globalization.

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### **HIS 116**

## **Introduction To Latin American And Caribbean Studies**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also LAC 116) This course will offer a broad overview of historical and contemporary issues in Latin American and Caribbean Studies. Special attention will be paid to the experiences of Latin American and Caribbean peoples; national, ethnic, and racial identities; waves of migration within the region and beyond; and US-Latin American and Caribbean relations. The course will draw on interdisciplinary materials, including scholarly articles, and fiction.

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### **HIS 207**

## **African-American History to 1877**

Also Known As: AFS 207

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness, Writing Intensive

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(Also AFS 207) This course begins with the history of Africans in continental Africa and their forced removal and enslavement in North America and continues through the Abolition movement, Emancipation, and Reconstruction. This course will examine the creolization of Africans in what became the United States, and the resultant religious, cultural, and political traditions. This is the first course in the African American History sequence.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **HIS 215**

## **History And Problems Of Globalization**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course will address the historical background for current problems of globalization in areas selected from the following: histories of globalization, colonialisms, the unequal distribution of wealth, global health, including a history of plagues, world trade, ethnic wars and their consequences, terrorism, culture and globalization.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

with a final grade of C- or better.

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### **HIS 216**

## **Colonial Latin America and the Caribbean, 1500-1825**

Also Known As: LAC 216

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills, Writing Intensive

(Also LAC 216) This course explores the history of Latin America and the Caribbean from Conquest to Independence. Special attention will be paid to encounters between various peoples; the economic, political, and cultural institutions of the colonial period; and the wars for independence that ended colonialism. This is the first course offered in the Latin American-Caribbean survey.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better

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### **HIS 219**

## **Writing History**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills, Writing Intensive

This course will introduce students to the fundamentals of writing history. Students will learn to both identify and make historical arguments, use primary and secondary sources to appropriately support an argument and successfully sustain an argument throughout academic papers of varying lengths. Students will develop their writing by editing and revising multiple drafts of papers.

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Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 225**

## **Ideas Of Freedom, African-American History From 1877-Present**

Also Known As: AFS 225  
Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills, Writing Intensive

(Also AFS 225) This course explores the African American struggle for freedom after Reconstruction. Of particular concern will be the economic, political, social and cultural struggles that African-Americans waged to secure freedom and justice in the face of racial segregation and injustice. This is the second course in the African-American survey.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 226**

## **Modern Latin America And Caribbean, 1825-Present**

Also Known As: LAC 226  
Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also LAC 226) This course explores the history of Latin America and the Caribbean since Independence. It will pay particular attention to the colonial legacy; the abolition of slavery; economic development; twentieth-century social movements and revolutions; and relations with the United States. This is the second course offered in the Latin American-Caribbean survey.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 227**

## **Global History I**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course studies the major world communities in their independent development before European exploration. Students will compare the social and political structures, family structures, economics and technology, religious belief systems, and cultures of the major societies of Africa, Asia, the Middle East, and the Americas.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 233**

## **Selected Topics in History**

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Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course provides for the in-depth study of the people, society, culture, or movements during a particular historical period or for comparative analysis of societies, cultures or movements of people or ideas during particular periods, or other historical moments. This course also allows for the in-depth study of particular historical events. The topic and methods of evaluation will be defined by the instructor of the course. Offered most Spring and Fall semesters.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **HIS 234**

## **Oral History Methods**

Undergraduate 1.00 c.u.

This course will introduce students to best practices in collecting and analyzing oral history interviews. The traditional role of oral history interviews in historical preservation will be explored as will the oral tradition in many historically underrepresented cultures.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **HIS 237**

## **Global History II**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course surveys both? Western and non- Western civilizations and cultures from 1500 to the present. Emphasis is on the political, social, and cultural developments of the major civilizations; the interactions between those civilizations; and the development of a global community since 1500.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **HIS 244**

## **The Making Of The United States To 1877**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills, Writing Intensive

This course examines the colonization process of early North America through the making and near unmaking of the United States in the Revolutionary and Civil Wars respectively. Special attention will be paid to competing notions, definitions, and laws regarding citizenship and exclusion. This is the first course in the United State survey.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 251**

## **Selected Topics In New Jersey History**

Undergraduate 1.00 c.u.

This course examines selected aspects of the history of the United States and its people as reflected in the experience of New Jersey and New Jerseyans. Topics include immigration and ethnicity, cultural expression, political change, religion, urbanization, business and technology, architecture, and landscape transformation.. Prerequisite: WRT 106 with a final grade of C- or better.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 254**

## **The United States In The World, 1877-Present**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness, Writing Intensive

This course will focus on the social, political, and economic changes that took place between Reconstruction and the present, thus propelling the United States into a position of global dominance. This course is the third and final course in the United States History sequence. Corequisite: WRT 106.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 267**

## **The History of the English Language**

Also Known As: ENG 267

Undergraduate 1.00 c.u. Communication Skills

(Also ENG 267) This course will examine the evolution of the English language by reading texts (e.g. Beowulf, Chaucer, the King James Bible) to trace the development of the language from Old to Modern English. In order to explore the debates about language in modern America, we will also examine the evolution of the controversies surrounding African-American English.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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### **HIS 300**

## **History Of Social Policy And The Poor**

Also Known As: WMS 300

Undergraduate 1.00 c.u. Writing Intensive

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This course will examine the treatment of people monetarily impoverished by public and private institutions from the colonial period to the modern era. Changing theories, practices, and attitudes about the poor and about poverty are the focus of study. Of central concern to this course is the response of poor peoples to these policies and the ways in which they resisted and organized. Each student will write a major (20 page) research paper for the course. This course will alternate between a United States history course and a Latin America Caribbean history course.

Prerequisites:

Writing History

Prerequisite Additional Information:

Or permission of the Instructor.

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### **HIS 333**

## **Selected Topics In History**

Undergraduate 1.00 c.u. Writing Intensive

This course provides for the in-depth study of the people, society, culture, or movements during a particular historical period or for comparative analysis of society's, cultures, or movements of people or ideas during particular periods, or other historical moments. This course also allows for the in-depth study of particular historical events. Each student will write a major (20 page) research paper for this course. The topic and methods of evaluation will be defined by the instructor of the course. Prerequisites: HIS 219; WRT 107.

Prerequisites:

Writing History

Prerequisite Additional Information:

With prior permission of the Instructor.

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### **HIS 361**

## **Comparative Revolutions**

Undergraduate 1.00 c.u. Writing Intensive

(Also LAC 361) This course will examine the “democratic” Revolutions in the United States, France, and Haiti. Precipitating events, choices, and outcomes will be analyzed through the process of comparing and contrasting the revolutions in each location. The treatment of racial, ethnic, and religious minorities will be given special consideration when considering ideas of citizenship and nationhood. Each student will write a major (20 page) research paper for this course.

Prerequisites:

Writing History

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### **HIS 400**

## **Senior Capstone Project**

Undergraduate 1.00 c.u.

This course provides an opportunity for students to demonstrate what they have learned about historical thinking, historical research, and historical writing. History majors and Education co-concentrations will develop and complete a research project that requires a (25-35 page) paper based on both primary and secondary sources in their concentration. While the course will be taught by one professor, students are required to consult the head of their concentration in planning and carrying out their research. All students will present the results of their project to the college community. This course is the final major

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requirement undertaken by History majors and Education co-concentrations.

Prerequisites:

Writing History

Prerequisite Additional Information:

And two 300 level history courses with a final grade of C- or better; permission of the instructor required.

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### **HIS 405**

## **Internship In History**

Undergraduate 1.00 c.u.

This course is designed to give students a semester long experience working with a community organization or agency. Selected students doing a History internship will design a program with the head of their concentration and the selected agency. This experience is intended to give students professional experience in the discipline. Prerequisite: Permission of instructor.

Prerequisite Additional Information:

Permission of instructor.

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### **PHL 100**

## **Introduction To Philosophy**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

A survey of perennial issues and problems of philosophy addressed from historical or contemporary perspectives. Such problems may include: freedom and determinism, personal identity, the existence of God, right and wrong, reason and sensation, problems of knowledge, etc.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### **PHL 101**

## **Contemporary Moral Issues**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Contemporary moral issues in the light of traditional and contemporary philosophical analysis. Racial discrimination, violence, poverty and affluence, changing moral standards, the values of a business society, and the rights, responsibilities and problems of the individual with respect to his society

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### **PHL 110**

## **Effective Reasoning**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Effective Reasoning is a general introduction to the principles of reasoning and logical analysis. The main focus of this course

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will be on the nature of arguments, the critical evaluation of arguments, and the evaluation of theories.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### **PHL 200**

## **Logic**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

The principles of reasoning, both deductive and inductive, immediate inference, the syllogism, fallacies, doctrine of probability and experimental method. The course acquaints the student with the conditions of valid thought and scientific inquiry.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 220**

## **Great Ideas of Philosophers**

Undergraduate 1.00 c.u.

A survey of the history of philosophy, focusing on Plato, Aristotle, St. Thomas Aquinas, Descartes, Hume, Nietzsche, Wittgenstein, Russell, Dewey. Variable content. This course may be repeated for credit, as long as the content is varied.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

with a final grade of C- or better.

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### **PHL 226**

## **African-American Philosophy**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Philosophical reflection upon African-American social experience, African-American intellectual history, modern and contemporary oppositional discourse. Caribbean presence, Pan-Africanism, African heritage, value systems, aesthetics, political theology.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 229**

## **Language and Society: Western Rhetoric in Contemporary Use**

Also Known As: WRT 229

Undergraduate 1.00 c.u. Communication Skills

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(Also WRT 229) This course surveys the highlights of the Western rhetorical tradition and what they can teach us about how we communicate in contemporary society. Generally speaking, rhetoricians study verbal and nonverbal language and communication. Certainly, language affects everything we do: how we think, learn, identify ourselves, and interact with others. According to American rhetorician Kenneth Burke (1897-1993), language “reflects, deflects, and selects” reality. In this course, we will look carefully at how this occurs and how the Western rhetorical tradition has influenced our current knowledge of what language does. Rhetoric is perhaps one of the oldest disciplines. What we know of its history has been shaped by Western rhetoricians over the ages—from the ancient Greeks, (Isocrates, Plato and Aristotle), to the Romans, (Quintilian and Cicero), through Medieval Times, (St Augustine) to the Renaissance (Petrus Ramus and Erasmus) and Enlightenment (Sir Francis Bacon and John Locke), and beyond to the 20th and 21st Centuries. This tradition constitutes a Western historical narrative that has shaped what we think rhetoric is and what it does, and is by no means Gospel. Other rhetorics are interrupting this dominant narrative about what the rhetorical tradition is. The field of rhetoric is much too broad to survey, even superficially, in one semester. Consequently, the lens (or to borrow a term from Burke, the terministic screen) we will use to examine the field will focus on the theories of those rhetoricians who have been most influential in a Western tradition.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 230**

## **Bio-Medical Ethics**

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Moral problems confronted by both the professional and the lay person in health-care institutions and in biological research. Abortion and infanticide, eugenics, euthanasia and suicide, allocation of scarce resources, experimentation, and general criticisms directed at the medical establishment.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 231**

## **Business Ethics**

Undergraduate 1.00 c.u.

Moral issues in business arising from the actions and decisions in production, advertising, marketing, etc. Justification of profit and private property, truth-telling and social responsibility, privacy, the role of the law in competition and trade, and the morality of worker-owner relations. Problems and perspectives raised by the advent of globalization in international enterprise.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 248**

## **The Harlem Renaissance: Reflections On Art And Society**

Also Known As: ENG 248 , AFS 248

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Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also AFS/ENG 248) Broad review of the literary period known as the Harlem Renaissance or the New Negro Movement. An examination of poetry, fiction, critical essays, art and music for social and aesthetic values projected in the artistic production of the day. Highlighting the transnational, transethnic texture of African/American social consciousness. Prerequisite: WRT 107 with a final grade of C- or better.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 259**

## **Contemporary African-American Thought**

Also Known As: ENG 259 , AFS 259

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also AFS/ENG 259) Contemporary African-American Thought explores the intellectual contributions of prominent African-American writers and philosophers from the late twentieth century to the present. Through literary analysis, discussion, and participation in a class conference, students investigate the cultural, political, aesthetic, and philosophic dilemmas of the African Americans in the contemporary age.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **PHL 304**

## **Social and Political Philosophy**

Undergraduate 1.00 c.u.

A study of classical, modern and contemporary theory about social well being. Political obligation, social justice, privacy, collective good, international rights, sovereignty, power.

Prerequisite Additional Information:

200 level HUM or consent of the Instructor.

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### **PHL 305**

## **Philosophy of Religion**

Undergraduate 1.00 c.u.

The meaning of faith and revelation, reason and faith, types of religious knowledge, proofs for the existence of God, and comparative philosophical study of native American and/or non-western religions.

Prerequisite Additional Information:

200 level HUM or consent of the Instructor.

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### **PHL 306**

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## Philosophy of Science/Social Science

Undergraduate 1.00 c.u.

An examination of the basic presuppositions and methods of physical and/or social sciences, including a historical presentation of major scientific theories in the appropriate areas.

Prerequisite Additional Information:

200 level HUM or consent of the Instructor.

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### PHL 307

## Philosophy of Mind

Undergraduate 1.00 c.u.

Classical theories on the nature of consciousness, on the possible being and nature of the soul, on the relation of mind and matter. Readings include Plato, Aristotle, Descartes, Gilbert Ryle followed by selected contemporary theories. Dual purpose to appreciate the great contributions of the classics and to establish a knowledge base for understanding theories of consciousness

Prerequisite Additional Information:

200 level HUM or consent of the Instructor.

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### PHL 309

## Aesthetics (Philosophy of Art)

Undergraduate 1.00 c.u.

An analysis of the work of art, of aesthetic experience and judgements of aesthetic value in which representative art works and philosophies of art are studied. May have an historical or contemporary problems orientation.

Prerequisite Additional Information:

200 level HUM or consent of the Instructor.

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### PHL 313

## Theory of Knowledge

Undergraduate 1.00 c.u.

Study of classical theories of knowledge, including Plato, Aristotle, Descartes, Locke, Berkeley, Hume and Kant. Treatment of primary texts both for the sake of themselves as great moments in western thought and for the sake of establishing a knowledge base for understanding contemporary problems of knowledge.

Prerequisite Additional Information:

200 level HUM or consent of the Instructor.

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### PHL 333

## Selected Topics in Philosophy

Undergraduate 1.00 c.u.

