



Bloomfield College Catalog 2018-2019



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). 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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Introduction

College's Mission

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, knowl-

edge, 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

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.

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 socio-economic status.

• *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.

Academic Calendar 2018

FALL SEMESTER 2018 August 27–December 17

Freshman and Transfer Student Orientation	August 24-25
First Day of Classes	August 27
Labor Day--(No Classes)	September 3
Last Day for New and Continuing Students to Register	
Weekday Courses	September 5
Weekend Courses	September 8
Last Day for Registered Students to be Added to an Open Course (Instructor Approval Required)	September 10
Last Day to Drop a Course (With 100% Refund of Tuition)	September 10
Last Day to Drop a Course (With 75% Refund of Tuition)	September 17
Last Date for Removal of Incomplete Grades from the Spring & Summer 2018 Terms	September 17
Last Day to Drop a Course (With 50% Refund of Tuition)	September 24*
<i>* Courses dropped after September 24 are not eligible for any refund of tuition.</i>	
Fall Break	October 8-9
Mid-Term Grades Due	October 19
Last Date to Withdraw with a Grade of "W"	November 2
Advising and Registration for Spring 2018 Begins	November 12
Thanksgiving Recess Begins at 10:00 P.M.	November 20
Classes Resume	November 26
Last Day of Classes	December 10
Final Examination Period	December 11-17
Grades Due in Registrar's Office	December 19

Academic Calendar 2019

SPRING SEMESTER 2019 January 11–May 17

Freshman and Transfer Student Orientation	January 9
First Day of Classes	January 10
Martin Luther King Holiday—(No Classes)	January 21
Last Day for New and Continuing Students to Register	
Weekday Courses	January 18
Weekend Courses	January 20
Last Day for Registered Students to be Added to an Open Course (Instructor Approval Required)	January 24
Last Day to Drop a Course (With 100% Refund of Tuition)	January 24
Last Day to Drop a Course (With 75% Refund of Tuition)	January 31
Last Day to Drop a Course (With 50% Refund of Tuition)	February 7*
<i>* Courses dropped after February 7 are not eligible for any refund of tuition.</i>	
Last Day for Removal of Incomplete Grades from the Fall 2018 Term	February 9
Spring Break Begins at 8:00 A.M.	March 4
Classes Resume	March 11
Mid-Term Grades Due	March 22
Last Day to Withdraw with Grade of “W”	March 29
Advising and Registration for Fall 2019 Begins	April 8
Easter Break Begins at 8:00 A.M.	April 18
Classes Resume	April 22
Last Day of Classes	April 29
Final Examination Period	April 30-May 6
Grades Due in Registrar’s Office	May 8
Commencement	May 17

Accelerated College Calendar 2018-2019

ACCELERATED COLLEGE SESSION I 2018

August	27	First Day of Class
September	3	Labor Day – No Classes
	5	Last Day for Registration or Adding an Open Course with Instructor's Approval
	5	Last Day to Drop a Course
	12	Removal of Incompletes from Previous Session
	26	Last Day for Withdrawal with a Grade of "W"
October	16	Last Day of Classes
	18	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION II 2018

October	22	First Day of Class
October	29	Last Day for Registration or Adding an Open Course with Instructor's Approval
	29	Last Day to Drop a Course
November	5	Removal of Incompletes from Previous Session
	20	Last Day for Withdrawal with a Grade of "W"
	21-23	Thanksgiving Break
December	11	Last Day of Classes
	13	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION III 2019

January	14	First Day of Class
	21	Dr. King Day – No Classes
	22	Last Day for Registration or Adding an Open Course with Instructor's Approval
	22	Last Day to Drop a Course
	28	Removal of Incompletes from Previous Session
February	12	Last Day for Withdrawal with a Grade of "W"
March	1	Last Day of Classes
	4	Grades Due in Registrar's Office

March 29-April 1 Easter Break

ACCELERATED COLLEGE SESSION IV 2019

March	18	First Day of Class
	25	Last Day for Registration or Adding an Open Course with Instructor's Approval
	25	Last Day to Drop a Course
April	1	Removal of Incompletes from Previous Session
	15	Last Day for Withdrawal with a Grade of "W"
	18-21	Easter Break
May	3	Last Day of Classes
	7	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION V 2019

May	3	First Day of Class
	20	Last Day for New Registration or Adding an Open Course with Instructor's Approval
	20	Last Day to Drop a Course
	27	Memorial Day Holiday – No Classes
	28	Removal of Incompletes from Previous Session
June	10	Last Day for Withdrawal with a Grade of "W"
July	1	Last Day of Classes
	5	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION VI 2019

July	6	First Day of Class
	15	Last Day for New Registration or Adding an Open Course with Instructor's Approval
	15	Last Day to Drop a Course
	22	Removal of Incompletes from Previous Session
August	5	Last Day for Withdrawal with a Grade of "W"
	20	Last Day of Classes
	22	Grades Due in Registrar's Office

Academic Calendar

Summer 2019

INTENSIVE SESSION MAY 13 – JUNE 3

First Day of Class	May 13
Last Day for New Registration and Adding a Course with Open Seats (Instructor's Approval Required)	May 13
Last Day to Drop a Course	May 13
Last Day for Withdrawal with a Grade of "W"	May 21
Memorial Day Holiday – No Classes	May 25-27
Make-up Day (for Memorial Day)	June 3
Last Day of Classes	June 3
Grades Due in Registrar's Office	June 5

SUMMER SESSION I MAY 13 – JULY 1

First Day of Class	May 13
Last Day for New Registration and Adding a Course with Open Seats (Instructor's Approval Required)	May 20
Last Day to Drop a Course	May 20
Memorial Day Holiday – No Classes	May 25-27
Last Day for Withdrawal with a Grade of "W"	June 11
Make-up Day (for Memorial Day)	July 1
Last Day of Classes	July 1
Grades Due in Registrar's Office	July 3

SUMMER SESSION II JULY 2 – AUGUST 16

First Day of Class	July 2
Last Day for New Registration and Adding a Course with Open Seats (Instructor's Approval Required)	July 12
Last Day to Drop a Course	July 12
Last Day for Withdrawal with a Grade of "W"	July 30
Last Day of Classes	Aug. 16
Grades Due in Registrar's Office	Aug. 19

SUMMER TRIMESTER MAY 13 – AUGUST 16

First Day of Class	May 13
Memorial Day Holiday – No Classes	May 25-27
Last Day for New Registration and Adding a Course with Open Seats (Instructor's Approval Required)	May 28
Last Day to Drop a Course	May 28
Independence Day – No Classes	July 4
Last Day for Withdrawal with a Grade of "W"	July 12
Last Day of Classes	Aug. 16
Grades Due in Registrar's Office	Aug. 19

Admission, Tuition, Scholarships & Financial Aid

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
(973) 748-9000, Ext. 1230
Fax: (973) 748-0916
Email: admission@bloomfield.edu.

Applications are also available online at 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. 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.
5. Two letters of recommendation. You must submit statements concerning your potential for college study from your high school guidance counselor, principal or teachers.
6. All freshman applicants are required to submit an essay. Please refer to the application for topics and for guidelines.
7. Interview is strongly recommended.

Please note: Bloomfield College will move to a text-op-in admission policy in Fall 2018.

Students are encouraged to visit the College's website:

www.bloomfield.edu

To schedule an interview with an Admission Counselor and a tour of the campus, or for additional information regarding admission policies and procedures, please email or call:

Office of Enrollment Management and Admission
Bloomfield College
1 Park Place
Bloomfield, NJ 07003
(973) 748-9000, Ext. 1230

Email:
admission@bloomfield.edu

Fax: (973) 748-0916

Text: (973) 233-5059

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 and SAT or ACT scores for admission.
- 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 are required to provide official academic transcripts from all colleges or other postsecondary institutions previously attended. Transfer applicants who have met the GPA requirement and completed more than 15 college level credits are **not** required to submit high school transcripts and SAT or ACT scores, although all transfer applicants are encouraged to provide them, if available, so that we have the best possible understanding of each student's educational needs.

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.

In addition, the International Baccalaureate degree as well as courses may be accepted from approved institutions in foreign countries. International students and those who have completed university level studies in foreign countries must have their academic records evaluated before an admission decision can be made. Such students should apply for a Course-by-Course Report from World Education Services, Inc. Contact WES:

World Education Services, Inc.
P.O. Box 5087, Bowling Green Station
New York, NY 10274-5087

Tel: 212-966-6311, Fax: 212-739-6100, or
Email: info@wes.org.

A copy of the WES Course-by-Course Report should be sent to the Office of Enrollment Management and Admission. Costs for the report are the responsibility of the applicant. The evaluation of courses for transfer credit will be completed by the Office of Advising and Registration upon receipt of transcripts and the WES Report.

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 choosing a program of study and selecting courses that have been pre-approved for transfer. New Jersey Transfer is an initiative of the State of New Jersey Commission on Higher Education and evolved from the Rutgers University transfer pilot program, ARTSYS. For more information visit 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 83 and 126 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:

1. Submit an application for admission (including the \$40.00 (USD) application fee) made payable to Bloomfield College.
2. 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.
3. Applicants' whose native languages 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:

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

For more information please visit our international webpage at www.bloomfield.edu/international.

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

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: 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:

- Complete the Accelerated College 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 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 130.

ADMISSION TO GRADUATE PROGRAMS

Types of Admission Decisions:

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

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

Non-Matriculated – student does not meet 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 – 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

- 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 masters 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);
- 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 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 201 and 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 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 267.

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 and an additional room reservation deposit also 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 scores is a 570 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 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 in to 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

Bloomfield College is a private, non-profit, Presbyterian-related college. Committed to affordability and transparency we do not have additional fees outside of tuition, room, board, and textbooks.

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.

TUITION AND HOUSING RATES 2018-2019

TUITION

Traditional Undergraduate

Full-time Students (3-5 course units)	\$ 14,975	per semester
Part-time Students (less than 3 course units)	\$ 3,670	per course

Audit	\$ 1,780	per course
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SUMMER TUITION	\$ 1,600	per course
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ACCELERATED UNDERGRADUATE, AND GRADUATE

Full and Part Time Students	\$ 1,960	per course
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Student Insurance Premium (All Full-Time Students)	\$ 575.50	per semester
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International Insurance Premium	\$ \$156.65	per semester
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ROOM AND BOARD – Franklin Street	\$ 6,700	per semester
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ROOM AND BOARD – 23 Park Place	\$ 6,150	per semester
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ROOM AND BOARD – 225 Liberty	\$ 6,475	per semester
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ROOM AND BOARD – Clee, Schweitzer, Theme Houses	\$ 5,975	per semester
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SPECIAL TUITION RATES

Alumni

Bloomfield College graduates who return to take additional undergraduate courses and Bloomfield students who have completed graduation requirements are offered a 35% reduction in tuition.

Bloomfield Police, Fire and Emergency Personnel

- Offered tuition cost at 15% of full-time undergraduate tuition.

OTHER COSTS

Admission Application Fee (one-time)	40
Deferred Payment Set-Up (per semester)	25
ID Card—Replacement (per occurrence)	10
Late Bill Clearance (per semester)	100
Lifelong Learning Assessment (per occurrence)	500
New Student Tuition Deposit—Commuter (one-time)	150
<i>Applied to semester bill upon enrollment</i>	
New Student Tuition Deposit—Resident (one-time)	250
<i>Applied to semester bill upon enrollment</i>	
Parking Permit—Commuter (annual)	107
Parking Permit—Resident (annual)	100
Room Insurance (Mandatory, Residents Only) (annual)	TBA
Summer Housing (No Meal Plan) (weekly)	100
Text Books (per semester)	625
<i>Estimate. Visit Campus bookstore for more information.</i>	
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 cleared 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 Medical Insurance brochures and waiver form are available in the Office of Student Financial Services. The waiver form is also available at www.studentplanscenter.com, select Bloomfield College/Forms/2016-2017 Student Accident & Sickness waiver. Complete the form and bring it to the Office of Student Financial Services.

The waiver may also be submitted online through WebAdvisor.

TUITION ADJUSTMENT

If a student files written notice of withdrawal 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 withdrawal 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.

FINANCIAL OBLIGATION

Any unpaid balance constitutes a financial obligation which students must meet in full before securing transcripts, diplomas or recommendations.

Bloomfield College reserves the right to withhold transcripts or diplomas for 10 business days from date of payment when payment is made by check.

Unpaid balances remaining 60 days after the last official class could include collection agency and attorney fees.

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 www.fafsa.ed.gov website.
3. Complete the State Grant Questionnaire with HESAA. Apply online at <http://www.hesaa.org/Pages/NJGrantsHome.aspx>

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 which is sensitive to the student's circumstances.

Students are encouraged to apply by November 15th in order to ensure a timely response based on 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 criteria 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
- Be a U.S. citizen or eligible noncitizen (not a criteria 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.

Total aid—including scholarships, grants, federal work-study, loans, and other educational resources (such as tuition remission and veteran’s benefits)—cannot 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.

Grade Level	Qualitative Measure Requirement (CPGA)	Quantitative Measure Requirement (Completion Rate)	Maximum Amount of Course Unit Attempts
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 attempted course.

Completed Courses

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 students 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.
- 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 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 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:

1. *Students Not Receiving Funding from Any Source*

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

2. *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).

3. *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.

4. *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.

5. *Financial Aid—Withdrawal from Bloomfield College*

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.

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

6. *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 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.

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 student 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.

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, 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 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 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 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 year by submitting a Free Application for Federal Financial Aid (FAFSA) by April 15 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, 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. Student 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 lender.

BLOOMFIELD COLLEGE PROGRAMS

Institutional Need Based Aid for All Students

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:

- A.** Siblings who are both dependent students
- B.** Parent/dependent child
- C.** Husband/wife
- D.** 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

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.

Phi Theta Kappa Transfer Scholarships

Annual awards of up to full tuition are available to traditional undergraduate transfer students from two-year colleges who present a grade point average of at least 3.5 and are members of Phi Theta Kappa, the international honor society of the two-year colleges.

Students must have earned an Associate in Arts or Associate in Science degree and must be admitted to Bloomfield College and enrolled immediately following receipt of their degree from the two-year college.

Renewal of the scholarship (maximum of six semesters of full-time study) requires a minimum 3.0 grade point average. Part-time students and 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 the 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 a 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

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.

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 contacted 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 the 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. 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.

S. 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 community service.

Katherine E. Carretta Endowed Nursing Scholarship

Funds 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 undergraduate 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, leader-

ship 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 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 undergraduate 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

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.

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.

P. Henry Mueller Scholarship

P. 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

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. 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

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.

H. 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

The scholarship has been established to provide assistance to financially needy students who are Union County residents.

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 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.

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

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

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, play writing, 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 of 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.

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.



The Educational Program

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.¹

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:

A. *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.

B. *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.²

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.

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 278.

¹ "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*.

² *Joint Statement on Rights and Freedoms of Students*, June, 1967.

Competencies Across the Curriculum

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

1. **Aesthetic Appreciation (AAC)**

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

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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.

8. **Scientific and Technological Skills (STS)**

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

Academic Programs

MAJOR PROGRAMS

Bloomfield College offers major programs in the following disciplinary areas:

BACHELOR OF ARTS (B.A.)	BACHELOR OF SCIENCE (B.S.)
Broadcast Journalism	Accounting
Creative Arts & Technology	Allied Health Technologies
Education	Applied Mathematics
English	Biology
History	Business Administration
Interdisciplinary Studies	Chemistry
Philosophy	Clinical Laboratory Sciences
Government &	Computer Science
International Studies	Game Programming
Psychology	Network Engineering
Religion	Nursing
Sociology	
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	
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 programs 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:

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

CAPSTONES

Capstone experiences are offered in students' majors across the disciplines. Capstones require the demonstration of mastery of the competencies through formal and informal presentations or projects.

The courses require students to demonstrate 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 certificate 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**

CLASS STANDING

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

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, Government and International Studies, 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 and seven-week sessions. Students who seek to take more than the maximum number of courses, but not to exceed five course units (c.u.) in any one 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.

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.

Academic Advising/Coaching & Registration

MISSION: *To provide accurate academic record information and policy services to direct, monitor, record and report on a student's academic progress from their initial enrollment through graduation.*

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 expected 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!

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:

- A. Meeting with the academic advisor/coaching counselor each semester to receive clearance to register online through web advisor.
- B. Students who have had a senior check with the Registrar will register online through web advisor.
- C. Completion of all financial obligations with the Office of Student Financial Services.

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.

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. Day students have the opportunity to accelerate their progress toward completion of their degree. The Summer Session consists of 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 267).

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

Graduation Requirements for Undergraduate Programs

I. 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.

II. 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 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.

A. COMMON CORE:

5 course units

1. MTH 130 Transition to Collegiate Mathematics
2. MTH 140 College Algebra-Enhanced/
MTH 141 College Algebra
or
MTH 160 Precalculus-Enhanced/
MTH 161 Precalculus
As determined by the major's requirements.
3. WRT 102 Enhanced Argumentative & Analytic Writing
or
WRT 105 Argumentative & Analytic Writing
or
WRT 106 Accelerated Argumentative & Analytic Writing
4. WRT 108 Enhanced Synthesis & Research Writing
or
WRT 109 Synthesis & Research Writing
5. FYS 100 First Year Seminar

B. GENERAL EDUCATION

ELECTIVES:

8 course units

1. 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:

- 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.

2. 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.

3. 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.

4. 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.
5. 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).^{*}

GENERAL EDUCATION COURSES

^{*} Signifies course is also Writing Intensive

AESTHETIC APPRECIATION (AAC)

BIO 115	AA for the Natural Sciences
CAT 101	Creative Arts Workshop
CAT 124	Dance Jam I
CAT 189	Bloomfield College Concert Choir
CAT 190	Movement Theatre Project
CAT 191	Beginning Piano I
CAT 192	Beginning Piano II
CAT 193	Introduction to Acting
CAT 207	Art Appreciation
CAT 211	20th Century Artists
CAT 213	Musical Improvisation
CAT 214	Modern Art of Latin America
CAT 218	Painting
CAT 222	Global Art History
*CAT 230	History of Animation
*CAT 259	Media Histories
CAT 289	Bloomfield College Choir
ENG 121	Introduction to Poetry
*ENG 203	British Literature Survey I
*ENG 204	British Literature Survey II
*ENG/WMS 223	Women's Literature
ENG/REL 227	Religion & Literature
*ENG 229	Literature and Medicine
*ENG 251	The Art of Fiction
*ENG 252	The Art of Drama
ENG 253	The Art of Poetry
ENG 257	Intermediate Fiction Writing
*ENG/WMS 258	Gothic Literature
ENG 271	Intermediate Poetry Writing

ENG 274	Children's Literature
*ENG 278	American Literature Survey I
*ENG 279	American Literature Survey II
*ENG 281	Literature, Film, & Theory
JOU 213	Oral Interpretation of Literature

COMMUNICATION SKILLS (CSC)

CAT 244	Visual Communications
ENG 120	Introduction to Creative Writing
ENG 150	Introduction to Western Literature
ENG 249	Advanced Grammar
ENG/HIS 267	History of the English Language
FRN/LAC 115	French Language & Culture I
FRN/LAC 115	Spanish Language & Culture II
JOU 122	Public Speaking
SPA/LAC 110	Spanish Language & Culture I
SPA/LAC 120	Spanish Language & Culture II
WRT 205	Introduction to Professional & Technical Writing
WRT/PHL 229	Language & Society: Western Rhetoric in Contemporary Use
WRT 251	Digital Media Composition

COMMUNITY ORIENTATION & CITIZENSHIP (COC)

EDC 202	Teaching as a Profession: Meeting the Needs of All Learners
EDC 217	Understanding Family & Community
GIS 200	American Politics
HIS/WMS 102	Introduction to Public History
HIS/WMS 104	Introduction to Women's Studies

MULTI/TRANSCULTURAL & GLOBAL AWARENESS (MGA)

AFS/HIS 105	Introduction to Africana Studies
AFS/CAT 113	African-American Tradition Workshop
AFS/CAT 216	History of African-American Art
AFS/ENG/WMS 222	African-American Literature
*AFS/ENG/WMS 226	Literature of Race, Class, & Gender
AFS/REL 232	Introduction to Islam
AFS/ENG/PHL 259	Contemporary African-American Thought
AFS/ENG/LAC 268	Haitian Literature
*AFS/ENG 363	Major Writers of the African Diaspora
APG/LAC 111	Cultural Anthropology
CAT 203	World Art I
CAT 204	World Music
CAT 232	Japanese Culture & Language
CAT 251	Hip Hop Theory
ENG 125	Introduction to Literature: World Literature
ENG/LAC 232	Latin American Literature Survey
GIS 102	International Studies I
GIS 202	International Studies II
GIS 203	Comparative Politics
GIS 208	International Relations
GIS 210	Human Rights
GIS 215	Modern Chinese Politics
GIS 230	American Political Thought
GIS 322	East Asian Politics
HIS 106	Introduction to Geography
HIS/LAC 116	Introduction to Latin American & Caribbean Studies
HIS 215	History & Problems of Globalization
HIS 227	Global History I
HIS 237	Global History II
*HIS 254	The United States in the World, 1877-Present
PSY/WMS 335	Psychology of Gender
REL 110	Ways of Understanding Religion
REL 201	Old Testament Lineature, History, & Religion
REL 204	New Testament Lineature, History, & Religion
REL 208	Religion in America
REL 211	Religion & Society
REL 233	Selected Topics in Religion
REL 237	Introduction to Buddhism
REL 238	Introduction to Hinduism
REL 333	Selected Topics: Religion
REL 370	Mythology

PROBLEM SOLVING/ CRITICAL THINKING (PST)

BUS 107	Personal Financial Planning
CAT 237	Group Game Project I
CAT 247	Design Thinking & Practice
CAT 308	Group Game Project II
CMP 126	Programming I
CMP 130	Introduction to Data Visualization
CMP 226	Programming II
ECN 200	Introduction to Economics
EDC 120	Robotics as a Learning Tool
EDC/PSY 210	Educational Psychology
*ENG/WMS 361	Shakespeare's Women
*ENG/WMS 362	Shakespeare's Men
ENG 364	Studies in Shakespeare
GIS 100	Government Studies
GIS 204	Ancient Political Theory
GIS 205	Modern Political Ideologies
GIS 224	American Foreign Policy
GIS 318	Contemporary Political Theory
HIS 207	African-American History to 1877
*HIS/LAC 216	Colonial Latin America & the Caribbean, 1500-1825
*HIS 219	Writing History
*HIS 225	African-American History from 1877-present
HIS/LAC 226	Modern Latin American & the Caribbean, 1825-present
HIS 233	Selected Topics in History
*HIS 244	The Making of the United States to 1877
JOU 370	Media Ethics
PHL 100	Introduction to Philosophy
PHL 101	Contemporary Moral Issues
PHL 226	African-American Philosophy
PHL 230	Biomedical Ethics
PHL 248	Harlem Renaissance: Reflection on Art & Society
PSY 100	Introduction to Psychology
PSY/SOC 230	Social Psychology
SOC 100	Introduction to Sociology
SOC/WMS 234	Social Inequity
SOC 235	Urban Sociology
SOC/WMS 251	Gender & Globalization

SCIENTIFIC/TECHNICAL SKILLS (STS)

BIO	115	Selected Topics in Biology: Infectious Diseases
BIO	115	Selected Topics in Biology: Nutrition
BIO	115	Selected Topics in Biology: Biology in a Changing World
BIO	211	Human Biology
CAT	115	Media Tools
CAT	364	Motion Capture with Moton Builder
CHM	100	Chemistry for Everyone
CMP	100	Computer Literacy
CMP	102	Fundamental Computer Literacy I
CMP	120	Cyber Crime
EDC	120	Robotics as a Learning Tool
NTW	101	Data Representation & Digital Logic
NUR	236	Pathophysiology
SCI	100	Integrated Science
SCI	101	Applied Science I
SCI	102	Applied Science II
SCI	103	Astronomy
SCI	200	Introduction to Forensic Science

WRITING INTENSIVE COURSES (WI)

BIO/CHM	404	Biochemistry I Lab
BIO	450	Bioseminar
BUS	332	International Financial Management
CAT	230	History of Animation
CAT	259	Media Histories
CAT	360	Selected Topics in Creative Arts & Technology
CAT	400	Pre-Capstone Graphics
CHM	303	Organic Chemistry I-Lab
CHM	304	Organic Chemistry II-Lab
CHM	404	Biochemistry I-Lab
CHM	450	Chemistry Seminar
CMP	300	System Analysis & Design
ENG	202	Selected Topics in Contemporary Literature
ENG	203	British Literature Survey I
ENG	204	British Literature Survey II
ENG/CAT	206	Screenwriting
ENG/WMS	223	Women's Literature
ENG/AFS/WMS	226	Literature of Race, Class, & Gender
ENG	229	Literature and Medicine
ENG	251	Art of Fiction
ENG	252	The Art of Drama
ENG/WMS	258	Gothic Literature
ENG	278	American Literature Survey I
ENG	279	American Literature Survey II
ENG	281	Literature, Film, & Theory
ENG	332	Selected Topics in British Literature

ENG	333	Selected Topics in Literature
ENG	348	Creative Non-Fiction
ENG	359	Major Asian Writers
ENG/WMS	361	Shakespeare's Women
ENG/WMS	362	Shakespeare's Men
ENG/AFS	363	Major Writers of the African Diaspora
ENG	460	Senior Thesis in Creative Writing
HIS/AFS	207	African-American History to 1877
HIS/LAC	216	Colonial Latin American & Caribbean History, 1500-1825
HIS	219	Writing History
HIS/AFS	225	Ideas of Freedom, African-American History from 1877-Present
HIS/LAC	333	Selected Topics in History
HIS	244	The Making of the United States to 1877
HIS	254	United States in the World, 1877-Present
HIS	300	History of Social Policy & the Poor
HIS/WMS	353	Women's History
HIS	361	Comparative Revolutions
JOU	224	Journalism I
JOU	234	Journalism II
NUR	355	Nursing Research
NUR	460	Capstone Project I
NUR	461	Capstone Project II
PSY	205	Developmental Psychology
PSY	310	Research Methods I
PSY	311	Research Methods II
SOC	433	Selected Topics in Sociology
SOC	490	Fall Internship in Sociology
SOC	491	Spring Internship in Sociology
WRT	205	Introduction to Professional & Technical Writing
WRT/PHL	229	Language & Society: Western Rhetoric in Contemporary Use

III. 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:

- A. All major and required courses **MUST** have grades of “C” or better and
- B. Students may not progress into any NUR course unless the prerequisite courses have been passed with grades of “C” or better.

IV. 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.

V. 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.

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.

VI. ELIGIBILITY TO PARTICIPATE IN COMMENCEMENT

In order to participate in the Commencement Program, students must be within their final two courses 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. 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.

VII. 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 Committee on Academic Standards to take the course for a third time, by filling 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.

Undergraduate Academic Programs & Majors

- For assistance with Academic programs and Majors students should reference Degree Audit on WebAdvisor.
- For assistance with course sequencing students should reference the two year Course Cycles and Program Ladders on the Bloomfield College website.

Index to Undergraduate Academic Majors & Concentrations

DIVISION OF ACCOUNTING, BUSINESS, COMPUTER SCIENCE & ECONOMICS

MISSION: *To prepare students to realize intellectual and professional goals by teaching current, ethical, relevant and marketable business and professional skills, which incorporate technology and instill a desire for lifelong learning.*

Accounting

General Accounting
BS/MS Accounting

Business Administration

Economics
Finance
Human Resource Management, BBA
Human Resource Training
International Business Management
Management
Management Information Systems
Marketing
Supply Chain Management

Computer Science

Network Engineering

DIVISION OF CREATIVE ARTS & TECHNOLOGY

MISSION: *To develop and maintain a program that is artistically and technologically “cutting edge” and the first choice of students who are interested in the arts and technology.*

Creative Arts & Technology

Animation
(2D or 3D)
Expanded Media
Game Design
Bachelor of Science Game
Programming
Graphic Design
Interactive Multimedia &
the World Wide Web
Music Technology

DIVISION OF EDUCATION

MISSION: *To provide a comprehensive academic experience built upon high academic and professional standards. The ultimate goal of the program is to produce teachers who understand the needs of diverse learners, are effective in multicultural environments, have a solid liberal arts background to support their teaching effectiveness and utilize a broad array of instructional strategies to help students become responsible citizens in a changing world.*

Elementary & Early Childhood	Special Education/Early Childhood and Elementary Education
Biology	Biology
Chemistry	Chemistry
Chemistry (Physical Science)	Chemistry (Physical Science)
English	English
History	Government & International Studies
Mathematics	History
Philosophy	Mathematics
Government & International Studies	Philosophy
Psychology	Psychology
Religion	Sociology
Sociology	Visual & Performing Arts
Elementary with Subject Matter Specialization*	Subject Area/Secondary*
Biology	Biology
Chemistry	Chemistry
Chemistry (Physical Science)	Chemistry (Physical Science)
English	English
History	History
Mathematics	Mathematics

DIVISION OF HUMANITIES

MISSION: *To introduce students to the ever expanding, ever changing, ever fulfilling life of the mind, initiating them in the enchantment and excitement of lifelong learning in the Humanities.*

English*	Broadcast Journalism*
Literature	Philosophy*
Creative Writing	Religion*
History*	

**See Education major for Co-Concentrations for the above majors.*

DIVISION OF NATURAL SCIENCE & MATHEMATICS

MISSION: *Through its courses and programs, the Division of Natural Science and Mathematics seeks to provide its majors with the scientific and mathematical knowledge and technological facility to function competitively in the scientific marketplace, and to provide all students with the basic scientific and mathematical literacy to make reasoned judgments and positive contributions to society in the 21st century.*

Biology*

General Biology
Pre-Chiropractic Studies
Pre-Podiatry Studies

Chemistry*

Biochemistry
General Chemistry

Clinical Laboratory Sciences

Medical Laboratory Science
(formerly Medical Technology)

Mathematics*

Medical Imaging Sciences

Pre-Med Program

DIVISION OF NURSING

MISSION: *To engage in a collaborative educational process that prepares caring, reflective, and socially committed professional nurses, who act with ethical regard and informed awareness as they influence and shape health care delivery to culturally diverse individuals, families, and communities.*

Generic Nursing Program

RN/BSN Track

DIVISION OF SOCIAL & BEHAVIORAL SCIENCE

MISSION: *To educate our students to apply theory and research in the social and behavioral sciences to everyday life in order to see the world in a broader perspective. The Division's goal is to prepare students for graduate school and careers. We accomplish this by emphasizing the development of skills including critical thinking and analysis, effective communication, and sensitivity to other individuals and cultures.*

Government & International Studies*

(formerly Political Science)
Global Civil Society &
Human Rights
Government
Human Services Studies
Public Administration

Psychology*

General Psychology
Human Services Studies

Sociology*

Criminal Justice
General Sociology
Human Services Studies

*See Education major for Co-Concentrations for the above majors.

Minors

DIVISION OF ACCOUNTING, BUSINESS, COMPUTER SCIENCE & ECONOMICS

Computer Science
Network Engineering

DIVISION OF CREATIVE ARTS & TECHNOLOGY

Art History
Game Programming
Music Technology
 (Digital Audio Engineering & Sound Design
 or
 Production, Writing & Artist Development)
Expanded Media Minor

DIVISION OF HUMANITIES

Creative Writing
English
French
History
Philosophy
Religion
Spanish

DIVISION OF NATURAL SCIENCE & MATHEMATICS

Biology
Chemistry
Mathematics

DIVISION OF SOCIAL & BEHAVIORAL SCIENCE

Psychology
Public Policy
Sociology

INTERDISCIPLINARY STUDIES

Africana Studies
Latin American & Caribbean Studies
Women’s Studies

INTERDISCIPLINARY PROGRAMS

Africana Studies
Honors Program

Latin American & Caribbean Studies
Women’s Studies

UNDERGRADUATE CERTIFICATE PROGRAMS

Digital Media
Diversity Training

Network Engineering
Supply Chain Management

DISCIPLINARY PROGRAMS

Anthropology
Economics
Interdisciplinary Studies

Physical Education
Physics
Science

Undergraduate Departmental Academic Programs

A Guide to the Undergraduate Departmental Academic Programs

The following pages present the course listing for the academic program in detail. This section provides information which will make the total program easier to understand.

Each course has a three-digit course number. Courses below 100 level are pre-college and do not carry degree credit.

First Digit Designation

- 1–Beginning Level
- 2 or 3–Intermediate Level
- 4–Advanced Level
- 5–Graduate
- 6–Graduate Advanced

Departmental Academic Programs and course listings are listed alphabetically by title for the reader's convenience.

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.