An in-depth study of a major figure, movement, or issue in philosophy. Ethics and metaethics; quantification and axiomatic

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logic, medieval philosophy; 19th century philosophy; recent and contemporary philosophy; Eastern philosophy, etc.

Prerequisite Additional Information:  
200 level HUM or consent of the Instructor.

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### **PHL 405**

## **Internship in Philosophy**

Undergraduate 1.00 c.u.

Field experience in the Humanities allowing majors to gain hands-on experience in such professional settings as the publishing industry, museums, and the ministry. Open to juniors and seniors majoring in, Philosophy

Prerequisite Additional Information:  
Humanities major with junior or senior standing.

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### **PHL 451**

## **Philosophy Capstone**

Undergraduate 1.00 c.u.

An independent study in a topic chosen in consultation with the philosophy faculty. An extended paper will be developed under the mentorship of a faculty member in philosophy and defended before the entire Humanities Division. Open only to philosophy majors.

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### **REL 115**

## **Critical Approaches to Religion**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course introduces students to the academic study of religion. Various theories and methodologies are studied to understand the role of religion in society. This class focuses on theology, philosophy, psychology, sociology, anthropology, liberationist theory, feminist/womanist theological ethics, and queer theory as a way to study religion critically.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

Prerequisite Additional Information:  
With a final grade of C- or better

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### **REL 200**

## **Introduction to World Religions**

Undergraduate 1.00 c.u.

This course introduces students to various methodologies to analyze the meaning and relevance of some of the world's major religions such as Hinduism, Judaism, Christianity, and Islam. It invites students to study how social situations and cultural values influence our views on divinities, cosmology, humanity, the human person, belief, ritual, and morality.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic

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Writing

Prerequisite Additional Information:

Minimum grade C- or higher

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**REL 201**

## Old Testament Literature, History And Religion

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

A study of the Old Testament against the background of the ancient Near East emphasizing the history and religion of the Hebrew people.

Prerequisites:

Synthesis and Research Writing, Enhanced Synthesis and Research Writing

Prerequisite Additional Information:

With a minimum grade of C- or better.

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**REL 204**

## New Testament Literature, History and Religion

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

The writings of the New Testament will be studied in terms of their historical context, literary style, purpose, authorship, and religious teachings. A variety of approaches to the reading and understanding of this literature will be considered.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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**REL 208**

## Religion In America

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

The history of religion in the United States from the colonial period to the present day. Topics will include: the religious situation in Europe during the 16th and 17th centuries; immigration patterns of the colonists; frontier expansion and the industrial revolution; the growth of denominationalism; religion and science; liberal and conservative ends; civil religion; "cults" and other contemporary issues.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better

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**REL 211**

## Religion and Society

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course seeks to develop in the student an awareness of sociological approaches to the study and understanding of religion.

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It will consider the various ways of defining and articulating the sociological dimensions of religion. Included will be an exploration of how American and other societies have been influenced by religious factors as well as an investigation of how society itself can shape religion. The relationship of religion to politics, economics, class structures, sexual roles and other vital areas of human life will be examined.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **REL 212**

## **Religion And Culture**

Undergraduate 1.00 c.u.

Religion is an integral part of human culture and society; as such, it has exerted an enormous influence upon the course of history, the formation of civilization, and the development of literature, art, music, and philosophy. The aim of this course is to acquaint the student with the diversity and complexity of religious phenomena in Western and selected non-Western cultures. The student will be introduced to the "language" of religion (mythology, symbolism, ritual) and will examine the influence of religion upon a range of humanistic concerns. These may include: art and architecture, music and dance, drama and literature, and philosophy.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **REL 227**

## **Religion and Literature**

Undergraduate 1.00 c.u. Aesthetic Appreciation, Writing Intensive

Selected poetry, fiction, drama, and non-fiction that explore such topics as faith, the nature and presence of God, death and immortality, spirituality, sin, and salvation. The course invites student to examine and reflect on the interrelationship of literary expression and a theological understanding of the world.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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### **REL 230**

## **Traditional Religions of the World**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course will deal with the so-called "primitive" religious traditions of the Americas (e.g. Navaho), Polynesia, Australia, and Africa. The course will examine the basic beliefs, practices, world views, and mythologies of these disappearing societies. It will also reconsider the usage of terms such as "primitive," "advanced," etc.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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Prerequisite Additional Information:  
With a final grade of C- or better.

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**REL 232**

## Introduction To Islam

Also Known As: AFS 232  
Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Aso AFS 232) This course will introduce the student to the basic beliefs and practices of Islam. It will also survey major historical, cultural, theological, and social developments. Special attention will be given to the Arabian origins of Islam and to its subsequent growth into a dynamic global tradition. The role of Islam in the modern world and its impact on American society will also be considered.

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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**REL 233**

## Selected Topics in Religion

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course provides for the study of various religious traditions and topics not covered in the regular course offerings. Possible topics may include: contemporary issues in religion; “new” religious movements; religion and art; religion in ancient Egypt, etc.

Prerequisite Additional Information:  
Prerequisite announced with topic.

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**REL 237**

## Introduction to Buddhism

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

An in-depth exploration of the beliefs, practices, and social institutions of Buddhism. Students will explore the history of Buddhism from its origin in India through its developments in China, Japan, and more recently in Europe and North America. We will also consider increasing importance of Buddhism in modern America culture society

Prerequisites:  
Enhanced Synthesis and Research Writing, Synthesis and Research Writing  
Prerequisite Additional Information:  
With a final grade of C- or better.

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**REL 238**

## Introduction to Hinduism

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

An in-depth exploration of the beliefs, practices, and social institutions of Hinduism. Students will explore the history of Hinduism from its origin in India through its developments in recent centuries as Hindus have migrated around the globe. We

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will also consider the increasing importance of Hinduism in modern American culture and society.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing, Selected Topics in Religion

Prerequisite Additional Information:

With a final grade of C- or better.

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### **REL 300**

## **African American Religion and Critical Thought**

Undergraduate 1.00 c.u.

(Also AFS 300) This course introduces students to a critical approach to the interpretation of the African American socio-religious experience in North America. It examines the historical journey of African Americans as well as their attempt to create meaning and sense of dignity in the face of harsh and inhumane circumstances.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade C- or higher and one (1) 100/200 level Religion course

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### **REL 320**

## **Psychology of Religion**

Undergraduate 1.00 c.u.

This course defines both religion and spirituality as a factor that contributes to the development and well-being of the human person. It examines the ways in which the psychology of religion can be used to explain various spiritual phenomena both in the past as well as the present.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade C- or higher and one (1) 100/200 level Religion course

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### **REL 333**

## **Selected Topics in Religion**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course provides for an in-depth study of major issues in the history of religions, especially the academic study of religion. Possible topics may include: mythology; cosmology; theology; religion and science, etc.

Prerequisite Additional Information:

Prerequisite announced with topic.

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### **REL 360**

## **African Religion, Civilization and Culture**

Undergraduate 1.00 c.u.

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(Also AFS 360) This course examines various expressions and forms of African spirituality, ethic, and culture. It challenges the long-standing myth that African religions are based on a monolithic cultural system. Religious traditions from West and Central Africa are central to the objectives of this course.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade of C- or better and one (1) 100/200 level Religion course

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### **REL 370**

## **Mythology**

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

In modern scholarship, the term “myth” refers to a range of sacred stories told by cultures through the ages to describe the origins of the universe and the human place in that cosmic structure. These stories are not just about gods and goddesses. This course will survey different ways of studying mythology, consider myths from different culture, and explore the ongoing roles of myth in modern literature, games, and religion.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

And one Humanities or Social Science course.

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### **REL 380WI**

## **Politics and Religion**

Undergraduate 1.00 c.u. Writing Intensive

Politics and Religion explores theories focused on the relationship between religion and politics. It focuses on the impact of religion on socio-political issues. This course looks into how religion has been used as an ideology to shape policies dealing with issues such as abortion, gender, marriage equality, and voting rights.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Minimum grade C- or higher and one (1) 100/200 level Religion course.

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### **REL 385WI**

## **Sociology of Religion**

Undergraduate 1.00 c.u. Writing Intensive

This course relies on a scientific methodologies and examines the relevance of religion in society as well as the idea of religion is a pervasive socio-cultural phenomenon that influences social processes. It delves into the symbolic representations of religion and how they shape practitioners' and non-believers' perceptions on the divine and society.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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Prerequisite Additional Information:  
Minimum grade C- or better and one (1) 100/200 level Religion course

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**REL 405**

## Internship in Religion

Undergraduate 1.00 c.u.

Field experience in the Humanities allowing majors to gain hands-on experience in such professional settings as the publishing industry, museums, and the ministry. Open to juniors and seniors majoring in Religion.

Prerequisite Additional Information:  
Humanities major with junior or senior standing.

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**REL 450**

## Capstone Project in Religion

Undergraduate 1.00 c.u.

This course provides students with the opportunity to work on a project that shows not only their talents but also what they have learned about religion and society during their tenure at Bloomfield College. Students may decide to write a major research paper or create an artistic project.

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**REL 451**

## Seminar in Special Problems

Undergraduate 1.00 c.u.

A selected topic such as mysticism, scriptures of a world religion or of particular religious movements, leaders and thinkers.

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**SPA 110**

## Spanish Language And Culture I

Also Known As: LAC 110

Undergraduate 1.00 c.u. Communication Skills

(Also LAC 110) Introductory course to Spanish Language and Culture. Basic language skills for the student who has no previous knowledge of the language. Course will cover different language functions, basic vocabulary, simple grammatical structure, oral recitation and written composition. In addition to language studies, the course will compare and contrast American, Latin American, Latino and Spanish cultures.

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**SPA 120**

## Spanish Language And Culture II

Also Known As: LAC 120

Undergraduate 1.00 c.u. Communication Skills

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(Also LAC 120) Further development of language skills to broaden awareness and increase appreciation of the culture.

Prerequisites:

Spanish Language And Culture I

Prerequisite Additional Information:

Or two years of high school Spanish or consent of the Instructor.

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### **SPA 205**

## **Advanced Conversation, Composition, and Phonetics I**

Undergraduate 1.00 c.u. Communication Skills

(Also LAC 205) Fundamentals of Spanish usage, oral and written. An introduction to Spanish diction and phonetics. The student acquires fluency in the reading of selections from the literary works as well as from training in correct pronunciation.

Prerequisites:

Spanish Culture III

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### **SPA 206**

## **Advanced Conversation, Composition, and Phonetics II**

Undergraduate 1.00 c.u.

Continuation of SPA 205.

Prerequisites:

Advanced Conversation, Composition, and Phonetics I

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### **SPA 241**

## **Spanish for Social Workers, Medical Personnel**

Undergraduate 0.50 c.u.

A practical course that includes the special vocabulary and idiomatic structures needed for communicating with Spanish-speaking people in their daily work.

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### **SPA 301**

## **Advanced Grammar and Expression I**

Undergraduate 1.00 c.u.

An intensive study of Spanish grammar. Practical application through the writing of essays, translations, and oral reports.

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### **SPA 302**

## **Advanced Grammar and Expression II**

Undergraduate 1.00 c.u.

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Continuation of SPA 301.

Prerequisites:

Advanced Grammar and Expression I

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**WMS 280**

## Gender, Sexuality & Religion

Undergraduate 1.00 c.u.

(Also REL 280) This course investigates the intersections of religion, gender, and sexuality. It looks into the role that societal norms and cultural values play in how social and religious institutions view sex, sexuality, and gender in relation to religious convictions and practices. It emphasizes that both religion and sexuality are shaped by social privileges, historical particularities and experiences.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

Prerequisite Additional Information:

Minimum grade C- or higher

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**WRT 102**

## Enhanced Argumentative and Analytic Writing

Undergraduate 2.00 c.u.

This course is designed for students in need of extended instruction in college-level writing. It teaches writing as a process by requiring a number of written drafts per essay. The focus is on developing students' college-level competence in analytic and argumentative, thesis-based writing. This class meets four times a week; twice in a traditional college setting, and twice in a computer lab/studio setting. Much of your written work will be done in the studio.

Prerequisite Additional Information:

Successful completion of this course requires a grade of C- or better. Students who successfully pass this class take WRT 108 the next semester.

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**WRT 105**

## Argumentative and Analytic Writing

Undergraduate 1.50 c.u.

This course is designed for students in need of enhanced instruction in college-level writing. It teaches writing as a process by requiring a number of written drafts per essay. The focus is on developing students' college-level competence in argumentative, thesis-based writing. Many classes are held in the computer lab to enable intensive writing instruction, and some out-of-class tutoring may be assigned.

Prerequisite Additional Information:

Students must receive a grade of C- or better to advance to WRT 109.

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**WRT 106**

## Accelerated Argumentative and Analytic Writing

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Undergraduate 1.00 c.u.

This course teaches writing as a process by requiring a number of written drafts per essay and short in-class written assignments, all of which are based on critical reading source materials. The focus is developing students' college-level competence in analytic and argumentative, thesis-based writing. Some classes are held in the writing/computer labs, and some out-of-class tutoring may be assigned.

Prerequisite Additional Information:

Students must receive a grade of C- or better to advance to WRT 109.

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### **WRT 108**

## **Enhanced Synthesis and Research Writing**

Undergraduate 1.50 c.u.

This course continues to develop students' competency in thesis-based writing with an emphasis on information literacy and the writing process. It is designed for students in need of enhanced instruction in the college-level research. The course teaches students to synthesize source material into a variety of genres. Some classes are held in the writing/computer labs, and some out-of-class tutoring may be assigned.

Prerequisite Additional Information:

Successful completion of this course requires a grade of C- or better; Nursing and Education students must receive a C or better.

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### **WRT 109**

## **Synthesis and Research Writing**

Undergraduate 1.00 c.u.

Formerly WRT 107. This course continues to develop students' competency in thesis-based writing with an emphasis on information literacy and the writing process. The course introduces students to the college-level research process and teaches them to synthesize source material into a variety of written genres. Some classes are held in the writing/computer labs, and some out-ofclass tutoring may be assigned. Required of all students.

Prerequisites:

Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

Prerequisite Additional Information:

Successful completion of this course requires a grade of C- or better and passing the WRT 109 Exit Exam. Prerequisite: WRT 105A or WRT 106A with a grade of C- or better.

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### **WRT 205**

## **Introduction to Professional and Technical Writing**

Undergraduate 1.00 c.u. Communication Skills

In this class, you will learn and practice genres for professional and technical writing. You will extend your knowledge of planning, revising, and editing text and adjusting rhetorical strategies for different audiences from first-year writing. We will emphasize collaborative writing, technical skills for designing documents, editing for clarity and consistency, and exhibiting a professional ethos in writing, information design, and online communications.

Prerequisite Additional Information:

Writing Intensive

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## WRT 229

### Language and Society: Western Rhetoric in Contemporary Use

Also Known As: PHL 229

Undergraduate 1.00 c.u. Communication Skills

(Also PHL 226) This course surveys the highlights of the Western rhetorical tradition and what they can teach us about how we communicate in contemporary society. Generally speaking, rhetoricians study verbal and nonverbal language and communication. Certainly, language affects everything we do: how we think, learn, identify ourselves, and interact with others. According to American rhetorician Kenneth Burke (1897-1993), language “reflects, deflects, and selects” reality. In this course, we will look carefully at how this occurs and how the Western rhetorical tradition has influenced our current knowledge of what language does. Rhetoric is perhaps one of the oldest disciplines. What we know of its history has been shaped by Western rhetoricians over the ages—from the ancient Greeks, (Isocrates, Plato and Aristotle), to the Romans, (Quintilian and Cicero), through Medieval Times, (St Augustine) to the Renaissance (Petrus Ramus and Erasmus) and Enlightenment (Sir Francis Bacon and John Locke), and beyond to the 20th and 21st Centuries. This tradition constitutes a Western historical narrative that has shaped what we think rhetoric is and what it does, and is by no means Gospel. Other rhetorics are interrupting this dominant narrative about what the rhetorical tradition is. The field of rhetoric is much too broad to survey, even superficially, in one semester. Consequently, the lens (or to borrow a term from Burke, the terministic screen) we will use to examine the field will focus on the theories of those rhetoricians who have been most influential in a Western tradition.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

With a final grade of C- or better.

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## WRT 233

### Selected Topics in Writing Studies

Undergraduate 1.00 c.u.

This course offers different approaches to studying rhetoric and integrating it into various types of writing in different media. Topics and texts vary from semester to semester. As topics change, this course may be repeated for credit.

Prerequisites:

Synthesis and Research Writing, Enhanced Synthesis and Research Writing

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## WRT 251

### Digital Media Composition

Undergraduate 1.00 c.u.

Writing in 21st century workplaces does not only involve typing emails and documents. In this class you will learn to compose in a variety of digital platforms by drawing upon both technical and rhetorical skills that you will develop over the course of the semester. You will deploy design processes with purpose, audience input, and revision in mind, building on your previous writing courses while composing for real audiences.

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## WRT 256

### Digital Media Writing

Also Known As: CAT 256

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## Undergraduate 1.00 c.u. Communication Skills

(Also CAT 256) Writing in 21st century workplaces does not only involve typing emails and documents. In this class you will learn to compose in a variety of digital platforms by drawing upon both technical and rhetorical skills that you will develop over the course of the semester. You will deploy design processes with purpose, audience input, and revision in mind, building on your previous writing courses while composing for real audiences.

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## **BIO 111**

### **General Biology: Cell**

Undergraduate 1.00 c.u. Education Co-Concentration

This course is one of two introductory general biology courses. Topics include the origin of life, the cellular level of organization, the chemical/physical basis of life, genetics, and the molecular biology of gene expression.

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## **BIO 115**

### **Selected Topics In Biology**

Undergraduate 1.00 c.u. Scientific & Technological Skills

This course presents selected topics in biology. Topics may include evolution, biomechanics (e.g. flight), emerging diseases (e.g. AIDS, Ebola virus), history of biological science, antibiotic resistant pathogens, cancer, nutrition, biotechnology and human affairs, etc. As topics change, this course may be repeated for credit. Science majors may not enroll in this course without the consent of the Instructor.

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## **BIO 121**

### **General Biology: Diversity**

Undergraduate 1.00 c.u. Education Co-Concentration

This course is one of two introductory general biology courses. Topics will include the evolution, diversity, development, reproduction, physiology, ecology, and behavior of living organisms. Laboratory work will include naturalistic observation as well as experimentation and will emphasize the analysis, organization, and presentation of data.

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## **BIO 200**

### **Microbiology**

Undergraduate 1.00 c.u. Education Co-Concentration

This course describes the structure, physiology and culture of bacteria and related organisms, their importance in nature and their relationship to human problems of food preservation, sanitation, disease, and immunity.

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## **BIO 205**

### **Human Anatomy And Physiology I**

Undergraduate 1.00 c.u. Education Co-Concentration

This course is a study of the organization of the human body, and the anatomy and physiology of the skeletal, muscular, and circulatory (heart and circulation) systems. It is the first part of a two part sequence. The laboratory experience will include study of mammalian anatomy.

Prerequisite Additional Information:

Prerequisite: High School Biology

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**BIO 206**

## **Human Anatomy And Physiology II**

Undergraduate 1.00 c.u. Education Co-Concentration

This course is a study of the structure and physiology of the human circulatory (hematology), respiratory, nervous, “special senses”, digestive, urinary, endocrine, reproductive, and integumentary systems. General information on cells and tissues will be presented. It is the second part of a two part sequence. The laboratory experience will include experiments in physiology.

Prerequisites:

Human Anatomy And Physiology I, General Biology: Diversity

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**BIO 209**

## **Environmental Issues And Human Survival**

Undergraduate 1.00 c.u.

This is an introductory course focusing on man's environment. The organism, population, community, ecosystem, and biosphere levels of organization will be studied with respect to the interrelationships occurring in the natural world. Aspects of air, water, solid waste, and noise pollution, population problems, our energy dilemma, use of pesticides, and the state of our natural resources will also be discussed. This course is designed for nonscience majors. Science majors may not enroll in this course without the consent of the Instructor.

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**BIO 211**

## **Human Biology**

Undergraduate 1.00 c.u. Scientific & Technological Skills

This course is a study of the life history of man from birth to death including a discussion of all major organ systems and how they function to maintain the organism in the environment. It will include the biology of sex and heredity of man. This course is designed primarily for majors other than biology, and will not count toward the biology major. Science majors may not enroll in this course without the consent of the Instructor.

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**BIO 213**

## **Molecular And Cellular Biology**

Undergraduate 1.00 c.u.

This course is an in-depth treatment of nucleic acid metabolism and cellular architecture. The lecture emphasizes the relationships between structure and function at the cellular level, while the laboratory component highlights recent developments in recombinant DNA technology.

Prerequisites:

General Biology: Cell, Microbiology

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**BIO 305**

## **Comparative Vertebrate Morphology**

Undergraduate 1.00 c.u.

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This course explores the relationship between form and function in selected vertebrate taxa. Emphasis is placed on trends in vertebrate evolution that allowed vertebrates to move from aquatic to terrestrial habitats. Lectures integrate data from topics such as locomotion, feeding, size and scaling, with issues of historical importance and current interest. Labs include dissection of preserved vertebrate animals, field work, and a visit to a museum.

Prerequisites:

General Biology: Cell, General Biology: Diversity

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### **BIO 309**

## **Genetics**

Undergraduate 1.00 c.u. Education Co-Concentration

This course introduces the student to the fundamental principles of mendelian, population, and molecular genetics. The biochemistry of genetic material, the physical basis of inheritance as well as the mode of expression of genetic material in individuals and populations will be covered. Laboratory experiments with statistics will demonstrate the principle of molecular, mendelian, and population genetics.

Prerequisites:

Applied Statistics I, Molecular And Cellular Biology

Prerequisite Additional Information:

BIO 213 Molecular Biology can also be taken with this course.

Corequisites:

Molecular And Cellular Biology

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### **BIO 317**

## **Immunology**

Undergraduate 1.00 c.u.

This courses is an introduction to the rapidly expanding field of immunology covering such topics as the immune response, (cellular and humoral) immunoglobulins, antigen-antibody reactions, immunohematology complement and cytotoxicity, immunopathology (hypersensitivity and autoimmune diseases), transplantation and oncoimmunology.

Prerequisites:

Molecular And Cellular Biology

Corequisites:

Molecular And Cellular Biology

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### **BIO 320**

## **Ecology**

Undergraduate 1.00 c.u. Education Co-Concentration

This course is a study of the relationships between animals and plants and their environment. Population growth and species interactions, organization of biological communities, ecosystem structure and function (energy flow and biogeochemical cycles) will be discussed. Current examples (“case studies”) of environmental problems will be examined to show the real application of basic ecological principles. Laboratory consists of experimental and descriptive laboratories with experience in field techniques.

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Prerequisites:  
Applied Statistics I, General Biology: Diversity

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### **BIO 390**

## **Science Internship**

Also Known As: CHM 390  
Undergraduate 1.00 c.u.

(Also CHM 390) This course is a combined work-study experience in which students work in an approved scientific environment doing relevant job-related functions. Students will also attend seminars in which they report on their work assignments, discuss experiences, study employment demands, and receive counsel. A faculty committee assesses the internship report.

Prerequisite Additional Information:

Prerequisite: Junior or senior standing with a GPA of at least 2.5 in the Biology or Chemistry major and consent of the appropriate program director.

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### **BIO 401**

## **Biochemistry I**

Also Known As: CHM 401  
Undergraduate 1.00 c.u.

(Also CHM 401) The course presents proteins, lipids, and carbohydrates from the perspective of organic functional group chemistry, physical chemistry, analytical chemistry, and biochemistry. The acid-base properties, kinetics, thermodynamics and reactions of these biomolecules will be covered. Structure correlated to function will be integral component of the discussion. The course consists of lecture and recitation.

Prerequisites:

Organic Chemistry I, Organic Chemistry II, Organic Chemistry I Laboratory , Organic Chemistry II Laboratory

Prerequisite Additional Information:

CHM 302, 303 and 304 are strongly recommended.

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### **BIO 402**

## **Biochemistry II**

Also Known As: CHM 402  
Undergraduate 1.00 c.u.

(Also CHM 402) This course covers the biochemistry of the nucleic acids and proteins. Topics include DNA replication, transcription, translation, gene regulation, and protein function. The overall regulation of metabolic pathways will also be addressed.

Prerequisites:

Molecular And Cellular Biology

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### **BIO 404**

## **Biochemistry I Laboratory**

Also Known As: CHM 404  
Undergraduate 0.50 c.u. Writing Intensive

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(Also CHM 404) The course considers the qualitative and quantitative aspects of protein, lipid, and carbohydrate analyses. The laboratory includes applications of wet chemistry, as well as analytical techniques such as chromatography [column, thin layer, paper, and high performance liquid chromatography (HPLC)], colorimetric and spectrophotometric analyses, polarimetry, titrimetry and statistical data analysis.

Prerequisites:

Organic Chemistry I Laboratory

Corequisites:

Biochemistry I

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### **BIO 405**

## **Biochemistry II Laboratory**

Also Known As: CHM 405

Undergraduate 0.50 c.u.

(Also CHM 405) The course covers basic techniques for the extraction, purification, and characterization of DNA, RNA, and protein molecules.

Prerequisites:

Molecular And Cellular Biology, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Corequisites:

Biochemistry II

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### **BIO 430**

## **Advanced Selected Topics in Biology**

Undergraduate 0.00 c.u.

Topics will include advanced subjects in major areas of the biological sciences. Topics may vary or be repeated. As topics vary, students may repeat the course for credit.

Prerequisite Additional Information:

Junior level standing. COURSE VALUE WILL BE ANNOUNCED WITH TOPIC .05 cu or 1 cu

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### **BIO 450**

## **Bioseminar**

Undergraduate 1.00 c.u. Education Co-Concentration, Writing Intensive

The seminar is designed to bring upperclassmen in all biology concentrations together so that they can discuss the major principles of this discipline. The preparation of a literature research paper and its oral presentation develop the ability to critically assess the research literature, expose students to subject areas not encountered in previous courses, develop communication skills, and serve as a basis for continued learning in individual students' particular areas of interest.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Prerequisite Additional Information:

Biology major–Junior/Senior level standing and five(5) Biology courses.

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### **BIO 460**

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## Bioresearch

Undergraduate 1.00 c.u.

This course is an opportunity for advanced students to design and conduct experimental research with the assistance of a faculty member. Students will learn the techniques involved in carrying out a research project including: literature search, experimental design and implementation, data collection and analysis, and presentation of results.

Prerequisite Additional Information:

Junior level standing and five (5) Biology courses.

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### CHM 100

## Chemistry for Everyone

Undergraduate 1.00 c.u. Scientific & Technological Skills

This course, an introduction to the structure, properties, and behavior of materials, is intended for non-science majors. Principles of chemistry are illustrated through demonstrations, laboratory exercises, and applications to everyday life. Prior study of chemistry is not required.

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### CHM 111

## General Chemistry I

Undergraduate 1.00 c.u. Education Co-Concentration

This is a comprehensive introduction to the principles of chemistry. The course is intended primarily for students who are majoring in the natural sciences or enrolled in science-based pre-professional programs. Topics include atomic structure, chemical bonding, stoichiometry, patterns of reactivity, gas laws, thermochemistry, and quantum theory. The course consists of lecture, recitation, and one three-hour laboratory per week.

Prerequisite Additional Information:

One year of high school Chemistry.

Corequisites:

Precalculus: Enhanced, Precalculus

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### CHM 112

## General Chemistry II

Undergraduate 1.00 c.u. Education Co-Concentration

This course is a continuation of CHM 111. Topics covered include theories of covalent bonding, the liquid and solid states, physical properties of solutions, kinetics, equilibria, chemical thermodynamics, oxidation-reduction, and electrochemistry. The course consists of lecture, recitation, and one three-hour laboratory per week.

Prerequisites:

General Chemistry I, Precalculus: Enhanced, Precalculus

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### CHM 120

## Fundamentals Of Inorganic, Organic And Biochemistry

Undergraduate 1.00 c.u.

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This course covers selected principles of inorganic, organic and biochemistry in application to living systems. The course includes lecture, one hour of recitation, and three hours of laboratory per week. This course cannot be used to help fulfill the chemistry requirement for science majors.

Prerequisites:

College Algebra: Enhanced, College Algebra

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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### CHM 211

## Chemical Analysis and Instrumentation

Undergraduate 1.00 c.u.

The course covers the theoretical and experimental principles of chemical analysis and ionic equilibria. Gravimetric, volumetric, electrometric, and instrumental methods are covered from the quantitative point of view. The course consists of lecture and recitation.

Prerequisites:

General Chemistry II

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### CHM 212

## Chemical Analysis and Instrumentation Laboratory

Undergraduate 0.50 c.u.