Accounting

DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
SCIENCE & ECONOMICS

Students in the Accounting major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 160 Precalculus Enhanced/
MTH 161 Precalculus
WRT 102 Enhanced Argumentative & Analytic Writing
or
WRT 105 Argumentative & Analytic Writing
or
WRT 106 Accelerated Argumentative & Analytic Writing
WRT 108 Enhanced Synthesis & Research Writing
or
WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

The required courses are:

- ACC 201 Principles of Accounting I
ACC 204 Principles of Accounting II
ACC 301 Intermediate Accounting I
ACC 302 Intermediate Accounting II
ACC 318 Taxation I
ACC 323 Cost Accounting:
A Managerial Emphasis
ACC 404 Advanced Accounting
ACC 421 Auditing
BUS 200 Introduction to Management
BUS 312 Managerial Finance
BUS 314 Principles of Marketing
BUS 316 Business Law I
BUS 401 Business Policy
CMP 100 Computer Literacy††
ECN 210 Principles of Economics I:
Microeconomics††
ECN 211 Principles of Economics II:
Macroeconomics††
ECN 310 Managerial Economics
ECN 309 Money & Banking
or
BUS 332 International Financial Management
MTH 200 Applied Statistics I

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

INTERDISCIPLINARY
PROGRAMS

Africana Studies

MINOR IN AFRICANA STUDIES

Requiring a total of 5 c.u.s of which students must select courses from at least three different disciplines with the following course of study.

Students must take:

**AFS/HIS 105 Introduction to
Africana Studies**

GROUP I

Students must take three courses from the following:

**AFS/CAT 113 African-American
Tradition Workshop**

AFS 121 African Civilizations

**AFS/HIS 207 African-American
History to 1877**

**AFS/HIS 225 Ideas of Freedom,
African-American History from
1877-present**

**AFS/APG 213 Peoples & Cultures of
Africa South of the Sahara**

**AFS/CAT 216 The History of
African-American Art**

**AFS/ENG/WMS 222 African-
American Literature**

**AFS/CAT 224 Music of the
United States: The African-
American Influence**

AFS/REL 232 Introduction to Islam

**AFS 233 Selected Topics in
Africana Studies**

**AFS/LAC/SOC/WMS 241 Minority
Groups & Race Relations**

**AFS/ENG/PHL 259 African-American
Thought**

**AFS/CAT 266 African-American
Performance History**

GROUP II

Students must take one(1) course from the following:

**AFS 333 Selected Topics in
Africana Studies**

**AFS/SOC 369 Sociology of African-
American Families**

Biology

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Students in the Biology major are required to take the following General Education courses.

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
or		
WRT	105	Argumentative & Analytic Writing
or		
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
or		
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

Note: 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.

Students wishing New Jersey Teaching Certification must be admitted to the B.A. in Education and satisfy the courses listed in the biology co-concentration (see page 93). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

A student majoring in Biology may enter any of three concentrations:

- **General Biology**
- **Pre-Chiropractic**
- **Pre-Podiatry**

(For Biochemistry major, please see CHEMISTRY).

(For Pre-Med Program, see page 136).

The following core of common courses is required of all Biology majors:

BIO	111	General Biology: Cell
BIO	121	General Biology: Diversity

The following courses are recommended for all Biology majors:

CHM	303	Organic Chemistry I Laboratory
CHM	304	Organic Chemistry II Laboratory
		Computer Science Course
MTH	200	Applied Statistics I

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.

GENERAL BIOLOGY CONCENTRATION

The General Biology concentration is satisfied by successfully completing the following additional courses:

BIO	200	Microbiology
BIO	205	Human Anatomy & Physiology I
BIO	206	Human Anatomy & Physiology II
BIO	213	Molecular & Cellular Biology
BIO	320	Ecology
BIO	450	Bioseminar
CHM	111	General Chemistry I
CHM	112	General Chemistry II
CHM	301	Organic Chemistry I (no lab required)
CHM	302	Organic Chemistry II (no lab required)
MTH	221	Calculus & Analytic Geometry I
PHY	105	General Physics I
PHY	106	General Physics II

Plus three additional courses selected from the following Biology courses and the recommendation of the Biology Advisor:

BIO	208	Advanced Zoology
BIO	214	Issues in Human Ecology
BIO	304	Developmental Biology
BIO	305	Comparative Vertebrate Morphology
BIO	309	Genetics
BIO	317	Immunology
BIO	326	Histology
BIO	390	Science Internship
BIO	401	Biochemistry I
BIO	402	Biochemistry II
BIO	412	General Mammalian Physiology
BIO	430	Advanced Topics in Biology
BIO	460	Bioresearch

BIOLOGY PRE-CHIROPRACTIC CONCENTRATION

(See page 135)

BIOLOGY PRE-PODIATRY CONCENTRATION

(See page 137)

MINOR IN BIOLOGY

A minor in Biology consists of:

BIO	111	General Biology: Cell
BIO	121	General Biology: Diversity

And four(4) additional Biology course units chosen in consultation with a member of the Biology Faculty. One of these courses must be numbered 300 or higher.

In conjunction with Rutgers University, a four-year degree is offered in Clinical Laboratory Sciences. Specialization is available in:

- **Medical Laboratory Sciences**

For further details, see
CLINICAL LABORATORY SCIENCES.



DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
SCIENCE & ECONOMICS

Business Administration

Students in the Business Administration major are required to take the following General Education courses.

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
	or	
WRT	105	Argumentative & Analytic Writing
	or	
WRT	106	Accelerated Argumentative & Analytic Writing
	or	
WRT	108	Enhanced Synthesis & Research Writing
	or	
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

† BUS 152 TQM for Everyone and ECN 310 Managerial Economics are not required for the Management Information Systems concentration.

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

* BUS 152 TQM for Everyone is not required for the Supply Chain Management and International Business Management concentrations.

A student majoring in Business Administration must choose a field of concentration from among the nine fields offered:

- Economics
- Finance
- Human Resource Training
- International Business Management
- Management
- Management Information Systems
- Marketing
- Supply Chain Management

The student will normally select one field of concentration toward the end of the sophomore year or early in the junior year.

Core courses for

Business Administration majors:

ACC	201	Principles of Accounting I
ACC	204	Principles of Accounting II
BUS	152	TQM for Everyone *† (0.5 c.u.)
BUS	200	Introduction to Management
BUS	312	Managerial Finance
BUS	314	Principles of Marketing
BUS	316	Business Law I
CMP	100	Computer Literacy††
ECN	210	Principles of Economics I: Microeconomics††
ECN	211	Principles of Economics II: Macroeconomics††
ECN	310	Managerial Economics*†
MTH	200	Applied Statistics I

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 ADMINISTRATION ECONOMICS CONCENTRATION

The courses required for the Economics concentration in addition to the core courses are:

- BUS 353 Operations Management
- ECN 309 Money & Banking
- ECN 311 Monetary & Macroeconomic Theory
- ECN 320 Intermediate Macroeconomics
- ECN 410 History of Economic Thought

Elective Courses

Students 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.

BUSINESS ADMINISTRATION FINANCE CONCENTRATION

The courses required for the Finance concentration in addition to the core courses are:

- BUS 401 Business Policy
- BUS 412 Security Analysis
- ECN 309 Money & Banking
- BUS 332 International Financial Management

Elective Courses

Students select 3 courses from the following and one 0.5 c.u. course from within the College.

- BUS 308 Entrepreneurship
- BUS 333 Issues in Contemporary Business & Management
- BUS 352 Total Quality Management
- BUS 353 Operations Management
- BUS 3XX/4XX Any Division 300 or 400 level course
- PSY 317 Organizational Behavior

BUSINESS ADMINISTRATION HUMAN RESOURCE TRAINING CONCENTRATION

The courses required for the Human Resource Training concentration in addition to the core courses are:

- BUS 313 Human Resource Management
- BUS 341 Project Management
- BUS 423 Training & Development
- BUS 480 Resources in the Training Field
- PSY 317 Organizational Behavior

BUSINESS ADMINISTRATION

INTERNATIONAL BUSINESS

MANAGEMENT CONCENTRATION

The courses required for the International Business Management concentration in addition to the core courses are:

- BUS

300

Introduction to International Business
- BUS

332

International Financial Management
- BUS

353

Operations Management
- BUS

365

International Human Resource Management
- BUS

401

Business Policy
- ECN

305

International Economics & Trade

Elective Courses

Students select two(2) courses from the following:

- ENG

310

Intercultural Communication
- GIS

224

American Foreign Policy
- SOC

251

Gender & Globalization

BUSINESS ADMINISTRATION

MANAGEMENT CONCENTRATION

The courses required for the Management concentration in addition to the core courses are:

- BUS

313

Human Resource Management
- BUS

353

Operations Management
- BUS

401

Business Policy
- PSY

317

Organizational Behavior

Elective Courses

Students select two(2) courses from the following:

- BUS

308

Entrepreneurship
- BUS

333

Issues in Contemporary Business & Management
- BUS

341

Project Management

And students select 1 course at the 300 or 400 level from any ACC, BUS, CIS or ECN course and one 0.5 course unit from within the College.

BUSINESS ADMINISTRATION MANAGEMENT INFORMATION SYSTEMS CONCENTRATION

The courses required for the Management Information concentration in addition to the core courses are:

- CMP 126 Programming I
- CMP 226 Programming II
- CMP 300 Systems Analysis & Design
- CMP 330 Database Management
- CMP 324 Multimedia Programming
or
- CMP 431 Data Communication &
Networks
- CMP 430 Management Information
Systems
- CMP 460 Applied Systems Development
Project

Elective Courses

Students select one(1) course from the following:

- CMP 225 Programming Languages
- CMP 322 Introduction to Operating
System
- CMP 324 Multimedia Programming
- CMP 334 Web Programming
- CMP 336 Database Implementation
- CMP 431 Data Communication &
Networks
- CMP 433 Selected Topics in Computer
Information Systems
- CMP 490 Internship
- ECN 310 Managerial Economics

BUSINESS ADMINISTRATION MARKETING CONCENTRATION

The courses required for the Marketing concentration in addition to the core courses are:

- BUS 354 Marketing Research
- BUS 355 Consumer Behavior
- BUS 356 Business (Industrial) Marketing
- BUS 414 Marketing Management &
Strategies
or
- BUS 401 Business Policy

And one(1) of the following two:

- BUS 325 Principles of Advertising
- BUS 337 Sales & Sales Management

Elective Courses

Students select three(3) courses (at the 300 or 400 level) from any economics, finance, accounting, management or marketing courses and PSY 224 Industrial/Organizational Psychology or PSY 317 Organizational Behavior.

BUSINESS ADMINISTRATION

SUPPLY CHAIN MANAGEMENT CONCENTRATION

A Bachelor of Science degree in Business Administration with a concentration in Supply Chain Management requires successful completion of the following courses in addition to the common core:

BUS 245 Supply Chain Management Overview

BUS 345 Production & Inventory Control

BUS 346 Principles of Physical Distribution

BUS 347 Purchasing

BUS 348 Traffic & Warehouse Management

BUS 349 Quality Control Fundamentals

BUS 445 Supply Chain Management Policy

CERTIFICATE IN

SUPPLY CHAIN MANAGEMENT

The certificate in Supply Chain Management is intended for those who seek training and certification in current technologies. The program results from close cooperation with the corporate sector. Guidance was provided by an Advisory Committee representing the American Production and Inventory Control Society (APICS), the National Association for Purchasing Management (NAPM), the International Supply Chain Management Society (IMMS), the National Council for Physical Distribution Management (NCPDM) the Delta Nu Alpha Transportation Fraternity, Inc. (DNA), and the American Society for Quality Control.

A student wishing a certificate in Supply Chain Management must successfully complete the following:

BUS 245 Supply Chain Management Overview

BUS 345 Production & Inventory Control

BUS 346 Principles of Physical Distribution

BUS 347 Purchasing

BUS 348 Traffic & Warehouse Management

BUS 349 Quality Control Fundamentals

BUS 445 Supply Chain Management Policy

Chemistry

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Students in the Chemistry major are required to take the following General Education courses.

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
or		
WRT	105	Argumentative & Analytic Writing
or		
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
or		
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(2 c.u.s)

AND

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

Note: 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.

Students wishing New Jersey Teaching Certification must be admitted to the B.A. in Education and satisfy the courses listed in the Chemistry co-concentration (see page 94). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

There are two Chemistry concentrations:

- **General Chemistry**
- **Biochemistry**

Both majors are required to take the following core courses:

CHM	111	General Chemistry I
CHM	112	General Chemistry II
CHM	211	Chemical Analysis & Instrumentation
CHM	212	Chemical Analysis & Instrumentation Laboratory (0.5 c.u.)
CHM	301	Organic Chemistry I
CHM	302	Organic Chemistry II
CHM	303	Organic Chemistry I Laboratory (0.5 c.u.)
CHM	304	Organic Chemistry II Laboratory (0.5 c.u.)
CHM	311	Physical Chemistry I
CHM	313	Physical Chemistry I Laboratory (0.5 c.u.)
CHM	401	Biochemistry I
CHM	404	Biochemistry I Laboratory (0.5 c.u.)
CHM	450	Chemistry Seminar (0.5 c.u.)
MTH	221	Calculus & Analytic Geometry I
MTH	222	Calculus & Analytic Geometry II
PHY	105	General Physics I
PHY	106	General Physics II
or		
PHY	210	University Physics I
PHY	211	University Physics II

GENERAL CHEMISTRY CONCENTRATION

The General Chemistry concentration is satisfied by successfully completing the following additional courses:

CHM 312 Physical Chemistry II
CHM 314 Physical Chemistry II Laboratory
(0.5 c.u.)

CHM 414 Advanced Inorganic Chemistry
CHM 415 Advanced Inorganic Chemistry Laboratory (0.5 c.u.)

BIOCHEMISTRY CONCENTRATION

The Biochemistry concentration is satisfied by successfully completing the following additional courses:

BIO 111 General Biology: Cell
BIO 121 General Biology: Diversity
BIO 213 Molecular & Cellular Biology

CHM 402 Biochemistry II
CHM 405 Biochemistry II Laboratory
(0.5 c.u.)

MINOR IN CHEMISTRY

A minor in Chemistry requires 7.5 course units:

CHM 111 General Chemistry I
CHM 112 General Chemistry II
CHM 301 Organic Chemistry I
CHM 303 Organic Chemistry I Laboratory
(0.5 c.u.)

And three(3) additional upper-level courses, two of which have laboratory components, chosen in consultation with the chemistry faculty.

Clinical Laboratory Sciences

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

Students in the Clinical Laboratory Sciences major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 160 Precalculus Enhanced/
MTH 161 Precalculus
WRT 102 Enhanced Argumentative &
Analytic Writing
or
WRT 105 Argumentative & Analytic
Writing
or
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
Research Writing
or
WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(2 c.u.s)

AND

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

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.

The Bachelor of Science degree in Clinical Laboratory Sciences BS—CLS is a joint degree offered with Rutgers University.

Bloomfield College, in conjunction with Rutgers University, offers a program leading to a B.S. degree in Clinical Laboratory Sciences.

• Medical Laboratory Science (formerly Medical Technology)

As a joint degree between Bloomfield College and Rutgers University, the CLS major depends upon the cooperation of two institutions.

Students must complete a three-year, (24 course units) pre-professional component at Bloomfield College and a 15-month professional component at Rutgers University.

Bloomfield College students who have earned 24 course units by completing the General Education courses, as well as the professional courses listed under each specialty, may be admitted to Rutgers University for the remaining professional courses provided they have

- A. been in residence at Bloomfield College for a minimum of 8 courses;
- B. achieved an overall grade point average of 2.85, and;
- C. received grades of C or better in all required Science and Mathematics courses.

Note: 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. Also, as a three-year-plus program, majors in CLS 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.

MEDICAL LABORATORY SCIENCE (formerly Medical Technology)

Students interested in Medical Laboratory Sciences must take the following courses:

BIO 111 General Biology: Cell
BIO 121 General Biology: Diversity
BIO 200 Microbiology
BIO 206 Human Anatomy & Physiology II
BIO 213 Molecular & Cellular Biology
BIO 317 Immunology
BIO/CHM 401 Biochemistry I
CHM 111 General Chemistry I
CHM 112 General Chemistry II
CHM 301 Organic Chemistry I
CHM 303 Organic Chemistry I Laboratory (0.5 c.u.)
MTH 200 Applied Statistics I

In addition, the following courses are recommended to strengthen the student's background (Electives):

BIO 205 Human Anatomy & Physiology I
BIO 309 Genetics
BIO/CHM 404 Biochemistry I Laboratory***
CHM 302 Organic Chemistry II
CHM 304 Organic Chemistry II Laboratory (0.5 c.u.)
CMP 100 Computer Literacy
PHY 105 General Physics I
PHY 106 General Physics II

*** Required for licensure to work in the State of New York

Computer Science

DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
SCIENCE & ECONOMICS

Students in the Computer Science major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 160 Precalculus Enhanced/
MTH 161 Precalculus
WRT 102 Enhanced Argumentative &
Analytic Writing
or
WRT 105 Argumentative & Analytic
Writing
or
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
Research Writing
or
WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(2 c.u.s)

AND

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

†† **Note:** Three course units of the major's list of requirements 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.

The required courses are:

GENERAL BUSINESS, MATHEMATICS & SCIENCE CORE COURSES

- BUS 200 Introduction to Management
MTH 221 Calculus & Analytic
Geometry I
or
MTH 332 Discrete Mathematics

CIS CORE COURSES

- CMP 126 Programming I
CMP 226 Programming II
CMP 228 Data Structures
CMP 235 Web Programming
CMP 300 System Analysis & Design
CMP 322 Introduction to
Operating Systems
CMP 330 Database Management
CMP 430 Management Information
Systems
CMP 460 Applied Systems Development
Project
NTW 101 Data Representation & Digital
Logic
NTW 115 Introduction to Computer
Networks

And three(3) courses selected from the following:

- BUS 341 Project Management
CAT 242 FLEX for Web & Games
CAT 328 Artificial Intelligence for Games

Any Computer Science course 200-level or higher

Any Network Engineering course

MINOR IN
COMPUTER SCIENCE

The Computer Information Systems Minor consists of six required courses and two electives. The six(6) required courses are:

- BUS

200

Introduction to Management
- CMP

126

Programming I
- CMP

226

Programming II
- CMP

300

Systems Analysis & Design
- or
- CAT

108

Introduction to Game Design
- and
- CAT

209

Creating Your Game Design Document
- CMP

324

Multimedia Programming
- CMP

330

Database Management

Two(2) additional elective courses selected from the following:

- CAT

320

Multimedia II: Interactive Design & Programming
- CMP

225

Programming Languages
- CMP

334

Web Programming
- CMP

430

Management Information Systems
- CMP

431

Data Communications & Networks

Creative Arts & Technology

DIVISION OF CREATIVE ARTS & TECHNOLOGY

Students in the Creative Arts & Technology major are required to take the following General Education courses.

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	140	College Algebra-Enhanced/ MTH 141 College Algebra
	or	
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
	or	
WRT	105	Argumentative & Analytic Writing
	or	
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
	or	
WRT	109	Synthesis & Research Writing
Aesthetic Appreciation Competency (2 c.u.s)		
Communication Skills Competency (1 c.u.)		
Scientific & Technical Skills Competency (1 c.u.)		

AND

Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Arts and Visual and Performing Arts co-concentrations (see page 100). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy the requirements. Students who wish to double major must complete the requirements of both majors.

Admissions Procedure and Standards

Freshmen Admission to the CAT Major:

- Admission to CAT is based on successful completion of 2 CAT courses, an admissions essay, portfolio review and an interview with a CAT Discipline Coordinator.
- A student applying to CAT must have earned a minimum 2.7 average in two full-course unit CAT 100 level courses, 1 of which will be outside of the chosen CAT concentration.
- The admissions essay topic is "Describe yourself as a creative person. What are your creative ambitions and what do you want to learn as a CAT major?" This essay may describe work submitted in the portfolio.
- The portfolio must be the applicant's best work.

Please contact the Creative Arts and Technology Division (Ext. 1507) to receive instructions for portfolio submissions.

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.

Transfer Students and Admission to CAT:

Transfer students are not automatically admitted to the CAT major. All transfer students must write an essay describing their creative work and aspirations. They must meet with a discipline coordinator for portfolio review, which is used to assess technical and artistic proficiencies.

Transfer students with an AA degree, a minimum 2.7 average in a CAT concentration, and a successful interview and good portfolio will be admitted to the major.

Since transfer students often work in a new concentration, it may take more than four years total (junior college and Bloomfield College) to graduate with the B.A. in CAT.

Required of all majors: (except those enrolled in the Art and Visual and Performing Arts Teacher Education programs)

Two(2) Full-course unit CAT 100-level courses and:

- CAT 121 Foundation Studio
(Minimum Grade of C or better)
- CAT 380 Internship I
or
- CAT 430 Internship II
CAT 420 Capstone

In addition, each student will specialize in one of the following areas and be required to take the additional course units listed under their chosen area of specialization.

All courses listed below are worth one course unit unless otherwise indicated.

ANIMATION CONCENTRATION

- 2D Animation
- 3D Animation

Animation Core:

- CAT 107 Music Technology
- CAT 116 Movement for Animator's
- CAT 134 Drawing for 2D Animation
- CAT 228 Stop Motion Animation
- CAT 230 History of Animation
- CAT 257 Video I
- CAT 264 Computer Imaging
- CAT 332 Life Drawing for Animation
- CAT 361 3D Modeling
- CAT 366 Motion Design
- CAT 403 Pre-Capstone: Animation
(0.5 c.u.)
- CAT 406 Preparing A Demo Reel

2D Track:

- CAT 241 Pre-Production & Animation
- CAT 329 Character Design (.5 c.u.)
- CAT 336 Designing Enviroments for Story

3D Track:

- CAT 329 Character Design (.5 c.u.)
- CAT 372 3D Animation
- CAT 364 Motion Capture I
- CAT 471 Advanced 3D Animation

EXPANDED MEDIA CONCENTRATION

Expanded Media broadens the scope of photo, video and related media across time and space, creating socially engaging experiences for the screen, web and physical realm.

The required courses are:

- CAT 107 Music Technology
- CAT 126 Digital Photography
- CAT/ENG 206 Screenwriting
- CAT 257 Video I
- CAT 258 Video II
- CAT 259 Media Histories
or
- ENG 281 Literature, Film & Theory
- CAT 366 Motion Design
- CAT 409 Pre-Capstone: Expanded Media
- ENG 120 Creative Writing

And four(4) courses from the following:

- CAT 116 Movement for Animators & Filmmakers
- CAT 228 Stop Motion Animation*
- CAT 247 Design, Thinking and Practice*
- CAT 261 Physical Computing
- CAT 264 Computer Imaging
- CAT 270 Web Design
- CAT 286 Sound Design: Audion for Video
- CAT 368 Interactive Installation*

**Note: Only one of the following can count towards the Expanded Media Core: CAT 228, CAT 247, CAT 368. The other two may count towards Expanded Media Core Choices*

GAME DESIGN

GAME DESIGN TRACK

The required courses are:

- | | |
|-------------------------------------|-------------------------------|
| CAT 108 Introduction to Game Design | CAT 253 Digital Game Design |
| CAT 120 Drawing I | CAT 237 Group Game Project I |
| CAT 198 Design I | CAT 264 Computer Imaging |
| or | CAT 308 Group Game Project II |
| CAT 194 3D Design | CAT 408 Game Capstone |

BACHELOR OF SCIENCE GAME PROGRAMMING

(See page 106)

GRAPHIC DESIGN CONCENTRATION

The required courses are:

- | | |
|--|---------------------------------------|
| CAT 120 Drawing | CAT 270 Web Design |
| CAT 194 3D Design | CAT 278 Digital Publishing |
| CAT 244 Visual Communication | CAT 311 Business of Graphics |
| CAT 247 Design Thinking & Practice | CAT 362 Typography |
| CAT 263 2D & 3D Design Drawing for Graphics Production | CAT 363 Advertising Concepts & Design |
| CAT 264 Computer Imaging | CAT 304 Motion Graphics |
| | CAT 400 Pre-Capstone Studio |

INTERACTIVE MULTIMEDIA AND
THE WORLD WIDE WEB CONCENTRATION

The required courses are:

CAT 107	Introduction to Music Technology	CAT 270	Web Design I
CAT 108	Introduction to Game Design	CAT 286	Sound Design I: Audio for Video I
CAT 117	Multimedia for CD-ROM, DVD & the World Wide Web	CAT 361	3D Modeling
CAT 134	Drawing for 2D Animation	CAT 368	Interactive Installation
CAT 241	Pre-Production & 2D Animation	CAT 370	Advanced Web Design
CAT 257	Video I	CAT 385	Visual Effects

MUSIC TECHNOLOGY CONCENTRATION

The required courses are:

CAT 107	Introduction to Music Technology	CAT 286	Sound Design I: Audio for Video I
CAT 189	Bloomfield College Concert Choir (0.5 c.u.)	CAT 300	Composition & MIDI Programming I
CAT 200	Music Theory I	CAT 301	Composition & MIDI Programming II
CAT 201	Music Theory II	CAT 305	Sound Design II: Audio for Video II (0.5 c.u.)
CAT 204	World Music	CAT 310	Digital Audio Engineering II (Mixing)
or		CAT 323	Music Industry Essentials
CAT 224	Music in the United States: The African-American Influence	CAT 401	Advanced Synthesizer Programming & Electronic Music
CAT 205	Basic Sequencing	CAT 402	Developing a Record Project (0.5 c.u.)
CAT 210	Digital Audio Engineering I (Recording)	CAT 410	Digital Audio Engineering III: Practicum
CAT 213	Musical Improvisation (0.5 c.u.)		
CAT 257	Video I		

MINOR IN ART HISTORY

The minor in Art History required 5.5 course units. At least four(4) courses must be at the 200 or 300-level.

The required courses are:

CAT	203	World Art I	And three(3) course units selected from the following:	
CAT	235	World Art II		
		CAT 207		Art Appreciation
		CAT 211		Artists of the 20th Century
		CAT 214		Modern Arts of Latin America
		CAT 216		African-American Art
		CAT 222		Global Art History
		CAT 230		History of Animation
		CAT 248		History of Cinema
		CAT 313		Topics in Arts & Western Culture
		CAT 333		Global Arts
		CAT 350	Selected Topics in Fine & Performing Arts	

MINOR IN GAME PROGRAMMING

The courses required for the Creative Arts & Technology Game Programming Minor are:

CMP	126	Programming I
CAT	237	Group Game Project I
CAT	238	Introduction to Game Programming
MTH	160	Precalculus

And three(3) courses selected from the following:

CMP	225	Programming Languages
CMP	226	Programming II
CMP	228	Data Structures
CMP	300	System Analysis & Design
CMP	322	Introduction to Operating Systems
CAT	308	Group Game Project II
CAT	318	Game Architecture
CAT	328	Artificial Intelligence for Games
MTH	221	Calculus & Analytical Geometry I

MINOR IN MUSIC TECHNOLOGY

The courses required for the Creative Arts & Technology Music Technology Minor are:

DIGITAL AUDIO ENGINEERING AND SOUND DESIGN TRACK

CAT	107	Introduction to Music Technology
CAT	205	Basic Sequencing
CAT	210	Digital Audio Engineering I (Recording)
CAT	286	Sound Design I: Audio for Video I
CAT	310	Digital Audio Engineering II (Mixing)
CAT	410	Digital Audio Engineering III (Practicum)

PRODUCTION, WRITING AND ARTIST DEVELOPMENT TRACK

CAT	107	Introduction to Music Technology
CAT	200	Music Theory I
CAT	201	Music Theory II
CAT	205	Basic Sequencing
CAT	210	Digital Audio Engineering I (Recording)
CAT	310	Digital Audio Engineering II (Mixing)

MINOR IN EXPANDED MEDIA

The courses required for the Creative Arts & Technology Expanded Media Minor are:

CAT	126	Digital Photography
CAT	257	Video I
CAT	258	Video II
CAT	259	Media Histories
CAT	366	Motion Design
CAT	368	Interactive Installation

CERTIFICATE IN DIGITAL MEDIA

To earn the Certificate in Digital Media, the student must successfully complete any six of the following 35 courses. Students must, however, adhere to course prerequisites or demonstrate comparable experience.

CAT 106	Experiments in Digital/ Analog Media	CAT 300	Composition & MIDI Programming I
CAT 107	Introduction to Music Technology	CAT 301	Composition & MIDI Programming II
CAT 108	Introduction to Game Design	CAT 304	Motion Graphics
CAT 117	Multimedia for CD-Rom, DVD & the World Wide Web	CAT 305	Sound Design II: Audio for Video II (0.5 c.u.)
CAT 134	Drawing for 2D Animation	CAT 310	Digital Audio Engineering II (Mixing)
CAT 194	3D Design	CAT 318	Game Architecture & the 2D Game Engine
CAT 205	Basic Sequencing	CAT 328	Artificial Intelligence for Game Development
CAT 209	Game Design Methodology	CAT 338	Adapting to the Game Industry
CAT 210	Digital Audio Engineering I (Recording)	CAT 352	Special Topics in Technology
CAT 236	Visual Design for Games	CAT 360	Special Topics in Technology
CAT 241	Pre-Production for 2D Animation	CAT 361	3D Modeling
CAT 257	Video I	CAT 362	Typography
CAT 263	Graphics I	CAT 363	Advertising Concepts & Design
CAT 264	Computer Imaging	CAT 366	Motion Design
CAT 268	Graphics II	CAT 368	Interactive Installation
CAT 270	Web Design I	CAT 370	Advanced Web Design
CAT 286	Sound Design I: Audio for Video I	CAT 372	3D Animation
		CAT 401	Advanced Synthesizer Programming & Electronic Music
		CAT 408	Group Game Project III
		CAT 409	Pre-Capstone: Expanded Media Practices
		CAT 471	Advanced 3D Animation

Education

DIVISION OF EDUCATION

The Bloomfield College B.A. in Education degree program provides a comprehensive academic experience with high academic and professional standards. Upon graduation, our students will:

1. be reflective teachers who understand the nature and needs of diverse learners
2. be knowledgeable about, and effective in educating students in urban, multicultural environments
3. have a solid Liberal Arts background to support and enhance their teaching effectiveness and
4. be practitioners with a broad array of instructional strategies, including instructional technology, to help students to become active learners and responsible citizens in a changing world

There are five(5) programs in the Education major:

1. **Early Childhood (P-3)**
2. **Elementary (K-6)**
3. **Middle School with Subject Matter Specialization Endorsement**
4. **Special Education Endorsement**
5. **Subject Area/Secondary**

ELEMENTARY OR EARLY CHILDHOOD

The elementary and early childhood programs each require 13 course units in General Education, 8-11 course units in the Liberal Arts co-concentration (Biology, Chemistry, Chemistry (Physical Science), English, Government & International Studies, History, Mathematics, Philosophy, Psychology, Religion, Sociology), MTH 106, and 13.5 course units in professional education, which includes student teaching and one course unit elective.

Students completing the Elementary Program have fulfilled the course work to qualify for Elementary (K-6) certification. Students completing the Early Childhood Program have fulfilled the course work to qualify for Pre-School Certification (P-3).

MIDDLE SCHOOL WITH SUBJECT MATTER SPECIALIZATION ENDORSEMENT

The elementary with subject matter specialization program requires 13 course units in General Education, 9-11 courses units in the Core Curriculum Content Standard areas (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics,) and 15.5 course units in professional education, which includes student teaching. Students completing this program will have fulfilled the coursework to qualify for three certifications: Preschool through third grade (P-3) and Elementary, Kindergarten through grade 6 (K-6), and Elementary with Subject Matter Specialization (grades 5-8).

Any student wishing to teach above grade 5 must enroll in this program.

SPECIAL EDUCATION ENDORSEMENT

The Special Education Program is an endorsement program in which students take four(4) more courses (EDC 322, 323, 324, and 325) in addition to all required course for the Early Childhood Elementary or Secondary, subject area program to obtain the Special Education Endorsement certification. Students seeking this endorsement so not take EDC 320.

SUBJECT AREA/SECONDARY

The Subject Area/Secondary program requires 13 course units in General Education, 13-15 course units in the Liberal Arts Subject Area field (Art, Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics), 12.5 course units in Professional Education, which includes student teaching.

Students enrolling in the B.A. in Education may choose from the following co-concentrations:

	Early Childhood (P-3)	Elementary (K-6)	Middle School/ Subject Matter Specialization Endorsement	Special Education Endorsement	Secondary/ Subject Area
Biology	x	x	x	x	x
Chemistry	x	x	x	x	x
Chemistry (Physical Science)	x	x	x	x	x
English	x	x	x	x	x
History	x	x	x	x	x
Mathematics	x	x	x	x	x
Philosophy	x	x		x	
Government & International Studies	x	x		x	
Psychology	x	x		x	
Religion	x	x			
Sociology	x	x		x	
Visual & Performing Arts				x	

CRITERIA FOR ADMISSION TO THE EDUCATION MAJOR

Admission to the education major formally begins with entry into EDC 330 Curriculum Design I. In order to qualify for the major, all students must have completed the following requirements:

- 1. Earned a cumulative GPA of at least a 3.0.
- 2. Attained the minimum score set by the New Jersey Department of Education on the Praxis Core Academic Skills Battery for Educators or SAT/ACT Exam no later than the semester prior to admission into EDC 330.
- 3. Earned a grade of C or better in MTH 130 and MTH 140, 141, 160 or 161 and WRT 102 or WRT 105 or WRT 106 and WRT 108 or WRT 109, and all education courses.

Students who are awaiting formal acceptance into the education major should take their general education courses, co-concentration courses, and the following education courses:

- EDC 202 Teaching as a Profession: Meeting the Needs of All Learners
- EDC 217 Understanding Family & Community

- EDC 314 The Development of the Pre-Adolescent & Adolescent Learner & Implications for Teaching
- EDC 316 Early Childhood Development & Learning
- PSY 100 Introduction to Psychology
- PSY/EDC 210 Educational Psychology

CRITERIA FOR CONTINUATION AND GRADUATION IN A TEACHER EDUCATION PROGRAM

To remain in the Education program and to be eligible to student teach, students must maintain a minimum GPA of 3.0. Students who have been accepted into the Education program will have their GPA's reviewed each semester:

- 1. Students who do not achieve a 3.0 GPA will be given a warning the first semester their GPA is lower than required. After the second semester, students with a GPA below 3.0 will be asked to declare another major.
- 2. To student teach and become certified to teach in New Jersey, students must pass the required PRAXIS II exam for their certification area.

These curricula meet the current requirements of the New Jersey Department of Education; any changes in laws and/or regulations will result in revisions of curricular requirements that may take effect before the publication of the next Catalog.

Required General Education Courses: (13 c.u.s)

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	140	College Algebra Enhanced/ or MTH 141 College Algebra
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & or Analytic Writing
WRT	105	Argumentative & Analytic or Writing
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & or Research Writing
WRT	109	Synthesis & Research Writing

Common Core Required General Education Courses: (13 c.u.s)

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:

- 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.

Note:

1. †† 2 course units from the Education major's list of requirements and two(2) course units from the co-concentration's list of requirements may count as General Education Electives.
2. Students whose co-concentrations are biology, chemistry or mathematics must take Precalculus (MTH 160) or common core requirements, one c.u. addressing Aesthetic Appreciation, one c.u. addressing Communication Skills, and two c.u.s addressing Scientific and Technical Skills. Students in all other co-concentrations take College Algebra (MTH 140) for Common Core requirements, two c.u.s addressing Aesthetic Appreciation, one c.u. addressing Communication Skills, and one c.u. addressing Scientific and Technical Skills.

* BACHELOR OF ARTS:

Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (1 c.u.)

AND

Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

Note: †† 2 course units from the Education major's list of requirements and two(2) course units from the co-concentration's lists of requirements may count as General Education Electives.

* Determined by the co-concentrations. Students whose co-concentrations are biology, chemistry or mathematics must take Precalculus, one c.u. addressing Aesthetic Appreciation, and two c.u.s addressing Scientific and Technical Skills; students in all other co-concentrations take College Algebra, two c.u.s addressing Aesthetic Appreciation, and one c.u. addressing Scientific and Technical Skills.

Required Co-Concentration Courses
(Listed with the individual
Co-Concentrations)

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.

Required Professional Education Courses

	Credits (c.u.s)	BA Early Childhood (PreK-3)	BA Elementary Education (K-6 License)	BA Secondary Education (K-12 License)	Middle School/ Subject Matter Specialization Endorsement (5-8)
EDC 202 <i>Teaching as a Profession: Meeting the Needs of All Learners</i>	4(1)	X	X	X	X
EDC 210 <i>Educational Psychology</i>	4(1)	X	X	X	X
EDC 217 <i>Family & Community</i>	4(1)	X	X	X	
EDC 314 <i>The Development of the Pre-Adolescent & Adolescent Learner</i>	4(1)			X	X
EDC 316 <i>Child Development & Learning</i>	4(1)	X	X	X	
EDC 318 <i>Early Childhood Curriculum & Assessment</i>	4(1)	X			
EDC 320 <i>Educating the Child with Disabilities in the Regular Classroom</i>	2(0.5)	X	X	X	X
EDC 321 <i>Developing Literacy Across the Grades: Methods & Strategies</i>	4(1)	X	X	X	X
EDC 330 <i>Introduction to Curriculum Design I: Research-Based Practice</i>	4(1)	X	X	X	X
EDC 332 <i>Introduction to Curriculum Design II: Effective Teaching Methods in the Content Areas</i>	4(1)		X	X	X
EDC 334 <i>Instructional Design & Analysis of Classroom Assessment</i>	4(1)		X	X	X
EDC 336 <i>Introduction to Educational Technology</i>	4(1)	X	X	X	X
EDC 342 <i>Early Childhood Learning Environments & Assessment</i>	4(1)	X			
EDC 410 <i>Clinical Practice I</i>	4(1)	X	X	X	X
EDC 412 <i>Clinical Practice II</i>	10(2.5)	X	X	X	X
EDC 414 <i>Clinical Practice Seminar</i>	2(0.5)	X	X	X	X
MTH 106 <i>Math for Elementary Teachers</i>	4(1)	X	X		X
Credits (c.u.s)		58(14.5)	58(14.5)	50(12.5)	62(15.5)

To obtain a **Special Education Endorsement**, students must take the required initial certification courses and the following four(4) courses:
EDC 322 Instructional Planning & Assessment for Students with High Incidence Disabilities (1 c.u.)

- EDC 323

Instructional Planning & Assessment for Students with Low Incidence Disabilities (1 c.u.)
- EDC 324

Consultation & Curriculum Adaptation for Students with Special Needs in Inclusive Settings (1 c.u.)
- EDC 325

Classroom Management (0.5 c.u.)

BIOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(14.5 course units)

or

Elementary
(14.5 course units)

or

Middle School with Subject Matter
Specialization Endorsement
(15.5 course units):

BIO 111 General Biology: Cell
BIO 121 General Biology: Diversity
BIO 200 Microbiology
BIO 205 Human Anatomy &
Physiology I
BIO 206 Human Anatomy &
Physiology II
BIO 309 Genetics
BIO 320 Ecology
CHM 111 General Chemistry I
CHM 112 General Chemistry II

And two(2) course units to be selected
from BIO/CHM/MTH/PHY courses
designated for majors and/or SCI 103
Astronomy, SCI 200 Introduction to
Forensic Science depending on students'
interest. Courses to be selected with the
approval of a Biology Advisor.

Note: MTH 106 Mathematics for
Elementary School Teachers is required
for the Elementary and Early Childhood
and Special Education and Early
Childhood Co-Concentrations.

Subject Area/Secondary Education
(12.5 course units):

BIO 111 General Biology: Cell
BIO 121 General Biology: Diversity
BIO 200 Microbiology
BIO 205 Human Anatomy &
Physiology I
BIO 206 Human Anatomy &
Physiology II
BIO 213 Molecular & Cellular Biology
BIO 309 Genetics
BIO 320 Ecology
BIO 450 Bioseminar
CHM 111 General Chemistry I
CHM 112 General Chemistry II
PHY 105 General Physics I
PHY 106 General Physics II

And two(2) course units to be selected
from BIO/CHM/MTH/PHY courses
designated for majors and/or SCI 103
Astronomy, SCI 200 Introduction to
Forensic Science depending on students'
interest. Courses to be selected with the
approval of a Biology Advisor.

Note: MTH 130 Transition to Collegiate
Mathematics and MTH 160 Precalculus
Enhanced/MTH 161 Precalculus are
required as part of the General Education
Core for the Biology Co-Concentration.

CHEMISTRY AND CHEMISTRY (PHYSICAL SCIENCE) CO-CONCENTRATIONS FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(14.5 course units)

or

Elementary
(14.5 course units)

or

Middle School with Subject Matter
Specialization Endorsement
(15.5 course units):

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 301 Organic Chemistry I

CHM 303 Organic Chemistry I
Laboratory (0.5 c.u.)

CHM 302 Organic Chemistry II

CHM 304 Organic Chemistry II
Laboratory (0.5 c.u.)

CHM 401 Biochemistry I

PHY 105 General Physics I

PHY 106 General Physics II

And three(3) course units to be selected from BIO/CHM/MTH/PHY courses designated for majors and/or SCI 103 Astronomy, SCI 200 Introduction to Forensic Science depending on students' interest. Courses to be selected with the approval of a Chemistry Advisor.

Note: *MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.*

Students must select either the Chemistry or Chemistry (Physical Science) Co-Concentration when they prepare for the PRAXIS Exam and Student Teaching.

Subject Area/Secondary Education
(15 course units):

CHM 111 General Chemistry I

CHM 112 General Chemistry II

CHM 301 Organic Chemistry I

CHM 302 Organic Chemistry II

CHM 303 Organic Chemistry I
Laboratory (0.5 c.u.)

CHM 304 Organic Chemistry II
Laboratory (0.5 c.u.)

CHM 311 Physical Chemistry I

CHM 313 Physical Chemistry I
Laboratory (0.5 c.u.)

CHM 401 Biochemistry I

MTH 221 Calculus & Analytic
Geometry I

MTH 222 Calculus & Analytic
Geometry II

PHY 210 University Physics I

PHY 211 University Physics II

And 3.5 course units to be selected from BIO/CHM/MTH/PHY courses designated for majors and/or SCI 103 Astronomy, SCI 200 Introduction to Forensic Science depending on students' interest. Courses to be selected with the approval of a Chemistry Advisor.

Note: *MTH 130 Transition to Collegiate Mathematics and MTH 160 Precalculus Enhanced/MTH 161 Precalculus are required as part of the General Education Core for the Chemistry Co-Concentration Subject Area/Secondary Education.*

Students must select either the Chemistry or Chemistry (Physical Science) Co-Concentration when they prepare for the PRAXIS Exam and Student Teaching.

ENGLISH CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(14.5 course units)
or

Elementary
(14.5 course units)
or

Middle School with Subject Matter
Specialization Endorsement
(15.5 course units):

- ENG 120 Introduction to Creative Writing^{††}
ENG 122 Public Speaking^{††}
ENG 249 Advanced Grammar & Editing
ENG 125 Introduction to World Literature
or
ENG 150 Introduction to Western Literature^{††}
ENG 213 Oral Interpretation of Literature

And two(2) courses selected from the following:

- ENG 203 British Literature Survey I
ENG 204 British Literature Survey II
ENG 278 Survey of American Literature I
ENG 279 Survey of American Literature II

And one(1) course selected from the following:

- ENG/AFS/WMS 222 African-American Literature^{††}
ENG/WMS 223 Women in Literature
ENG/AFS/WMS 226 Literature of Race, Class & Gender
ENG/LAC 232 Latin American Literature Survey
ENG/AFS/PHL 248 The Harlem Renaissance: Reflection on Art & Society
ENG 264 Caribbean Literature
ENG/AFS/LAC 268 Haitian Literature
ENG 351 Major African & Asian Writers
ENG/AFS 356 Major Latin American & Caribbean Writers
ENG 363 Major Writers of the African Diaspora
ENG 368 Classics of Non-Western Literature

Plus one Literature elective

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.

Note: MTH 130 and MTH 140/
MTH 141 will satisfy the Mathematics
requirement of the General Education Core.

Subject Area/Secondary Education
(13 course units):

- ENG 120 Introduction to Creative Writing^{††}
ENG 122 Public Speaking^{††}
ENG 249 Advanced Grammar & Editing
ENG 125 Introduction to World Literature
or
ENG 150 Introduction to Western Literature^{††}
ENG 203 British Literature Survey I
ENG 204 British Literature Survey II
ENG 213 Oral Interpretation of Literature
ENG 278 Survey of American Literature I
ENG 279 Survey of American Literature II
ENG 402 Literary Criticism and Advanced Research
or
ENG 403 Major Writing in Depth

And one(1) course in Shakespeare
selected from the following:

- ENG/WMS 361 Shakespeare's Women
ENG/WMS 362 Shakespeare's Men
ENG 364 Selected Topics in Shakespeare

Plus one(1) course selected from the following:

- ENG 222 African-American Literature^{††}
ENG 223 Women in Literature
ENG 226 Literature of Race, Class & Gender
ENG 232 Latin American Literature Survey
ENG 248 The Harlem Renaissance: Reflection on Art & Society
ENG 264 Caribbean Literature
ENG 351 Major African & Asian Writers
ENG 356 Major Latin American & Caribbean Writers
ENG 363 Major Writers of the African Diaspora
ENG 368 Classics of Non-Western Literature

One literature course at the 300-level or higher

^{††} Two(2) course units from the Education major's list of requirements and two(2) course units from the co-concentration's lists of requirements may count as General Education Electives.

GOVERNMENT & INTERNATIONAL STUDIES
FOR BACHELOR’S DEGREE IN EDUCATION

- Early Childhood
(14.5 course units)
or
Elementary
(14.5 course units)
or
Middle School with Subject Matter
Specialization Endorsement
(15.5 course units):
- GIS 100 Introduction to Government Studies
 - GIS 200 American Politics
 - GIS 204 Ancient Political Theory
 - GIS 223 Problems In Public Policy

- GIS 242 Science & Public Policy
- GIS 244 Local & State Government
- GIS 310 Public Administration
- GIS 311 Public Economics & Finance

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.
MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

HISTORY CO-CONCENTRATION
FOR BACHELOR’S DEGREE IN EDUCATION

- Early Childhood
(14.5 course units)
or
Elementary
(14.5 course units)
or
Middle School with Subject Matter
Specialization Endorsement
(15.5 course units):
- HIS 106 Introduction to Geography††
 - HIS 219 Writing History††
 - HIS 244 The Making of the United States-1877
 - or
 - HIS 254 The United States in the World, 1877-Present
 - HIS 227 Global History I
 - HIS 237 Global History II
 - HIS 251 Topics in New Jersey History††
 - HIS 400 Capstone
- Plus two courses at the 300 level

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.

- Subject Area/Secondary Education
(13 course units):
- GIS 200 American Politics
 - or
 - GIS 244 Local & State Government
 - HIS 105 Introduction to Africana Studies††
 - HIS 106 Introduction to Geography††
 - HIS 219 Writing History††
 - HIS 227 Global History I††
 - HIS 237 Global History II
 - HIS 244 The Making of the United States to 1877
 - HIS 251 Topics in New Jersey History††
 - HIS 254 The United States in the World, 1877-Present
 - HIS 400 Capstone
- Plus two history courses at the 300 level
- And one course from the following:
- HIS 207 African-American History to 1877
 - HIS 216 Colonial Latin American & the Caribbean, 1500-1825
 - HIS 224 Introduction to Latin American & Caribbean Studies
 - HIS 225 Ideas of Freedom, African-American History from 1877-Present

Note: MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

MATHEMATICS CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(14.5 course units)

or

Elementary
(14.5 course units)

or

Middle School with Subject Matter
Specialization Endorsement
(15.5 course units):

MTH 130 Transition to Collegiate
Mathematics*

MTH 106 Mathematics for Elementary
School Teachers*

MTH 160 Precalculus Enhanced/
MTH 161 Precalculus*

MTH 200 Applied Statistics I

MTH 221 Calculus & Analytic Geometry I

MTH 222 Calculus & Analytic Geometry II

MTH 330 Geometry

MTH 331 Foundations of Mathematics

MTH 332 Discrete Mathematics

CMP 100 Computer Literacy††

And one of the two course sequences in
Physics:

PHY 105 General Physics I

PHY 106 General Physics II

or

PHY 210 University Physics I

PHY 211 University Physics II

And one(1) course unit to be taken from
BIO/CHM/CMP/INT/MTH/PHY/SCI
depending on students' interest.
Courses to be selected with the approval
of a Mathematics Advisor.

* MTH 106 Mathematics for Elementary
School Teachers is required for the
Elementary and Early Childhood and
Special Education and Early Childhood
Co-Concentrations.

* MTH 130 and MTH 160/MTH 161 are
required as part of the General Education
Core for Mathematics Co-Concentration.

Subject Area/Secondary Education
(15 course units):

MTH 130 Transition to Collegiate
Mathematics*

MTH 160 Precalculus Enhanced/
MTH 161 Precalculus*

MTH 200 Applied Statistics I

MTH 221 Calculus & Analytic Geometry I

MTH 222 Calculus & Analytic Geometry II

MTH 223 Calculus & Analytic
Geometry III

MTH 320 Differential Equations

MTH 330 Geometry

MTH 331 Foundations of Mathematics

MTH 337 Linear Algebra

CMP 100 Computer Literacy††

CMP 126 Programming I

CMP 226 Programming II

And one of the two course sequences in
Physics:

PHY 105 General Physics I

PHY 106 General Physics II

or

PHY 210 University Physics I

PHY 211 University Physics II

And one(1) course unit to be taken from
BIO/CHM/CMP/INT/MTH/PHY/SCI
depending on students' interest.
Courses to be selected with the approval
of a Mathematics Advisor.

* MTH 130 and MTH 160/MTH 161 are
required as part of the General Education
Core for Mathematics Co-Concentration.

†† Two(2) course units from the
Education major's list of requirements
and two(2) course units from the co-
concentration's lists of requirements may
count as General Education Electives.

PHILOSOPHY CO-CONCENTRATION FOR
BACHELOR’S DEGREE IN EDUCATION

- Early Childhood
(14.5 course units)
or
Elementary
(14.5 course units):
- PHL 100 Introduction to Philosophy††
 - PHL 101 Contemporary Moral Issues
 - PHL 102 Philosophy in Literature††
 - PHL 110 Effective Reasoning††
 - PHL 200 Logic††

Plus one(1) course from each of the
four(4) groups:

GROUP I

- PHL 221 Philosophy of Education
- PHL 225 Philosophical Perspectives
on Women
- PHL 226 African-American Philosophy

GROUP II

- PHL 228 Philosophy, Technology, &
Environment
- PHL 230 Bio-Medical Ethics
- PHL 231 Business Ethics

GROUP III

- PHL 306 Philosophy of Science/Social
Science
- PHL 309 Aesthetics (Philosophy of Art)

GROUP IV

- PHL 307 Philosophy of Mind
- PHL 313 Theory of Knowledge

*Note: MTH 106 Mathematics for
Elementary School Teachers is required
for the Elementary and Early Childhood
Co-Concentration.*

*MTH 130 and MTH 140/MTH 141 will
satisfy the Mathematics requirement of the
General Education Core.*

PSYCHOLOGY CO-CONCENTRATION
FOR BACHELOR’S DEGREE IN EDUCATION

- Early Childhood
(14.5 course units)
or
Elementary
(14.5 course units):
- PSY 100 Introduction to Psychology††
 - PSY 201 Human Cognition/Learning
 - PSY 205 Developmental Psychology
 - PSY/SOC 230 Social Psychology††
 - PSY 245 Statistics for the Behavioral
Sciences
 - PSY 307 Theories of Personality
 - or
 - PSY 305 Abnormal Psychology
 - PSY 310 Research Methods I
 - PSY 311 Research Methods II

†† Two(2) course units from the
Education major’s list of requirements
and two(2) course units from the co-
concentration’s lists of requirements may
count as General Education Electives.

And one(1) course selected from the
following:

- PSY 209 Health Psychology
- PSY 306 Adolescence
- PSY 309 Adulthood & Aging
- PSY 325 Cross-Cultural Psychology
- PSY 333 Selected Topics in Psychology
- PSY 335 Psychology of Gender
- PSY 418 Principles of Psychotherapy &
Counseling
- PSY 420 Group Dynamics
- PSY 450 Senior Research Seminar
- PSY 495 Practicum in Applied
Psychology

*Note: MTH 106 Mathematics for
Elementary School Teachers is required
for the Elementary and Early Childhood
Co-Concentration.*

*MTH 103 and MTH 140/MTH 141 will
satisfy the Mathematics requirement of the
General Education Core.*

RELIGION CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(14.5 course units)

or

Elementary
(14.5 course units):

- REL 110 Ways of Understanding Religion††
- REL 201 Old Testament Literature, History & Tradition
- REL 204 New Testament Literature, History, & Tradition††
- REL 208 Religion in America††
- REL 230 Traditional Religions of the World

- REL 232 Introduction to Islam††
- REL 237 Introduction to Buddhism
- REL 238 Introduction to Hinduism††
- REL 333 Selected Topics in Religion

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.

MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

SOCIOLOGY CO-CONCENTRATION FOR BACHELOR'S DEGREE IN EDUCATION

Early Childhood
(14.5 course units)

or

Elementary
(14.5 course units):

- SOC 100 Introduction to Sociology††
- SOC 215 Statistics for Sociologists
- SOC 320 Classical Sociological Theory
- SOC 325 Methods of Social Research
- SOC 450 Senior Research Seminar*

Plus four(4) courses selected from the groups shown:

GROUP I

One(1) course selected from the following:

- SOC 211 Juvenile Delinquency
- SOC 212 Sociology of Education
- SOC/PSY 230 Social Psychology††
- SOC 236 Deviance & Social Control
- SOC 241 Minority Groups & Race Relations
- SOC 243 Criminology
- SOC 249 Sociology of the Family
- SOC 251 Gender & Globalization

* Must be taken the semester prior to student teaching. Topic must be related to education.

GROUP II

Two(2) courses selected from the following:

- PSY 317 Organizational Behavior
- SOC 213 Women & Work
- SOC 316 Sociology of Health & Illness
- SOC 333 Selected Topics in Sociology
- SOC 336 Sociology of Sex, Gender & Sexuality
- SOC 351 Sociology of Religion
- SOC 370 Sociology of Latin America and the Caribbean

GROUP III

One(1) course selected from the following:

- SOC 412 Contemporary Social Problems
- SOC 413 Social Change
- SOC 414 Social Movements
- SOC 415 Criminal Justice & Gender
- SOC 416 Criminal Justice & Race
- SOC 417 Feminism: Theory & Practice
- SOC 433 Selected Topics in Sociology

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood Co-Concentration.

MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

VISUAL AND PERFORMING ARTS
CO-CONCENTRATION FOR BACHELOR’S
DEGREE IN EDUCATION

Early Childhood
(14.5 course units)

Required courses:

CAT 115 Media Tools

CAT 207 Art Appreciation

CAT 257 Basic Video Production

And one(1) course selected from the following:

CAT 116 Movement for Animators & Filmmakers (Required for Animation Concentration)

CAT 124 Dance Jam I

CAT 125 Dance Jam II

CAT 190 Movement Theater Project

CAT 193 Introduction to Acting (0.5 c.u.)

CAT 195 Circus Arts

CAT 213 Music Improvisation (0.5 c.u.) (Required for Music Technology Concentration)

CAT 299 Performing Arts Production I

And five(5) course unites selected from the following:

CAT 101 Creative Arts Workshop (0.5 c.u.)

CAT 106 Experiments in Digital/Analog Media

CAT 113 African-American Tradition Workshop

CAT 134 Drawing for 2D Animation

CAT 194 3D Design

CAT 218 Painting

CAT 227 Silkscreen

CAT 279 Studio Sculpture

CAT 292 Printmaking

CAT 332 Life Drawing for Motion

Note: MTH 106 Mathematics for Elementary School Teachers is required for the Special Education and Early Childhood Co-Concentration. MTH 130 and MTH 140/MTH 141 will satisfy the Mathematics requirement of the General Education Core.

English

DIVISION OF HUMANITIES

Students in the English major are required to take the following General Education courses.

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 140 College Algebra-Enhanced/
 MTH 141 College Algebra
 WRT 102 Enhanced Argumentative &
 Analytic Writing
 or
 WRT 105 Argumentative & Analytic
 Writing
 or
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 Research Writing
 or
 WRT 109 Synthesis & Research Writing

Aesthetic Appreciation Competency (2 c.u.s)

Communication Skills Competency (1 c.u.)

Scientific & Technical Skills Competency
 (1 c.u.)

AND

Multi/Transcultural & Global Awareness

Competency (2 c.u.s)

Problem Solving & Critical Thinking

Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness

Competency (1 c.u.)

Problem Solving & Critical Thinking

Competency (2 c.u.s)

Community Orientation/Citizenship

Competency (1 c.u.)

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.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the English co-concentration (see page 95). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

Students interested in English as a major have two options:

- **Literature**
- **Creative Writing**

LITERATURE CONCENTRATION

The courses required for the Literature concentration are:

- ENG 125 Introduction to World Literature
or
ENG 150 Introduction to Western Literature
- ENG 203 British Literature Survey I
ENG 204 British Literature Survey II
ENG 249 Advanced Grammar & Editing
ENG 278 Survey of American Literature I
ENG 279 Survey of American Literature II
- ENG 402 Literary Criticism & Advanced Research
or
ENG 403 Major Writers in Depth

And one(1) course in Shakespeare selected from the following:

- ENG 361 Shakespeare's Women
ENG 362 Shakespeare's Men
ENG 364 Studies in Shakespeare

And two(2) course units selected from the following:

- ENG 222 African-American Literature
ENG 223 Women in Literature
ENG 226 Literature of Race, Class & Gender
ENG 232 Latin American Literature Survey
ENG/AFS/PHL 248 The Harlem Renaissance: Reflection on Art & Society
ENG 259 Contemporary African-American Thought
ENG 264 Caribbean Literature
ENG 268 Haitian Literature
ENG 356 Major Latin American & Caribbean Writers
ENG 359 Major Asian Writers
ENG 363 Major Writers of the African Diaspora
ENG 368 Classics of Non-Western Literature

And four(4) Literature course units selected from the following, of which two units must be at the 300-level:

- ENG 202 Issues in Contemporary Literature
ENG 222 African-American Literature
ENG 223 Women's Literature
ENG 226 Literature of Race, Class & Gender
ENG/REL 227 Religion & Literature
ENG 229 Literature & Medicine
ENG 232 Latin American Literature Survey
ENG/AFS/PHL 248 The Harlem Renaissance: Reflection on Art & Society
ENG 251 The Art of Fiction
ENG 252 The Art of Drama
ENG 253 The Art of Poetry
ENG 258 Gothic Literature
ENG 259 Contemporary African-American Thought
ENG 263 Fantasy Literature
ENG 264 Caribbean Literature
ENG 268 Haitian Literature
ENG 274 Children's Literature
ENG 281 Literature, Film, & Theory
ENG 313 Selected Topics in Arts & Western Civilization
ENG 331 Selected Topics in American Literature
ENG 332 Selected Topics in British Literature
ENG 333 Selected Topics in Literature
ENG 352 Major Writers of Europe
ENG 356 Major Latin American & Caribbean Writers
ENG 361 Shakespeare's Women
ENG 362 Shakespeare's Men
ENG 363 Major Writers of the African Diaspora
ENG 364 Selected Topics in Shakespeare
ENG 368 Classics of Non-Western Literature

CREATIVE WRITING CONCENTRATION

The courses required for the Writing concentration are:

- ENG 120 Introduction to Creative Writing
- ENG 249 Advanced Grammar & Editing
- ENG 325 Literary Magazine Production
or
- ENG 405 Internship in English
- ENG 460 Senior Thesis in Creative Writing

And one(1) Introduction to Literature course selected from:

- ENG 125 Introduction to World Literature
- ENG 150 Introduction to Western Literature

And one(1) Literature Survey course selected from:

- ENG 203 British Literature Survey I
- ENG 204 British Literature Survey II
- ENG 278 Survey of American Literature I
- ENG 279 Survey of American Literature II

And three(3) Literature of Diversity courses selected from:

- ENG 222 African-American Literature
- ENG 223 Women's Literature

- ENG 226 Literature of Race, Class & Gender
- ENG 232 Latin American Literature Survey
- ENG 248 The Harlem Renaissance: Reflection on Art & Society
- ENG 256 Changing Women's Lives
- ENG 259 Contemporary African-American Thought
- ENG 264 Caribbean Literature
- ENG 268 Haitian Literature
- ENG 359 Major Asian Writers
- ENG 363 Major Writers of the African Diaspora

And one(1) course in genre studies:

- ENG 251 The Art of Fiction
- ENG 252 The Art of Drama
- ENG 253 The Art of Poetry

And four(4) course units selected from the following:

- ENG 206 Screenwriting
- ENG 215 Playwrighting
- ENG 234 Selected Topics in Writing
- ENG 257 Intermediate Fiction Writing
- ENG 309 Advanced Fiction Writing
- ENG 341 Advanced Poetry Writing
- ENG 342 Writing for the Professions
- ENG 348 Creative Non-Fiction
- JOU 224 Journalism I
- WRT 205 Introduction to Professional & Technical Writing

MINOR IN CREATIVE WRITING

A minor in Creative Writing must take the following courses:

- ENG 120 Introduction to Creative Writing
- ENG 249 Advanced Grammar & Editing

And 3.5 writing course units selected from the following:

- ENG 215 Playwriting
- ENG 216 The Short Story (0.5 c.u.)
- ENG 217 The Lyric (0.5 c.u.)
- ENG 234 Selected Topics in Writing
- ENG 236 Special Seminar in Writing (0.5 c.u.)

- ENG 257 Intermediate Fiction Writing
- ENG 271 Intermediate Poetry Writing
- ENG 309 Advanced Fiction Writing
- ENG 325 Literary Magazine
- ENG 341 Advanced Poetry Writing
- ENG 348 Creative Non-fiction
- ENG 460 Senior Thesis in Creative Writing

Plus one(1) Literature course selected from the following:

- ENG 251 The Art of Fiction
- ENG 252 The Art of Drama
- ENG 253 The Art of Poetry

MINOR IN ENGLISH/LITERATURE

A minor in English must successfully complete six(6) course units.

Two courses selected from the following:

- ENG 203 British Literature Survey I
- ENG 204 British Literature Survey II
- ENG 278 American Literature Survey I
- ENG 279 American Literature Survey II

One(1) course selected from the following:

- ENG 251 The Art of Fiction
- ENG 252 The Art of Drama
- ENG 253 The Art of Poetry

One(1) course selected from the following:

- ENG 202 Selected Topics in Contemporary Literature
- ENG 222 African-American Literature
- ENG 223 Women's Literature
- ENG 226 Literature of Race, Class & Gender
- ENG 227 Religion & Literature
- ENG 229 Literature & Medicine
- ENG 232 Latin American Literature Survey
- ENG/AFS/PHL 248 The Harlem Renaissance: Reflection on Art & Society
- ENG 249 Advanced Grammar
- ENG 251 The Art of Fiction
- ENG 252 The Art of Drama
- ENG 253 The Art of Poetry
- ENG 258 Gothic Literature
- ENG 259 Contemporary African-American Thought
- ENG 263 Fantasy Literature
- ENG 264 Caribbean Literature
- ENG 268 Haitian Literature
- ENG 281 Literature, Film, & Theory

One(1) course selected from the following:

- ENG/REL 227 Religion & Literature
- ENG 361 Shakespeare's Women
- ENG 362 Shakespeare's Men
- ENG 364 Selected Topics in Shakespeare

One(1) course selected from the following:

- ENG 302 Children's Literature
- ENG 302 Religion & Literature
- ENG 313 Selected Topics in Arts & Western Civilization
- ENG 331 Selected Topics in American Literature
- ENG 332 Selected Topics in British Literature
- ENG 333 Selected Topics in Literature
- ENG 352 Major Writers of Europe
- ENG 356 Major Latin American & Caribbean Writers
- ENG 359 Major Asian Writers
- ENG 361 Shakespeare's Women
- ENG 362 Shakespeare's Men
- ENG 363 Major Writers of the African Diaspora
- ENG 364 Selected Topics in Shakespeare
- ENG 368 Classics of Non-Western Literature
- ENG 401 Major Writers in Depth
- ENG 402 Literary Criticism & Advanced Research

French

DIVISION OF
HUMANITIES

MINOR IN FRENCH

A minor in French must
successfully complete:

- FRN 205 Advanced Conversation,
Composition & Phonetics I
- FRN 206 Advanced Conversation,
Composition & Phonetics II
- FRN 210 Survey of French Literature I
- FRN 211 Survey of French Literature II
- FRN 310 Advanced Grammar &
Expression I
- FRN 311 Advanced Grammar &
Expression II

With the written consent of the
French Faculty, students may
substitute other courses, especially
those numbered 300 or higher.
Students are encouraged to request
and take independent study
courses in French.