This four hour laboratory is associated with CHM 211. The course emphasizes wet chemistry techniques which include gravimetric and volumetric methods of analysis. Separation methods such as chromatography are also discussed along with some spectroscopy. Instrumental techniques of IR, UV-VIS, HPLC and Atomic Absorption may also be explored.

Prerequisites:

General Chemistry II

Corequisites:

Chemical Analysis and Instrumentation

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### CHM 301

## Organic Chemistry I

Undergraduate 1.00 c.u. Education Co-Concentration

This course is intended to be a year long study of the structure and reactions of organic compounds. The course focuses on functional groups and reaction mechanisms. Applications to compounds of general public interest are discussed. The course consists of lecture and recitation.

Prerequisites:

General Chemistry II

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### CHM 302

## Organic Chemistry II

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Undergraduate 1.00 c.u. Education Co-Concentration

This course is a continuation of CHM 301.

Prerequisites:

Organic Chemistry I

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### **CHM 303**

## **Organic Chemistry I Laboratory**

Undergraduate 0.50 c.u. Education Co-Concentration, Writing Intensive

This four hour laboratory is associated with CHM 301. The course can (but doesn't have to) be taken concurrently with CHM 301. The course includes basic organic chemical instrumentation, analysis, and techniques.

Prerequisites:

Organic Chemistry I

Prerequisite Additional Information:

Or concurrent registration.

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### **CHM 304**

## **Organic Chemistry II Laboratory**

Undergraduate 0.50 c.u. Education Co-Concentration, Writing Intensive

This four hour laboratory is associated with CHM 302 and is a continuation of CHM 303. In addition to wet chemistry, the course includes lectures and laboratory exercises on the topics of nuclear magnetic resonance and infrared spectroscopies.

Prerequisites:

Organic Chemistry I, Organic Chemistry I Laboratory, Organic Chemistry II

Prerequisite Additional Information:

Or concurrent registration in CHM 302.

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### **CHM 311**

## **Physical Chemistry I**

Undergraduate 1.00 c.u. Education Co-Concentration

This course is a formal development of thermodynamic and equilibrium principles and their application to both chemical reactions and a variety of physical, biological, and engineering processes. The course includes lecture and recitation.

Prerequisites:

General Chemistry II, Calculus and Analytic Geometry II, General Physics I

Corequisites:

General Physics II

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### **CHM 312**

## **Physical Chemistry II**

Undergraduate 1.00 c.u.

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This course presents a formal development of kinetics and theories of molecular structure with applications to chemical reactivity as well as physical and biological properties. The course includes lecture and recitation.

Prerequisites:

Physical Chemistry I, General Physics II

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### **CHM 313**

## **Physical Chemistry I Laboratory**

Undergraduate 0.50 c.u. Education Co-Concentration

This four hour laboratory is associated with CHM311. Laboratory work emphasizes measurement of thermodynamic data such as heats of combustion, heat capacities, enthalpies, and free energies. Physical properties of materials are also explored and data are presented with construction of phase diagrams.

Prerequisites:

General Chemistry II, Calculus and Analytic Geometry II, General Physics I

Corequisites:

Physical Chemistry II, General Physics II

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### **CHM 314**

## **Physical Chemistry II Laboratory**

Undergraduate 0.50 c.u.

This four hour laboratory is associated with CHM 312. Laboratory work emphasizes measurement of kinetic data and properties of materials associated with structure and bonding. Rate laws and proposed mechanisms are determined by initial rate or integrative methods. Spectroscopic and other instrumental methods are used to determine structures.

Prerequisites:

Physical Chemistry I, Physical Chemistry I Laboratory, General Physics II

Corequisites:

Physical Chemistry II

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### **CHM 401**

## **Biochemistry I**

Also Known As: BIO 401

Undergraduate 1.00 c.u. Education Co-Concentration

(Also BIO 401) The course presents proteins, lipids, and carbohydrates from the perspective of organic functional group chemistry, physical chemistry, analytical chemistry, and biochemistry. The acid-base properties, kinetics, thermodynamics and reactions of these biomolecules will be covered. Structure correlated to function will be integral component of the discussion. The course consists of lecture and recitation.

Prerequisites:

Organic Chemistry I, Organic Chemistry II, Organic Chemistry I Laboratory , Organic Chemistry II Laboratory

Prerequisite Additional Information:

CHM 302, 303, and 304 are strongly recommended.

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### **CHM 402**

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## Biochemistry II

Also Known As: BIO 402

Undergraduate 1.00 c.u.

(Also BIO 402) This course covers the biochemistry of the nucleic acids and proteins. Topics include DNA replication, transcription, translation, gene regulation, and protein function. The overall regulation of metabolic pathways will also be addressed.

Prerequisites:

Molecular And Cellular Biology

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### CHM 403

## Advanced Selected Topics in Chemical Concepts

Undergraduate 0.00 c.u.

This course includes selected advanced topics in analytical, physical, inorganic, and organic chemistry. As topics change, the students can take the course again for credit.

Prerequisite Additional Information:

Four courses in Chemistry above the 110 level. COURSE VALUE WILL BE ANNOUNCED WITH TOPIC 0.5 or 1 CU

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### CHM 404

## Biochemistry I Laboratory

Also Known As: BIO 404

Undergraduate 0.50 c.u. Writing Intensive

(Also BIO 404) The course considers the qualitative and quantitative aspects of protein, lipid, and carbohydrate analyses. The laboratory includes applications of wet chemistry, as well as analytical techniques such as chromatography [column, thin layer, paper, and high performance liquid chromatography (HPLC)], colorimetric and spectrophotometric analyses, polarimetry, titrimetry and statistical data analysis.

Prerequisites:

Organic Chemistry I Laboratory

Corequisites:

Biochemistry I

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### CHM 405

## Biochemistry II Laboratory

Also Known As: BIO 405

Undergraduate 0.50 c.u.

(Also BIO 405) The course covers basic techniques for the extraction, purification, and characterization of DNA, RNA, and protein molecules.

Prerequisites:

Molecular And Cellular Biology

Corequisites:

Biochemistry II

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### CHM 414

## Advanced Inorganic Chemistry

Undergraduate 1.00 c.u.

The course approaches modern inorganic chemistry by integrating descriptive and physical principles using molecular orbital theory to describe chemical bonding and reactivity. Structures, magnetic properties, and spectra of transition metal complexes are described using the crystal and ligand field theories. Special topics, such as, catalysis, organometallics, and bioinorganics are included. The course includes lecture and recitation.

Prerequisites:

Chemical Analysis and Instrumentation

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### CHM 415

## Advanced Inorganic Chemistry Laboratory

Undergraduate 0.50 c.u.

This four hour laboratory is associated with CHM 414. Laboratory work emphasizes the syntheses and characterization of transition metal complexes.

Prerequisites:

Chemical Analysis and Instrumentation, Chemical Analysis and Instrumentation Laboratory

Corequisites:

Advanced Inorganic Chemistry

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### CHM 450

## Chemistry Seminar

Undergraduate 0.50 c.u. Writing Intensive

The seminar is intended to serve as a capstone experience for chemistry and biochemistry majors. Students will learn how to search the literature in their area of concentration, prepare two well-researched papers(one short, one long), and present those papers in front of their peers, as well as faculty in the discipline.

Prerequisite Additional Information:

Chemistry or Biochemistry major with Junior or Senior standing in the major. Two semesters of Organic Chemistry are required.

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### CHM 461

## Chemistry Research

Undergraduate 1.00 c.u.

This is a one or two semester course consisting of library and laboratory research. Credit may be arranged in advance by the advisor, but may not exceed one course each term.

Prerequisite Additional Information:

Consent of major Advisor.

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### MTH 106

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## Mathematics For Elementary School Teachers

Undergraduate 1.00 c.u.

A course designed to develop an understanding of the mathematical concepts supporting topics taught at the elementary level. Central to these is the number sense required to teach basic operations (addition, subtraction, multiplication and division) with non-negative integers. Fractions, decimals, mental calculation and estimation are also considered. Students will use visualization, diagrams, manipulatives, and engaging in mathematical conversation to explore alternative ways of understanding and communicating required concepts. This course does not satisfy the mathematics requirement of the General Education Core.

Prerequisites:

Introduction to Curriculum Design I: Research-Based Practice

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### MTH 130

## Transition to Collegiate Mathematics

Undergraduate 1.00 c.u. Gen Ed Math

A course designed to develop a transition from high school expectations to the study of mathematics at the collegiate level made easier through the use of the TI-84 graphing calculator as an aid to understanding of mathematical concepts. Critical thinking will be a central theme woven through the concepts of number sense; using percents to show change and comparison; solving simple equations through the application of interest, discount, and sales price; and introductory algebra including applications of linear and quadratic functions. This course will be waived if the student's mathematical preparation is sufficient. Students who have received credit for a higher level mathematics may not take this course.

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### MTH 140

## College Algebra: Enhanced

Undergraduate 1.00 c.u. Gen Ed Math

This is an enriched college algebra course supported by structured activities to promote student success. The concept of functions and their properties form a central theme. Multiple representations of function properties are made possible through the use of the TI-84 graphing calculator. Polynomial, quadratic, exponential, and logarithmic functions are considered. The course also includes an introduction to matrices as a method of solving systems of equations and the study of descriptive statistics in order to interpret data and make informed decisions. Students may not receive credit for both MTH 140 and MTH 141.

Prerequisites:

Transition to Collegiate Mathematics

Prerequisite Additional Information:

Or an appropriate score in the mathematics placement test.

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### MTH 141

## College Algebra

Undergraduate 1.00 c.u. Gen Ed Math

The concept of functions and their properties form a central theme. Multiple representations of function properties are made possible through the use of the TI-84 graphing calculator. Polynomial, quadratic, exponential, and logarithmic functions are considered. The course also includes an introduction to matrices as a method of solving systems of equations and the study of descriptive statistics in order to interpret data and make informed decisions. Students may not receive credit for both MTH 140

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and MTH 141.

Prerequisite Additional Information:

An appropriate score on the mathematics placement test or an SAT Mathematics score of 550 or higher.

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### **MTH 160**

## **Precalculus: Enhanced**

Undergraduate 1.00 c.u. Gen Ed Math

This is an enriched pre-calculus course supported by structured activities to promote student success. The concept of functions and their properties form a central theme. Multiple representations of function properties are made possible through the use of the TI-84 calculator. Polynomial, quadratic, rational, exponential, logarithmic and trigonometric functions are considered. In addition MTH 160 includes an overview of matrices as a method of solving systems of equations and an introduction to limits and tangent lines. Students may not receive credit for both MTH 160 and MTH 161.

Prerequisites:

Transition to Collegiate Mathematics

Prerequisite Additional Information:

Or an appropriate score in the mathematics placement test.

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### **MTH 161**

## **Precalculus**

Undergraduate 1.00 c.u. Gen Ed Math

The concept of functions and their properties form a central theme. Multiple representations of function properties are made possible through the use of TI-84 graphing calculator. Polynomial, quadratic, rational, exponential, logarithmic and trigonometric functions are considered. In addition, MTH 161 includes an overview of matrices as a method of solving systems of equations and an introduction to limits and tangent lines. Students may not receive credit for both MTH 160 and MTH 161.

Prerequisite Additional Information:

An appropriate score on the mathematics placement test or an SAT Mathematics score of 550 or higher.

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### **MTH 200**

## **Applied Statistics I**

Undergraduate 1.00 c.u.

This course covers the methodology of organizing, summarizing, and presenting statistical data. Students calculate and interpret the measures of central tendency and dispersion and are introduced to probability and distribution theory (Normal, Binomial, Poisson). They use distribution and sampling theory to make statistical inferences.

Prerequisites:

College Algebra: Enhanced, College Algebra, Precalculus: Enhanced, Precalculus

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### **MTH 221**

## **Calculus and Analytic Geometry I**

Undergraduate 1.00 c.u. Education Co-Concentration

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Basic theory of differential calculus through the concepts of limits and continuity are the goals of this course. Necessary analytic geometry is developed as required. Algebraic and trigonometric functions, curve sketching and applications to real world problems (including maximum/minimum problems). The Mean Value Theorem, and its consequences are covered.

Prerequisites:

Precalculus: Enhanced, Precalculus

Prerequisite Additional Information:

With a grade of C or higher

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### MTH 222

## Calculus and Analytic Geometry II

Undergraduate 1.00 c.u. Education Co-Concentration

This is an introduction to the integral calculus and its application to the solution of real world problems. Integration of exponential, logarithmic and trigonometric functions, techniques of integration, and an introduction to differential equations are covered.

Prerequisites:

Calculus and Analytic Geometry I

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### MTH 223

## Calculus and Analytic Geometry III

Undergraduate 1.00 c.u.

The study of calculus is continued through sequences and series, multivariable functions and their derivatives, multiple integrals and vector valued functions, Green's Theorem, and Stokes' Theorem. Applications using the graphing calculator are included.

Prerequisites:

Calculus and Analytic Geometry II

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### MTH 320

## Differential Equations

Undergraduate 1.00 c.u.

The focus of this course is the solution of differential equations. Topics include: separation of variables, homogeneous equations, integrating factors, linear and higher order equations and applications via classical and computer based methods.

Prerequisites:

Calculus and Analytic Geometry III

Corequisites:

Calculus and Analytic Geometry III

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### MTH 330

## Geometry

Undergraduate 1.00 c.u.

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This is an axiomatic approach to geometry which compares various analyses of Euclid's fifth postulate resulting in non-Euclidian geometries. Several finite geometries are studied.

Prerequisites:

Calculus and Analytic Geometry II

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### MTH 332

## Discrete Mathematics

Undergraduate 1.00 c.u.

Topics in this course include: elementary set theory, permutations and combinations, discrete functions, relations and graphs, trees, counting procedures and Boolean Algebra. Application of these topics in computer science will be covered.

Prerequisites:

Precalculus: Enhanced, Precalculus

Prerequisite Additional Information:

With a grade of C or better.

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### MTH 335

## Foundations Of Advanced Mathematics

Undergraduate 1.00 c.u.

This is a study of the development of concepts and tools used in abstract mathematics. Emphasis is on writing proofs, logic, set theory, formal axioms systems, and the real number system from an axiomatic point of view.

Prerequisites:

Calculus and Analytic Geometry I, Discrete Mathematics

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### MTH 337

## Linear Algebra

Undergraduate 1.00 c.u.

This is a course in the abstract mathematics sequence. Topics include: systems of linear equations, matrices, vectors, linear transformations, bases, linear independence, orthogonality, eigenvectors and eigenvalues.