DIVISION OF
CREATIVE ARTS
AND TECHNOLOGY

Game Programming

Students in the Bachelor of Science Game Programming Major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 160 Precalculus with Algebraic Support/
MTH 161 Precalculus
WRT 102 Enhanced Argumentative & Analytic Writing
or
WRT 105 Argumentative & Analytic Writing
or
WRT 106 Accelerated Argumentative & Analytic Writing
WRT 108 Enhanced Synthesis & Research Writing
or
WRT 109 Synthesis & Research Writing

Eight(8) c.u.s required from the following:

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

The required courses are:

CAT CORE COURSES

- CAT 108 Introduction to Game Design
CAT 237 Group Game Project I
CAT 238 Introduction to Game Programming
CAT 253 Digital Game Design
CAT 308 Group Game Project II
CAT 380 Internship I
CAT 408 Group Game Project III
CAT 420 Capstone Project

CIS CORE COURSES

- CMP 126 Programming I
CMP 226 Programming II
CMP 228 Data Structures
CMP 300 System Analysis & Design
CMP 322 Introduction to Operating Systems

MATHEMATICS CORE COURSES

- MTH 221 Calculus & Analytic Geometry I
or
MTH 332 Discreet Mathematics

Government & International Studies

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

Students in the Government & International Studies major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 140 College Algebra-Enhanced/
MTH 141 College Algebra
WRT 102 Enhanced Argumentative & Analytic Writing
or
WRT 105 Argumentative & Analytic Writing
or
WRT 106 Accelerated Argumentative & Analytic Writing
WRT 108 Enhanced Synthesis & Research Writing
or
WRT 109 Synthesis & Research Writing
Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (1 c.u.)

AND

- Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (2 c.u.s)

OR

- Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

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.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Government & International Studies co-concentration (see page 96). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

A student wishing to major in Government & International Studies may choose either of the following concentrations:

- **Global Civil Society and Human Rights**
–Track A
–Track B
- **Public Administration**
- **Government**
- **Human Services Studies**

The Core Courses required of all majors consist of the following seven(7) courses:

- ECN 210 Principles of Economics I–Microeconomics
ECN 211 Principles of Economics II–Macroeconomics
GIS 102 International Studies I
GIS 202 International Studies II
GIS 203 Comparative Political Systems
GIS 208 International Relations
HIS 106 Introduction to Geography

In addition, students must demonstrate third year proficiency six(6) c.u.s with a grade of C or better in a single foreign language.

Students may also fulfill the language requirement for Government and International Studies via one of these methods:

- a. Successfully completing one year of study abroad in the target language (provided that course work or other programs of study are conducted in the target language). Courses or other studies conducted in English will not be accepted in fulfillment of this requirement.
- b. Students whose native language is not English, or students who have studied a language previously, may be exempt from the language requirement by earning a rating of "Intermediate Mid" on the Oral Proficiency Interview administered by *Language Testing International* in accordance with the American Council on the Teaching of Foreign Languages.
- c. CLEP

GLOBAL CIVIL SOCIETY & HUMAN RIGHTS CONCENTRATION

There are two Tracks students may select from which are dependent on fulfillment of language criteria.

Track A of the Global Civil Society and Human Rights concentrations specifically geared to placement in graduate studies programs as it is modeled on the Master of Arts degree criteria of member programs affiliated with the Association of Professional Schools and International Affairs (APSIA).

Track B of the Global Civil Society and Human Rights concentration is also geared toward placement in APSIA graduate studies programs, yet offers an opportunity for students to study their selected foreign language in-country.

TRACK A

Required courses for this concentration:

- GIS 210 Introduction to Human Rights
- GIS 320 International Political Economy
- GIS 400 Globalization & Poverty
- GIS 402 Ethics & International Relations

In addition, select two(2) from the following:

GROUP I

- GIS 322 East Asian Politics
- HIS 216 Colonial Latin America & the Caribbean, 1500-1825

- HIS 226 Modern Latin America & the Caribbean, 1825-Present
- LAC/APG 210 Cultures of the Anglo & French Caribbean

In addition, select one(1) from the following:

GROUP II

- REL 232 Introduction to Islam
- REL 236 Religions of East Asia
- REL 237 Introduction to Buddhism
- REL 238 Introduction to Hinduism

In addition, select one(1) from the following:

GROUP III

- GIS 205 Modern Political Ideologies
- GIS 224 American Foreign Policy
- GIS 305 International Conflict

TRACK B

Required courses for this concentration:

- GIS 210 Introduction to Human Rights
- GIS 400 Globalization & Poverty
- GIS 402 Ethics & International Relations

In addition, select two(2) from the following:

GROUP I

- GIS 322 East Asian Politics
- HIS 216 Colonial Latin America & the Caribbean, 1500-1825
- HIS 226 Modern Latin America & the Caribbean, 1825-Present
- LAC/APG 210 Cultures of the Anglo & French Caribbean

In addition, select one(1) from the following:

GROUP II

- REL 232 Introduction to Islam
- REL 236 Religions of East Asia
- REL 237 Introduction to Buddhism
- REL 238 Introduction to Hinduism

In addition, select two(2) from the following:

GROUP III

- GIS 205 Modern Political Ideologies
- GIS 224 American Foreign Policy
- GIS 305 International Conflict

HUMAN SERVICES STUDIES CONCENTRATION

(See pages 115)

PUBLIC ADMINISTRATION CONCENTRATION

In addition to the Common Core courses, a student in the Public Administration concentration will take the following required courses:

- BUS 200 Introduction to Management
- BUS 300 Introduction to International Business
- ECN 305 International Economics & Trade or
- ECN 321 Public Finance & Expenditure
- GIS 223 Problems in Public Policy
- GIS 244 Local & State Government
- GIS 310 Public Administration
- GIS 311 Public Economics & Finance
- PSY 245 Statistics for Behavioral Sciences or
- SOC 215 Statistics for Sociologists

GROUP I

Any two(2) courses from the following:

- GIS 205 Modern Political Ideologies
- GIS 224 American Foreign Policy
- GIS 244 Local & State Government
- GIS 305 International Conflict
- GIS 312 The Theory & Practice of Non-profit Management
- GIS 322 East Asian Politics
- GIS 402 Ethics & International Relations

In addition, students must demonstrate second year proficiency four(4) c.u.s with a grade of C or better in a single foreign language.

GOVERNMENT CONCENTRATION

Required courses for this concentration include:

GIS	100	Government Studies
GIS	200	American Politics
GIS	204	Ancient Political Philosophy

In addition, select three(3) from the following:

GROUP I

GIS	205	Modern Political Ideologies
GIS	210	Introduction to Human Rights
GIS	230	American Political Thought
GIS	235	Contemporary Political Theory
GIS	400	Globalization & Poverty

In addition, select three(3) from the following:

GROUP II

GIS	208	International Relations— (Prerequisite for GIS 402)
GIS	224	American Foreign Policy
GIS	305	International Conflict
GIS	333	Special Topics in Government
GIS	402	Ethics & International Relations

In addition, select one(1) from the following:

GROUP III

GIS	308	Theory & Practice in Human Services
REL	232	Introduction to Islam
REL	236	Religions of East Asia

In addition, students must demonstrate second year proficiency four(4) c.u.s with a grade of C or better in a single foreign language.

For example, a student could complete:

SPA	110	Spanish Language & Culture I
SPA	120	Spanish Language & Culture II
SPA	205	Advanced Conversation, Composition & Phonetics I
SPA	206	Advanced Conversation, Composition & Phonetics II
or		
FRN	115	French Language & Culture I
FRN	125	French Language & Culture II
FRN	205	Advanced Conversation, Composition & Phonetics I
FRN	206	Advanced Conversation, Composition & Phonetics II

Students may also fulfill the language requirement for Government via one of these methods:

- a. Successfully completing one year of study abroad in the target language (provided that course work or other programs of study are conducted in the target language). Courses or other studies conducted in English will not be accepted in fulfillment of this requirement.
- b. Students whose native language is not English, or students who have studied a language previously, may be exempt from the language requirement by earning a rating of "Intermediate Mid" on the Oral Proficiency Interview administered by *Language Testing International* in accordance with the American Council on the Teaching of Foreign Languages.
- c. CLEP

MINOR IN PUBLIC POLICY

A minor in Public Policy must successfully complete eight(8) courses:

GIS	223	Problems in Public Policy
GIS	224	American Foreign Policy
GIS	242	Science & Public Policy
GIS	244	Local & State Government
GIS	310	Public Administration

Plus three(3) courses chosen in conjunction with a Government and International Study Advisor.

History

DIVISION OF HUMANITIES

Students in the History major are required to take the following General Education courses.

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 140 College Algebra-Enhanced/
 MTH 141 College Algebra
 WRT 102 Enhanced Argumentative &
 Analytic Writing
 or
 WRT 105 Argumentative & Analytic
 Writing
 or
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 Research Writing
 or
 WRT 109 Synthesis & Research Writing
 Aesthetic Appreciation Competency (2 c.u.s)
 Communication Skills Competency (1 c.u.)
 Scientific & Technical Skills Competency
 (1 c.u.)
 AND
 Multi/Transcultural & Global Awareness
 Competency (2 c.u.s)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)
 OR
 Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)
 Community Orientation/Citizenship
 Competency (1 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the History co-concentration. Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

A student wishing to major in History must take the following courses:

- HIS 219 Writing History
 HIS 244 The Making of the
 United States-1877
 HIS 254 The United States in the World,
 1877-Present
 HIS 400 Senior Capstone Project

Two(2) 100 level History courses
 or
 200 level History courses

Two(2) 300 level History courses

Select one(1) course from the following:

- HIS 227 Global History I
 HIS 237 Global History II

Select one(1) course from the following:

- HIS 216 Colonial Latin America & the
 Caribbean, 1500-1825
 HIS 207 African-American History to 1877
 HIS 220 Introduction to Latin American
 & Caribbean Studies
 HIS 225 Ideas of Freedom, African-
 American History from
 1877-Present

MINOR IN HISTORY

A minor in History must successfully complete at least six(6) courses in History. Two(2) courses are required:

- HIS 106 Introduction to Geography
 HIS 219 Writing History

Students must take four(4) additional History courses two(2) at the 300 level.

**INTERDISCIPLINARY
PROGRAMS**

Honors

Courses for Honors credit:

Four(4) course units at the 200 level or above must be taken for Honors credit within the 33 course requirement, exclusive of the Honor Seminars. Approval of the Director of the Honors program and the Instructor of these four courses is required, with notification to the Registrar within the first three weeks of class.

All College Honors Seminars

Honors Seminars are interdisciplinary, team-taught courses developed especially for the All-College Honors program. Students must take one full-course unit of an Honors Seminar as partial fulfillment of the Honors program requirements, usually in the sophomore or junior year and prior to beginning the Honors thesis. Enrollment is limited to students participating in the Honors program. A detailed description of the program appears on page 265 of the Catalog.

Human Resource Management

DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
SCIENCE & ECONOMICS

Bloomfield College offers a Bachelor in Business Administration degree (BBA) in Human Resource Management. The area of Human Resource Management is a growing and dynamic field offering a myriad of opportunities for graduates. This program will provide students with a broad overview of organizational management with an emphasis on how to best harness energies to build a better functioning workforce. The student will learn skills needed to creatively meet the needs of workers within the context attaining organizational objectives. Students will gain experience in staffing, training, performance management, dispute resolution, compensation, organizational behavior and leadership strategies in business. The BBA in Human Resource Management prepares you to enter and excel in the human resources arena by generating approaches and solutions for managing an organization's most valuable resource: its employees.

Students in the Human Resource Management Major are required to take the following General Education courses:

- | | | |
|-----|-----|---|
| MTH | 130 | Transition to Collegiate Math |
| MTH | 160 | Precalculus Enhanced/
MTH 161 Precalculus |
| WRT | 102 | Enhanced Argumentative &
Analytic Writing |
| | or | |
| WRT | 105 | Argumentative & Analytic
Writing |
| | or | |
| WRT | 106 | Accelerated Argumentative &
Analytic Writing |
| WRT | 108 | Enhanced Synthesis &
Research Writing |
| | or | |
| WRT | 109 | Synthesis & Research Writing |

6 c.u.s are required from the following:
Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Scientific & Technical Skills Competency (1 c.u.)

Note: Three(3) course unites of the major's list of requirements may count as General Education Electives.

The required Business Core courses are:

- | | | |
|-----|-----|---|
| ACC | 201 | Principles of Accounting I |
| ACC | 204 | Principles of Accounting II |
| BUS | 200 | Introduction to Management |
| BUS | 312 | Managerial Finance |
| BUS | 314 | Principles of Marketing |
| BUS | 316 | Business Law I |
| CMP | 100 | Computer Literacy |
| ECN | 210 | Principles of Economics I:
Microeconomics |
| ECN | 211 | Principles of Economics II:
Macroeconomics |
| MTH | 200 | Applied Statistics I |

The required Human Resource Management courses are:

- BUS

313

Human Resource Management
- BUS/PSY

317

Organizational Behavior
(Business Division course)
- BUS

322

Employee Benefit Administration
- BUS

365

International Human Resource
Management
- BUS

362

Ethics & Leadership in
Organizations
- BUS

364

Conflict Management &
Resolution
- BUS

368

Labor Relations & Collective
Bargaining
- BUS

415

Problems & Cases in Human
Resource Management
- BUS

423

Training & Development
- BUS

421

Compensation Management

Select 1(one) course from the following:

- BUS

333

Selected Topics in Management
- BUS

366

Workplace Issues in Human
Resource Management
- PSY

224

Industrial/Organizational
Psychology
- PSY

337

Diversity Training**

** Selecting this course will result in completion of the Diversity Training Certificate.

Human Services Studies Concentration

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

Students in the Human Services Studies Concentration are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 140 College Algebra-Enhanced/
MTH 141 College Algebra
WRT 102 Enhanced Argumentative &
or Analytic Writing
WRT 105 Argumentative & Analytic
or Writing
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
or Research Writing
WRT 109 Synthesis & Research Writing

Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

AND

Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

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.

A student wishing to major in Human Services Studies Concentration may choose from three majors:

- **Government & International Studies**
- **Psychology**
- **Sociology**

The following nine common core courses are required for Human Services Studies Concentration:

- GIS 223 Problems in Public Policy
GIS /PSY/SOC 308 Theory & Practice in the Human Services
GIS 312 Theory & Practice of Non-Profit Management
PSY 100 Introduction to Psychology
PSY 418 Principles of Psychotherapy
PSY 305 Abnormal Psychology
or
PSY 307 Theories of Personality
SOC 100 Introduction to Sociology
SOC 236 Deviance & Social Control
or
SOC 249 Sociology of the Family
Internship course in the student's Major
(GIS 490; PSY 495; SOC 490 or 491)

In addition, students will select three(3) courses chosen from within one of the concentrations within GIS in conjunction with a Government and International Studies Advisor.

SOCIOLOGY MAJOR HUMAN SERVICES STUDIES CONCENTRATION

In addition to the nine common core courses, a student in Sociology major will take the following eight required courses:

- SOC 215 Statistics for Sociologists
- SOC 320 Classical Sociological Theory
- SOC 325 Methods of Social Research

GROUP II

Two(2) courses selected from the following:

- PSC 235 Gay & Lesbian Politics
- PSY/SOC 230 Social Psychology
- SOC 211 Juvenile Delinquency
- SOC 212 Sociology of Education
- SOC 213 Women & Work
- SOC 234 Social Inequality
- SOC 235 Urban Sociology
- SOC 236 Deviance & Social Control
- SOC 241 Minority Groups & Race Relations
- SOC 243 Criminology
- SOC 249 Sociology of the Family
- SOC 251 Gender & Globalization

GROUP III

Two(2) courses selected from the following:

- PSY 317 Organizational Behavior
- SOC 305 Beyond Black & White: Latinos in the United States
- SOC 314 Sociology of Madness & Marginality
- SOC 316 Sociology of Health & Illness
- SOC 333 Selected Topics in Sociology
- SOC 336 Sociology of Sex, Gender, & Sexuality
- SOC 351 Sociology of Religion
- SOC 369 Sociology of African/American Families
- SOC 370 Sociology of Latin America & the Caribbean

GROUP IV

Two(2) courses selected from the following:

- SOC 412 Contemporary Social Problems
- SOC 413 Social Change
- SOC 414 Social Movements
- SOC 415 Criminal Justice & Gender
- SOC 416 Criminal Justice & Race
- SOC 417 Feminism: Theory & Practice
- SOC 418 Drugs, Crime, & Social Policy
- SOC 433 Selected Topics in Sociology

GOVERNMENT & INTERNATIONAL STUDIES MAJOR HUMAN SERVICES STUDIES CONCENTRATION

In addition to the nine(9) common core courses, a student in Government & International Studies major will take the following seven(7) required courses:

GIS	100	Introduction to Government Studies
GIS	200	American Politics
GIS	230	American Political Thought
GIS	244	Local & State Government
GIS	310	Public Administration
GIS	311	Public Economics & Finance
SOC	215	Statistics for Sociologists

PSYCHOLOGY MAJOR HUMAN SERVICES STUDIES CONCENTRATION

In addition to the nine(9) common core courses, a student in the Psychology major will take the following ten(10) required courses:

PSY	205	Developmental Psychology
PSY	245	Statistics for the Behavioral Sciences
PSY	310	Research Methods I
PSY	311	Research Methods II

GROUP I

One(1) course from the following:

PSY	221	Career Development, Theory & Practice
PSY	224	Industrial/Organizational Psychology
PSY	317	Organizational Behavior

GROUP II

Two(2) courses from the following:

PSY	201	Human Cognition/Learning
PSY	231	Animal Behavior
PSY	319	The Psychology of Motivation
PSY	323	Biopsychology

GROUP III

Two(2) courses from the following:

PSY	209	Health Psychology
PSY	230	Social Psychology
PSY	307	Theories of Personality

GROUP IV

One(1) course from the following:

PSY	402	History of Psychology: A Global Perspective
PSY	418	Principles of Psychotherapy
PSY	420	Group Dynamics
PSY	425	Cross Cultural Psychology*
PSY	433	Selected Topics in Psychology
PSY	450	Senior Research Seminar

Broadcast Journalism

DIVISION OF
HUMANITIES

Students in the Journalism major are required to take the following General Education courses:

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 140 College Algebra-Enhanced/
 MTH 141 College Algebra
 WRT 102 Enhanced Argumentative &
 or Analytic Writing
 WRT 105 Argumentative & Analytic
 or Writing
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 or Research Writing
 WRT 109 Synthesis & Research Writing
 Aesthetic Appreciation Competency (1 c.u.)
 Communication Skills Competency (1 c.u.)
 Scientific & Technical Skills Competency
 (2 c.u.s)
 AND
 Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (3 c.u.s)
 OR
 Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)
 Community Orientation/Citizenship
 Competency (1 c.u.)

Students in the Journalism major are required to take the following Core Courses:

- JOU 114 Utilizing Tablet Computers
 JOU 122 Public Speaking
 JOU 128 Introduction to
 Mass Communication
 JOU 212 Voice & Speech Production
 or
 JOU 213 Oral Interpretation of Literature
 JOU 224 Journalism I
 JOU 231 Radio & Television
 JOU 234 Journalism II
 JOU 243 Media Writing
 JOU 244 News Gathering
 JOU 247 Writing for Radio &
 Television Radio Production
 JOU 266 Radio Production I
 JOU 280 Sports Journalism
 JOU 357 Broadcast Journalism
 JOU 366 Radio Production II
 JOU 370 Media Ethics
 JOU 375 Mass Media Research
 JOU 390 Communication Internship
 JOU 440 Communication Capstone

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.

Latin American & Caribbean Studies

INTERDISCIPLINARY
PROGRAMS

MINOR IN LATIN AMERICAN AND CARIBBEAN STUDIES

GROUP I

Students must take one(1) of the following:

- LAC/HIS 116 Introduction to Latin American & Caribbean Studies
- LAC/ENG/SOC 257 Peoples & Cultures of Latin America & the Caribbean

GROUP II

Students must take three(3) of the following:

- LAC/SPA 110 Spanish Literature & Culture
- LAC/APG 111 Cultural Anthrology
- LAC/FRN 115 French Language & Culture I
- LAC/SPA 120 Spanish Language & Culture II
- LAC/FRN 125 French Language & Culture II
- LAC/HIS 216 Colonial Latin American & Caribbean, 1500-1825
- LAC/HIS 226 Modern Latin American & the Caribbean, 1825-present
- LAC/GIS 203 Comparative Political Systems

LAC/APG 210 Cultures of the Anglo & French Caribbean

LAC/GIS 224 American Foreign Policy

LAC 233 Selected Topics in Latin American & Caribbean Studies

LAC/SOC 241 Minority Groups & Race Relations

LAC/ENG/SOC/ 257 Peoples & Cultures of Latin America & the Caribbean

GROUP III

Students must take one(1) of the following:

LAC/SOC 305 Beyond Black & White: Latinos in the United States

LAC 333 Selected Topics in Latin American & Caribbean Studies

LAC/ENG 356 Major Latin American & Caribbean Writers

LAC/SOC 370 Sociology of Latin America & the Caribbean

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

Mathematics

Students in the Mathematics major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 160 Precalculus Enhanced/
MTH 161 Precalculus
WRT 102 Enhanced Argumentative &
Analytic Writing
or
WRT 105 Argumentative & Analytic
Writing
or
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
Research Writing
or
WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)
Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

Note: 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.

Bloomfield College offers a BS degree in Applied Mathematics.

The required courses are:

- MTH 200 Applied Statistics I
MTH 221 Calculus & Analytic Geometry I
MTH 222 Calculus & Analytic Geometry II
MTH 223 Calculus & Analytic Geometry III
MTH 310 Number Theory
or
MTH 332 Discrete Mathematics
MTH 320 Differential Equations
MTH 330 Geometry
MTH 331 Foundations of Mathematics
MTH 337 Linear Algebra
MTH 415 Abstract Algebra
MTH 423 Advanced Calculus
CMP 100 Computer Literacy
CMP 126 Programming I
CMP 226 Programming II
PHY 105 General Physics I
PHY 106 General Physics II
or
PHY 210 University Physics I
PHY 211 University Physics II

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Mathematics co-concentration (see page 97). Should a student decide to major in the discipline exclusively, he/she will

need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors. Bloomfield College offers a BS degree in Applied Mathematics.

MINOR IN MATHEMATICS

Students electing a minor in Mathematics must take the following courses:

MTH 200 Applied Statistics I
 MTH 221 Calculus & Analytic
 Geometry I
 MTH 222 Calculus & Analytic
 Geometry II

MTH 310 Number Theory
 or
 MTH 332 Discrete Mathematics
 MTH 320 Differential Equations
 MTH 331 Foundations of Mathematics
 MTH 337 Linear Algebra

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

Medical Imaging Sciences

B.S. in Medical Imaging Sciences with concentration in:

- **Sonography (Cardiac/Echo)**
- **Sonography (Diagnostic Medical)**
- **Sonography (Vascular)**

Students in the Medical Imaging Sciences major are required to take the following General Education courses.

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
	or	
WRT	105	Argumentative & Analytic Writing
	or	
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
	or	
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)

Communication Skills Competency (1 c.u.)

Scientific & Technical Skills Competency
(2 c.u.s)

AND

Multi/Transcultural & Global Awareness
Competency (1 c.u.)

Problem Solving & Critical Thinking
Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)

Problem Solving & Critical Thinking
Competency (2 c.u.s)

Community Orientation/Citizenship
Competency (1 c.u.)

Note: 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.

The Bachelor of Science degree in Medical Imaging Sciences is a joint degree offered with Rutgers University.

Bloomfield College, in conjunction with Rutgers University, offers a program leading to a B.S. degree in Medical Imaging Sciences.

Students must complete a three-year (24 course units) pre-professional component at Bloomfield College and a 15-month professional component at Rutgers University.

Bloomfield College students who have earned 24 c.u.s by completing the General Education courses, as well as the professional courses listed, may be admitted to Rutgers University for the remaining professional courses provided they have:

- been in residence at Bloomfield College for a minimum of 8 courses,
- achieved a minimum overall grade point average of 2.85, and
- received grades of C or better in all required science and mathematics courses.

MEDICAL IMAGING SCIENCES

BIO 111 General Biology: Cell
BIO 121 General Biology: Diversity
BIO 205 Human Anatomy &
Physiology I
BIO 206 Human Anatomy &
Physiology II
BIO/CHM 401 Biochemistry I
CHM 111 General Chemistry I
CHM 112 General Chemistry II
CHM 301 Organic Chemistry I
CMP 100 Computer Literacy
MTH 200 Applied Statistics I
PHY 105 General Physics I
PHY 106 General Physics II

And two(2) courses selected from the following:

BIO 200 Microbiology
BIO 213 Molecular & Cellular Biology
BIO 304 Developmental Biology
BIO 305 Comparative Vertebrate
Morphology
BIO 309 Genetics
BIO 317 Immunology
BIO 326 Histology
BIO/CHM 402 Biochemistry II
BIO 412 General Mammalian Physiology

*** Students are required to be certified in CPR prior to enrollment at Rutgers University.*

Students in the Medical Imaging Sciences major must take the following professional courses prior to matriculation at Rutgers University.**

Network Engineering

Students in the Network Engineering major are required to take the following General Education courses.

- FYS 100 First Year Seminar
- MTH 130 Transition to Collegiate Mathematics
- MTH 160 Precalculus Enhanced/
MTH 161 Precalculus
- WRT 102 Enhanced Argumentative &
or Analytic Writing
- WRT 105 Argumentative & Analytic
or Writing
- WRT 106 Accelerated Argumentative &
Analytic Writing
- WRT 108 Enhanced Synthesis &
or Research Writing
- WRT 109 Synthesis & Research Writing

- 8 c.u.s required from the following:
- (2 Science courses will satisfy the STS competency)
- Aesthetic Appreciation Competency (1 c.u.)
- Communication Skills Competency (1 c.u.)
- Scientific & Technical Skills Competency (2 c.u.s)
- AND
- Multi/Transcultural & Global Awareness Competency (1 c.u.)
- Problem Solving & Critical Thinking Competency (3 c.u.s)
- OR
- Multi/Transcultural & Global Awareness Competency (1 c.u.)
- Problem Solving & Critical Thinking Competency (2 c.u.s)
- Community Orientation/Citizenship Competency (1 c.u.)

NETWORK ENGINEERING MAJOR

The required courses are:

CMP 126 Programming I
 CMP 226 Programming II
 CMP 322 Introduction to Operating Systems
 MTH 221 Calculus I
 or
 MTH 332 Discrete Mathematics
 NTW 101 Data Representation & Digital Logic
 NTW 115 Introduction to Computer Networks
 NTW 205 Routing & Switching Essentials
 NTW 210 Windows Network Operating Systems
 NTW 215 Introduction to Computer Security

NTW 218 Wireless Networks
 NTW 305 Scaling Networks
 NTW 312 Connecting Networks
 NTW 415 Cyber Security
 NTW 420 Network System Development Project

And two(2) courses selected from the following:

CMP 228 Data Structures
 CMP 235 Web Programming
 CMP 330 Database Management
 NTW 225 Managing LAN Devices
 NTW 315 Voice Over IP
 NTW 325 Internetwork Programming II
 NTW 391 Network Engineering Internship

MINOR IN NETWORK ENGINEERING

A minor in Networking Engineering requires the following six(6) courses:

NTW 115 Introduction to Computer Networks
 NTW 205 Routing & Switching Essentials

NTW 210 Windows Network Operating System
 NTW 215 Introduction to Computer Security
 NTW 305 Scaling Networks
 NTW 315 Voice Over IP

CERTIFICATE IN NETWORK ENGINEERING

A Certificate in Networking Engineering requires the following six(6) courses:

NTW 115 Introduction to Computer Networks
 NTW 205 Routing & Switching Essentials
 NTW 210 Windows Network Operating System

NTW 215 Introduction to Computer Security
 NTW 305 Scaling Networks
 NTW 315 Voice Over IP

FRANCES M. McLAUGHLIN
DIVISION OF
NURSING

Nursing

Students in the Nursing major are required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 140 College Algebra-Enhanced/
MTH 141 College Algebra
WRT 102 Enhanced Argumentative &
Analytic Writing
or
WRT 105 Argumentative & Analytic
Writing
or
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
Research Writing
or
WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(2 c.u.s)

AND

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

Note: 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. In addition, two other course units in the major's list of requirements 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.

The College accepts freshman applicants, transfer students, and R.N.'s who are graduates of Associate degree and diploma programs.

Freshmen and transfer students may apply to the Nursing major. Listed are the admission criteria which apply to freshman applicants and transfer applicants.

The Nursing major grade requirements are:

- A. All major and required courses MUST have a grade of “C” or better.
- B. Students may not progress into any NUR course unless the prerequisite courses have been passed with a grade of “C” or better.

**Includes clinical component. Students are responsible for own transportation to clinical sites. Some community-based clinicals require own vehicle for visiting nurse/home care experiences.*

Criteria for Admission to the Nursing Major

Admission to the nursing major formally begins with entry into NUR 215 *Foundations of Professional Practice*. In order to qualify for the major, all students must have completed the following requirements:

1. GPA of 2.75 required to enter the major.
2. The following seven courses: WRT 102 or WRT 105 or WRT 106, WRT 108 or WRT 109, MTH 130, MTH 140/MTH 141, BIO 205, BIO 206, and NUR 105, all with minimum grade of C.
3. A student who repeats more than three of the required courses (WRT 106, WRT 109, MTH 130, MTH 140/MTH 141, BIO 205, BIO 206, and NUR 105) cannot enter the major.
4. Students must be eligible to enter the nursing major within two years of initial enrollment as an undeclared-nursing student. If the student is not eligible for entry to the nursing major within two years, then the students must declare a different major.
5. A pre-entry standardized examination is required for admission into the nursing major. The examination must be taken in the semester prior to admission into NUR 215. The standardized examination may only be taken for a total of two(2) times. The selection process is competitive and may result in students being placed on a waiting list for admission into the major.

Criteria for Admission to the Nursing Major for College Transfer Students

Students may transfer course credits from other colleges or universities.

The following stipulations apply:

- A. Students must be eligible to enter the nursing major within two years of initial enrollment as a pre-nursing student. If the student is not eligible for entry to the nursing major within two years then the student must declare a different major
- B. Minimum GPA of 2.75.
- C. Transfer of nursing courses subject to evaluation by the Division of Nursing. Transfer of non-nursing courses subject to College policy. See policy on page 260.
- D. Refer to criteria for Admission to the Nursing Major in 2, 3, & 4 on page 127.

Additional Requirements for the Nursing Major

- 1. Health clearance must be obtained from the College Health Service every year. Students are not eligible to participate in clinical nursing experiences if health requirements are not met.
- 2. Students enrolled in clinical courses must provide evidence of current American Heart Association CPR certification.
- 3. All Nursing students are required to have criminal history background checks.* Clinical agencies accredited by JCAHO require criminal background checks for all individuals engaged in patient care. If a student is denied clinical placement by any clinical agency due to criminal history information, that student will be withdrawn from the Nursing major.

* Additional fees may be required.

Requirements for Progression in the Nursing Major

Students may progress to successive courses based upon their ability to demonstrate:

- A. Satisfactory academic achievement of grades of C or better in nursing courses.
- B. Satisfactory completion of clinical objectives as measured by the clinical evaluation tool. A clinical failure constitutes a failure in the entire course!
- C. Once a student is admitted to the major, if the student must repeat a fourth course (including prerequisites, corequisites, or course designated as NUR), the student cannot continue in the major.
- D. Only one nursing course (NUR designation) may be repeated once. A withdrawal or grade of C- or below on the second attempt necessitates withdrawal from the major.
- E. All nursing courses must be taken in sequence (completion of all sophomore level courses before beginning junior level, completion of all junior level courses before beginning senior level).

Requirements for Licensure

- Senior level nursing students must successfully complete all course requirements of the major in order to obtain the BS degree. In order to be endorsed by the College to sit for the NCLEX (licensure) examination, the students must fulfill the following additional requirements. If these requirements are not met, the Division of Nursing reserves the right to deny endorsement to sit for the NCLEX examination.
- A standardized comprehensive exam will be given to all graduating seniors at the end of the spring semester in order to assess readiness to sit for the NCLEX. Students who perform satisfactorily will be endorsed by the Nursing Division. Unsuccessful students may repeat the standardized comprehensive exam until they are successful.
- All students must provide the documentation of successful completion of a Division-approved NCLEX review course before receiving endorsement to sit for the NCLEX.

New Jersey Board Requirements

The State Board of Nursing determines who is eligible to take the Registered Nurse examination (NCLEX-RN). Graduation from the Nursing program satisfies one of the eligibility requirements. There are other eligibility requirements as well. Since eligibility requirements may vary, candidates should consult with the Board of Nursing of the state in which they plan to take the Registered Nurse examination.

Nursing Major Requirements

The courses for the major, in addition to the General Education requirements, consist of the following:

BIO 200	Microbiology	MTH 130	Transition to Collegiate Mathematics
BIO 205	Human Anatomy & Physiology I	MTH 140	College Algebra-Enhanced/ MTH 141 College Algebra
BIO 206	Human Anatomy & Physiology II	MTH 200	Applied Statistics I
CHM 120	Fundamentals of Inorganic, Organic, & Biochemistry	PSY 100	Introduction to Psychology
NUR 105	Nutrition (0.5 c.u.)	NUR 341	Adult Health II* (1.5 c.u.s)
NUR 215	Foundations of Professional Practice	NUR 349	Growth & Development (0.5 c.u.)
NUR 235	Health & Physical Assessment	NUR 355	Nursing Research
NUR 236	Pathophysiology	NUR 404	Management & Leadership
NUR 241	Adult Health I (1.5 c.u.s)	NUR 441	Adult Health III (1.5 c.u.s)
NUR 323	Psychiatric/Behavioral Health Nursing	NUR 454	Community Nursing (1.5 c.u.s)
NUR 351	Maternity & Pediatric Nursing	NUR 460	Capstone Project I (0.5 c.u.)
NUR 358	Pharmacology	NUR 461	Capstone Project II (0.5 c.u.)
SOC 100	Introduction to Sociology		

RN Student Applicants

Bloomfield College will accept coursework taken at other accredited institutions for credit toward the degree, provided it meets the College criteria.

A maximum of 16 course units may be earned through CLEP, Excelsior College Examinations, and evaluation of previous nursing courses.

The Nursing Core requires that each RN must enroll in the following courses:

NUR 305RN Bridge to the Profession	NUR 404RN Management & Leadership
NUR 335RN Health & Physical Assessment*	NUR 454RN Community Nursing
NUR 345RN Foundations in Community	NUR 460RN Capstone Project I (0.5 c.u.)
NUR 355RN Nursing Research	NUR 461RN Capstone Project II (0.5 c.u.)

All College and General Education requirements MUST be met, even if additional courses may be required.

Students must adhere to course prerequisites or demonstrate comparable experience. We encourage students to complete the statistics requirement before beginning the BSRN program.

In accordance with the Bloomfield College residency policy, a transfer student must take at least eight course units at Bloomfield College to graduate.

Criteria for Admission to the Nursing Major for RNs

1. Minimum GPA of 2.75.
2. Nursing courses completed that result in completion of nursing program resulting in RN licensure will be accepted for transfer credit. Transfer of non-nursing courses subject to College policy. See policy on page 260.
3. Show proof of RN licensure in the State of New Jersey. RNs licensed in other states must obtain New Jersey licensure.
4. Forward copies of liability/malpractice insurance with minimum coverage of \$1,000,000/\$3,000,000.
5. RN applicants must have completed WRT 106/107 or equivalent to be eligible for entry as an RN to BSN student.

Philosophy

DIVISION OF HUMANITIES

Students in the Philosophy major are required to take the following General Education courses.

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 140 College Algebra-Enhanced/
 MTH 141 College Algebra
 WRT 102 Enhanced Argumentative &
 or Analytic Writing
 WRT 105 Argumentative & Analytic
 or Writing
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 or Research Writing
 WRT 109 Synthesis & Research Writing
 Aesthetic Appreciation Competency (2 c.u.s)
 Communication Skills Competency (1 c.u.)
 Scientific & Technical Skills Competency
 (1 c.u.)

AND

- Multi/Transcultural & Global Awareness
 Competency (2 c.u.s)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)

OR

- Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)
 Community Orientation/Citizenship
 Competency (1 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Philosophy co-concentration (see page 98).

Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

The following courses are required for the Philosophy major:

- PHL 100 Introduction to Philosophy
 PHL 101 Contemporary Moral Issues
 PHL 110 Effective Reasoning
 PHL 200 Logic
 PHL 220 Great Ideas of Philosophers
 PHL 2XX *
 PHL 2XX *
 PHL 3XX *
 PHL 3XX *
 PHL 405 Internship in Philosophy
 or
 PHL 451 Senior Thesis
 (Recommended for those
 intending to pursue graduate
 study in Philosophy)
 or
 HON 499 Honors Seminar

* Selection of courses dependent on a student's special interests in consultation with the Philosophy Advisor.

MINOR IN PHILOSOPHY

The following courses are required
for the Philosophy minor:

PHL 100 Introduction to Philosophy
or

PHL 102 Philosophy in Literature

An Ethics Course

PHL 200 Logic
or

PHL 110 Effective Reasoning

PHL 2XX or over*

PHL 2XX or over*

* *Dependent on a student's special interest.*

Pre-Chiropractic Programs

DIVISION OF
NATURAL SCIENCE
& MATHEMATICS

The Pre-Chiropractic concentration offers a sequence of courses designed to prepare students for entry into programs leading to the Doctor of Chiropractic degree.

There are three versions of the Pre-Chiropractic program. The first is for students who wish basic

preparation and the second is for students who also wish to make substantial progress toward the Baccalaureate degree.

The third option is a program designed for students wishing admissions to a Chiropractic college requiring a Bachelor's degree.

BASIC PROGRAM OPTION (22.5 c.u.s)

Those students who want Basic Pre-Professional Training should take the following:

- BIO 111 General Biology: Cell
- BIO 121 General Biology: Diversity
- CHM 110 Fundamentals of Chemistry*
- CHM 111 General Chemistry I
- CHM 112 General Chemistry II
- CHM 301 Organic Chemistry I
- CHM 302 Organic Chemistry II
- CHM 303 Organic Chemistry I Laboratory (0.5 c.u.)
- CHM 304 Organic Chemistry II Laboratory (0.5 c.u.)
- MTH 130 Transition to Collegiate Mathematics
- MTH 160 Precalculus Enhanced/
MTH 161 Precalculus
- PHY 105 General Physics I
- PHY 106 General Physics II
- PSY Psychology Elective (PSY 100 recommended)
- SCI 153 Seminar in Pre-Chiropractic Studies (0.25 c.u.)
- SCI 263 Pre-Chiropractic Forum (0.25 c.u.)
- WRT 102 Enhanced Argumentative & Analytic Writing
or
- WRT 105 Argumentative & Analytic Writing
or
- WRT 106 Accelerated Argumentative & Analytic Writing
- WRT 108 Enhanced Synthesis & Research Writing
or
- WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

Four courses chosen from the General Education Electives

Electives (3 c.u.s)

**CHM 110 is a prerequisite to CHM 111.
Students who test out of CHM 110 must take an additional elective.*

The following electives are recommended:

- BIO 205 Human Anatomy & Physiology I
- BIO 206 Human Anatomy & Physiology II

Students may chose to modify the program in consultation with an Advisor in order to better meet the entrance requirements of the specific Chiropractic college to which the student will apply.

BACHELOR'S DEGREE OPTION (24 c.u.s)

Those students who wish to prepare for entrance to Chiropractic college and obtain the Bachelor's degree while completing the Doctor of Chiropractic degree should take the following 24 courses:

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
	or	
WRT	105	Argumentative & Analytic Writing
	or	
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
	or	
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

Note: 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. Also, as a three-year-plus program, majors in Pre-Chiropractic 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.

The following courses are required of the Pre-Chiropractic major:

BIO	111	General Biology: Cell
BIO	121	General Biology: Diversity
BIO	205	Human Anatomy & Physiology I
BIO	206	Human Anatomy & Physiology II
CHM	110	Fundamentals of Chemistry*
CHM	111	General Chemistry I
CHM	112	General Chemistry II
CHM	301	Organic Chemistry I
CHM	302	Organic Chemistry II
CHM	303	Organic Chemistry I Laboratory (0.5 c.u.)
CHM	304	Organic Chemistry II Laboratory (0.5 c.u.)
PHY	105	General Physics I
PHY	106	General Physics II
PSY		Psychology Elective (PSY 100 recommended)
SCI	153	Seminar in Pre-Chiropractic Studies (0.25 c.u.)
SCI	263	Pre-Chiropractic Forum (0.25 c.u.)

Electives (0.5 c.u.)

*CHM 110 is a prerequisite to CHM 111.
Students who test out of CHM 110 must take an additional elective.

Bloomfield College students who have completed the prescribed courses and have:

1. been in residence for a minimum of 8 courses,
2. successfully completed a minimum of 3 Science courses at Bloomfield College,
3. completed General Education courses including MTH 130, MTH 160/MTH 161, WRT 102 or WRT 105 or WRT 106 and WRT 108 or WRT 109,
4. attended a CCE-accredited Chiropractic college, will be eligible for a B.S. degree in Biology with concentration in Pre-Chiropractic Studies.

Bloomfield College will accept Science credits from the Chiropractic college (the equivalent of nine courses or 36 credits) to complete the degree requirements. Members of the Science Faculty will evaluate the Science courses to determine which credits are transferable.

B.S. BIOLOGY– PRE-CHIROPRACTIC STUDIES OPTION (33 c.u.s)

Students who wish to obtain the Bachelor's degree before entering a Chiropractic college should elect this major. Students must take the following 33 courses:

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
	or	
WRT	105	Argumentative & Analytic Writing
	or	
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
	or	
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
Problem Solving & Critical Thinking Competency (2 c.u.s)
Community Orientation/Citizenship Competency (1 c.u.)

Note: 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.

The following courses are required of the Pre-Chiropractic major:

BIO	111	General Biology: Cell
BIO	121	General Biology: Diversity
BIO	205	Human Anatomy & Physiology I
BIO	206	Human Anatomy & Physiology II
CHM	110	Fundamentals of Chemistry*
CHM	111	General Chemistry I
CHM	112	General Chemistry II
CHM	301	Organic Chemistry I
CHM	302	Organic Chemistry II
CHM	303	Organic Chemistry I Laboratory (0.5 c.u.)
CHM	304	Organic Chemistry II Laboratory (0.5 c.u.)
PHY	105	General Physics I
PHY	106	General Physics II
PSY		Psychology Elective (PSY 100 recommended)
SCI	153	Seminar in Pre-Chiropractic Studies (0.25 c.u.)
SCI	263	Pre-Chiropractic Forum (0.25 c.u.)

Electives (3.5 c.u.s)

And four(4) additional courses selected from the following:

BIO	200	Microbiology
BIO	213	Molecular & Cellular Biology
BIO	304	Developmental Biology
BIO	305	Comparative Vertebrate Morphology
BIO	309	Genetics
BIO	317	Immunology
BIO	326	Histology
BIO	412	General Mammalian Physiology
BIO/CHM	401	Biochemistry I
BIO/CHM	402	Biochemistry II
BIO	450	Bioseminar
BIO	460	Bioresearch

*CHM 110 is a prerequisite to CHM 111.
Students who test out of CHM 110 must take an additional elective.

POST-CHIROPRACTIC PROGRAM

The Post-Chiropractic program offers holders of the D.C. degree an opportunity to complete the requirements for the B.S. degree.

Post-Chiropractic students must complete the General Education and residency requirements.

Admission to the program is based on the D.C. degree and two years of college credit from an accredited institution.

For further information, contact the office of the Pre-Chiropractic Coordinator.

PRE-MED PROGRAM

Students interested in pursuing medicine (as well as dentistry, optometry, veterinary medicine, physical therapy, pharmacy, etc.) can select any major, provided they meet the prerequisites of the professional school. However, most pre-med (and related) students major in biology, biochemistry, or chemistry. In general, all of these professions require a minimum of two years of chemistry, one year of biology, one year of physics, and one year of English, all at the college level. The competitive applicant is expected to achieve a grade point average of at least 3.0 (B's or better) in all science classes.

Each professional school has very specific requirements and timelines. Since having the appropriate prerequisites and timing are especially critical for successful entry into these prestigious and competitive professional programs, interested students are urged to consult with the Pre-Professional Coordinator (Ext. 1318) as soon as they make a decision to pursue medicine or a related profession.

Pre-Podiatry Programs

DIVISION OF
NATURAL SCIENCE
& MATHEMATICS

BIOLOGY PRE-PODIATRY CONCENTRATION (24 c.u.s)

Bloomfield College has an articulation agreement with the New York College of Podiatric Medicine (NYCPM).

Students who wish to prepare for entrance to NYCPM and obtain the Bachelors degree while completing the Doctor of Podiatric Medicine degree must complete:

FYS	100	First Year Seminar
MTH	130	Transition to Collegiate Mathematics
MTH	160	Precalculus Enhanced/ MTH 161 Precalculus
WRT	102	Enhanced Argumentative & Analytic Writing
or		
WRT	105	Argumentative & Analytic Writing
or		
WRT	106	Accelerated Argumentative & Analytic Writing
WRT	108	Enhanced Synthesis & Research Writing
or		
WRT	109	Synthesis & Research Writing

8 c.u.s required from the following:
(2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)

Communication Skills Competency (1 c.u.)

Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)

Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)

Problem Solving & Critical Thinking Competency (2 c.u.s)

Community Orientation/Citizenship Competency (1 c.u.)

Note: 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. Also, as a three-year-plus program, majors in Pre-Podiatry 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.

The following courses are required of the Pre-Chiropractic major:

BIO	111	General Biology: Cell
BIO	121	General Biology: Diversity
BIO	205	Human Anatomy & Physiology I
BIO	206	Human Anatomy & Physiology II
CHM	110	Fundamentals of Chemistry*
CHM	111	General Chemistry I
CHM	112	General Chemistry II
CHM	301	Organic Chemistry I
CHM	302	Organic Chemistry II
CHM	303	Organic Chemistry I Laboratory (0.5 c.u.)
CHM	304	Organic Chemistry II Laboratory (0.5 c.u.)
PHY	105	General Physics I
PHY	106	General Physics II

Two course units from SOC and/or PSY

*CHM 110 is a prerequisite to CHM 111.

Students who test out of CHM 110 must take an additional elective.

Bloomfield College students who have earned 96 credits by completing the above courses may receive a Bachelor's degree from Bloomfield College if they have:

1. been in residence at Bloomfield College for a minimum of 8 courses;
2. successfully completed a minimum of 3 science courses at Bloomfield College;
3. completed the General Education courses including MTH 130 and MTH 160/MTH 161, WRT 102 or WRT 105 or WRT 106, WRT 108 or WRT 109;
4. successfully completed 36 designated credits from NYCPM.



B.S. BIOLOGY– PRE-PODIATRY STUDIES OPTION (32 c.u.s)

Students who wish to obtain the Bachelor's degree before entering NYCPM should elect this major. In addition to the courses required under the 96-credit option, students must take the following courses:

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 160 Precalculus Enhanced/
 MTH 161 Precalculus
 WRT 102 Enhanced Argumentative &
 or Analytic Writing
 WRT 105 Argumentative & Analytic
 or Writing
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 or Research Writing
 WRT 109 Synthesis & Research Writing

8 c.u.s required from the following:
 (2 Science courses will satisfy the STS competency)

Aesthetic Appreciation Competency (1 c.u.)
 Communication Skills Competency (1 c.u.)
 Scientific & Technical Skills Competency
 (2 c.u.s)

AND

Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)
 Community Orientation/Citizenship
 Competency (1 c.u.)

Note: 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.

The following courses are required of the Pre-Chiropractic major:

- BIO 111 General Biology: Cell
 BIO 121 General Biology: Diversity
 BIO 205 Human Anatomy & Physiology I
 BIO 206 Human Anatomy & Physiology II
 CHM 110 Fundamentals of Chemistry*
 CHM 111 General Chemistry I
 CHM 112 General Chemistry II
 CHM 301 Organic Chemistry I
 CHM 302 Organic Chemistry II
 CHM 303 Organic Chemistry I Laboratory
 (0.5 c.u.)
 CHM 304 Organic Chemistry II Laboratory
 (0.5 c.u.)
 PHY 105 General Physics I
 PHY 106 General Physics II

Electives 3 c.u.s

Two(2) course units from SOC and/or PSY

And four(4) additional courses selected from the following:

- BIO 200 Microbiology
 BIO 213 Molecular & Cellular Biology
 BIO 304 Developmental Biology
 BIO 305 Comparative Vertebrate
 Morphology
 BIO 309 Genetics
 BIO 317 Immunology
 BIO 326 Histology
 BIO 412 General Mammalian Physiology
 BIO/CHM 401 Biochemistry I
 BIO/CHM 402 Biochemistry II
 BIO 450 Bioseminar
 BIO 460 Bioresearch

*CHM 110 is a prerequisite to CHM 111.
 Students who test out of CHM 110
 must take an additional elective.

Psychology

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

Students in the Psychology major are also required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 140 College Algebra-Enhanced/
MTH 141 College Algebra
WRT 102 Enhanced Argumentative &
Analytic Writing
or
WRT 105 Argumentative & Analytic
Writing
or
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
Research Writing
or
WRT 109 Synthesis & Research Writing

Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

AND

Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Psychology co-concentration. Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

A student wishing to major in Psychology may choose from two(2) concentrations:

- **General Psychology**
- **Human Services Studies**

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.

GENERAL PSYCHOLOGY CONCENTRATION

The courses required for the Psychology major are:

CORE COURSES

- PSY 100 Introduction to Psychology
 PSY 205 Developmental Psychology
 PSY 245 Statistics for the Behavioral Sciences**
 PSY 310 Research Methods I
 PSY 311 Research Methods II

GROUP I

One(1) course from the following area:

- PSY 221 Career Development, Theory & Practice
 PSY 224 Industrial/Organizational Psychology
 PSY 313 Positive Psychology
 PSY 317 Organizational Behavior

GROUP II

Two(2) courses from the following area:

- PSY 201 Human Cognition/Learning
 PSY 209 Health Psychology
 PSY 231 Animal Behavior
 PSY 319 The Psychology of Motivation
 PSY 323 Biopsychology

GROUP III

Two(2) courses from the following area:

- PSY 230 Social Psychology
 PSY 305 Abnormal Psychology
 PSY 307 Theories of Personality
 PSY 337 Diversity Training

** Students declaring/changing to one of the majors in the division (GIS, PSY, SOC) must take the discipline-specific statistics course if they have not previously taken another statistics course. If a student has taken a statistics course in another discipline prior to declaring the major, and earned a C or better in that course, they do not have to take the discipline-specific statistics course.

Under no circumstances can MTH 200 be substituted for PSY 245 or SOC 218.

***Note:** Government & International Studies majors are required to take SOC 215.*

GROUP IV

Two(2) courses from the following area:

- PSY 402 History of Psychology: Global Perspective*
 PSY 418 Principles of Psychotherapy
 PSY 420 Group Dynamics
 PSY 425 Cross Cultural Psychology*
 PSY 433 Selected Topics in Psychology
 PSY 450 Senior Research Seminar
 PSY 495 Psychology Internship

GROUP V

200+-level Elective from list below or course not taken from groups:

- PSY/EDC 210 Educational Psychology
 PSY 306 Adolescence
 PSY/GIS/SOC 308 Theory & Practice in Human Services
 PSY 309 Adulthood & Aging
 PSY 333 Selected Topics in Psychology
 PSY 335 Psychology of Gender*
 PSY 430 Diversity Certificate Internship (Open only to students enrolled in the Diversity Certificate Program)

HUMAN SERVICES STUDIES CONCENTRATION

(See page 115)

MINOR IN PSYCHOLOGY

A minor in Psychology requires the completion of PSY 100 plus five additional course units in Psychology. Two of the five(5) additional courses must be at the 300 or 400 level.

PSY 310 Research Methods I is strongly recommended as one of the additional courses for anyone who is considering graduate study in Psychology.

Note: PSY 245 *Statistics for Behavioral Science* is a prerequisite for PSY 310.

CERTIFICATE IN DIVERSITY TRAINING

To earn the certificate in Diversity Training, the student must successfully complete three(3) course units from the courses listed below:

GROUP I

One course from the following list:

- BUS 300 Introduction to International Business
- BUS 365 International Human Resource Management
- PSY 100 Introduction to Psychology*
- PSY 317 Organizational Behavior
- SOC 100 Introduction to Sociology*
- SOC 235 Urban Sociology
- SOC 241 Minority Groups & Race Relations
- SOC 251 Gender & Globalization
- SOC 236 Deviance & Social Control

GROUP II

One(1) course from the following list:

- BUS 415 Problems & Cases in Human Resource Management
- BUS 366 Workplace Issues in Human Resource Management
- NUR 454 Community Nursing
- PSY/WMS 425 Cross Cultural Psychology
- PSY/SOC 230 Social Psychology
- PSY/GIS/SOC 308 Theory & Practice in Human Services
- SOC 336 Sociology of Sex, Gender & Sexuality
- SOC 305 Beyond Black & White: Latinos in the United States
- SOC 369 Sociology of African-American Families

GROUP III

- PSY 337 Diversity Training

*Only counts for non-psychology and non-sociology majors.

DIVISION OF
HUMANITIES

Religion

Students in the Religion major are also required to take the following General Education courses.

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 140 College Algebra-Enhanced/
 MTH 141 College Algebra
 WRT 102 Enhanced Argumentative &
 or Analytic Writing
 WRT 105 Argumentative & Analytic
 or Writing
 WRT 106 Accelerated Argumentative &
 Analytic Writing
 WRT 108 Enhanced Synthesis &
 or Research Writing
 WRT 109 Synthesis & Research Writing

Aesthetic Appreciation Competency (2 c.u.s)
 Communication Skills Competency (1 c.u.)
 Scientific & Technical Skills Competency
 (1 c.u.)

AND

Multi/Transcultural & Global Awareness
 Competency (2 c.u.s)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness
 Competency (1 c.u.)
 Problem Solving & Critical Thinking
 Competency (2 c.u.s)
 Community Orientation/Citizenship
 Competency (1 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Religion co-concentration (see page 99). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

The courses required for the Religion major are:

REL 110 Ways of Understanding Religion

And ten additional courses in Religion selected in consultation with the student's Advisor.

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.

MINOR IN RELIGION

Students selecting a minor in Religion must successfully complete:

REL 110 Ways of Understanding Religion

And four(4) courses from the 200 or 300 level.

Courses will be chosen in consultation with the Discipline Coordinator of Religion.

Sociology

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

Students in the Sociology major are also required to take the following General Education courses.

- FYS 100 First Year Seminar
MTH 130 Transition to Collegiate Mathematics
MTH 140 College Algebra-Enhanced/
MTH 141 College Algebra
WRT 102 Enhanced Argumentative &
Analytic Writing
or
WRT 105 Argumentative & Analytic
Writing
or
WRT 106 Accelerated Argumentative &
Analytic Writing
WRT 108 Enhanced Synthesis &
Research Writing
or
WRT 109 Synthesis & Research Writing

Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

AND

Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (2 c.u.s)

OR

Multi/Transcultural & Global Awareness
Competency (1 c.u.)
Problem Solving & Critical Thinking
Competency (2 c.u.s)
Community Orientation/Citizenship
Competency (1 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Sociology co-concentration (see page 99). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

A student wishing to major in Sociology may choose from three concentrations:

- **General Sociology**
- **Criminal Justice**
- **Human Services Studies**

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.

GENERAL SOCIOLOGY CONCENTRATION

The courses required of the General Sociology concentration are:

- SOC 100 Introduction to Sociology
- SOC 215 Statistics for Sociologists*
- SOC 320 Classical Sociological Theory
- SOC 325 Methods of Social Research

Plus either:

- SOC 450 Senior Research Seminar
- or
- SOC 490 Fall Internship in Sociology
- or
- SOC 491 Spring Internship in Sociology

And the following:

GROUP I

One(1) course selected from the following:

- PHL 100 Introduction to Philosophy
- PHL 110 Effective Reasoning

GROUP II

Three(3) courses selected from the following courses at the 200 level:

- GIS 235 Gay & Lesbian Politics
- PSY/SOC 230 Social Psychology
- SOC 211 Juvenile Delinquency
- SOC 212 Sociology of Education
- SOC 213 Women & Work
- SOC 234 Social Inequality
- SOC 235 Urban Sociology
- SOC 236 Deviance & Social Control
- SOC 241 Minority Groups & Race Relations
- SOC 243 Criminology
- SOC 249 Sociology of the Family
- SOC 251 Gender & Globalization
- SOC/ENG/LAC 257 Peoples & Cultures of Latin America & the Caribbean

GROUP III

Two(2) courses from the specialized courses at the 300 level:

- PSY 317 Organizational Behavior
- SOC/LAC 305 Beyond Black & White: Latinos in the United States
- SOC/GIS/PSY 308 Theory & Practice in Human Services
- SOC 309 Global Crime
- SOC 314 Sociology of Madness & Marginality
- SOC 316 Sociology of Health & Illness
- SOC 333 Selected Topics in Sociology
- SOC 336 Sociology of Sex, Gender, & Sexuality
- SOC 369 Sociology of African-American Families
- SOC 370 Sociology of Latin America & the Caribbean

GROUP IV

Two(2) courses from the 400 level courses:

- SOC 412 Contemporary Social Problems
- SOC 413 Social Change
- SOC 414 Social Movements
- SOC 415 Criminal Justice & Gender
- SOC 416 Criminal Justice & Race
- SOC 417 Feminism: Theory & Practice
- SOC 418 Drugs, Crime, & Social Policy
- SOC 433 Selected Topics in Sociology

* Students declaring/changing to one of the majors in the division (GIS, PSY, SOC) must take the discipline-specific statistics course if they have not previously taken another statistics course. If a student has taken a statistics course in another discipline prior to declaring the major, and earned a C or better in that course, they do not have to take the discipline-specific statistics course.

Under no circumstances can MTH 200 be substituted for PSY 245 or SOC 215.

Note: Government & International Studies majors are required to take SOC 215. SOC 450 and SOC 490/491 cannot be substituted with portfolio assessment.

CRIMINAL JUSTICE CONCENTRATION

The courses required of the Criminal Justice concentration are:

CORE COURSES

- SOC 100 Introduction to Sociology
- SOC 215 Statistics for Sociologists
- SOC 236 Deviance & Social Control
- SOC 243 Criminology
- SOC 320 Classical Sociological Theory
- SOC 325 Methods of Social Research

Plus either:

- SOC 450 Senior Research Seminar
- or
- SOC 490 Fall Internship in Sociology
- or
- SOC 491 Spring Internship in Sociology

And the following:

GROUP II

Two(2) courses selected from the following:

- GIS 235 Gay & Lesbian Politics
- PSY/SOC 230 Social Psychology
- SOC 211 Juvenile Delinquency
- SOC 212 Sociology of Education
- SOC 234 Social Inequality
- SOC 235 Urban Sociology
- SOC 241 Minority Groups & Race Relations
- SOC 249 Sociology of the Family
- SOC 251 Gender & Globalization

GROUP III

Two(2) courses selected from the following:

- GIS 310 Public Administration
- PSY 317 Organizational Behavior
- SOC 309 Global Crime
- SOC 310 Sociology of Capital Punishment
- SOC 314 Sociology of Madness & Marginality
- SOC 333 Selected Topics in Sociology
- SOC 336 Sociology of Sex, Gender, & Sexuality
- SOC 345 The Police
- SOC 347 Corrections
- SOC 348 Victimology
- SOC 353 Criminal Law

GROUP IV

Two(2) courses from the following 400 level courses, one of which must focus specifically on Criminal Justice:

- SOC 412 Contemporary Social Problems
- SOC 413 Social Change
- SOC 414 Social Movements
- SOC 415 Criminal Justice & Gender
- SOC 416 Criminal Justice & Race
- SOC 418 Drugs, Crime, & Social Policy
- SOC 419 Community & Corrections
- SOC 433 Selected Topics in Sociology

HUMAN SERVICES STUDIES CONCENTRATION

(See page 115)

MINOR IN SOCIOLOGY

Students electing a minor in Sociology will take:

- SOC 100 Introduction to Sociology
- SOC 320 Classical Sociological Theory
- SOC 325 Methods of Social Research

And two(2) courses selected from the following:

- PSY/SOC 230 Social Psychology
- SOC 212 Sociology of Education

- SOC 234 Social Inequality
- SOC 235 Urban Sociology
- SOC 236 Deviance & Social Control
- SOC 241 Minority Groups & Race Relations
- SOC 249 Sociology of the Family

Plus two(2) electives chosen in consultation with a major Advisor in Sociology.

MINOR IN SPANISH

A minor in Spanish must complete:

- SPA 205 Conversation, Composition & Phonetics I
- SPA 206 Conversation, Composition & Phonetics II
- SPA 212 Masterpieces of Spanish Literature
- SPA 231 Civilization of Spain & Spanish America
- SPA 301 Advanced Grammar & Expression I
- SPA 302 Advanced Grammar & Expression II

With the written consent of the Spanish Faculty, other courses may be substituted, especially those courses numbered 300 or higher.

All student are encouraged to request and take independent study courses in Spanish.

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.

Women's Studies

INTERDISCIPLINARY
PROGRAMS

MINOR IN WOMEN'S STUDIES

Students must select courses from at least three different disciplines (AFS/HIS/LAC).

Students must take the following:

**WMS/HIS 104 Introduction to
Women's & Gender Studies**

**WMS/ENG/HIS/SOC 256 Changing
Women's Lives**

**WMS/SOC 417 Feminism: Theory &
Practice**

GROUP I

Students must take two(2) courses from:

WMS 200 level

GROUP II

Students must take two(2) courses from:

WMS 300/400 level

Course Descriptions Undergraduate

Accounting Courses

ACC 201 PRINCIPLES OF ACCOUNTING I

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. 1 c.u.

Prerequisites: BUS 200; CMP 100; MTH 160.

ACC 204 PRINCIPLES OF ACCOUNTING II

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. 1 c.u.

Prerequisite: ACC 201.

ACC 301 INTERMEDIATE ACCOUNTING I

Review of basic financial statements and an in-depth study of accounting principles including: disclosure classification and presentation. 1 c.u.

Prerequisite: ACC 204 with a grade of C or better.

ACC 302 INTERMEDIATE ACCOUNTING II

A continuation of ACC 301. 1 c.u.

Prerequisite: ACC 301.

ACC 318 TAXATION I

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. 1 c.u.

Prerequisite: ACC 204,
or consent of the Instructor.

ACC 323 COST ACCOUNTING: A MANAGERIAL EMPHASIS I

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.

Prerequisite: ACC 204. 1 c.u.

ACC 404 ADVANCED ACCOUNTING

An in-depth study of business combinations and consolidations and partnerships. 1 c.u.

Prerequisite: ACC 302.

ACC 421 AUDITING

A study of external auditing theory, practice and administration. topics include auditing standards, ethics, disclosures required for public reporting, auditing techniques, auditor client relationships. 1 c.u.

Prerequisite: ACC 404,
or consent of the Instructor.

ACC 454 MANAGERIAL ACCOUNTING SEMINAR

An in-depth study of managerial practices and procedures. Topics include: discussion models, linear programming, specialized variance analysis, budgetary control, transfer pricing and cost allocations. 1 c.u.

Prerequisites: ACC 323; BUS 312.

ACC 455 FINANCIAL ACCOUNTING SEMINAR

An in-depth study of APB opinions and FASB statements as they pertain to financial statement presentations. Topics include consolidated statements, pro forma statements, statements required by regulatory bodies, statements for stockholders and statements for management. Emphasis on statement preparation, presentation, and predictions. Accounting for non-profit organizations will also be covered.

Prerequisite: ACC 404. 1 c.u.

Africana Studies Courses

AFS 105 INTRODUCTION TO AFRICANA STUDIES

(Also HIS 105)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

AFS 113 AFRICAN-AMERICAN TRADITION WORKSHOP

(Also CAT 113)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

AFS 121 AFRICAN CIVILIZATIONS

Socio-economic, political and cultural trends in the African continent from earliest times to the beginnings of European colonialism. Emphasis on the development of agriculture, the great empires, the movement of people and ideas, Islam and emergence of the Swahili culture in East Africa. 1 c.u.

AFS 207 AFRICAN-AMERICAN HISTORY TO 1877

(Also HIS 207)

(Writing Intensive)

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. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106 with a final grade of C- or better.

AFS 213 PEOPLES AND CULTURES OF AFRICA SOUTH OF THE SAHARA

(Also APG 213)

An anthropological study of the cultures and social structures, ethos, and configurations of sub-Saharan Africa. The cultures of Black Africa are examined in order to provide an understanding of Black Africa and its contributions to the Americas. 1 c.u.

AFS 216 THE HISTORY OF AFRICAN-AMERICAN ART

(Also CAT 216)

(Writing Intensive)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

AFS 222 AFRICAN-AMERICAN LITERATURE

(Also ENG/WMS 222)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

AFS 224 MUSIC IN THE UNITED STATES: THE AFRICAN-AMERICAN INFLUENCE

(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. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106 with a final grade of C- or better.

AFS 225 IDEAS OF FREEDOM, AFRICAN-AMERICAN HISTORY FROM 1877-PRESENT

(Also HIS 225)

(Writing Intensive)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

AFS 226 LITERATURE OF RACE, CLASS AND GENDER

(Also ENG 226)

(Writing Intensive)

■ Multi/Transcultural & Global Awareness

Varied works of western and/or non-western literature that illustrates how different races, ethnic groups, genders, and classes view themselves. *Prerequisite:* WRT 108 or WRT 109 1 c.u.
with a final grade of C- or better.

AFS 232 INTRODUCTION TO ISLAM
(Also REL 232)**■ Multi/Transcultural & Global Awareness**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

AFS 233 SELECTED TOPICS IN AFRICANA STUDIES

Selected topics with Africana Studies focus.

Prerequisite: As defined by the department offering the course. 1 c.u.