Corequisites:

Calculus and Analytic Geometry II

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### MTH 415

## Abstract Algebra

Undergraduate 1.00 c.u.

This is the final course in the abstract mathematics sequence. Topics include: groups, rings, fields, integral domains, isomorphisms, homomorphisms, sub group structure of finite groups.

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Prerequisites:  
Foundations Of Advanced Mathematics

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*MTH 423*

## Advanced Calculus

Undergraduate 1.00 c.u.

This course is a rigorous treatment of the basic concepts of calculus including limits, continuity, differentiation, and the Riemann integral. Properties of the real number system, and extensions of the Mean Value Theorem are also considered.

Prerequisites:  
Calculus and Analytic Geometry III

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## NUR 105

### **Nutrition**

Undergraduate 0.50 c.u.

Study of nutrition in relation to nutrients throughout the life cycle. Nursing assessment, planning and evaluation of diet, and food beliefs are explored.

Prerequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing, Human Anatomy And Physiology I

Prerequisite Additional Information:

Undeclared-Nursing major students only and Prerequisite or Co-requisite.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing, Human Anatomy And Physiology I

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## NUR 215

### **Foundations Of Professional Practice**

Undergraduate 1.00 c.u.

Introduces the students to the knowledge base of professional nursing. Presents theoretical foundations that support practice such as critical thinking, communication, ethics and law, nursing theorists and health and illness. Introduces professional values of caring, altruism, autonomy, human dignity, integrity and social justice. Explores the history of nursing creating an understanding for current nursing practice and education. Initiates the socialization of the student to the expectations of the profession of nursing. Includes a weekly laboratory to foster success in the major.

Prerequisites:

Human Anatomy And Physiology II, College Algebra: Enhanced, College Algebra, Nutrition, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Corequisites:

Fundamentals Of Inorganic, Organic And Biochemistry, Health And Physical Assessment

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## NUR 235

### **Health And Physical Assessment**

Undergraduate 1.00 c.u.

Introduces selected foundational nursing concepts. Develop skills in health and physical assessment and apply it to well adult populations. This course includes a lecture component as well as a laboratory component which requires extensive practice time. Requires successful achievement of practicum to demonstrate mastery of skills. Limited clinical experiences may be included.

Prerequisites:

Human Anatomy And Physiology II, College Algebra: Enhanced, College Algebra, Nutrition, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

Corequisites:

Fundamentals Of Inorganic, Organic And Biochemistry, Foundations Of Professional Practice

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## NUR 236

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## Pathophysiology

Undergraduate 1.00 c.u.

Overview of principles of physiology and common pathology found in humans. Clinical situations and case studies used to analyze and discuss the etiology of disease processes. Develop rationales for management of clients experiencing abnormal bodily function. Prerequisite: All 200 level Nursing courses. Corequisites: NUR 323, NUR 349, NUR 355.

Prerequisites:

Foundations Of Professional Practice, Health And Physical Assessment, Fundamentals Of Inorganic, Organic And Biochemistry

Corequisites:

Microbiology, Adult Health I, Fundamentals Of Inorganic, Organic And Biochemistry

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### NUR 241

## Adult Health I

Undergraduate 1.50 c.u.

Introduces basic medical surgical concepts integral to care of the adult client. Develops critical thinking and basic technical skills. Applies the nursing process and prioritize care to selected interventions. Requires extensive independent practice. Requires laboratory and clinical days.

Prerequisites:

Fundamentals Of Inorganic, Organic And Biochemistry, Foundations Of Professional Practice, Health And Physical Assessment, Introduction To Psychology , Introduction To Sociology

Corequisites:

Microbiology, Integrated Pathophysiology and Pharmacology for Nursing Practice I

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### NUR 305RN

## Bridge to the Profession - RN

Undergraduate 1.00 c.u.

Course introduces the RN student to current concepts and theories of professional nursing. Explores theoretical foundations that support critical thinking, communication skills, ethics and law, professional values and the health/illness continuum. Examines the dynamics of the evolving healthcare delivery system and the impact on health policies. Course focuses on the core healthcare professional competencies established by the Health and Medicine Division of the National Academies of Sciences, Engineering and Medicine.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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### NUR 323

## Psychiatric/Behavioral Health Nursing

Undergraduate 1.00 c.u.

Focuses on therapeutic use of self with individuals, families, and communities to promote behavioral health. Uses a researched based and holistic approach to provide nursing care for clients exhibiting behavioral disorders within a cultural context including anxiety, mood and psychotic disorders in acute care and community settings. Requires 1 clinical day.

Prerequisite Additional Information:

All 200 level Nursing courses.

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Corequisites:

Growth And Development, Nursing Research, Integrated Pathophysiology and Pharmacology for Nursing Practice I

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**NUR 335RN**

## Health And Physical Assessment- RN

Undergraduate 1.00 c.u.

RN students develop comprehensive physical assessment techniques and apply them in assessing the health status of people across the life span. This course includes a lecture component as well as a laboratory component which requires extensive practice in time. Requires successful achievement of practicum to demonstrate mastery of skills.

Prerequisites:

Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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**NUR 341**

## Adult Health II

Undergraduate 1.50 c.u.

Builds on Adult Health I. Reinforces contemporary medical-surgical concepts integral to the care of the client. Focuses on acute and chronic diseases and related nursing interventions in the acute care setting. Reinforces organizational skills and ability to prioritize client care founded on evidence based practice. Requires 2 clinical days.

Prerequisites:

Psychiatric/Behavioral Health Nursing, Growth And Development, Nursing Research, Integrated Pathophysiology and Pharmacology for Nursing Practice I

Corequisites:

Maternity And Pediatric Nursing

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**NUR 345RN**

## Foundations In Community-RN

Undergraduate 1.00 c.u.

Focuses on health promotion for the well individual and family in the community. Explores health risk across the lifespan and strategies effective in risk reduction. Prerequisites: NUR 305RN, NUR 335RN.

Prerequisites:

Bridge to the Profession - RN, Health And Physical Assessment- RN

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**NUR 349**

## Growth And Development

Undergraduate 0.50 c.u.

Focuses on growth and development from newborn to senescence. Provides the framework for understanding the person and factors that predispose individuals to health-wellness and disease-illness. Includes understanding of physical, cognitive, emotional, social and environmental factors influencing development. Cultural influences on the person emphasized through discussion and case studies.

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Prerequisites:

Psychiatric/Behavioral Health Nursing, Nursing Research, Integrated Pathophysiology and Pharmacology for Nursing Practice I

Corequisites:

Adult Health II, Maternity And Pediatric Nursing

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### *NUR 351*

## Maternity And Pediatric Nursing

Undergraduate 1.00 c.u.

Uses concepts of growth and development, family theory, and the nursing process to interact with children and families for health promotion and illness prevention. Course centers on care of women during antepartum; birth; postpartum: newborns and children during wellness and illness. Focuses on priority setting strategies for family centered education. Requires 1 clinical day.

Prerequisites:

Psychiatric/Behavioral Health Nursing, Growth And Development, Nursing Research, Integrated Pathophysiology and Pharmacology for Nursing Practice I

Corequisites:

Adult Health II

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### *NUR 355*

## Nursing Research

Undergraduate 1.00 c.u. Writing Intensive

Focuses on research as a foundation for practice, education, and health care policy. Introduces the concepts and processes of nursing research and evidence based practice to enable students to become critical consumers and evaluators of research findings for use in practice. Includes weekly laboratory session that focus on different styles of writing and the effectiveness of the writing as a means of professional communication.

Prerequisites:

Applied Statistics I

Prerequisite Additional Information:

All 200 Level Nursing courses;

Corequisites:

Psychiatric/Behavioral Health Nursing, Growth And Development, Integrated Pathophysiology and Pharmacology for Nursing Practice I

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### *NUR 355RN*

## Nursing Research-RN

Undergraduate 1.00 c.u. Writing Intensive

Introduces the concepts and processes of nursing research and evidence based practice to enable students to become critical consumers and evaluators of research findings. Focuses on the utilization and application of research and evidence based findings in practice.

Prerequisites:

Bridge to the Profession - RN, Health And Physical Assessment- RN, Applied Statistics I

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### *NUR 358*

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## Pharmacology

Undergraduate 1.00 c.u.

Students study the science of pharmacology to develop an understanding of drugs and their interactions in humans. Drug classifications provide the framework for nursing interventions and client education. Dimensional analysis is used to solve a variety of medication calculation problems. Prerequisites: CHM 120; NUR 215, NUR 235. Corequisites: BIO 200; NUR 241.

Prerequisites:

Pharmacology, Foundations Of Professional Practice, Health And Physical Assessment

Corequisites:

Microbiology, Adult Health I

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### **NUR 404**

## Management And Leadership

Undergraduate 1.00 c.u.

Theory provides the framework for understanding leadership role performance and management principals. Course promotes development of personal attributes for leadership and management. Clinical settings may be used to foster application of theory to practice.

Prerequisites:

Adult Health III

Corequisites:

Capstone Project I

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### **NUR 404RN**

## Management And Leadership-RN

Undergraduate 1.00 c.u.

Course provides the essential and foundational leadership skills necessary for the RN student to progress to complex clinical environments. Content explores the complexity of organizational cultures and systems for the emerging leader. Concepts of change and innovation, personal attributes of leaders, conflict skills, patient care delivery models, interdisciplinary practice, healthcare economies, and ethical challenges prepare the RN student for leadership roles in this time of significant health transformation.

Prerequisite Additional Information:

All 300 level Nursing courses.

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### **NUR 441**

## Adult Health III

Undergraduate 1.50 c.u.

Introduces critical care nursing theory, emphasizes and reinforces adult nursing principals. Focuses on clients with multi-system problems. Designs, implements, and evaluates nursing care of clients with complex health care issues. Requires 2 clinical days.

Prerequisite Additional Information:

All 300 level Nursing courses.

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Corequisites:  
Capstone Project I

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**NUR 445RN**

## Community Nursing-RN

Undergraduate 1.50 c.u.

Builds on NUR 345-RN, expanding the focus from the nurse-client interaction to the nurse community relationship. Content includes concepts essential for the community/public health nurse. Clinical experiences provide students the opportunity to explore the roles of nurses in the community and the diverse populations they serve. Includes one (1) clinical practice day each week.

Prerequisite Additional Information:  
All 300 level nursing courses.

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**NUR 454**

## Community Nursing

Undergraduate 1.50 c.u.

Applies primary and secondary prevention, expands focus from the nurse client interaction to the nurse-community relationship. Introduces the community as a client, as well as strategies to promote health and prevent disease. Clinical experiences provide students the opportunity to explore the roles of nurses in the community and the diverse populations they serve. Requires two (2) clinical days each week.

Prerequisites:  
Adult Health III, Capstone Project I  
Corequisites:  
Capstone Project II

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**NUR 460**

## Capstone Project I

Undergraduate 0.50 c.u. Writing Intensive

Opportunities to apply previous course content and major concepts of the nursing curriculum in a culminating project that demonstrates integration of college competencies. Students create an original patient/health-oriented project in areas such as: Clinical Practice, evidence-based Practice (EBP), Political Activism, Research, and Certification in health-related specialty area.

Prerequisite Additional Information:  
All 300 level Nursing courses.  
Corequisites:  
Adult Health III

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**NUR 460RN**

## Capstone Project I-RN

Undergraduate 0.50 c.u. Writing Intensive

Opportunities to apply previous course content and major concepts of the nursing curriculum in a culminating project that

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demonstrates integration of college competencies. Student creates an original patient/health-oriented project in areas such as: Clinical Practice, Evidence-Based Practice (EBP), Political Activism, Research, and Certification in a health-related specialty area.

Prerequisite Additional Information:  
All 300 level Nursing courses.

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### *NUR 461*

## Capstone Project II

Undergraduate 0.50 c.u. Writing Intensive

Students implement projects designed in NUR 460 Capstone I, such as Clinical Practice, Evidence-Based Practice (EBP), Research, Political Activism, Research or Certification in a Specialty Area. This will involve off-campus field experiences depending upon specific individual/team project

Prerequisites:  
Capstone Project I  
Corequisites:  
Community Nursing, Management And Leadership

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### *NUR 461RN*

## Capstone Project II-RN

Undergraduate 0.50 c.u. Writing Intensive

Students implement projects designed in NUR 460RN Capstone I-RN, such as Clinical Practice, Evidence-Based Practice (EBP), Research, Political Activism, and Certification in a Specialty Area. This will involve off-campus field experiences dependent upon specific individual/team project

Prerequisites:  
Capstone Project I-RN

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## GIS 100

### Introduction to Government Studies

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

The nature and use of political power. Political analysis of social institutions and behavior and their impact upon the distribution of social values. Current political problems.

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## GIS 102

### International Studies I

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

International Studies is an interdisciplinary field drawing from disciplines such as anthropology, economics, geography, history, political science, and sociology. This first part of the course addresses questions regarding modernity and state sovereignty, along with the struggle of critical social theory to make sense of historical changes in the mode of capitalist societies—particularly modernization theories focus on development and its counter argument of underdevelopment. Other questions raised by critical theory concern relationships between time, space and capital/class formations and ideology, along with heightened concerns over how ideology figures in the reproductions of power relations and how science and technology contribute to emancipation or domination.

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## GIS 105

### Constitutional Political Economy

Also Known As: ECN 105

Undergraduate 1.00 c.u.

(Also ECN 105) In this course we study the American political and economic systems; we explore their interdependence and investigate the nature of their integration. Since the United States Constitution is the single common unifying legal force in the American Society, we study the structure of the Constitution first. Then, we focus on the commercial and economic provisions of the Constitution. Next, we investigate the relationship between economics and politics and finally we discuss the social philosophies of the main political groups that compete for political power in America today.

Corequisites:

Enhanced Argumentative and Analytic Writing, Argumentative and Analytic Writing, Accelerated Argumentative and Analytic Writing

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## GIS 200

### American Politics

Undergraduate 1.00 c.u. Community Orientation & Citizenship

Analysis of national government and politics. The branches of government, political parties and pressure groups, voting behavior and the distribution of power in the American political system. Particular attention to contemporary problems and issues.