AFS 241 MINORITY GROUPS AND RACE RELATIONS

(Also LAC/SOC/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, namely, American Indians, European Americans, African-Americans, Latinos, and Asian Americans. 1 c.u.

Prerequisite: SOC 100 or PSY 100.

AFS 248 THE HARLEM RENAISSANCE: REFLECTIONS

(Also ENG/PHL 248)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

AFS 259 CONTEMPORARY AFRICAN-AMERICAN THOUGHT

(Also ENG/PHL 259)

■ Multi/Transcultural & Global Awareness

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 cotemporary age. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with grade of C- or better.

AFS 266 AFRICAN-AMERICAN PERFORMANCE HISTORY

(Also CAT 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

AFS 268 HAITIAN LITERATURE
(Also ENG/LAC 268)**■ Multi/Transcultural & Global Awareness**

Haitian literature explores the literary contributions of prominent writers, artists, and filmmakers from Haiti and the Haitian Diaspora. All course texts are in 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

AFS 333 SELECTED TOPICS IN AFRICANA STUDIES

Selected topics with Africana Studies focus.
Prerequisite: As defined by the department offering the course. 1 c.u.

AFS 363 MAJOR WRITERS OF THE AFRICAN DIASPORA

(Also ENG 363)
 (Writing Intensive)

■ **Multi/Transcultural & Global Awareness**

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. 1 c.u.
Prerequisite: A 200-level literature course with a grade of C or better, or the consent of the Instructor.

AFS 369 SOCIOLOGY OF AFRICAN-AMERICAN FAMILIES

(Also SOC 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. 1 c.u.
Prerequisites: SOC 100, SOC 215.

Anthropology Courses

APG 111 CULTURAL ANTHROPOLOGY

(Also LAC 111)

An analysis of the theory and universality of culture from the historical, functional and structural approaches. Emphasis on cross-cultural comparisons as a basis for understanding contemporary society. 1 c.u.

APG 210 CULTURES OF THE ANGLO AND FRENCH CARIBBEAN

(Also LAC 210)

Cultural traditions of the Anglo and French Caribbean will be explored. Each cultural area will be examined in terms of its history of slavery and plantation life, race and ethnic relations, socio-economic and political change, and family and community organization. 1 c.u.
Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

APG 213 PEOPLES AND CULTURES OF AFRICA SOUTH OF THE SAHARA

(Also AFS 213)

An anthropological study of the cultures and social structures, ethos, and configurations of sub-Saharan Africa. The cultures of Black Africa are examined in order to provide an understanding of Black Africa and its contributions to the Americas. 1 c.u.

Biology Courses

BIO 111 GENERAL BIOLOGY: CELL

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. 1 c.u.

BIO 115 SELECTED TOPICS IN BIOLOGY

■ 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. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

BIO 121 GENERAL BIOLOGY: DIVERSITY

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. 1 c.u.

BIO 200 MICROBIOLOGY

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. 1 c.u.

BIO 205 HUMAN ANATOMY AND PHYSIOLOGY I

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. 1 c.u.

Prerequisite: High School Biology.

BIO 206 HUMAN ANATOMY AND PHYSIOLOGY II

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. 1 c.u.

Prerequisite: BIO 205 or BIO 121.

BIO 208 ADVANCED ZOOLOGY

This course is a study of the major invertebrate taxa. Course topics include an overview of animal diversity, evolution, behavior, morphology, and physiology. Additional topics include current techniques in phylogenetics, and the interrelationships of form, function, ecology, and behavior. Laboratory exercises emphasize current techniques and instruments used in the study of zoology; museum visits and field work may also be offered. 1 c.u.

Prerequisites: BIO 111, BIO 121.

BIO 209 ENVIRONMENTAL ISSUES AND HUMAN SURVIVAL

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 non-science majors. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

BIO 211 HUMAN BIOLOGY

■ 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. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

BIO 213 MOLECULAR AND CELLULAR BIOLOGY

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. 1 c.u.

Prerequisite: BIO 111 or BIO 200.

BIO 304 DEVELOPMENTAL BIOLOGY

This course is a study of developmental processes in animals, including fertilization, cleavage, cellular differentiation, and organogenesis. Current techniques in experimental embryology are used to study the major changes that accompany the development of various organisms. 1 c.u.

Prerequisite: BIO 121.

BIO 305 COMPARATIVE VERTEBRATE MORPHOLOGY

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. 1 c.u.

Prerequisites: BIO 111, BIO 121.

BIO 309 GENETICS

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. 1 c.u.

Prerequisite: MTH 130 or MTH 200.

Pre/Corequisite: BIO 213.

BIO 317 IMMUNOLOGY

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. 1 c.u.

Pre/Corequisite: BIO 213.

BIO 320 ECOLOGY

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. 1 c.u.

Prerequisites: BIO 121; MTH 130.

BIO 326 HISTOLOGY

This is a course describing microscopic human anatomy as it relates to organs and organ systems. The physiological consequences of structure will be emphasized. Students will be given the opportunity to learn how to distinguish between slide preparations of the various tissues. 1 c.u.

Prerequisite: BIO 213.

BIO 390 SCIENCE INTERNSHIP

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. 1 c.u.

Prerequisites: 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.

BIO 401 BIOCHEMISTRY I

(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. 1 c.u.

Prerequisite: CHM 301.

CHM 302, 303 and 304 are strongly recommended.

BIO 402 BIOCHEMISTRY II

(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. 1 c.u.

Prerequisite: BIO 213.

**BIO 404 BIOCHEMISTRY I
LABORATORY**

(Also CHM 404)
(Writing Intensive)

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. 0.5 c.u.
Prerequisite: CHM 303.

Corequisite: BIO/CHM 401.

**BIO 405 BIOCHEMISTRY II
LABORATORY**

(Also CHM 405)

The course covers basic techniques for the extraction, purification, and characterization of DNA, RNA, and protein molecules. 0.5 c.u.
Prerequisites: BIO 213;
WRT 108 or WRT 109.
Corequisite: BIO/CHM 402.

**BIO 412 GENERAL MAMMALIAN
PHYSIOLOGY**

Students in this course study the biological function of mammals (especially humans) from cell to system with emphasis on nervous, endocrine, muscular, circulatory, respiratory, urinary, digestive, and reproductive systems. These systems are examined with reference to their regulation and role in maintenance of homeostasis. Pathophysiology ("clinical case studies") will be integrated into discussions. In the laboratory, students will gain hands-on experience learning techniques and working with instruments while applying fundamental physiological concepts. 1 c.u.
Prerequisite: Junior level standing.

**BIO 430 ADVANCED SELECTED TOPICS
IN BIOLOGY**

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.

Course unit value will be announced with the topic.

Prerequisite: Junior level standing.

BIO 450 BIOSEMINAR

(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. 1 c.u.

Prerequisites: Biology major—Junior/Senior level standing and five(5) Biology courses and WRT 108 or WRT 109.

BIO 460 BIORESEARCH

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. 1 c.u.

Prerequisites: Junior level standing and five Biology courses.

Business Administration Courses

BUS 102 MANAGEMENT ESSENTIALS

This course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, communications, legislation, leadership and teamwork, marketing and economics. Learning will take place through project-based discussions and activities. 0.5 c.u.

BUS 107 PERSONAL FINANCIAL PLANNING

■ 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.

1 c.u.

BUS 110 INTRODUCTION TO BUSINESS

Basic knowledge of business, its components and the environment in which it operates, including an understanding of business operations and business vocabulary.

1 c.u.

BUS 120 FUNDAMENTALS OF PERSONAL FINANCIAL MANAGEMENT TOOLS

The objectives of this course are to: a) introduce students to the use of financial services in the economy; b) help develop personal financial management skills and plans; c) introduce students to the fundamentals of investments—mutual funds, stocks. Students will be exposed to the fundamentals of portfolio management.

0.5 c.u.

BUS 152 TOTAL QUALITY MANAGEMENT (TQM) FOR EVERYONE

TQM for everyone addresses the role of quality in consumer satisfaction, continuous improvement and employee involvement. The basic tenets of TQM will be discussed as they relate to each of us in a personal as well as in a business setting.

0.5 c.u.

BUS 200 INTRODUCTION TO MANAGEMENT

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.

1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

BUS 201 INTRODUCTION TO E-MARKETING

The purpose of this course is to introduce students to the basic concepts of Internet marketing. The course will include traditional marketing concepts such as market segmentation, target marketing, differentiation and consumer behavior. Course content will cover Internet marketing, Internet business models, Internet distribution strategies, blogs, social networking and Internet customer relationship management.

1 c.u.

Prerequisites: ECM 101; WRT 108 or WRT 109.

BUS 245 SUPPLY CHAIN MANAGEMENT OVERVIEW

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.

1 c.u.

Prerequisite: Industry experience in supply chain management field, or BUS 200, or consent of

1 c.u. the Business Advisor.

BUS 300 INTRODUCTION TO INTERNATIONAL BUSINESS

Introduction to the dynamic field of international business. Students will learn the basics of international business transactions, 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.

1 c.u.

Prerequisite: BUS 200.

BUS 308 ENTREPRENEURSHIP

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: ACC 201, ACC 204; 1 c.u. BUS 200, BUS 314.

BUS 312 MANAGERIAL FINANCE

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. 1 c.u.

Prerequisites: ACC 204;
ECN 210, ECN 211 and BUS 200 or
consent of the Business Advisor.

BUS 313 HUMAN RESOURCE MANAGEMENT

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.

Prerequisite: BUS 200 for Business majors or consent of the Business Advisor.
PSY 100 for others.

BUS 314 PRINCIPLES OF MARKETING

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. 1 c.u.

Prerequisites: BUS 200; ECN 210,
ECN 211.

BUS 315 INTERNET LAW

The purpose of this course is to explore the legal, policy, and socio-political issues about the global technology and information market. In this course we will identify and explain those issues and think critically about how they can best be resolved. We will also analyze U.S. practice, policy and law; discuss how ideas about trade and innovation circulate. Students will discuss both broad theoretical questions and narrower issues, from how the First Amendment applies to the Internet to how children can be protected from potentially harmful Internet content. 1 c.u.

Prerequisite: BUS 200.

BUS 316 BUSINESS LAW I

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. *Prerequisite:* BUS 200 or consent of the Business Advisor. 1 c.u.

BUS 317 ORGANIZATIONAL BEHAVIOR

(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: Junior standing. 1 c.u.

For Business majors, BUS 110 or 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.

BUS 322 EMPLOYEE BENEFIT ADMINISTRATION

(Formerly BUS 373)

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. 1 c.u.

Prerequisite: BUS 313 or consent of the Business Advisor.

BUS 325 PRINCIPLES OF ADVERTISING

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. 1 c.u.

Prerequisite: BUS 314.

BUS 332 INTERNATIONAL FINANCIAL MANAGEMENT

(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 long-term investments in international markets.

Prerequisite: WRT 108 or WRT 109.

Corequisite: BUS 312.

1 c.u.

BUS 333 SELECTED TOPICS IN CONTEMPORARY BUSINESS AND MANAGEMENT

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. 1 c.u.

Prerequisite: To be announced with topic.

BUS 337 SALES AND SALES MANAGEMENT

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.

Prerequisite: BUS 314. 1 c.u.

BUS 341 PROJECT MANAGEMENT

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. 1 c.u.

Prerequisites: BUS 200; MTH 140.

BUS 345 PRODUCTION AND INVENTORY CONTROL

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.

Prerequisite: BUS 245 or consent of the Business Advisor. 1 c.u.

BUS 346 PRINCIPLES OF PHYSICAL DISTRIBUTION

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. 1 c.u.

Prerequisite: BUS 245 or consent of the Business Advisor.

BUS 347 PURCHASING

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. 1 c.u.

Prerequisite: BUS 245 or consent of the Business Advisor.

BUS 348 TRAFFIC AND WAREHOUSE MANAGEMENT

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. 1 c.u.

Prerequisite: BUS 245 or consent of the Business Advisor.

BUS 349 QUALITY CONTROL FUNDAMENTALS

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. 1 c.u.

Prerequisite: BUS 245 or consent of the Business Advisor.

BUS 350 JUST-IN-TIME (JIT) MANUFACTURING TECHNIQUES

Provides the history, and philosophy, and basic requirements of JIT operations. The course will dispel current myths about the techniques and responsibilities of arriving at the JIT manufacturing environment as well as providing a road map for starting the journey to "world class" manufacturing excellence. 1 c.u.

Prerequisite: BUS 245 or consent of the Business Advisor.

BUS 352 TOTAL QUALITY MANAGEMENT (TQM)

The literature discusses many definitions of Total Quality Management (TQM). However, the common theme is that (TQM) is a management process utilizing customer satisfaction, continuous improvement and employee involvement as its basic tenets. A model (TQM) program, including all the integral elements, will be presented through lectures, class discussion, reading assignments, student presentations, group activity and current quality journal articles. Examples will be presented and students encouraged to discuss situations/examples from their own background or company. 1 c.u.

Prerequisite: BUS 349 Quality Control Fundamentals and/or consent of the Business Advisor.

BUS 353 OPERATIONS MANAGEMENT

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. 1 c.u.

Prerequisite: BUS 200.

Corequisite: MTH 200.

BUS 354 MARKETING RESEARCH

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. 0.5 c.u.

Prerequisites: BUS 314; PSY 245 or MTH 200.

BUS 355 CONSUMER BEHAVIOR

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. 1 c.u.

Prerequisite: BUS 314.

BUS 356 BUSINESS (INDUSTRIAL) MARKETING

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. 1 c.u.

Prerequisite: BUS 314.

BUS 362 ETHICS AND LEADERSHIP IN ORGANIZATIONS

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. 1 c.u.

Prerequisite: BUS 200.

BUS 364 CONFLICT MANAGEMENT AND RESOLUTION

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. 1 c.u.

Prerequisite: BUS 200.

BUS 365 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

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. 1 c.u.

Prerequisites: BUS 300, BUS 313.

BUS 366 WORKPLACE ISSUES IN HUMAN RESOURCE MANAGEMENT

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 resource function. 1 c.u.

Prerequisite: BUS 313.

BUS 368 LABOR RELATIONS AND COLLECTIVE BARGAINING

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. 1 c.u.

Prerequisite: BUS 313.

BUS 401 BUSINESS POLICY

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. 1 c.u.

Prerequisites: BUS 312, BUS 314, BUS 353 or ACC 323; ECN 310.

BUS 412 SECURITY ANALYSIS

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. 1 c.u.

Prerequisite: BUS 312.

BUS 414 MARKETING MANAGEMENT AND STRATEGIES

A marketing capstone course designed to explore contemporary marketing theories; develop and analyze marketing strategies; and, explore successful and unsuccessful company marketing strategies through case studies. 1 c.u.

Prerequisites: BUS 312, BUS 314.

BUS 415 PROBLEMS AND CASES IN HUMAN RESOURCE MANAGEMENT

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. 1 c.u.

Prerequisite: BUS 313.

BUS 416 BUSINESS LAW II

A continuation of the examination of specific areas of business law principles and their Constitutional setting. Specific topics covered include property law, commercial paper, partnerships, corporations and bankruptcy. 1 c.u.

Prerequisite: BUS 316.

BUS 421 COMPENSATION MANAGEMENT

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. 1 c.u.

Prerequisite: BUS 313.

BUS 423 TRAINING AND DEVELOPMENT

Principles and methods of employee, supervisory and management training and development. Includes needs assessment, program/course development, training techniques, evaluation methods. 1 c.u.

Prerequisites: BUS 313; PSY 100.

BUS 445 SUPPLY CHAIN MANAGEMENT POLICY

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. 1 c.u.

Prerequisite: Any three of preceding courses in the Supply Chain Management program.

BUS 480 RESOURCES IN THE TRAINING FIELD

A capstone course to bring together the broad and constantly growing range of products, services, equipment, journal and trade publications, commercial distributors, systems, information networks, and professional and trade organizations in the training field. Focus on techniques to locate, review, evaluate and match resources to specific training needs and questions, emphasizes strategies necessary to manage information overloads. 0.5 c.u.

BUS 491 INTERNSHIP IN BUSINESS

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. 1 c.u.

Prerequisite: Second Semester Junior standing with a GPA of at least 2.5.

Chemistry Courses

CHM 100 CHEMISTRY FOR EVERYONE

■ 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. 1 c.u.

*Science majors may not enroll in this course without the consent of the Instructor.
Not open to students who have received credit for another college chemistry course.*

CHM 110 FUNDAMENTALS OF CHEMISTRY

This course prepares students for CHM 111 and includes measurements, matter, energy, chemical/physical changes, elements, compounds, the mole concept, formulas, nomenclature, chemical equations, stoichiometry, behavior of gases, atomic structure, the Periodic Table, chemical bonding, solutions, acids, and bases. The course consists of lecture, recitation and one three-hour laboratory per week. 1 c.u.

CHM 111 GENERAL CHEMISTRY I

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. 1 c.u.

Prerequisite: CHM 110 or one year of high school Chemistry.

Corequisite: MTH 160/MTH 161.

CHM 112 GENERAL CHEMISTRY II

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. 1 c.u.

*Prerequisites: CHM 111;
MTH 160/MTH 161.*

CHM 120 FUNDAMENTALS OF INORGANIC, ORGANIC AND BIOCHEMISTRY

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. 1 c.u.

Prerequisite: MTH 140 or MTH 141.

Corequisite: WRT 102 or WRT 105 or WRT 106.

CHM 211 CHEMICAL ANALYSIS AND INSTRUMENTATION

The course covers the theoretical and experimental principles of chemical analysis and ionic equilibria. Gravimetric, volumetric, electrochemical, and instrumental methods are covered from the quantitative point of view. The course consists of lecture and recitation. 1 c.u.

Prerequisite: CHM 112.

CHM 212 CHEMICAL ANALYSIS AND INSTRUMENTATION LABORATORY

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. 0.5 c.u.

Prerequisite: CHM 112.

Corequisite: CHM 211.

CHM 301 ORGANIC CHEMISTRY I

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. 1 c.u.

Prerequisite: CHM 112.

CHM 302 ORGANIC CHEMISTRY II

This course is a continuation of CHM 301. 1 c.u.

Prerequisite: CHM 301.

CHM 303 ORGANIC CHEMISTRY I LABORATORY

(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. 0.5 c.u.

Prerequisite: CHM 301 or concurrent registration.

CHM 304 ORGANIC CHEMISTRY II LABORATORY

(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. 0.5 c.u.

Prerequisites: CHM 301, CHM 303, CHM 302 or concurrent registration in CHM 302.

CHM 311 PHYSICAL CHEMISTRY I

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. 1 c.u.

Prerequisites: CHM 112; MTH 222; PHY 210.

Corequisite: PHY 211.

CHM 312 PHYSICAL CHEMISTRY II

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. 1 c.u.

Prerequisites: CHM 311; PHY 211.

CHM 313 PHYSICAL CHEMISTRY I LABORATORY

This four hour laboratory is associated with CHM 311. 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. 0.5 c.u.

Prerequisites: CHM 112; MTH 222; PHY 210.

Corequisites: CHM 311; PHY 211.

CHM 314 PHYSICAL CHEMISTRY II LABORATORY

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. 0.5 c.u.

Prerequisites: CHM 311, CHM 313; PHY 211.

Corequisite: CHM 312.

CHM 390 SCIENCE INTERNSHIP
(Also BIO 390)

This course provides a combined work-study experience in which students work in an approved scientific environment doing relevant job-related functions while also attending seminars in which they report on their work assignments, discuss experiences, study employment demands, and receive counsel. A faculty committee (including one member outside the major) assesses the internship report. 1 c.u.

Prerequisites: 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.

CHM 401 BIOCHEMISTRY I
(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. 1 c.u.

Prerequisite: CHM 301.

CHM 302, 303, and 304 is strongly recommended.

CHM 402 BIOCHEMISTRY II
(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. 1 c.u.

Prerequisite: BIO 213.

CHM 403 ADVANCED SELECTED TOPICS IN CHEMICAL CONCEPTS

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.

Course unit value will be announced with the topic.

Prerequisite: Four courses in Chemistry above the 110 level.

CHM 404 BIOCHEMISTRY I LABORATORY

(Also BIO 404)

(Writing Intensive)

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. 0.5 c.u.

Prerequisite: CHM 303.

Corequisite: BIO/CHM 401.

CHM 405 BIOCHEMISTRY II LABORATORY

(Also BIO 405)

The course covers basic techniques for the extraction, purification, and characterization of DNA, RNA, and protein molecules. 0.5 c.u.

Prerequisite: BIO 213.

Corequisite: BIO/CHM 402.

CHM 414 ADVANCED INORGANIC CHEMISTRY

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. 1 c.u.

Prerequisite: CHM 211.

CHM 415 ADVANCED INORGANIC CHEMISTRY LABORATORY

This four hour laboratory is associated with CHM 414. Laboratory work emphasizes the syntheses and characterization of transition metal complexes. 0.5 c.u.

Prerequisites: CHM 211, CHM 212.

Corequisite: CHM 414.

CHM 450 CHEMISTRY SEMINAR

(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. 0.5 c.u.

Prerequisites: Chemistry or

Biochemistry major with Junior or

Senior standing in the major.

Two semesters of Organic Chemistry are required.

CHM 461 CHEMISTRY RESEARCH

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. 1 c.u.

Prerequisite: Consent of major Advisor.

Computer Science Courses

CMP 100 COMPUTER LITERACY (For Business Majors)

■ 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. 1 c.u.

CMP 106 E-COMMERCE TECHNOLOGY

E-Commerce Technology is an essential course for anyone looking to take the next steps in launching a successful online business technological implementation. This is a hands-on, survey and introductory course to bridge students into the different fields in the E-Commerce program. The topics include web site design tools and models, networking and security, and implementation and development tools. 1 c.u.

Prerequisite: CMP 100.

CMP 120 CYBER CRIME

■ 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. 1 c.u.

CMP 126 PROGRAMMING I

■ 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. 1 c.u.

CMP 130 INTRODUCTION TO DATA VISUALIZATION

■ 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. 1 c.u.

Prerequisite: MTH 140/141 or MTH 160/161.

CMP 211 DEVELOPING APPLICATIONS FOR MOBILE DEVICES

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. 1 c.u.

Prerequisite: CMP 126.

CMP 225 PROGRAMMING LANGUAGES

This course covers important programming languages other than Java, which is utilized in Programming I, II, III. Students will learn language syntax and develop programs in C++, C#, Pearl, and Python. 1 c.u.

Prerequisites: CMP 100, CMP 126.

CMP 226 PROGRAMMING II

■ 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. 1 c.u.

Prerequisite: CMP 126 with a grade of C or higher.

CMP 228 DATA STRUCTURES

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. 1 c.u.
Prerequisite: CMP 226 with a grade of C or higher.

CMP 235 WEB PROGRAMMING

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. 1 c.u.
Pre/Corequisite: CMP 226.

CMP 248 INTRODUCTION TO MICROPROCESSORS

An introduction to microprocessors. This course will study the basic theory and operation of microprocessors with their logical and programming characteristics. It will introduce a study of architecture, instruction sets, machine language programming, input/output, interrupts and interfacing techniques. 1 c.u.
Prerequisite: CMP 126.

CMP 300 SYSTEMS ANALYSIS AND DESIGN

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. 1 c.u.
Prerequisite: CMP 126.

CMP 322 INTRODUCTION TO OPERATING SYSTEMS

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. 1 c.u.
Prerequisite: CMP 225 or CMP 226.

CMP 324 MULTIMEDIA PROGRAMMING

A multimedia development environment and a scripting language valuable in combining text, sound, graphics, and animation into an interactive application are studied. Design concepts (user interface design and the integration of media), problem decomposition, and programming concepts (abstractions, control mechanisms, data structures), are discussed and utilized to produce a multimedia course project. 1 c.u.
Prerequisite: CMP 126.

CMP 328 PROGRAMMING III

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. 1 c.u.
Prerequisite: CMP 226.

CMP 330 DATABASE MANAGEMENT

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. 1 c.u.
Prerequisite: CMP 300.

CMP 333 SELECTED TOPICS IN COMPUTER SCIENCE

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. 1 c.u.
Prerequisite: Consent of the Instructor.

CMP 336 DATABASE IMPLEMENTATION

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. 1 c.u.
Prerequisite: CMP 330.

CMP 428 INFORMATION AND NETWORK SECURITY

This course will cover main concepts of information and network security. Students will learn how to deal with security issues for the whole life cycle of a system. Students will also learn how to design and develop a security system, implement and maintain a system security. 1 c.u.

Prerequisite: CMP 431.

CMP 430 MANAGEMENT INFORMATION SYSTEMS

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. 1 c.u.

Prerequisites: Junior standing; CMP 300.

CMP 431 DATA COMMUNICATIONS AND NETWORKS

(Formerly CMP 331)

Introduces the basic concepts, principles, design procedures and applications of computer networks and data communication systems. This course also introduces students to other important issues in data communications including network security, network management, etc. 1 c.u.

Prerequisite: CMP 334.

CMP 433 ADVANCED SELECTED TOPICS IN COMPUTER INFORMATION SYSTEMS

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.

Prerequisites: Junior standing and consent of the Instructor. 1 c.u.

CMP 460 APPLIED SYSTEMS DEVELOPMENT PROJECT

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. 1 c.u.

Prerequisites: Consent of the Instructor and second semester Junior standing.

CMP 490 INTERNSHIP

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. 1 c.u.

Prerequisite: Second semester Junior standing in the CS major.

Creative Arts & Technology Courses

CAT 101 CREATIVE ARTS WORKSHOP

■ 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 Arts as Catalyst requirement for General Education. May be repeated for credit. 0.5 c.u.

CAT 105 FRIDA KAHLO AND THE MEXICAN FOLK TRADITION

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 re-cycling, green course. So, you should bring in anything that you think can be used to make art. 1 c.u.

CAT 106 EXPERIMENTS IN DIGITAL/ANALOG MEDIA

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. 1 c.u.

CAT 107 INTRODUCTION TO MUSIC TECHNOLOGY

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. 1 c.u. *Students should be prepared to spend lab time out of class. For CAT majors only.*

CAT 108 INTRODUCTION TO GAME DESIGN

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. 1 c.u.

CAT 113 African-American TRADITION WORKSHOP (Also AFS 113)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

CAT 115 MEDIA TOOLS

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. 1 c.u. *Corequisite: WRT 102 or WRT 105 or WRT 106.*

CAT 116 MOVEMENT FOR ANIMATORS AND FILMMAKERS

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. 1 c.u. *Prerequisite: CAT major or consent of the Instructor.*

CAT 117 PROCESS AND INTERACTION: AN INTRODUCTION

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. 1 c.u.

CAT 118 TAP DANCE

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. 1 c.u.

CAT 120 DRAWING I

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. 1 c.u.

CAT 121 CAT FOUNDATION STUDIO

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. 1 c.u.

Students must receive a grade of “C” or better to continue as a CAT major.

This course may not be repeated without an approved petition from the Academic Standards Committee.

CAT 124 DANCE JAM I**■ 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. 1 c.u.

CAT 125 DANCE JAM II

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. 1 c.u.

Prerequisites: CAT 124.

CAT 126 DIGITAL PHOTOGRAPHY

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. 1 c.u.

CAT 134 DRAWING FOR 2-D ANIMATION

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. 1 c.u.

CAT 189 BLOOMFIELD COLLEGE CONCERT CHOIR**■ 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. 0.5 c.u.

This course may be repeated once for credit.

CAT 190 MOVEMENT THEATER PROJECT**■ 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. 1 c.u.

This course may be repeated once for credit.

CAT 191 BEGINNING PIANO I**■ 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. 0.5 c.u.

This course does not carry General Education elective credit.

CAT 192 BEGINNING PIANO II**■ Aesthetic Appreciation**

A continuation of CAT 191. 0.5 c.u.

Prerequisite: CAT 191.

This course does not carry General Education elective credit.

CAT 193 INTRODUCTION TO ACTING

(Formerly CAT 291)

■ 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. 0.5 c.u.

CAT 194 3D DESIGN

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. 1 c.u.

CAT 195 CIRCUS ARTS

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. 1 c.u.
This course does not carry General Education elective credit.

CAT 198 DESIGN I

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. *Prerequisite:* CAT or 1 c.u.
E-Commerce majors only.

CAT 199 DESIGN II

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. 1 c.u.
Prerequisite: CAT 198.

CAT 200 MUSIC THEORY I

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. 1 c.u.

Prerequisite: CAT 107 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.

CAT 201 MUSIC THEORY II

A continuation of Music Theory I. 1 c.u.
Prerequisite: CAT 200.

CAT 202 WORLD THEATRE

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. 1 c.u.
Prerequisite: WRT 108 or WRT 109.

CAT 203 WORLD ART I**■ 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 European art. Special attention to the ancient cultures of Egypt, Greece, Rome, India, China, Africa, Mexico, and Peru. 1 c.u.
Prerequisite: WRT 102 or WRT 105 or WRT 106.

CAT 204 WORLD MUSIC**■ Aesthetic Appreciation**

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. 1 c.u.
Corequisite: WRT 102 or WRT 105 or WRT 106.

CAT 205 BASIC SEQUENCING

(Formerly CAT 109)

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. 1 c.u.

Prerequisite : CAT 107.

CAT 206 SCREENWRITING

(ALSO ENG 206)

(Writing Intensive)

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: WRT 102 or WRT 105 or WRT 106. 1 c.u.

CAT 207 ART APPRECIATION

(Formerly CAT 100)

■ Aesthetic Appreciation

To appreciate art, it helps to know it first-hand 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 course knowing whose work you enjoy and why. This course provides you with this kind of first-hand experience. 1 c.u.

Corequisite: WRT 102 or WRT 105 or WRT 106

CAT 210 DIGITAL AUDIO ENGINEERING I (RECORDING)

(Formerly CAT 119)

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.

Prerequisite: CAT 107. 1 c.u.

Prerequisite or Corequisite: CAT 205.

CAT 211 ARTISTS OF THE 20th CENTURY**■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 213 MUSICAL IMPROVISATION**■ 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. 0.5 c.u. *This course may be repeated for credit for a total of 3 semesters.*

CAT 214 MODERN ART OF LATIN AMERICA: 1900-1950**■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 215 LEVEL DESIGN I

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. 1 c.u.

Prerequisite: CAT 209.

CAT 216 THE HISTORY OF AFRICAN-AMERICAN ART

(Also AFS 216)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 217 DRAWING II

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. 1 c.u.

This is a more advanced course than CAT 120-Drawing I.

CAT 218 PAINTING**■ Aesthetic Appreciation**

Studio work in composition and color in acrylic or oils. 1 c.u.

CAT 222 GLOBAL ART HISTORY**■ 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. 1 c.u.

Corequisite: WRT 108 or WRT 109.

CAT 224 MUSIC IN THE UNITED STATES: THE AFRICAN-AMERICAN INFLUENCE
(Also AFS 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. 1 c.u.
Prerequisite: WRT 102 or WRT 105 or WRT 106.

CAT 227 SILKSCREEN

A water-based ink, environmentally friendly course that teaches the stencil method, mono-print 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. 1 c.u.

CAT 228 3D STOP-MOTION ANIMATION

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. 1 c.u.

CAT 230 HISTORY OF ANIMATION

(Writing Intensive)

■ Aesthetic Appreciation

This class will explore the history and development of animation throughout the 20th century. Major social and technological 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.

Prerequisite: WRT 108 or WRT 109. 1 c.u.

CAT 231 CHINESE CULTURE AND LANGUAGE

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. *Corequisite:* WRT 108 or WRT 109. 0.5 c.u.

CAT 232 JAPANESE CULTURE AND LANGUAGE**■ 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. Test, 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.

Corequisite: WRT 108 or WRT 109. 0.5 c.u.
This course may be repeated for credit.

CAT 233 KOREAN CULTURE AND LANGUAGE**■ 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, *tae kwon do*, *kim chee*, *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. 0.5 c.u.

Corequisite: WRT 108 or WRT 109.

CAT 235 WORLD ART II**■ 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. 1 c.u.

Corequisite: WRT 108 or WRT 109.

CAT 236 VISUAL DESIGN FOR GAMES

Techniques derived both from traditional illustration, comic books, and the latest computer graphics software to create visual representations of characters, environments, props, and textures. 1 c.u.

Prerequisite: CAT 108.

CAT 237 GROUP GAME PROJECT I**■ 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. 1 c.u.

Prerequisite: CAT 108 or CMP 126.

CAT 238 INTRODUCTION TO GAME PROGRAMMING

Learn the fundamentals of programming through the tools used to create games and interactive experiences. Collaborate and apply game design practices through an interactive design and development process. 1 c.u.

Prerequisite: CMP 126 or CAT 209.

CAT 241 PRE-PRODUCTION AND 2D ANIMATION

The basic concepts and techniques of storyboard and layout including visualization and script-writing 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. 1 c.u.

CAT 243 MUSIC AND THE MOVING IMAGE

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. 1 c.u.

Corequisite: WRT 108 or WRT 109.