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## GIS 202

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## International Studies II

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

The course is a continuance of the issues presented in International Studies I but can be taken without previously taking that course. In this course we contend with how critical theorists look anew at how social power reproduces itself. This course examines historically how different ideas regarding development, modernity, modernization and progress evolved in Europe and in the United States and how these ideas guided economic and social policies around the world. Additional topics covered include postmodernism, post-Fordism, post-colonialism, and post-structuralism. One of the major theoretical shifts of this century has been the calling into question of the authoritative nature of knowledge. This course will delve into a critical analysis of such key concepts as the 'world-system', 'hegemony', and 'empire'. The purpose of the course is gaining literacy, devising critiques and deriving inspiration in some areas of overlap among political economy, geopolitics and studies of representations of inferiorized otherness .

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### GIS 203

## Comparative Politics

Also Known As: LAC 203

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also LAC 203) General problems of comparative analysis. Political communication, political culture, modernization and nation-building, conflict and revolution.

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### GIS 204

## Ancient Political Theory

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Concepts and questions that are the basis of Western political thought. Conflicting notions of justice, the nature and role of authority, individualistic and majoritarian principles in modern political life. Emphasis on the role of these principles in resolving issues of contemporary significance.

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### GIS 205

## Modern Political Ideologies

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

Modern political thought with emphasis on political movements of this century: conservatism, liberalism, socialism, statism and radicalism. The role of political ideologies in modern political systems. The examination of competing ideologies in the light of contemporary issues.

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### GIS 208

## International Relations

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course aims to introduce you to several of the more prominent IR theories that now pervade the discipline: Realism, Liberalism, Marxism, Critical Theory, Normative Theory, Feminism, Historical Sociology, Post-Modernism, Social

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Constructivism, Green Political Theory, and Evolutionary Biology. In this sense, IR theory is the language that you need to learn in order to make sense of much, if not all, of the wide range of discourse and debate that transpire in IR circles. The course operates primarily in the 'system' level and gives special attention to political realism (Realpolitik)—the oldest and, arguably, the most popular theoretical perspective in the field—and recent 'constructivist' work. In the broadest terms, the course explores the place(s) of power, institutions, and values in international relations.

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### GIS 210

## Human Rights

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

This course provides a theoretical and historical introduction to human rights, on the premise that a sound understanding of contemporary practice and debates requires grounding in their historical and theoretical roots and foundations. We will focus especially on the practical and political implications of human rights in an attempt to understand how and why they matter for what actually happens in world politics as opposed to what one might wish would happen. We will ask questions such as: What obligations do states have to defend and guarantee human rights at home? How are those obligations enforced, if at all? To what degree do such obligations extend internationally? Who decides when international intervention is justified and what are the pitfalls associated with humanitarian action? Is religion compatible to secular views of universal rights? Did the industrial revolution and socialist tradition contribute to human rights? And, are there tensions between security and universal rights?.

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### GIS 215

## Modern Chinese Politics

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

We examine the social and political currents which first gave rise to the Chinese Communist Party (CCP) and how these helped it to come to power in 1949. We look at how the CCP consolidated its power and began its attempt to make China, strong, prosperous and socialist. This includes tracing the evolution of CCP ideology, the development and ultimate failure of Maoism (e.g. the Great Leap Forward and Great Proletarian Cultural Revolution). We examine how the CCP initiated a process of reform under Deng Xiaoping, a process which continues to have profound effects on the development of Chinese society and politics. Subsequent social change has created major problems for the CCP. We discuss the ability of the Party to respond to the challenges of political reform, such as whether and/or how to become more democratic, as well as the problems facing continued CCP rule.

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### GIS 223

## Problems in Public Policy

Undergraduate 1.00 c.u.

An introduction to public policy in the United States. Public policy is studied as choices made by political leaders, and governed by who does and who does not have power. Policy topics vary.

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### GIS 224

## American Foreign Policy

Also Known As: LAC 224

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

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(Also LAC 224) American foreign policy today. American relations with major allies, the Communist countries and the Third World. Current problems in American foreign policy such as detente, national security, disarmament, the global allocation of resources.

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**GIS 230**

## American Political Thought

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

Modern American political thought. Conservatism and liberalism in the American context. The ideologies of the left and the right in contemporary American politics as well as an analysis of their respective constituencies. The role of ideology in American political life.

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**GIS 242**

## Science And Public Policy

Undergraduate 1.00 c.u.

Analysis of science as a political system competing for resources in the American political arena. The impact of science and technology upon policy making. Science as a political resource in problem solving as well as a political competitor and problem creator.

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**GIS 244**

## Local and State Government

Undergraduate 1.00 c.u.

Introduction to State and local Government. Topics include the role of states and localities in American Federalism, the rejuvenation of State and Local Authority, budgetary allocation within the political process and the politics of State, local and Federal relations.

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**GIS 305**

## Peace is War

Undergraduate 1.00 c.u.

An analysis of violent conflict within the international political system. General theories of conflict, problems of strategy; the consequences of war; the process of conflict resolution.

Prerequisite Additional Information:

Two courses in any of the following areas: Political Science, Sociology, Psychology, Economics or History.

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**GIS 308**

## Theory and Practice in Human Services

Also Known As: SOC 308 , PSY 308

Undergraduate 1.00 c.u.

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(Also PSY/SOC 308). This course considers several different cross-disciplinary theoretical frameworks that are relevant to understanding social problems (e.g., HIV/AIDS, poverty and homelessness, teenage motherhood, hunger, domestic violence, alcohol and drug abuse, aging, child welfare issues, etc.). The course investigates the ways in which these social problems and people's needs are addressed by our social welfare and human service institutions, both public and private. Ethical issues surrounding the provision of care and services in the human services are emphasized. Principles of group dynamics, needs assessment, participant observation and evaluative research methods are also studied.

Prerequisite Additional Information:  
Junior standing.

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### GIS 310

## Public Administration

Undergraduate 1.00 c.u.

The impact of government bureaucracies on the policy-making process. Internal processes of the federal administrative units including recruitment, budgetary conflicts, formal and informal rules and rule making; regulatory distributive and control functions. Interaction between bureaucracies and state and local governing agencies.

Prerequisite Additional Information:  
Two courses in any of the Social Sciences, Business Administration or Accounting.

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### GIS 311

## Public Economics and Finance

Undergraduate 1.00 c.u.

Major issues in macroeconomic Public Finance. The course examines the process by which government provides and allocates public goods. Major topics include the impact of Federalism upon fiscal policy, voting and interest group behavior impact upon Finance policy as well as the empirical and normative issues of taxation.

Prerequisites:  
American Politics

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### GIS 312

## The Theory and Practice of Nonprofit Management

Undergraduate 1.00 c.u.

This course explores the theoretical basis of the nonprofit sector in the United States, both historically and in today's society. Differences in theory and practices in the nonprofit sector which distinguish it from private for-profit and government sectors will also be studied.

Prerequisite Additional Information:  
Junior status.

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### GIS 318

## Contemporary Political Theory

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

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Our contemporary political world is a complex one, characterized by both tremendous promise and enduring human misery. Political theory is a realm of intellectual inquiry where we examine our most basic concepts and definitions, engage in normative judgment of our existing systems of government, and articulate and defend a vision of the system of political organization we envision to be ideal. The goal of this course is to familiarize students with important themes within contemporary political theory and the ways in which they relate to the world in which we reside. We will accomplish this through surveying the most influential political theorists of our time. To the extent that this course has an overarching theme, it is the issue of difference in contemporary political societies whether that difference is encountered in the form of ascriptive identities such as gender and ethnicity, or simply deep disagreements in a more ideological sense.

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### GIS 320

## International Political Economy

Undergraduate 1.00 c.u.

This course provides an introduction to the politics of international economic relations. The primary purpose is to give an overview of the field by exploring the theories that political scientists have traditionally used to analyze the origins of particular international economic arrangements. Much of the class is therefore devoted to lectures and readings that delve into these issues. The course has a second, equally important intellectual project, however. There is a significant difference between most economists and political scientists on the one hand and many sociologists on the other about what each field believes drives human behavior. Based on those different assumptions, the social sciences tend to diverge on questions concerning how we can study the social world. We will also spend considerable time discussing the various assumptions that underpin theory. Finally, we will debate which of the approaches presented in the readings and lectures are the most convincing in their assessment of problems.

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### GIS 322

## East Asian Politics

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

As a region, East Asia looms large in international politics. Four of the world's fifteen most populous countries (China, Indonesia, the Philippines and Vietnam) occupy the region, as do three of the world's fifteen richest countries by nominal GDP (China, Japan, and South Korea). At the same time, international politics in East Asia is complex and at times volatile. The primary objectives of this class are to help enhance the students' analytic ability for the study of political dynamics and policy behaviors of the most intriguing systems of East Asia (two Chinas, two Koreas, and Japan). The course examines and compares the major aspects and functions of political systems, processes, and changes (general patterns of similarities and differences) in each of these countries. Major contemporary issues and policies of the East Asian systems are also surveyed, with particular emphasis on how (in what ways) each government enhances its regime's claim to political legitimacy.

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### GIS 333

## Selected Topics in Government and International Studies

Undergraduate 1.00 c.u.

Depending on the instructor, topics may be suited for General Political Science or the Public Administration concentrations or the minor in Public Policy. As topics change, this course may be repeated for credit.

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### GIS 400

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## Globalization & Poverty

Undergraduate 1.00 c.u.

The purpose of this course is to understand the conceptual and empirical issues underlying the political economy of global poverty and human rights. What is poverty? What are the global dimensions of poverty? How does the discourse of human rights relate to underlying political economy of global capitalism? How does the discourse of human rights relate to the underlying causes of inequality and poverty in the world? In order to do this, we will look at the relationship between human rights, economic growth, poverty and inequalities in several different dimensions. After an initial exploration of these issues we will focus on the more recently developed social capabilities approach developed by Amartya Sen and others. We will explore the limits of policies under the existing institutional arrangements and examine the need for fundamental changes in the global political economy

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### GIS 402

## Ethics & International Relations

Undergraduate 1.00 c.u.

This course provides a theoretical and historical analysis of the ethical permutation of international relations discourse based on the premise that a sound understanding of contemporary practice and debates requires grounding in their historical and theoretical roots and foundations. To help close the gap between theory and practice we explore issues that integrate rigorous thinking about principles of justice and morality into discussions of practical dilemmas related to current policy developments, global institutional arrangements, and the conduct of important international actors. Theoretical discussions that originate in philosophy, religion, or the social science should connect with the interests of journalist, activists, policy-makers, and citizens who are primarily concerned with assessing and reforming specific policies, as well as existing rule and institutions such as the United Nations, the World Bank, and the International Monetary Fund; arrangements governing trade, environmental protection, and the use of force; and the International Criminal Court and ad hoc tribunals that address genocide and past societal injustices.

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### GIS 490

## Internship in Government & International Studies

Undergraduate 1.00 c.u.

Supervised placement in an agency or organization which is part of, or related to, the public sector. Criteria for entering GIS 490 Internship in Political Science: 1. Class standing (Seniors have preference over Juniors) 2. Political Science GPA 3. Satisfactory completion of the Internship Program Application Procedure which includes: A. The application form and personal essay in which the student's goals and objectives, motivations, interests, interpersonal skills and previous relevant experiences are clearly articulated. B. Two letters of recommendation from Faculty who are familiar with the student's interests and performance in related courses. C. Interview with the Internship Coordinator. The interview will help the Coordinator to assess students readiness and degree of motivation for the internship experience, and help students explore options regarding the most suitable placements.

Prerequisite Additional Information:

Application procedure and consent of Instructor required.

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### PSY 100

## Introduction To Psychology

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

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Introduction to psychological research methods, biological foundations, sensation and perception, states of consciousness, learning, memory, human development, personality, social behavior, psychological disorders and treatment, and applied psychology.

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**PSY 201**

## Human Cognition/Learning

Undergraduate 1.00 c.u.

An examination of various topics including classical conditioning, operant conditioning, memory, language, thinking, creativity and problem-solving.

Prerequisites:

Introduction To Psychology

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**PSY 203**

## Psychology Of The Internet

Undergraduate 0.50 c.u.

An exploration of the applications of several theories of psychology to human interaction via the Internet, including impression formation and impression management, aggression, group dynamics, and attraction, with a focus on how the concepts and theories of psychology describe, explain and predict how people behave online.

Prerequisites:

Introduction To Psychology

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**PSY 205**

## Developmental Psychology

Undergraduate 1.00 c.u. Writing Intensive

An introduction to the study of human development across the lifespan. The course focuses on research methodology and current literature in the areas of physical, cognitive, social, and personality changes from conception to death. Stress is placed on evaluating the relative contributions of nature and nurture to these changes.

Prerequisites:

Introduction To Psychology , Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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**PSY 209**

## Health Psychology

Undergraduate 1.00 c.u.

An examination of the specialization in psychology that focuses on physical health. In particular, health psychology describes the interrelationships between behavior, psychological states, and physical health.

Prerequisites:

Introduction To Psychology

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## PSY 210

### Educational Psychology

Also Known As: EDC 210

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also EDC 210) The role of psychological concepts in educational practices, focusing on the nature and sources of intellectual development and readiness according to Piagetian, psychometric, and information process perspectives. Beyond these approaches to cognitive development, learning theory, motivation, and the role of emotion in learning will be discussed. This course will also include a section on individual differences in learning; exceptional students and social, ethnic, cultural, and gender differences. The related topics of measurement and evaluation of learning will round out the course.

Prerequisites:

Introduction To Psychology

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## PSY 214

### Selected Topics In Psychology

Undergraduate 0.50 c.u.

An in-depth study of a single topic in psychology. The course may be repeated for credit as topics change.

Prerequisites:

Introduction To Psychology

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## PSY 221

### Career Development Theory and Practice

Undergraduate 1.00 c.u.

An introduction to theory, research, and practice in the field of career development. Career development is a major aspect of human development. Students will use the theories and research discussed in class to craft their own career development plans.

Prerequisites:

Introduction to Government Studies, Introduction To Sociology, Introduction To Psychology

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## PSY 224

### Industrial/ Organizational Psychology

Undergraduate 1.00 c.u.

(Formerly PSY 324) The application of the methods, facts, and principles of the science of psychology to people at work. Topics include: employee selection, training, performance appraisal, leadership, motivation, job satisfaction, working conditions, workplace safety, violence in the workplace, health issues at work, stress, engineering psychology and consumer psychology.

Prerequisites:

Introduction To Psychology , Introduction To Management

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## PSY 230

### Social Psychology

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Also Known As: SOC 230

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also SOC 230) Human behavior as the interaction of individual and social processes. Recent research on topics such as interpersonal attraction, perception, and small group behavior; analysis of events and environments of current interest.

Prerequisites:

Introduction To Sociology, Introduction To Psychology

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### **PSY 231**

## **Animal Behavior**

Undergraduate 1.00 c.u.

An introductory survey of the following topics covering a diverse range of species: Sensory/perceptual abilities, communication, learning, mating behavior, parental behavior, kin selection, organization of animal societies, and interactions between species. Laboratory exercises and class demonstrations will be included.

Prerequisites:

Introduction To Psychology

Prerequisite Additional Information:

Or any 100 or 200 level Biology course.

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### **PSY 245**

## **Statistics For The Behavioral Sciences**

Undergraduate 1.00 c.u.

Introduction to statistical methods as applied to the behavioral sciences. Emphasis on the basic assumptions underlying statistical concepts, selection of appropriate analyses, and the role of statistics in the analysis and interpretation of quantitative data. Topics include frequency distributions, measures of central tendency and variability, probability and sampling, correlation and regression, and hypothesis testing. Psychology majors can substitute SOC 215 for PSY 245.

Prerequisites:

Transition to Collegiate Mathematics

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### **PSY 305**

## **Abnormal Psychology**

Undergraduate 1.00 c.u.

An introduction to psychological issues in mental health including understanding of the DSM-IV. Issues of diversity in diagnosis, treatment, and research will be addressed.

Prerequisites:

Introduction To Psychology

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### **PSY 306**

## **Adolescence**

Undergraduate 1.00 c.u.

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An in depth analysis of that transitional period known as adolescence. The course will focus on research methodology and current literature in areas such as pubertal changes, cognitive development, academic achievement, identity achievement, sexuality and intimacy. Issues will be viewed through the contexts of development—peers, families, employment, school, and culture.

Prerequisites:

Introduction To Psychology

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### **PSY 307**

## **The Theories Of Personality**

Undergraduate 1.00 c.u.

Approaches to the study of personality including psychoanalytic, developmental, behavioristic and other theories. Emphasis on research design and assessment techniques in the field.

Prerequisites:

Introduction To Psychology

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### **PSY 308**

## **Theory And Practice In Human Services**

Also Known As: SOC 308 , GIS 308 , PSY 308

Undergraduate 1.00 c.u.

(Also PSC/SOC 308) This course considers several different cross disciplinary theoretical frameworks that are relevant to understanding social problems (e.g., HIV/AIDS, poverty and homelessness, teenage motherhood, hunger, domestic violence, alcohol and drug abuse, aging, child welfare issues, etc.). The course investigates the ways in which these social problems and people's needs are addressed by our social welfare and human service institutions, both public and private. Ethical issues surrounding the provision of care and services in the human services are emphasized. Principles of group dynamics, needs assessment, participant observation and evaluative research methods are also studied.

Prerequisite Additional Information:

Junior standing.

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### **PSY 308**

## **Theory And Practice In Human Services**

Also Known As: SOC 308 , GIS 308

Undergraduate 1.00 c.u.

(Also GIS/SOC 308) This course considers several different cross disciplinary theoretical frameworks that are relevant to understanding social problems (e.g., HIV/AIDS, poverty and homelessness, teenage motherhood, hunger, domestic violence, alcohol and drug abuse, aging, child welfare issues, etc.). The course investigates the ways in which these social problems and people's needs are addressed by our social welfare and human service institutions, both public and private. Ethical issues surrounding the provision of care and services in the human services are emphasized. Principles of group dynamics, needs assessment, participant observation and evaluative research methods are also studied.

Prerequisite Additional Information:

Junior standing.

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**PSY 309**

## Adulthood and Aging

Undergraduate 1.00 c.u.

An in depth analysis of development from early adulthood through old age. The course focuses on current literature in areas such as physical, cognitive, and personality changes, relationships, parenthood, work and retirement. Central questions: Is adulthood a period of decline or development? How is the experience of aging affected by cultural attitudes toward the aged?

Prerequisites:

Introduction To Psychology

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**PSY 310**

## Research Methods I

Undergraduate 1.00 c.u. Writing Intensive

This combined lecture and laboratory course includes research projects based on traditional research designs as well as archival, observational, correlational, and quasi-experimental methods. A laboratory component is included in the course.

Prerequisites:

Introduction To Psychology , Statistics For The Behavioral Sciences, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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**PSY 311**

## Research Methods II

Undergraduate 1.00 c.u. Writing Intensive

This combined lecture and laboratory course primarily focuses on qualitative and applied research methods used in educational, social services and corporate settings. Methods covered will include focus groups, structured interviews, archival research and program evaluation.

Prerequisites:

Research Methods I, Methods Of Social Research, Enhanced Synthesis and Research Writing, Synthesis and Research Writing

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**PSY 313**

## Positive Psychology

Undergraduate 1.00 c.u.

This course provides an introduction to Positive Psychology. We will explore the concepts and research of Positive Psychology and complete exercises that will enhance your own understanding of well-being. Positive Psychology is the scientific study of what makes life most worth living. It is a call for psychological science and practice to be as concerned with strength as with weakness; as interested in building the best things in life as in repairing the worst; and as concerned with making the lives of "normal" people fulfilling as with healing pathology.

Prerequisites:

Introduction To Psychology

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**PSY 317**

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## Organizational Behavior

Also Known As: BUS 317

Undergraduate 1.00 c.u.

(Also BUS 317) The study of individual and group behavior in organizations. Key topics include job satisfaction; motivation; group dynamics, leadership; conflict and change; communication; job design; power and influence; organization concepts and design; organizational development.

Prerequisites:

Introduction To Management, Human Resource Management, Industrial/ Organizational Psychology, Social Psychology

Prerequisite Additional Information:

Junior standing.

For Business majors, BUS 200, and BUS 313.

For Sociology majors, at least one prior Sociology course.

For Psychology majors, PSY 224 or PSY 230.

For other majors, consent of the Instructor.

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### PSY 319

## The Psychology Of Motivation

Undergraduate 1.00 c.u.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes and motives. Emphasis on current research in motivation and its theoretical implications.

Prerequisites:

Introduction To Psychology

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### PSY 323

## Biopsychology

Undergraduate 1.00 c.u.

The study of the biological bases of behavior. The focus is on the role of genetics, neurophysiology, hormones and drugs on sensation, perception, learning, consciousness, emotion, motivation, sexual behavior and psychopathology.

Prerequisites:

Introduction To Psychology

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### PSY 332

## Death & Dying

Undergraduate 1.00 c.u.

This course provides an overview of the ways that we are touched by death and dying. Topics include the death system, hospice, suicide, violent death, death in childhood, bereavement, grief, mourning, and the funeral process. We will discuss ways of handling the psychological, sociological, cultural and religious implications of death.

Prerequisites:

Introduction To Psychology

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**PSY 333**

## Selected Topics In Psychology

Undergraduate 1.00 c.u.

Topics may include relationships and divorce, history and systems, self in contemporary psychology among others. Course may be repeated for credit as topics change.

Prerequisites:

Introduction To Psychology

Prerequisite Additional Information:

And an additional prerequisite to be announced when course is offered.

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**PSY 335**

## Psychology Of Gender

Also Known As: WMS 335

Undergraduate 1.00 c.u. Multi/Transcultural & Global Awareness

(Also WMS 335) An analysis of present research finding and theory pertaining to gender-related issues. Social and intellectual development, gender differences and gender role socialization will be examined. This course will provide students with a basis for understanding the role of gender in research and clinical applications.

Prerequisites:

Introduction To Psychology

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**PSY 337**

## Diversity Training

Undergraduate 1.00 c.u.

This course is the culmination of the Diversity Training Certificate program. In a world of increasing cultural contact, globalization, immigration, and ethnic tensions, it is increasingly important to learn how to succeed in diversity. With its practical approach, the course develops skills that are essential to effectively and harmoniously function in diverse social environments. Through case studies, exercises and role-playing, students acquire multicultural competency ready to be used in workplace situations.

Prerequisite Additional Information:

Junior or Senior standing

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**PSY 350**

## Drugs and Behavior

Undergraduate 1.00 c.u.

Widespread use of psychoactive substances was a component of human behavior before the advent of civilization. In this course, we will examine the how and why of human drug use. We will focus on the biological mechanisms of drug action and how this in turn affects human behavior. We will also explore drug use/abuse from a societal perspective across different times and cultures. Taking a social justice perspective, we will examine how current drug laws affect society at-large, how the enforcement of certain drug laws affects under-represented groups, and whether/how anti-drug laws are effective at curbing

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drug abuse and its associated criminal behaviors.

Prerequisites:  
Introduction To Psychology

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### **PSY 402**

## **History Of Psychology: A Global Perspective**

Undergraduate 1.00 c.u.

This course will explore the roots of psychology as a science in the United States and globally. In this course we will consider views on the major issues in psychology, definitions of psychology, and the influence of historical figures and events, and compare and contrast American and indigenous psychologies.

Prerequisites:  
Introduction To Psychology , Research Methods I  
Prerequisite Additional Information:  
Two additional Psychology courses and Junior or Senior standing.

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### **PSY 404**

## **Mentoring And Coaching**

Undergraduate 1.00 c.u.

The purpose of this course is to examine the theoretical frameworks guiding the effective practice of coaching and mentoring. Students will also experience a mentoring relationship

Prerequisites:  
Research Methods I  
Prerequisite Additional Information:  
Psychology major with Junior or Senior standing.

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### **PSY 405**

## **Sports Psychology**

Undergraduate 1.00 c.u.

This course will examine the psychological concepts that are relevant to sport. Students will learn about the science of sport psychology, examining various topics such as arousal, motivation, competition, group and team cohesion, communication, self-confidence, and concentration.

Prerequisites:  
Introduction To Psychology , Research Methods I

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### **PSY 418**

## **Principles Of Psychotherapy**

Undergraduate 1.00 c.u.

An upper level integrating course that focuses on theoretical and practical models of psychotherapy and counseling in applied settings. The focus is on current research and practices in the field of clinical psychology. A background in personality theory

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and abnormal psychology is highly recommended.

Prerequisites:

Abnormal Psychology, The Theories Of Personality, Research Methods I

Prerequisite Additional Information:

And Junior or Senior standing.

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### PSY 420

## Group Dynamics

Undergraduate 1.00 c.u.

The study of the theory and research of group behavior. Students will examine group dynamics through readings in industrial/organizational and social psychology. In addition, students will participate in experiential group exercises.

Prerequisites:

Research Methods I

Prerequisite Additional Information:

Psychology major with Junior or Senior standing.

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### PSY 425

## Cross-Cultural Psychology

Also Known As: WMS 425

Undergraduate 1.00 c.u.

(Also WMS 425) A study of cultural differences in psychological functioning. In a world of increasing cultural contact, globalization, immigration, and ethnic tensions, it is increasingly important to learn about cultural differences and intercultural communication. Are there any psychological universals? How can intercultural relations be improved? These are some of the questions cross-cultural psychology seeks to address.

Prerequisites:

Social Psychology, Research Methods I, Abnormal Psychology, The Theories Of Personality

Prerequisite Additional Information:

And Junior or Senior standing.

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### PSY 433

## Selected Topics In Psychology

Undergraduate 1.00 c.u.

Advanced selected topics in Psychology. Depending upon the instructor, topics may be suited for any group in the psychology major or a psychology elective. As topics change, this course may be repeated for credit.

Prerequisites:

Research Methods I

Prerequisite Additional Information:

Psychology major with Junior or Senior standing.

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### PSY 450

## Senior Research Seminar

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Undergraduate 1.00 c.u.

Students will participate in the entire research process including hypotheses development, literature review, data collection and analysis, and communicating the results to others. The class will also discuss several contemporary and classic articles in psychology to further their knowledge of the field and their ability to critique research.

Prerequisites:

Research Methods I

Prerequisite Additional Information:

With a grade of C or better and permission of the Instructor.

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### *PSY 495*

## Psychology Internship

Undergraduate 1.00 c.u.

This course requires a weekly seminar, as well as placement in an approved clinical, developmental, industrial/organizational, or educational setting for a total of 96 hours over the course of the semester. The course will permit students to apply what they have learned to new situations. Acceptance into the internship program requires an application procedure, interview with the instructor and two letters of recommendation.

Prerequisites:

Research Methods I

Prerequisite Additional Information:

Psychology major with Junior or Senior standing.

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### *SOC 100*

## Introduction To Sociology

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course provides an introduction to the basic concepts, theories, and methods in sociology. It explores the interactions between self and society by examining social structure, social consciousness, and social change. It takes the perspective that individuals both affect and are affected by values, norms, groups, and institutions.

Prerequisite Additional Information:

With a grade of C or better.

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### *SOC 211*

## Juvenile Delinquency

Undergraduate 1.00 c.u.

This course examines the organization and function of social institutions in our society and how they relate to producing particular patterns of juvenile delinquency. Delinquency theories and analysis of the three primary components of the juvenile justice system; police, courts, and corrections, are included in the course.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 213

## Women And Work

Also Known As: WMS 213

Undergraduate 1.00 c.u.

(Also WMS 213) This course examines the effects of gender, race and class on women's employment opportunities and labor force participation rates. Topics may include: access to education and training, women in the military, professional women, women and poverty, prostitution and sex work, occupational health and safety, sexual harassment on the job, maternity leave, factory work, immigrant women, unemployment, unionization, and the changing structure of work and occupations throughout the world.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 215

## Statistics For Sociologists

Undergraduate 1.00 c.u.

This course provides an introduction to statistics for sociologists. It uses lectures and exercises to familiarize students with descriptive and inferential statistics. It explores the basic techniques used to describe social science data, examines probability theory and sampling theory, and introduces students to statistical inference techniques. A grade of C or better is required in order to advance in all subsequent core courses in Sociology. These include: SOC 320, SOC 325, SOC 450 and SOC 490 or SOC 491. Consistent with college-wide policy regarding repeating courses, students who receive below a C may retake SOC 215 once.

Prerequisites:

Transition to Collegiate Mathematics, Introduction To Sociology, Introduction to Government Studies

Prerequisite Additional Information:

GIS 100 for Political Science majors.

Corequisites:

College Algebra, College Algebra: Enhanced

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### SOC 230

## Social Psychology

Also Known As: PSY 230

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also PSY 230) Human behavior as the interaction of individual and social processes. Recent research on topics such as interpersonal attraction, perception, and small group behavior; analysis of events and environments of current interest.