CAT 244 VISUAL COMMUNICATIONS**■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 247 DESIGN THINKING AND PRACTICE**■ 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. 1 c.u.

CAT 250 SELECTED TOPICS IN TECHNOLOGY

Student team work on collaborative projects using the latest technology, software and social media. 1 c.u.

Prerequisite: Completion of two 100-level CAT courses.

CAT 251 HIP HOP THEORY**■ 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. 1 c.u.

Prerequisites: CAT 107, CAT 205.

CAT 253 DIGITAL GAME DESIGN

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. 1 c.u.

Prerequisite: CAT 108.

CAT 256 ART IN AN INTERDISCIPLINARY SPACE

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. 1 c.u.

CAT 257 VIDEO I**■ 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 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. 1 c.u.

CAT 258 VIDEO II

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. 1 c.u.

CAT 259 MEDIA HISTORIES**■ 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.

Prerequisite: WRT 108 or WRT 109. 1 c.u.

CAT 261 INTERACTION AND INTERFACE: INTRODUCTION TO PHYSICAL COMPUTING

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. 1 c.u.

CAT 263 2D & 3D DIGITAL DRAWING FOR GRAPHICS PRODUCTION

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. 1 c.u.

A portfolio of printed projects is produced at semester end.

Prerequisite: CAT 198.

CAT 264 COMPUTER IMAGING

Students will use the latest version of Adobe PhotoShop, an essential tool for any visual artist working with computers-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. 1 c.u.

Students are required to register for laboratory time.

Prerequisite: CAT 121.

CAT 265 TABLETOP GAME DESIGN

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.

Prerequisite: CAT 108. 1 c.u.

CAT 266 AFRICAN-AMERICAN PERFORMANCE HISTORY

(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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 270 WEB DESIGN I

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. 1 c.u.

CAT 278 DIGITAL PUBLISHING

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 279 STUDIO SCULPTURE

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. 1 c.u.

Prerequisite: CAT major or consent of the Instructor.

CAT 286 SOUND DESIGN I: AUDIO FOR VIDEO I

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.

Prerequisite: CAT 107. 1 c.u.

CAT 288 IMPROVISATIONAL ENSEMBLE ACTING

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. 0.5 c.u.

This course may be repeated for credit.

CAT 289 BLOOMFIELD COLLEGE CHAMBER CHOIR

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. 0.5 c.u.

This course may be repeated once for credit.

Prerequisite: CAT 189.

CAT 292 PRINTMAKING

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. 1 c.u.

CAT 293 STUDIO MUSIC I

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 0.5 c.u.

CAT 294 STUDIO MUSIC II

Continuation of Studio Music I; course may be repeated twice for a total of three semesters.

Prerequisite: CAT 293. 0.5 c.u.

CAT 299 PERFORMING ARTS PRODUCTION I

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. 1 c.u.

CAT 300 MIDI COMPOSITION AND PRODUCTION I

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. 1 c.u.

Prerequisite: CAT 201

or consent of the Instructor.

CAT 301 COMPOSITION AND MIDI PROGRAMMING II

A continuation of CAT 300, focusing on form and arrangement, including song form. 1 c.u.

Prerequisite: CAT 300

or consent of the Instructor.

CAT 302 PATCHWORK: A QUILTER'S LOOK AT THE WORLD

(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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

CAT 303 TELEVISION AND FILM ACTING

Acting for film and television places different demands upon an actor. Working in conjunction with the video classes and the course in TV Studio, aspiring performers experiment with such areas as drama, commercials, and news broadcasting. 1 c.u.

Prerequisite: CAT 193.

CAT 304 MOTION GRAPHICS

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. 1 c.u.

Prerequisite: CAT 264 or consent of the Instructor.

CAT 305 SOUND DESIGN II: AUDIO FOR VIDEO II
(Formerly CAT287)

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. 0.5 c.u.

Prerequisite: CAT 286.

CAT 308 GROUP GAME PROJECT II

■ **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. 1 c.u.

Prerequisite: CAT 237.

CAT 310 DIGITAL AUDIO ENGINEERING II (MIXING)

(Formerly CAT 229)

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, creativity, and critical discourse in sonic manipulation. 1 c.u.

Prerequisite: CAT 210.

CAT 311 BUSINESS OF GRAPHICS

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. 1 c.u.

Prerequisite: CAT 268.

CAT 313 SELECTED TOPICS IN ARTS AND WESTERN CIVILIZATION

(Also ENG 313)

(Formerly CAT/ENG 255)

The period between the end of the 19th century and the end of the 20th century is a time-frame whose events, images, and words resonate with our experience of the world now. Wars, political decisions, industrialization, globalization, and the emergence of what we call “modern” life in the West—all affect our present. Themes like “War and Peace,” “Art as Social Protest,” “Revolution” are chosen as a way of studying the work of American and European artists, playwrights, and writers who lived and worked during this time. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better and either one 200-level literature class with a grade of C or better or consent of Instructor.

CAT 314 LEVEL DESIGN II

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.

Prerequisite: CAT 215. 1 c.u.

CAT 315 ART METHODS PREK-12

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.

1 c.u.
Prerequisite: EDC 304.

CAT 317 STUDIO DRAWING

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.

Prerequisite: CAT 217. 1 c.u.

CAT 323 MUSIC INDUSTRY ESSENTIALS

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.

1 c.u.
Prerequisite: WRT 108 or WRT 109.

CAT 327 GAME PROGRAMMING STUDIO

What are the strengths and limitations of game engines? Further examine the tools used for game development to go beyond the fundamentals of programming.

1 c.u.
Prerequisite: CAT 238.

CAT 328 ARTIFICIAL INTELLIGENCE FOR GAMES

This is the all-important element that breathes 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.

1 c.u.

CAT 329 CHARACTER DESIGN

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.

0.5 c.u.

Prerequisite: CAT 134.

CAT 330 ADVANCED PAINTING WORKSHOP

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.

1 c.u.

For CAT and Fine Arts Education majors only. This course may be repeated for credit.

Prerequisite: CAT 317
or consent of the Instructor.

CAT 331 LIFE DRAWING/PAINTING

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.

1 c.u.

Prerequisites: CAT 217, CAT 317,
or consent of the Instructor.

CAT 332 LIFE DRAWING FOR MOTION

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.

1 c.u.

CAT 333 GLOBAL ARTS: UP-CLOSE AND IN PERSON

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. 1 c.u.

Prerequisite: Grade of "B" or better in a CAT GEL and with consent of the Instructors.

CAT 336 DESIGNING ENVIRONMENTS FOR STORY

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. 1 c.u.

Prerequisite: CAT 134.

CAT 343 SELECT ENSEMBLE

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). 1 c.u.

May be repeated for credit.

CAT 350 SELECTED TOPICS IN THE FINE AND PERFORMING ARTS

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 60s). Some attendance at performances and art exhibits required. 1 c.u.

This course may be repeated once for credit.

Coequisite: WRT 108 or WRT 109.

CAT 352 SELECTED TOPICS IN TECHNOLOGY

In-depth study of the latest developments in technology and the arts (digital video, 3-D animation, the Internet). 0.5 c.u.

This course may be repeated once for credit.

CAT 360 SELECTED TOPICS IN TECHNOLOGY

(Writing Intensive)

In-depth study of the latest developments in the technical aspects of communications and the arts (e.g., virtual reality, hypertext, etc.). 1 c.u.
This course may be repeated once for credit.

CAT 361 3D MODELING

(Formerly Computer Imaging II and 3-D Graphics and Animation)

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. 1 c.u.

CAT 362 TYPOGRAPHY

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. 1 c.u.

Prerequisite: CAT 268.

CAT 363 ADVERTISING CONCEPTS AND DESIGN

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. 1 c.u.

CAT 364 MOTION CAPTURE WITH MOTIONBUILDER**■ Scientific/Technical 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. 1 c.u.

Prerequisite: CAT 361 or permission of the Animation Coordinator.

CAT 365 ART IN AN INTERDISCIPLINARY SPACE**■ 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. 1 c.u.

CAT 366 MOTION DESIGN

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. 1 c.u.

Prerequisite: CAT 257 or CAT 264.

CAT 368 INTERACTIVE INSTALLATION**■ 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 physical 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.

Prerequisite: WRT 108 or WRT 109. 1 c.u.

CAT 369 GAME THEORY AND ANALYSIS

This course introduces game theory concepts and critical analysis with a focus on European game mechanics. 1 c.u.

Prerequisite: CAT 108.

CAT 370 ADVANCED WEB DESIGN

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, CGI, FTP, Telnet, and databases. This course will keep pace with the most recent developments in the field. 1 c.u.

Prerequisite: CAT 270.

CAT 371 ACTING II: SCENE STUDY

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. 1 c.u.

Prerequisite: CAT 193.

CAT 372 3D ANIMATION

(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. 1 c.u.

Prerequisite: CAT 361.

CAT 380 INTERNSHIP I

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. 1 c.u.

Prerequisite: Permission of the Instructor

CAT 392 STUDIO MEDIA WORKSHOP

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. 1 c.u.

This course may be repeated once for credit.

Prerequisites: CAT major, certificate candidate, or permission required.

CAT 399 PERFORMING ARTS PRODUCTION II

Continuation of CAT 299. 1 c.u.

Course may be repeated for credit.

Prerequisite: CAT 299.

CAT 400 PRE-CAPSTONE—GRAPHICS

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. 1 c.u.

Prerequisites: CAT 264, CAT 268, CAT 270.

CAT 401 ADVANCED SYNTHESIZER PROGRAMMING & ELECTRONIC MUSIC (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. 0.5 c.u.

This course may be taken three times

for credit for a maximum 1.5 c.u.s.

Prerequisite: CAT 310.

Prerequisite or Corequisite: CAT 201.

CAT 402 DEVELOPING A RECORDING PROJECT

(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 class-critiques. 0.5 c.u.

Prerequisite or Corequisite:
CAT 300, CAT 410.

CAT 403 PRE PRODUCTION CAPSTONE: ANIMATION

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. 0.5 c.u.

Prerequisites: CAT 228, CAT 241 or CAT 372.

CAT 404 ADVANCED PROJECT SEMINAR

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. 1 c.u.

CAT 406 PREPARING THE DEMO REEL

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. 1 c.u.

CAT 407 ADVANCED LIFE DRAWING FOR MOTION

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. 1 c.u.

CAT 408 PRE-CAPSTONE: GAME DEVELOPMENT

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. 1 c.u.

Prerequisite: CAT 308.

CAT 409 PRE-CAPSTONE: EXPANDED MEDIA

Students will build upon the basic skills introduced in CAT 188 by working in teams on challenging assignments. A chance to experiment and develop ideas for the Capstone work that the students will begin to execute. 1 c.u.
Corequisite: CAT 221.

CAT 410 DIGITAL AUDIO ENGINEERING III (PRACTICUM)

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. 1 c.u.
Prerequisite: CAT 310.

CAT 420 CAPSTONE PROJECT

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 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: Music majors must complete CAT 410; all other CAT majors must have permission from their Advisor. 1 c.u.

CAT 421 CAPSTONE PROJECT II

For students with a double major in CAT, a second capstone may be required. 1 c.u.

Prerequisite: Permission from their Advisor.

CAT 430 INTERNSHIP II

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. 1 c.u.

Prerequisite: Consent of the Instructor required.

CAT 471 ADVANCED 3D ANIMATION

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. 1 c.u.

Prerequisite: CAT 372.

Economics Courses

ECN 105 CONSTITUTIONAL POLITICAL ECONOMY

(Also GIS 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 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. 1 c.u.

Corequisite: WRT 102 or WRT 105 or WRT 106.

ECN 200 INTRODUCTION TO ECONOMICS

■ Problem Solving & Critical Thinking Skills

This course provides the students with the rudiments of economic literacy and understanding. The course is mainly descriptive of the present-day economy, partly theoretical and partly speculative in discussing possible remedies to current economic problems. The main focus of the course is the role of government, the Federal Reserve and the operation of the free markets in determining National Income, employment, wages, interest rates and prices of goods and services. 0.5 c.u.

Prerequisites: MTH 140, MTH 141, MTH 160 or MTH 161;

WRT 102 or WRT 105 or WRT 106 with a final grade of C- or better.

ECN 210 PRINCIPLES OF ECONOMICS I: MICROECONOMICS

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. 1 c.u.

Prerequisites: MTH 160, MTH 161; WRT 102 or WRT 105 or WRT 106.

ECN 211 PRINCIPLES OF ECONOMICS II: MACROECONOMICS

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. 1 c.u.

Prerequisite: ECN 210.

ECN 305 INTERNATIONAL ECONOMICS AND TRADE

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. 1 c.u.

Prerequisite: ECN 310.

ECN 309 MONEY AND BANKING

Functions of money; role of financial institutions; roles of Federal Reserve Banks and monetary policy. Introduction to the determination of interest rates, the stock of money and other monetary theory concepts as they relate to economic activity. 1 c.u.
Prerequisites: ECN 210, ECN 211.

ECN 310 MANAGERIAL ECONOMICS: APPLICATIONS OF MICROECONOMICS TO MANAGEMENT

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, mark-up pricing, target return pricing, advertising, estimation of market demand curves, and other case studies. 1 c.u.
Prerequisites: ECN 210, ECN 211.

ECN 311 MONETARY AND MACROECONOMIC THEORY

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. 1 c.u.
Prerequisites: ECN 210, ECN 211.

ECN 315 MONETARY POLICY AND AN ANALYSIS OF CURRENT ECONOMIC CONDITIONS

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. 0.5 c.u.
This course may be repeated for credit.
Prerequisites: ECN 210, ECN 211.
Corequisite: ECN 309.

ECN 320 INTERMEDIATE MICROECONOMICS

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. 1 c.u.
Prerequisites: ECN 210, ECN 211.

ECN 321 PUBLIC FINANCE AND EXPENDITURE

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. 1 c.u.
Prerequisites: ECN 210, ECN 211.

ECN 410 HISTORY OF ECONOMIC THOUGHT

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. 1 c.u.
Prerequisites: ECN 311, ECN 320.

Education Courses

EDC 120 ROBOTICS AS A LEARNING TOOL

- 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. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

EDC 202 TEACHING AS A PROFESSION: MEETING THE NEEDS OF ALL LEARNERS

- 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. 1 c.u.

A field component in general education and special education classrooms is required. This course is designed for undergraduates only.

EDC 210 EDUCATIONAL PSYCHOLOGY

(Also PSY 210)

- Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: PSY 100.

EDC 217 UNDERSTANDING FAMILY AND COMMUNITY

- 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 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. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

EDC 314 THE DEVELOPMENT OF THE PRE-ADOLESCENT AND ADOLESCENT LEARNER AND IMPLICATIONS FOR TEACHING

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. 1 c.u.

Prerequisite: EDC 202.

EDC 316 CHILDHOOD DEVELOPMENT AND LEARNING

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: EDC 202; PSY 100. 1 c.u.

EDC 318 EARLY CHILDHOOD CURRICULUM AND ASSESSMENT

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. 1 c.u.

This course is not to be taken with EDC 310.

This course requires successful completion of 30-hour field practicum.

Prerequisite: EDC 304.

EDC 320 EDUCATING THE CHILD WITH DISABILITIES IN THE REGULAR CLASSROOM

(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. 1 c.u.

Students are required to do a 1½ hour application session.

Prerequisite: EDC 330.

EDC 321 DEVELOPING LITERACY ACROSS THE GRADES: METHODS AND STRATEGIES

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. 1 c.u.

Prerequisite: EDC 330.

EDC 322 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH HIGH-INCIDENCE DISABILITIES

(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. 1 c.u.

Prerequisite: EDC 310.

EDC 323 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES

(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). 1 c.u.

This course requires successful completion of 16-hour field practicum.

Prerequisite: EDC 330.

EDC 324 CONSULTATION AND CURRICULUM ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS

(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.

This course is not to be taken concurrently with EDC 318. 1 c.u.

Prerequisite: EDC 330.

EDC 325 CLASSROOM MANAGEMENT
(Formerly EDC 313)

This course describes the principles underlying 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. 0.5 c.u.

Prerequisite: EDC 330.

EDC 330 INTRODUCTION TO CURRICULUM DESIGN I: RESEARCH-BASED PRACTICE
(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. 1 c.u.

Prerequisite: EDC 314 or EDC 316.

EDC 332 INTRODUCTION TO CURRICULUM DESIGN II: EFFECTIVE TEACHING METHODS IN THE CONTENT AREAS
(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. 1 c.u.

Prerequisite: EDC 330.

EDC 334 INSTITUTIONAL DESIGN AND ANALYSIS OF CLASSROOM ASSESSMENT
(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 are a part of good teaching and best practice. 1 c.u.

Prerequisite: EDC 332.

EDC 336 INTRODUCTION TO EDUCATIONAL TECHNOLOGY

The objective of this course is to introduce various forms of educational technology through hand-on project based learning to preservice 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. 1 c.u.

This course is required for all

Education majors.

Corequisites: EDC 330, EDC 332, EDC 334, EDC 318 or EDC 321.

EDC 342 EARLY CHILDHOOD LEARNING ENVIRONMENTS AND ASSESSMENT

(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. 1 c.u.

Prerequisite: EDC 330.

Corequisite: EDC 410.

EDC 372 INTERDISCIPLINARY AND DIFFERENTIATED INSTRUCTIONAL DESIGN IN THE CONTENT AREAS

This course focuses on the further development of curriculum design and principles of teaching. The course introduces the skill of differentiated instructional planning and delivery, adapting lessons to address diverse learners and incorporating concrete assessment strategies. Students design and develop interdisciplinary curricula utilizing: Multiple Intelligences; diverse learning styles; Dimensions of Learning and Bloom's Taxonomy. The curricula will facilitate the integration of standardized and alternative assessment methods to meet the New Jersey Core Curriculum Standard. 0.5 c.u.

Prerequisite: EDC 330.

**EDC 405 INTRODUCTION TO TEACCH:
AUTISM BASIC TRAINING**

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. 0.5 c.u.

Prerequisite: Post baccalaureate, matriculated and non-matriculated students.

EDC 410 CLINICAL PRACTICE I

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 1 c.u.

Corequisite:s EDC 327, EDC 334.

EDC 412 CLINICAL PRACTICE II

(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. 2.5 c.u.s.

Prerequisite: Consent of the Instructor and submission of student teaching application.

Prerequisite: EDC 410.

Corequisite: EDC 414.

**EDC 414 CLINICAL PRACTICE
SEMINAR**

(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. 0.5 c.u.

Prerequisite: Consent of the Instructor.

Corequisite: EDC 412.

English Courses

ENG 115 INTRODUCTION TO COMMUNICATION

This course surveys the theories and variables of human communication in the interpersonal, group, organizational, intercultural, mediated and global systems. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

ENG 120 INTRODUCTION TO CREATIVE WRITING

■ Communication Skills

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. 1 c.u.

Corequisite: WRT 102 or WRT 105 or WRT 106.

ENG 125 INTRODUCTION TO WORLD LITERATURE

■ 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. 1 c.u.

Prerequisite: WRT 105 or WRT 106 or WRT 109 with a final grade of C- or better.

ENG 150 INTRODUCTION TO WESTERN LITERATURE

■ Communication Skills

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. 1 c.u.

Prerequisite: WRT 105 or WRT 106 or WRT 109 with a final grade of C- or better.

ENG 202 SELECTED TOPICS IN CONTEMPORARY LITERATURE

(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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

ENG 203 BRITISH LITERATURE SURVEY I

(Formerly ENG 303)

(Writing Intensive)

■ Aesthetic Appreciation

Selected works in English literature with emphasis on historical, cultural, and aesthetic values, including material from Beowulf to Boswell. Lecture and discussion. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

ENG 204 BRITISH LITERATURE SURVEY II

(Formerly ENG 304)

(Writing Intensive)

■ Aesthetic Appreciation

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

ENG 206 SCREENWRITING

(ALSO CAT 206)

(Writing Intensive)

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: WRT 102 or WRT 105

or WRT 106 and ENG 120.

1 c.u.

ENG 214 INTERVIEWING

This course is designed to teach students good interviewing techniques. Focusing primarily on journalistic applications, this course can also be helpful to anyone needing to develop interviewing skills; i.e., anyone interested in careers in human services. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

ENG 215 PLAYWRITING

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. 1 c.u.

Prerequisites: ENG 120 or consent of the Instructor; WRT 108 or WRT 109 with a final grade of C- or better.

ENG 219 CONTEMPORARY WRITING

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. 0.5 c.u.

Prerequisites: ENG 120; WRT 108 or WRT 109 with a final grade of C- or better.

ENG 222 AFRICAN-AMERICAN LITERATURE

(Also AFS/WMS 222)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

ENG 223 WOMEN'S LITERATURE

(Also WMS 223)

(Writing Intensive)

■ Aesthetic Appreciation

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

ENG 226 LITERATURE OF RACE, CLASS AND GENDER

(Also AFS/WMS 226)

(Writing Intensive)

■ Multi/Transcultural & Global Awareness

Varied works of western and/or non-western literature that illustrates how different races, ethnic groups, genders, and classes view themselves.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better. 1 c.u.

ENG 227 RELIGION AND LITERATURE

(Also REL 227)

(Writing Intensive)

■ Aesthetic Appreciation

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 interrelationship of literary expression and a theological understanding of the world. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

ENG 229 LITERATURE AND MEDICINE**■ Aesthetic Appreciation**

(Writing Intensive)

An introduction to fiction, drama, poetry, memoir and other literary non-fiction, through works that deal with health- and medicine-related themes. Emphasis on how writers explore their themes in their particular genres, on the structures and styles of their works.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better. 1 c.u.

ENG 232 LATIN AMERICAN LITERATURE SURVEY

(Also LAC 232)

■ Multi/Transcultural & Global Awareness

Survey of Latin American literatures from the sixteenth century to the present. Emphasis is upon literary discourses the reflect and shape the diverse array of Latin American cultural identities throughout the region. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

ENG 234 SELECTED TOPICS IN WRITING

Special focus in the study of writing, such as children's literature, sports writing, travel writing and memoir. Can be repeated for credit. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

ENG 236 SELECTED SEMINAR TOPICS IN WRITING

Intensive study of a specific aspect of a genre, such as Poetry and Place, the persona poem, non-linear narrative. Can be repeated for credit. 0.5 c.u.

Prerequisite: WRT 108 or WRT 109.

ENG 248 THE HARLEM RENAISSANCE: REFLECTIONS

(Also AFS/PHL 248)

■ Problem Solving & Critical Thinking Skills

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, transthenic texture of African-American social consciousness. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 249 ADVANCED GRAMMAR AND EDITING**■ Communication Skills**

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. 1 c.u.

Prerequisite: WRT 105 or WRT 106
or WRT 109 with a final grade of C- or better.

ENG 250 SELECTED TOPICS IN COMMUNICATION

Course addresses problems faced by women and minorities and other subjects of current interest in mass communications. Topics will vary from semester to semester. Course may be repeated. 1 c.u.

ENG 251 THE ART OF FICTION
(Writing Intensive)**■ Aesthetic Appreciation**

A study of the entire genre of fiction, including some novels. Emphasis will be placed on fiction of the 19th and 20th centuries. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 252 THE ART OF DRAMA
(Writing Intensive)**■ Aesthetic Appreciation**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 253 THE ART OF POETRY
(Formerly Modern Poetry)**■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 256 CHANGING WOMEN'S LIVES

(Also HIS/SOC/WMS 256)

This course explores the ways in which tradition, myth, social stereotypes and social forces shape American women's lives. We will study the influence of gender from several disciplinary perspectives to help illuminate large subject areas, such as work, love, creativity, pornography, the family, communication, personal identity and self-worth. Any study of women recognizes that gender roles affect both women and men; thus, discussion includes issues related to male and female social development. Readings balance women's common realities, such as biological functions and sex role training, with individual realities influenced by class, race, age and sexual orientation. Central to this course are choices and constraints contemporary women and men face as we make our way into the twenty-first century. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 257 INTERMEDIATE FICTION WRITING**■ 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. 1 c.u.

Prerequisite: ENG 120.

ENG 258 GOTHIC LITERATURE
(Also WMS 258)**■ Aesthetic Appreciation****■ Multi/Transcultural & Global Awareness**
(Writing Intensive)

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 259 CONTEMPORARY AFRICAN-AMERICAN THOUGHT

(Also AFS/PHL 259)

■ Multi/Transcultural & Global Awareness

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 cotemporary age. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 263 FANTASY LITERATURE

■ 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..

Prerequisite: WRT 108 or WRT 109 1 c.u.
with a final grade of C- or better.

ENG 264 CARIBBEAN LITERATURE

(Also LAC 264)

■ Multi/Transcultural & Global Awareness

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 literatures and cultures.

Prerequisite: WRT 108 or WRT 109 1 c.u.
with a final grade of C- or better.

ENG 267 THE HISTORY OF THE ENGLISH LANGUAGE

(Also HIS 267)

■ Communication Skills

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 268 HAITIAN LITERATURE

(Also AFS/LAC 258)

■ Multi/Transcultural & Global Awareness

Haitian literature explores the literary contributions of prominent writers, artists, and filmmakers from Haiti and the Haitian Diaspora. All course texts are in 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.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better. 1 c.u.

ENG 271 INTERMEDIATE POETRY WRITING

■ Aesthetic Appreciation

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. 1c.u.

Prerequisite: ENG 120.

ENG 274 CHILDREN'S LITERATURE

■ 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. 1 c.u.

Prerequisites: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 278 AMERICAN LITERATURE SURVEY I

(Writing Intensive)

■ Aesthetic Appreciation

An 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 279 AMERICAN LITERATURE SURVEY II

(Writing Intensive)

■ Aesthetic Appreciation

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 281 LITERATURE, FILM, AND THEORY

(Also HIS 267)

■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

ENG 309 ADVANCED FICTION WRITING

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. 1 c.u.

Prerequisites: WRT 108 or WRT 109 with a final grade of C- or better, ENG 120 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.

ENG 310 INTERCULTURAL COMMUNICATION

Course provides a cross-cultural perspective in addressing various topics of human communication (e.g., verbal and nonverbal communication, listening, relationship maintenance, conflict management). Students will learn current trends towards globalization, study underlying cultural differences in communication and practices of cultural adaptation and accommodation. 1 c.u.

Prerequisites: WRT 108 or WRT 109 with a final grade of C- or better and 200 level HUM and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

ENG 313 SELECTED TOPICS IN ARTS AND WESTERN CIVILIZATION

(Also CAT 313)

(Formerly CAT/ENG 255)

The period between the end of the 19th century and the end of the 20th century is a time-frame whose events, images, and words resonate with our experience of the world now. Wars, political decisions, industrialization, globalization, and the emergence of what we call "modern" life in the West—all affect our present. Themes like "War and Peace," "Art as Social Protest," "Revolution" are chosen as a way of studying the work of American and European artists, playwrights, and writers who lived and worked during this time. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 325 THE LITERARY MAGAZINE

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. 1 c.u.

Prerequisites: ENG 120 and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

ENG 331 SELECTED TOPICS IN AMERICAN LITERATURE

This course offers varying approaches to the study of different topics within American Literature. The course material may focus on specific themes, genres or major innovations to style within the literature of the U.S. at any period. Topics and texts will change depending upon the focus for the semester. As the topics change, the course may be repeated for credit.

Prerequisites: WRT 108 or WRT 109 1 c.u. 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.

ENG 332 SELECTED TOPICS IN BRITISH LITERATURE

(Writing Intensive)

This course offers traditional and recent approaches to studying various genres, themes, historical periods, and critical issues in British literature. Topics and texts vary from semester to semester. As topics change, this course may be repeated for credit. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 333 SELECTED TOPICS IN LITERATURE

(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. 1 c.u.

Prerequisites: WRT 108 or WRT 109 and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

ENG 341 ADVANCED POETRY WRITING

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. 1 c.u.

Prerequisites: ENG 120 or consent of the Instructor;
WRT 108 or WRT 109 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.

ENG 342 WRITING FOR THE PROFESSIONS

(Formerly Technical Writing)

Advanced expository prose particularly designed for students in science and business but open to all who wish to improve their writing techniques. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 348 CREATIVE NON-FICTION

(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. 1 c.u.

Prerequisites: ENG 120 or consent of the Instructor;
WRT 108 or WRT 109 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.

ENG 352 MAJOR WRITERS OF EUROPE

Some of the major writers of continental Europe of different eras and cultures studied in the context of their cultures. Writers will include Homer, Dante, Cervantes, Racine, Dostoevsky, Yourcenar, Duras and Kafka. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 356 MAJOR LATIN AMERICAN WRITERS

Major figures in the literature of Latin America in translation. Majors figures will include, Allende, Borges, Carpentier, Garcia Marquez, Neruda, and Vargas Llosa. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 359 MAJOR ASIAN WRITERS
(Writing Intensive)

A study of major figures of Asian literatures in their own cultural contexts, as well as the ways in which their writings have engaged with Western literary traditions. Emphasis will be upon modern writers from East and South Asia, and may include R.K. Narayan, Anita Desai, Bel Dao and Mishima Yukio. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 361 SHAKESPEARE'S WOMEN

(Also WMS 361)

■ Problem Solving & Critical Thinking Skills
(Writing Intensive)

The course analyzes women characters and attitudes about women in the plays of Shakespeare. We will consider and read in depth histories, comedies, and tragedies of Shakespeare to learn how to read the Bard's plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women's Studies course. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 362 SHAKESPEARE'S MEN

(Also WMS 362)

■ Problem Solving & Critical Thinking Skills
(Writing Intensive)

The course analyzes the role of masculinity and concepts of manhood in the plays of Shakespeare. We will consider and read in depth histories, comedies and tragedies of Shakespeare to learn how to read the Bard's plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women's studies course. 1 c.u.

Prerequisites: WRT 108 or WRT 109 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.

ENG 363 MAJOR WRITERS OF THE AFRICAN DIASPORA

(Also AFS 363)

■ Multi/Transcultural & Global Awareness
(Writing Intensive)

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. 1 c.u.

Prerequisites: WRT 108 or WRT 109

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.

ENG 364 SELECTED TOPICS IN SHAKESPEARE

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, course may be repeated for credit. Topics may include: genre studies, Shakespeare in performance, Shakespeare and his contemporaries. 1 c.u.

Prerequisites: WRT 108 or WRT 109

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.

ENG 368 CLASSICS OF NON-WESTERN LITERATURE**■ Multi/Transcultural & Global Awareness**

Classic non-Western texts from antiquity through the nineteenth century. Emphasis is upon the philosophical ideas conveyed through the literatures on non-Western cultures, particularly those with literary traditions dating to antiquity. While many literatures may potentially be included, the focus is on classic texts from the Middle East, the Maghreb and Asia. 1 c.u.

Prerequisites: WRT 108 or WRT 109

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.

ENG 371 PROFESSIONAL COMMUNICATION

The course explores the various communication practices utilized in professional communication industries. 0.5 c.u.

Prerequisites: ENG 128 and ENG 212 or ENG 213 and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

ENG 373 BROADCAST JOURNALISM NEWS PRODUCTION

This course is an extension of the Newsgathering, Writing for Radio and Television and Broadcast Journalism courses. It will provide the students with hands on experience in producing television news programs. 1 c.u.

Prerequisites: ENG 247, ENG 266 and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

ENG 402 LITERARY CRITICISM AND ADVANCED RESEARCH

A capstone course for English majors in the Literature Concentration. Students will read major texts of literary theory and they will conduct original and advanced literary research resulting in a long writing project. 1 c.u.

Prerequisites: WRT 108 or WRT 109

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.

ENG 403 MAJOR WRITERS IN DEPTH

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 Garcia Marquez, Herman Melville, Toni Morrison. As topics change, this course may be repeated for credit. 1 c.u.

Prerequisite: WRT 108 or WRT 109

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.

ENG 405 INTERNSHIP IN ENGLISH

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:* Humanities major 1 c.u.

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.

**ENG 410 COMMUNICATION THEORY
AND RESEARCH**

A course designed for Interpersonal Communication majors to provide them with the opportunity to study the research and to develop a research project. 1 c.u.

*Prerequisites: ENG 218, ENG 262,
and at least two 300-level courses
(chosen from ENG 310, ENG 365,
ENG 372) and either a 200-level
literature course with a grade of C
or better, or the consent of the Instructor.*

**ENG 460 SENIOR THESIS IN CREATIVE
WRITING**

(Writing Intensive)

For English/Writing Concentration majors only. Preparation of a final undergraduate portfolio of original poetry or fiction. 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. 1 c.u.

*Prerequisites: ENG 309 or
ENG 341; WRT 108 or WRT 109
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.*



French Courses

FRN 115 FRENCH LANGUAGE AND CULTURE I

(Also LAC 115)

■ Communication Skills

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. 1 c.u.

FRN 125 FRENCH LANGUAGE AND CULTURE II

(Also LAC 125)

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequisite: FRN/LAC 115 or two years of High School French or consent of the Instructor.