Prerequisites:

Introduction To Psychology , Introduction To Sociology

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### SOC 234

## Social Inequality

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Also Known As: WMS 234

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also WMS 234) This course examines inequalities in power, privilege, and opportunities, which characterize the structure of most societies. It explores the role of ideology in legitimizing and sustaining unequal treatment due to differences in class, race, ethnicity, and gender. Topics include legal systems and the relation between educational attainment and social mobility.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 235

## Urban Sociology

Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

This course studies cities as physical settings which shape and are shaped by social life, and also the social experiences that such settings produce. The course focuses on cities in history, theories of urbanization, the impact of race, ethnicity, class, and gender on cities, and worldwide urbanization.

Prerequisites:

Introduction To Psychology , Introduction To Sociology

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### SOC 236

## Deviance and Social Control

Undergraduate 1.00 c.u.

This course emphasizes the social reactions perspective, analyzes how people are differentially labeled, the experience of stigma, attempts at neutralization, and explores different social control strategies across time and place.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 241

## Minority Groups And Race Relations

Also Known As: LAC 241 , WMS 241 , AFS 241

Undergraduate 1.00 c.u.

(Also AFS/LAC/WMS 241) This course examines race, ethnicity, racism, prejudice, discrimination, majority-minority relations, and other intergroup relations from a sociological perspective, paying close attention to the experiences of the major racial/ethnic groups in the United States –American Indians, European Americans, African/Americans, Latinos, and Asian Americans.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists , Introduction To Psychology

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Prerequisite Additional Information:  
With a grade of C or better.

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### SOC 243

## Criminology

Undergraduate 1.00 c.u.

This course examines the classical and modern theories of crime, analysis of different crimes and criminals and the various responses to them by victims, their families, the media, and society as a whole.

Prerequisites:  
Introduction To Sociology, Statistics For Sociologists  
Prerequisite Additional Information:  
With a grade of C or better.

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### SOC 249

## Sociology Of The Family

Also Known As: WMS 249  
Undergraduate 1.00 c.u.

(Also WMS 249) From the perspective of the family as the most basic social institution in human society and as a focus of social change, this course discusses the major trends in the past forty years that have called attention to the diversity of American family life. Themes include the family life cycle, couple interaction, subcultural variations, and work-family interaction.

Prerequisites:  
Introduction To Sociology

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### SOC 251

## Gender And Globalization

Also Known As: WMS 251  
Undergraduate 1.00 c.u. Problem Solving & Critical Thinking Skills

(Also WMS 251) Globalization may be conceptualized as the constellation of transformations and crises with local and global consequences. Global crises are social, economic and political. Driven by networks of power, capital and technology, global processes are changing the structure and meaning of the nation-state, institutions, communities, family, culture and the self worldwide.

Prerequisites:  
Introduction To Sociology

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### SOC 305

## Latinos in the United States

Also Known As: LAC 305  
Undergraduate 1.00 c.u.

(Also LAC 305) Latinos, or Hispanic Americans, constitute the largest minority in the United States today. Yet, in a society that

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continues to focus on the Black-White racial divide, Latinos are often ignored. This course explores the experiences of Latinos from a sociological perspective. Topics include immigration trends, the meaning of race in the construction of Hispanic ethnicity, the socioeconomic characteristics of the major Latino groups and issues of citizenship, politics, gender, and religion.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better

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### SOC 308

## Theory And Practice In Human Services

Also Known As: PSY 308 , GIS 308

Undergraduate 1.00 c.u.

(Also GIS/PSY 308) This course considers several different cross disciplinary theoretical frameworks that are relevant to understanding social problems (e.g., HIV/AIDS, poverty and homelessness, teenage motherhood, hunger, domestic violence, alcohol and drug abuse, aging, child welfare issues, etc.). The course investigates the ways in which these social problems and people's needs are addressed by our social welfare and human service institutions, both public and private. Ethical issues surrounding the provision of care and services in the human services are emphasized. Principles of group dynamics, needs assessment, participant observation and evaluative research methods are also studied.

Prerequisite Additional Information:

Junior standing.

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### SOC 309

## Global Crime

Undergraduate 1.00 c.u.

“Global Crime” examines the growth of transnational crime and criminal behavior carried out by cartels, mafias, corporations, institutions and governments. We will analyze the integration of the global criminal economy into the formal economies of nations throughout the world. Emphasizing critical thinking skills and introducing students to a diversity of perspectives and frameworks, this course is intended to expand our definitions and categories of criminal activities. In addition to international crimes such as money laundering, the trafficking of drugs and weapons, and terrorism, we will include crimes against humanity –genocide, “ethnic cleansing,” war, slavery, human trafficking (for labor, prostitution, organs and adoptions) –and against the environment –ecocide, oil spills, the dumping of toxic wastes, nuclear disasters and the trafficking of endangered species –which threaten the very existence of the planet. Readings, discussions, films and research projects will help us to make sense of the world in which we live and come to understand that global social justice is possible through both individual and collective action.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 310

## Sociology Of Capital Punishment

Undergraduate 1.00 c.u.

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The course addresses issues relating to the death penalty, including its history as well as its level of effectiveness, costs, and discriminatory application. In addition, the course will analyze data on miscarriages of justice and public opinion and the effect of Supreme Court decisions.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 314

## Sociology Of Madness And Marginality

Also Known As: WMS 314

Undergraduate 1.00 c.u.

(Also WMS 314) Using historical documents, social statistics, works of literature, anthropology, and social and psychoanalytic theory, this course examines the process of marginalization, compares conceptions of sanity and insanity among different cultures and sub-cultures, and analyzes the consequences of institutionalization, stigmatization, and marginalization.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 320

## Classical Sociological Theory

Undergraduate 1.00 c.u.

This course provides a basic survey of classical sociological theory. It explores the methodological and substantive concerns in the writings of classical theorists, including Emile Durkheim, Karl Marx, and Max Weber. It examines those theorists' views on science, social structure and social change.

Prerequisites:

Statistics For Sociologists

Prerequisite Additional Information:

With a C or better and two 200-level Sociology courses.

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### SOC 325

## Methods Of Social Research

Undergraduate 1.00 c.u.

This course provides an introduction to research methods used by sociologists. It reviews the guidelines, principles, and techniques for collecting social science data, including measurement, sampling, survey instrumentation, and field research.

Prerequisites:

Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 333

## Selected Topics In Sociology

Undergraduate 1.00 c.u.

This course descriptions will be announced when the course is offered. As topics change, this course may be repeated for credit.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 336

## Sociology Of Sex, Gender, And Sexuality

Also Known As: WMS 336

Undergraduate 1.00 c.u.

(Also WMS 336) This course will analyze the social, cultural and political construction of sex, sexuality and gender by examining “western” and “nonwestern” conceptions of masculinity, femininity, male and female, heterosexuality, homosexuality, bisexuality, transvestitism, transsexuality and transgenderism.

Prerequisites:

Introduction To Sociology, Statistics For Sociologists

Prerequisite Additional Information:

With a grade of C or better.

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### SOC 341

## Social Problems and Public Solutions

Undergraduate 1.00 c.u.

This is an interdisciplinary course that provides students with a social sciences framework relevant to the study of social problems, the programs designed to remedy them, and the actions of individuals and groups to address gaps between problems and policy.

Prerequisite Additional Information:

Prerequisite: Junior standing

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### SOC 345

## The Police

Undergraduate 1.00 c.u.

The history of the police will be examined as well as types of organization, recruitment and training of personnel and patrol tactics and innovations. The course will also explore new laws and technology which affect law enforcement as well as viewing federal law enforcement agencies and foreign police forces from a comparative perspective.

Prerequisites:

Criminology

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### SOC 347

## Corrections

Undergraduate 1.00 c.u.

The historical and philosophical foundations of contemporary corrections are the focus of this course. Topics will include institutional and community-based corrections and cross-cultural comparisons.

Prerequisites:  
Criminology

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### SOC 348

## Victimology

Undergraduate 1.00 c.u.

This course offers an in depth examination of the nature and scope of victimization; current research and policy trends; the victim's role within the criminal justice system and the criminal justice system's response to victimization.

Prerequisites:  
Criminology

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### SOC 353

## Criminal Law

Undergraduate 1.00 c.u.

This course concerns statutory and case law pertaining to crime. Both substantive and procedural law will be considered.

Prerequisites:  
Statistics For Sociologists  
Prerequisite Additional Information:  
With a grade of C or better.

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### SOC 369

## Sociology Of African-American Families

Also Known As: AFS 369

Undergraduate 1.00 c.u.

(Also AFS 369) This course seeks to examine Black families in the United States by exploring the social and cultural factors that have shaped them. It begins with an overview of the historical and anthropological roots of Black families, and then focuses on an in-depth analysis of their contemporary formations.

Prerequisites:  
Introduction To Sociology, Statistics For Sociologists  
Prerequisite Additional Information:  
With a grade of C or better.

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### SOC 412

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## Contemporary Social Problems

Undergraduate 1.00 c.u.

This course focuses on the problems we face in society today, how we recognize and attempt to solve them, and the political, economic, and cultural institutions that construct and shape social problems.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 413

## Social Change

Undergraduate 1.00 c.u.

This course examines changes in technology, culture, economy, political structure, and social consciousness which contributed to and were consequences of colonization, industrialization, and revolution. Historical and comparative analysis of theories of social change are studied.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 414

## Social Movements

Also Known As: WMS 414

Undergraduate 1.00 c.u.

(Also WMS 414) This course examines the nature of social protest and resistance to oppression and social injustice, the ways in which individuals have organized to challenge the limitations and boundaries imposed upon them in order to create the conditions necessary for a dignified life, and the consequences of social protest. Topics may include: revolutionary, human rights, civil rights, black power, labor, and women's movements around the world.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 415

## Criminal Justice and Gender

Also Known As: WMS 415

Undergraduate 1.00 c.u.

(Also WMS 415) This course involves a comprehensive examination of the particular situation of women when confronting the criminal justice system. Topics include: the history of women's imprisonment, responses to female crime, theories of female criminality, crime statistics pertaining to women, and the criminal justice system's response to women when they encounter it as victims.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 416

## Criminal Justice and Race

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Undergraduate 1.00 c.u.

This course examines the racial representation of victims and offenders in the criminal justice system. Various perspectives and theories about the race-crime correlation are examined. Topics include: theories about race and crime, racial profiling, race riots, multicultural law enforcement, race and sentencing, and bias related crimes.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 417

## Feminism: Theory And Practice

Also Known As: WMS 417

Undergraduate 1.00 c.u.

(Also WMS 417) A requirement for the WMS minor, this course focuses on contemporary feminist theories regarding culture, identity, class "race"/ ethnicity, gender and sexuality. Relationships between social theory and praxis, and research methodology and the creation of knowledge are explored.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 418

## Drugs, Crime, and Social Policy

Undergraduate 1.00 c.u.

This course analyzes the research literature regarding drug policy formation and implementation in the United States within a social and political context. Topics include: drug trafficking, drug law reform, controlling substance abuse, and drug policy on various segments of the population.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 419

## Community and Corrections

Undergraduate 1.00 c.u.

This course examines reintegrating prisoners back into the community. Topic areas include the role of community corrections, the social economic and political forces influencing successful reintegration, programs designed to rehabilitate prisoners, and working with special offender populations (e.g. drug offenders, sex offenders, mentally ill offenders).

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 433

## Selected Topics In Sociology

Undergraduate 1.00 c.u. Writing Intensive

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Advanced selected topics in Sociology. Depending upon the instructor, course topics may be suited for either General Sociology or Criminal Justice Concentration students. As topics change, this course may be repeated for credit.

Prerequisites:

Methods Of Social Research, Classical Sociological Theory

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### SOC 433A

## Films of Ethics & Corruption

Undergraduate 1.00 c.u.

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### SOC 450

## Senior Research Seminar

Undergraduate 1.00 c.u. Writing Intensive

A graduation requirement (as an alternative to SOC 490/491), SOC 450 is an in-depth examination of a central issue in contemporary sociology. Examples of issues, which vary from semester to semester, are the media and social change; culture and identity; masculinities; social class and African/American status; Latino/ Hispanic ethnicity; and sociology of information technologies. This is a writing-intensive course. Students conduct their own research in consultation with the faculty.

Prerequisite Additional Information:

Cannot be substituted with portfolio assessment

Prerequisite: One Sociology course at the 400 level

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### SOC 490

## Fall Internship In Sociology

Undergraduate 1.00 c.u. Writing Intensive

Students majoring in Sociology are required to take either SOC 450 Senior Research Seminar, or an internship. Students may take both internship classes for credit. The Internships in Sociology involve weekly class meetings and a minimum of 96 hours of internship experience over the course of the semester in an approved appropriate agency, institute, or organization. The courses integrate students' "hands-on" experiences as interns, with theory and case study analysis of social issues, problems and institutions. Each class is limited to 12 students. Acceptance into the internship classes is based on the following criteria: 1. Class standing (Seniors have preference over Juniors) 2. Sociology GPA 3. Satisfactory completion of the Internship Program Application Procedure which includes: A. The application form and personal essay in which the students' goals and objectives, motivations, interests, interpersonal skills and previous relevant experiences are clearly articulated. B. Two letters of recommendation from Faculty who are familiar with the students' interests and performance in related courses. C. Interview with the Internship Coordinator. The interview will help the Coordinator to assess students' readiness and degree of motivation for the internship experience, and help students explore options regarding the most suitable placements.

Prerequisite Additional Information:

Prerequisite: One Sociology course at the 400 level

This course cannot be substituted with Portfolio Assessment

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### SOC 491

## Spring Internship In Sociology

Undergraduate 1.00 c.u. Writing Intensive

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Students majoring in Sociology are required to take either SOC 450 Senior Research Seminar, or an internship. Students may take both internship classes for credit. The Internships in Sociology involve weekly class meetings and a minimum of 96 hours of internship experience over the course of the semester in an approved appropriate agency, institute, or organization. The courses integrate students' "hands-on" experiences as interns, with theory and case study analysis of social issues, problems and institutions. Each class is limited to 12 students. Cannot be substituted with portfolio assessment. Acceptance into the internship classes is based on the following criteria: 1. Class standing (Seniors have preference over Juniors) 2. Sociology GPA 3.

Satisfactory completion of the Internship Program Application Procedure which includes: A. The application form and personal essay in which the students' goals and objectives, motivations, interests, interpersonal skills and previous relevant experiences are clearly articulated. B. Two letters of recommendation from Faculty who are familiar with the students' interests and performance in related courses. C. Interview with the Internship Coordinator. The interview will help the Coordinator to assess students' readiness and degree of motivation for the internship experience, and help students explore options regarding the most suitable placements.

Prerequisite Additional Information:

Prerequisite: One Sociology course at the 400 level

This course cannot be substituted with Portfolio Assessment

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