FRN 203 FRENCH CULTURE III

Intensive study of language and cultural heritage through readings and discussions of literary works to give imaginative insight into thought, ideas, feelings, and doings of the people and the language. 1 c.u.

Prerequisite: FRN/LAC 125 or three years of High School French or consent of the Instructor.

FRN 205 ADVANCED CONVERSATION, COMPOSITION, AND PHONETICS I

Fundamentals of French usage, oral and written. An introduction to French diction and phonetics. The student acquires a fluency in the reading of selections from literary works and through training in correct pronunciation. Conducted in the French language. 1 c.u.

Prerequisite: FRN 203 or the equivalent; FRN 210 may be taken concurrently with FRN 205.

FRN 206 ADVANCED CONVERSATION, COMPOSITION, AND PHONETICS II

A continuation of FRN 205. 1 c.u.

Prerequisite: FRN 205;

FRN 211 may be taken concurrently with FRN 206.

FRN 210 SURVEY OF FRENCH LITERATURE I

A basic course in French literature including the study of representative works chosen from various periods. Conducted in the French language. 1 c.u.

Prerequisite: FRN 203 or the equivalent; FRN 205 may be taken concurrently with FRN 210.

FRN 211 SURVEY OF FRENCH LITERATURE II

A continuation of FRN 210. 1 c.u.

Prerequisite: FRN 210;

FRN 206 may be taken concurrently with FRN 211.

FRN 310 ADVANCED GRAMMAR AND EXPRESSION I

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. 1 c.u.

Prerequisites: FRN 206, FRN 211, or the equivalent.

FRN 311 ADVANCED GRAMMAR AND EXPRESSION II

A continuation of FRN 310. 1 c.u.

Prerequisite: FRN 310.

FRN 410 FRENCH LITERATURE OF THE NINETEENTH CENTURY I

Various literary movements from Pre-Romanticism to Naturalism. Conducted in the French language. 1 c.u.

Prerequisite: FRN 211.

FRN 411 FRENCH LITERATURE OF THE NINETEENTH CENTURY II

A continuation of FRN 410. 1 c.u.

Prerequisite: FRN 410.

FRN 415 FRENCH LITERATURE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES I

Poetic, dramatic, and philosophical works of the Classical Age and the Age of Enlightenment. Conducted in the French language. 1 c.u.

Prerequisite: FRN 211.

FRN 416 FRENCH LITERATURE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES II

A continuation of FRN 415. 1 c.u.

Prerequisite: FRN 415.

First Year Seminar Courses

FYS 100 FIRST YEAR SEMINAR

The goal of the First-Year Seminar is to welcome the student to Bloomfield College by providing support in transition to college life; understanding the value of a liberal arts education; furthering the development of student career, college and life success skills; and building the expectation of academic and life success.

1 c.u.

Government and International Studies

GIS 100 INTRODUCTION TO GOVERNMENT STUDIES

■ 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. 1 c.u.

GIS 102 INTERNATIONAL STUDIES I

■ 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. 1 c.u.

GIS 105 CONSTITUTIONAL POLITICAL ECONOMY

(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. 1 c.u.

Corequisite: WRT 102 or WRT 105 or WRT 106.

GIS 200 AMERICAN POLITICS

■ 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. 1 c.u.

GIS 202 INTERNATIONAL STUDIES II

■ 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 post-modernism, post-Fordism, post-colonialism, and post-structuralism. One of the major theoretical shifts of this century has been the calling into question of the authoritativeness 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. 1 c.u.

GIS 203 COMPARATIVE POLITICS

(Also LAC 203)

■ Multi/Transcultural & Global Awareness

General problems of comparative analysis. Political communication, political culture, modernization and nation-building, conflict and revolution. 1 c.u.

GIS 204 ANCIENT POLITICAL THEORY

■ 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. 1 c.u.

GIS 205 MODERN POLITICAL IDEOLOGIES

■ 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. 1 c.u.

GIS 208 INTERNATIONAL RELATIONS**■ 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 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. 1 c.u.

GIS 210 HUMAN RIGHTS**■ 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? 1 c.u.

GIS 215 MODERN CHINESE POLITICS**■ 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. 1 c.u.

GIS 223 PROBLEMS IN PUBLIC POLICY

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. 1 c.u.

GIS 224 AMERICAN FOREIGN POLICY

(Also LAC 224)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

GIS 230 AMERICAN POLITICAL THOUGHT**■ 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. 1 c.u.

GIS 242 SCIENCE AND PUBLIC POLICY

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. 1 c.u.

GIS 244 LOCAL AND STATE GOVERNMENT

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. 1 c.u.

GIS 305 PEACE IS WAR

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. 1 c.u.
Prerequisites: Two courses in any of the following areas: Political Science, Sociology, Psychology, Economics or History.

GIS 308 THEORY AND PRACTICE IN HUMAN SERVICES

(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. 1 c.u.

Prerequisite: Junior standing.

GIS 310 PUBLIC ADMINISTRATION

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. 1 c.u.

Prerequisites: Two courses in any of the Social Sciences, Business Administration or Accounting.

GIS 311 PUBLIC ECONOMICS AND FINANCE

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. 1 c.u.

Prerequisites: ECN 200; GIS 200.

GIS 312 THE THEORY AND PRACTICE OF NONPROFIT MANAGEMENT

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. 1 c.u.

Prerequisite: Junior status.

GIS 318 CONTEMPORARY POLITICAL THEORY

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

GIS 320 INTERNATIONAL POLITICAL ECONOMY

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. 1 c.u.

GIS 322 EAST ASIAN POLITICS

■ 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. 1 c.u.

GIS 333 SELECTED TOPICS IN GOVERNMENT & INTERNATIONAL STUDIES

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. 1 c.u.

GIS 400 GLOBALIZATION & POVERTY

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. 1 c.u.

GIS 402 ETHICS & INTERNATIONAL RELATIONS

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 journalists, 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. 1 c.u.

GIS 490 INTERNSHIP IN GOVERNMENT & INTERNATIONAL STUDIES

Supervised placement in an agency or organization which is part of, or related to, the public sector. 1 c.u.

Prerequisite: Application procedure and consent of Instructor required.

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.

History Courses

HIS 102 INTRODUCTION TO PUBLIC HISTORY

■ Community Orientation & Citizenship

This course will introduce students to the discipline of Public History including museum studies, oral history, and public 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. 1 c.u.

HIS 104 INTRODUCTION TO WOMEN'S STUDIES

(Also WMS 104)

■ Community Orientation & Citizenship

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. 1 c.u.

HIS 105 INTRODUCTION TO AFRICANA STUDIES

(Also AFS 105)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

HIS 106 INTRODUCTION TO GEOGRAPHY

■ 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. 1 c.u.

HIS 116 INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN STUDIES

(Also LAC 116)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

HIS 207 AFRICAN-AMERICAN HISTORY TO 1877

(Also AFS 207)

■ Problem Solving & Critical Thinking Skills (Writing Intensive)

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

HIS 215 HISTORY AND PROBLEMS OF GLOBALIZATION

■ 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. 1 c.u.

Prerequisites: HIS 106, HIS 227;
WRT 108 or WRT 109

with a final grade of C- or better.

**HIS 216 COLONIAL LATIN AMERICA
AND THE CARIBBEAN, 1500-1825**

(Also LAC 216)

(Writing Intensive)

■ **Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

HIS 219 WRITING HISTORY

(Writing Intensive)

■ **Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

**HIS 225 IDEAS OF FREEDOM,
AFRICAN AMERICAN HISTORY FROM
1877-PRESENT**

(Also AFS 225)

(Writing Intensive)

■ **Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

**HIS 226 MODERN LATIN AMERICA
AND CARIBBEAN, 1825-PRESENT**

(Also LAC 226)

■ **Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

HIS 227 GLOBAL HISTORY I

■ **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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

HIS 230 HISTORICAL MEDIA

This course will engage students in the various types of media used to document/record history. Students will explore traditional, electronic, and digital archives. The ongoing preservation and dissemination of historical materials through various media will be critically analyzed. 1 c.u.

Prerequisite: HIS 102;
WRT 108 or WRT 109

with a final grade
of C- or better.

HIS 233 SELECTED TOPICS IN HISTORY

■ **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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

HIS 234 ORAL HISTORY METHODS

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. 1 c.u.

Required for Public History concentrations.

Prerequisites: HIS 102;
WRT 108 or WRT 109

with a final grade
of C- or better.

HIS 237 GLOBAL HISTORY II**■ 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. 1 c.u.

Prerequisite: HIS 227 with a final grade of C- or better.

WRT 108 or WRT 109

with a final grade of C- or better.

HIS 244 THE MAKING OF THE UNITED STATES TO 1877

(Writing Intensive)

■ Problem Solving & Critical Thinking Skills

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 States survey. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

HIS 251 SELECTED TOPICS IN NEW JERSEY HISTORY

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.. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

HIS 254 THE UNITED STATES IN THE WORLD, 1877-PRESENT

(Writing Intensive)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

HIS 267 THE HISTORY OF THE ENGLISH LANGUAGE

(Also ENG 267)

■ Communication Skills

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

HIS 300 HISTORY OF SOCIAL POLICY AND THE POOR

(Writing Intensive)

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. 1 c.u.

Prerequisites: WRT 108 or WRT 109;

HIS 219 or permission of the Instructor.

HIS 302 APPLIED PUBLIC HISTORY

This course will advance student knowledge of, and experience with, public history. Students will engage with local museums, churches, preservation societies, governmental offices, libraries and townships to undertake a mutually agreed upon project, to provide a service to the agency and hands-on skills to the students. Each student will write a major (20 page) research paper for this course. 1 c.u.

Prerequisites: HIS 219 with prior

permission of the Instructor;

WRT 108 or WRT 109.

HIS 333 SELECTED TOPICS IN HISTORY

(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. 1 c.u.

Prerequisites: HIS 219 with prior permission of the Instructor;
WRT 108 or WRT 109.

HIS 353 WOMEN'S HISTORY

(Also WMS 353)

(Writing Intensive)

This course will examine the role of women and women's movements in various times and places. Special attention will be paid to the social, economic, cultural, and political options available to women. The course will also examine the efforts of women to achieve equality. Each student will write a major (20 page) research paper for the course. This course will alternate between a United States history course a Latin America Caribbean history course, and a Global History course. 1 c.u.

Prerequisites: HIS 219 with prior permission of the Instructor;
WRT 108 or WRT 109.

HIS 361 COMPARATIVE REVOLUTIONS

(Also LAC 361)

(Writing Intensive)

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. 1 c.u.

Prerequisites: HIS 219 with prior permission of the Instructor;
WRT 108 or WRT 109.

HIS 400 SENIOR CAPSTONE PROJECT

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 requirement undertaken by History majors and Education co-concentrations. 1 c.u.

Prerequisites: HIS 219 and a 300 level history course;
WRT 108 or WRT 109;
permission of the instructor required.

HIS 405 INTERNSHIP IN HISTORY

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. 1 c.u.

Prerequisite: Permission of instructor.

Honors Courses

HON 101 OUT OF THE BOX

This interdisciplinary seminar is for honors-level freshmen who want to explore theories of multiple intelligences, diverse learning styles, the campus resources, and off-campus learning activities. Discussions and activities connect freshmen with professors, scholars and artists in and outside the classroom, on and off campus. Students reflect on their own work and talents and the goals for their education. 0.5 c.u.

HON 498 HONORS SEMINAR

An interdisciplinary course on topics that arise from any of the academic disciplines. Specific topics may include culture, art, identity, sociology, and literature, among others. Divisions can elect to offer major and/or general education elective credit for a given seminar

when appropriate, by submission to the General Education Committee. 0.5 c.u.

This course may be repeated for credit as topics change.

HON 499 HONORS SEMINAR

An interdisciplinary course on topics that arise from any of the academic disciplines. Specific topics may include culture, art, identity, sociology, and literature, among others. Divisions can elect to offer major and/or General Education elective credit for a given seminar when appropriate, by submission to the General Education Committee. 1 c.u.

This course may be repeated for credit as topics change.

For additional information, see pages 112 & 257.

Interdisciplinary Studies Courses

IDS 125 CAREER PLANNING SEMINAR

This course will develop students' self-awareness in terms of values, interests, and skills and provide information about occupations through studies of career areas. It also aims to help students connect self-awareness with information about the world of work and helps develop communication skills needed for interviewing and careers. Teaching methods will include lectures, class discussions, and videotaping. 0.5 c.u.

This course does not carry General Education elective credit.

IDS 155 PATHWAYS TO ADULT LEARNING

This entry level, multidisciplinary course is recommended of all evening and weekend freshmen. It is designed to help adult learners make the transition to formal learning by strengthening skills and acquiring new knowledge. The course also aims to help students learn to balance personal, professional and academic schedules. 0.5 c.u.

IDS 221 RESEARCH METHODS USING THE LIBRARY AND INTERNET

Methods applied in retrieving and evaluating print and electronic information. This course includes lecture, hands on experience, and individual and group projects involving library collections and on-line data bases. 0.5 c.u.

Corequisite: WRT 105 or WRT 106.

IDS 250 SEMINAR IN INTERDISCIPLINARY STUDIES

Selected topics to be announced. 1 c.u.

IDS 361 CAREER PLANNING LABORATORY

Seniors will have the opportunity to identify career possibilities as they are related to individual skills, interests, and aptitudes. Career and employment outlook will be investigated. Creative job search strategies, including effective resume writing and interview techniques, will be covered. Teaching methods will include lecture, discussion, independent study, role-playing, and videotaping. 0.5 c.u.

Prerequisite: Senior standing.

This course does not carry General Education elective credit.

Broadcast Journalism Courses

JOU 114 UTILIZING TABLET COMPUTERS

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. 0.5 c.u.
This course is for communication majors only.

JOU 122 PUBLIC SPEAKING

■ Communication Skills

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. 1 c.u.

Corequisite: WRT 102 or WRT 105 or WRT 106.

JOU 128 INTRODUCTION TO MASS COMMUNICATION

(Formerly ENG 228)

The nature and effect of contemporary mass media; history of the mass media; regulations regarding present and future uses; economic restraints and social control. 1 c.u.

JOU 212 VOICE AND SPEECH PRODUCTION

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. 1 c.u.

Prerequisite: JOU 122.

JOU 213 ORAL INTERPRETATION OF LITERATURE

■ Aesthetic Appreciation

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. 1 c.u.

Prerequisites: WRT 108 or WRT 109 with a final grade of C- or better and 200 level HUM.

JOU 224 JOURNALISM I

(Writing Intensive)

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

JOU 231 RADIO AND TELEVISION

This course traces the history of radio and television. It includes criticism, production, programming issues and ethics. 1 c.u.

Prerequisites: JOU 128; WRT 108 or WRT 109.

JOU 234 RADIO AND TELEVISION

(Writing Intensive)

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

JOU 243 MEDIA WRITING

(Formerly ENG 140)

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. 1 c.u.

Prerequisite: JOU 122, JOU 128; WRT 108 or WRT 109 or consent of the Instructor.

JOU 244 NEWS GATHERING

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. 1 c.u.

Prerequisites: ENG 128, ENG 243;
WRT 108 or WRT 109.

JOU 247 WRITING FOR RADIO AND TELEVISION

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. 1 c.u.

Prerequisites: JOU 244;
WRT 108 or WRT 109.

JOU 266 RADIO PRODUCTION I

This course introduces students to the basic operation of a radio studio. It includes writing, producing and announcing. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

JOU 280 SPORTS JOURNALISM

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. 1 c.u.

Prerequisites: WRT 108 or WRT 109;
JOU 266.

Prerequisite or Corequisite: JOU 366.

JOU 357 BROADCAST JOURNALISM

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. 1 c.u.

Prerequisites: JOU 247 and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

JOU 366 RADIO PRODUCTION II

This is an advanced radio production course which focuses on producing and directing programs which will be aired on the campus radio station. 1 c.u.

Prerequisites: JOU 266 and either a 200-level literature course with a grade of C or better, or the consent of the Instructor.

JOU 370 MEDIA ETHICS**■ Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisite: JOU 247.

JOU 375 MASS MEDIA RESEARCH

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. 1 c.u.

Prerequisite or Corequisite: JOU 370.

JOU 390 COMMUNICATION INTERNSHIP

Field study in newspapers, television and radio stations, advertising and public relations firms, and other communications institutions. Field placement required. 1 c.u.

Prerequisites: JOU 112, JOU 128, 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.*

JOU 440 COMMUNICATION CAPSTONE

A final major independent project undertaken by communication major under the supervision of a department faculty member. 1 c.u.

Prerequisite: JOU 357 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.

Latin American & Caribbean Studies Courses

LAC 110 SPANISH LANGUAGE AND CULTURE I

(Also SPA 110)

■ Communication Skills

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. 1 c.u.

LAC 111 CULTURAL ANTHROPOLOGY

(Also APG 111)

■ Multi/Transcultural & Global Awareness

An analysis of the theory and universality of culture from the historical, functional and structural approaches. Emphasis on cross-cultural comparisons as a basis for understanding contemporary society. 1 c.u.

LAC 115 FRENCH LANGUAGE AND CULTURE I

(Also FRN 115)

■ Communication Skills

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 function, 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. 1 c.u.

LAC 116 INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN STUDIES

(Also HIS 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. 1 c.u.

LAC 120 SPANISH LANGUAGE AND CULTURE II

(Also SPA 120)

■ Communication Skills

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequisite: LAC/SPA 110 or two years of high school Spanish or consent of the Instructor.

LAC 125 FRENCH LANGUAGE AND CULTURE II

(Also FRN 125)

■ Communication Skills

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequisite: FRN/LAC 115 or two years of high school French or consent of the Instructor.

LAC 203 COMPARATIVE POLITICAL SYSTEMS

(Also GIS 203)

General problems of comparative analysis. Political communication, political culture, modernization and nation-building, conflict and revolution. 1 c.u.

LAC 210 CULTURES OF THE ANGLO AND FRENCH CARIBBEAN

(Also APG 210)

Cultural traditions of the Anglo and French Caribbean will be explored. Each cultural area will be examined in terms of its history of slavery and plantation life, race and ethnic relations, socio-economic and political change, and family and community organization. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

LAC 216 COLONIAL LATIN AMERICA AND THE CARIBBEAN, 1500-1825

(Also HIS 216)

(Writing Intensive)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

LAC 224 AMERICAN FOREIGN POLICY

(Also GIS 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 d'étente, national security, disarmament, the global allocation of resources. 1 c.u.

LAC 226 MODERN LATIN AMERICA AND CARIBBEAN, 1825-PRESENT

(Also HIS 226)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better.***LAC 232 LATIN AMERICAN LITERATURE SURVEY**

(Also ENG 232)

■ Multi/Transcultural & Global Awareness

Survey of Latin American literatures 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. 1 c.u.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better.***LAC 233 SELECTED TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES**

(Also HIS 233)

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. 1 c.u.

*Prerequisite: 200-level history course.***LAC 241 MINORITY GROUPS AND RACE RELATIONS**

(Also SOC 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, namely, American Indians, European Americans, African-Americans, Latinos, and Asian Americans. 1 c.u.

*Prerequisite: PSY 100 or SOC 100.***LAC 257 PEOPLES AND CULTURES OF LATIN AMERICA AND THE CARIBBEAN**

(Also ENG/HIS/SOC 257)

This interdisciplinary core course is designed to introduce students to the richness and diversity of Latino/Latin American and Caribbean cultures by examining the geography and ecology of the region, its history, politics and economics, its literature, music and arts, and contemporary issues like migration and globalization. 1 c.u.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better.***LAC 264 CARIBBEAN LITERATURE**

(Also ENG 264)

■ Multi/Transcultural & Global Awareness

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 literatures and cultures.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better. 1 c.u.***LAC 268 HAITIAN LITERATURE**

(Also AFS/ENG 268)

■ Multi/Transcultural & Global Awareness

Haitian literature explores the literary contributions of prominent writers, artists, and filmmakers from Haiti and the Haitian Diaspora. All course texts are in 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. 1 c.u.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better.*

**LAC 305 BEYOND BLACK AND WHITE:
LATINOS IN THE UNITED STATES**

(Also SOC 305)

Latinos, or Hispanic Americans, constitute the largest minority in the United States today. Yet, in a society that 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, educational attainment, work, health, media representations, and family life.

1 c.u.

*Prerequisite: SOC 100.***LAC 333 SELECTED TOPICS IN LATIN
AMERICAN AND CARIBBEAN STUDIES**

Selected topics with Latin American and Caribbean focus.

1 c.u.

*Prerequisites defined by department
offering course.***LAC 356 MAJOR LATIN AMERICAN AND
CARIBBEAN WRITERS**

(Also ENG 356)

Major figures in the literature of Latin America and the Caribbean in translation. Writers will include: Allende, Borges, Vargas, Llosa, Fuentes, Hijuelos, Wolcott, Marquez, and Paz.

1 c.u.

*Prerequisite: 200 level HUM or consent
of the Instructor.***LAC 361 COMPARATIVE REVOLUTIONS**

(Also HIS 361)

(Writing Intensive)

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.

1 c.u.

*Prerequisites: HIS 219 with prior
permission of the Instructor;
WRT 108 or WRT 109.***LAC 370 SOCIOLOGY OF LATIN
AMERICA AND THE CARIBBEAN**

(Also SOC 370)

The richness and diversity of Latin American cultures, the region’s turbulent history of conquest and colonization, the politics of development and underdevelopment, and national struggles for reform and revolution are examined.

1 c.u.

Prerequisite: SOC 100.

Mathematics Courses

MTH 106 MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

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. 1 c.u.

This course does not satisfy the mathematics requirement of the General Education Core.

MTH 130 TRANSITION TO COLLEGIATE MATHEMATICS

(Formerly MTH 103)

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. 1 c.u.

MTH 140 COLLEGE ALGEBRA: ENHANCED

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.

Prerequisite: MTH 130 or an appropriate score in the mathematics placement test. 1 c.u.

MTH 141 COLLEGE ALGEBRA

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. 1 c.u.

Prerequisite: An appropriate score on the mathematics placement test or an SAT Mathematics score of 550 or higher.

MTH 160 PRECALCULUS: ENHANCED

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 introduction to statistics through the study of descriptive statistics and an overview of matrices as a method of solving systems of equations, applications of vectors and polar coordinates, and an introduction to limits and tangent lines. Students may not receive credit for both MTH 160 and MTH 161. 1 c.u.

Prerequisite: MTH 130 or an appropriate score in the mathematics placement test.

MTH 161 PRECALCULUS

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, rational, exponential, logarithmic and trigonometric functions are considered. In addition, MTH 161 includes an introduction to statistics through the study of descriptive statistics, an overview of matrices as a method of solving systems of equations, applications of vectors and polar coordinates, and an introduction to limits and tangent lines. Students may not receive credit for both MTH 160 and MTH 161. 1 c.u.

Prerequisite: An appropriate score on the mathematics placement test or an SAT Mathematics score of 550 or higher.

MTH 200 APPLIED STATISTICS I

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. 1 c.u.

Prerequisite: MTH 140, or MTH 141, 160, or MTH 161.

MTH 221 CALCULUS AND ANALYTIC GEOMETRY I

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. 1 c.u.

Prerequisite: MTH 160 or MTH 161 with a grade of C or higher.

MTH 222 CALCULUS AND ANALYTIC GEOMETRY II

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. 1 c.u.

Prerequisite: MTH 221.

MTH 223 CALCULUS AND ANALYTIC GEOMETRY III

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. 1 c.u.

Prerequisite: MTH 222.

MTH 310 NUMBER THEORY

This is a formal study of the integers through prime numbers, divisibility, congruencies, Euler's function and quadratic reciprocity. 1 c.u.

Prerequisite: MTH 222.

MTH 320 DIFFERENTIAL EQUATIONS

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. 1 c.u.

Prerequisite/Corequisite: MTH 223.

MTH 330 GEOMETRY

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. 1 c.u.

Prerequisite: MTH 222.

MTH 331 FOUNDATIONS OF ADVANCED MATHEMATICS

This is a study of the development of concepts and tools used in abstract mathematics. Emphasis is on writing proofs, logic, set theory, formal axiom systems, and the real number system from an axiomatic point of view. 1 c.u.

Prerequisite: MTH 221.

MTH 332 DISCRETE MATHEMATICS

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. 1 c.u.

Prerequisite: MTH 160 or MTH 161 with a grade of C or better.

MTH 337 LINEAR ALGEBRA

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. 1 c.u.

Prerequisite: MTH 331.

MTH 415 ABSTRACT ALGEBRA

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. 1 c.u.

Prerequisite: MTH 331.

MTH 423 ADVANCED CALCULUS

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. 1 c.u.

Prerequisite: MTH 223.

Network Engineering Courses

NTW 101 DATA REPRESENTATION AND DIGITAL LOGIC

■ 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. 1 c.u.

Laboratory work is integrated within the class.

Students possessing CompTIA A+ certification will be granted credit for NTW 101.

NTW 115 INTRODUCTION TO COMPUTER NETWORKS

■ Scientific & Technological Skills

This course is based on Cisco Networking Academy CCNA curriculum. This is the first of two courses to prepare students for the CCENT/ICDN1 certification test. The course introduces students to LANs, WANs and the Internet. Topics include the seven-tier OSI model, TCP/IP, transmission media, Ethernet and IPv4/IPv6 addressing. Students will also be introduced to routing and switching and the use of IOS to build and troubleshoot a small network. 1 c.u.

Laboratory work is integrated within the class.

Prerequisite: NTW 101.

NTW 205 ROUTING AND SWITCHING ESSENTIALS

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. 1 c.u.

Prerequisite: NTW 115.

NTW 210 WINDOWS NETWORK OPERATING SYSTEM

Introduces students to the basic operation and management of a Microsoft NOS (Network Operating System) LAN. Students 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. 1 c.u.

Laboratory work is integrated within the class.

Includes one two-hour laboratory per week.

Prerequisite: NTW 205.

NTW 215 INTRODUCTION TO COMPUTER SECURITY

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. 1 c.u.

Prerequisite: NTW 115.

NTW 218 WIRELESS NETWORKS

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. 1 c.u.

Prerequisite: NTW 210.

NTW 225 MANAGING LAN DEVICES

The course is intended to introduce students to tasks involved in implementing, managing, and maintaining server-based networks. These tasks include implementing routing; implementing, managing, and maintaining DHCP, DNS, and WINS; securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. 1 c.u.

Prerequisite: NTW 200.

NTW 305 SCALING NETWORKS

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. 1 c.u.

Prerequisite: NTW 210.

NTW 312 CONNECTING NETWORKS

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. 1 c.u.

Laboratory work is integrated within the class.

Prerequisite: NTW 305.

NTW 391 NETWORK ENGINEERING INTERNSHIP

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. 1 c.u.

Prerequisite: NTW 200 or current CCNA certification.

May be repeated once for credit.

Credit may not be earned by life learning assessment.

NTW 415 CYBER SECURITY

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. 1 c.u.

Prerequisites: NTW 215, NTW312.

Laboratory work is integrated within the class.

NTW 420 NETWORK SYSTEM DEVELOPMENT PROJECT

A final, major independent project, under the supervision of Department faculty members forms a capstone experience for senior Network Engineering major students. 1 c.u.

Prerequisite: Senior standing or consent of the Program Coordinator.

NTW 430 SELECTED TOPICS IN NETWORK ENGINEERING

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. 1 c.u.

Course may be repeated for credit as topics change.

Laboratory work is integrated within the class.

Prerequisite: Announced for each offering.

Nursing Courses

NUR 105 NUTRITION

Study of nutrition in relation to nutrients throughout the life cycle. Nursing assessment, planning and evaluation of diet, and food beliefs are explored. 0.5 c.u.

Prerequisite: Pre-Nursing major students only and *Prerequisite or Corequisite* WRT 102 or WRT 105 or 106 and BIO 205

NUR 215 FOUNDATIONS OF PROFESSIONAL PRACTICE

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. 1 c.u.

Prerequisites: BIO 206; MTH 140/ MTH 141; NUR 105; WRT 108 or WRT 109. *Corequisites:* CHM 120; NUR 235.

NUR 235 HEALTH AND PHYSICAL ASSESSMENT

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. 1 c.u.

Prerequisites: BIO 206; MTH 140/ MTH 141; NUR 105; WRT 108 or WRT 109. *Corequisites:* CHM 120; NUR 215.

NUR 236 PATHOPHYSIOLOGY

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. 1 c.u.

Prerequisites: NUR215 and NUR 235. *Corequisites:* BIO 200 and NUR 241. *Prerequisite/Corequisites:* CHM 120.

NUR 241 ADULT HEALTH I

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: CHM 120; 1.5 c.u.s NUR 215, NUR 235; PSY 100; SOC 100. *Corequisites:* BIO 200; NUR 358.

NUR 323 PSYCHIATRIC/BEHAVIORAL HEALTH NURSING

Focuses on therapeutic use of self with individuals, families, and communities to promote behavioral health. Uses a research 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. 1 c.u.

Prerequisite: All 200 level Nursing courses. *Corequisites:* NUR 236, NUR 349, NUR 355.

NUR 341 ADULT HEALTH II

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. 1.5 c.u.s

Prerequisites: NUR 236, NUR 323, NUR 349, NUR 355.

Corequisite: NUR 351.

NUR 349 GROWTH AND DEVELOPMENT

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. 0.5 c.u.

Prerequisites: NUR 236, NUR 323, NUR 355.

Corequisites: NUR 341, NUR 351.

NUR 351 MATERNITY AND PEDIATRIC NURSING

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. 1 c.u.

Prerequisites: NUR 236, NUR 323, NUR 349, NUR 355.

Corequisites: NUR 341.

NUR 355 NURSING RESEARCH

(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. 1 c.u.

Prerequisites: All 200 Level Nursing courses; MTH 200.

Corequisites: NUR 236, NUR 323, NUR 349.

NUR 358 PHARMACOLOGY

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. 1 c.u.

Prerequisites: CHM 120; NUR 215, NUR 235.

Corequisites: BIO 200; NUR 241.

NUR 404 MANAGEMENT AND LEADERSHIP

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. 1 c.u.

Prerequisite: NUR 441.

Corequisite: NUR 461.

NUR 441 ADULT HEALTH III

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. 1.5 c.u.s

Prerequisite: All 300 level Nursing courses.

Corequisite: NUR 460.

NUR 454 COMMUNITY NURSING

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: NUR 441, NUR 460. 1.5 c.u.s

Corequisite: NUR 461.

NUR 460 CAPSTONE PROJECT I

(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. 0.5 c.u.

Prerequisite: All 300 level Nursing courses.

Corequisite: NUR 441.

NUR 461 CAPSTONE PROJECT II

(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. 0.5 c.u.

Prerequisite: NUR 460.

Corequisites: NUR 404, NUR 454.

Nursing Courses – RN to BSN

NUR 305RN BRIDGE TO THE PROFESSION–RN

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

NUR 335RN HEALTH AND PHYSICAL ASSESSMENT–RN

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 time. Requires successful achievement of practicum to demonstrate mastery of skills. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

NUR 345RN FOUNDATIONS IN COMMUNITY–RN

Focuses on health promotion for the individual and family in the community. Explores community health risk across the lifespan and strategies effective in risk reduction. 1 c.u.

Prerequisites: NUR 305RN, NUR 335RN.

NUR 355RN NURSING RESEARCH–RN (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. Spends significant amount of course time on different styles of writing and the effectiveness of the writing as a mode of communication. 1 c.u.

Prerequisites: NUR 305RN, NUR 335RN; PSY 245 or MTH 200.

NUR 404RN MANAGEMENT AND LEADERSHIP–RN

Course provides the essential and foundational leadership skills necessary for the RN student to progress in 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. 1 c.u.

Prerequisite: All 300 level Nursing courses.

NUR 445RN COMMUNITY NURSING–RN

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. 1.5 c.u.s

Prerequisite: All 300 level nursing courses.

NUR 460RN CAPSTONE PROJECT I–RN (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. 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. 0.5 c.u.

Prerequisite: All 300 level Nursing courses.

NUR 461RN CAPSTONE PROJECT II–RN (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. 0.5 c.u.

Prerequisite: NUR 460RN.

Philosophy Courses

PHL 100 INTRODUCTION TO PHILOSOPHY

■ 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. 1 c.u.

Corequisite: WRT 102 or WRT 105
or WRT 106.

PHL 101 CONTEMPORARY MORAL ISSUES

■ 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. 1 c.u.

Corequisite: WRT 102 or WRT 105
or WRT 106.

PHL 102 PHILOSOPHY IN LITERATURE

Examination of the philosophical content of works of both literary and philosophical merit. Writers such as Hesse, Dostoyevsky, Camus, Tolstoy, Kafka, Bellow, Steinbeck, Brecht, Orwell, Murdoch, Charles Johnson, Toni Morrison, among others, will be read and discussed. 1 c.u.

Corequisite: WRT 102 or WRT 105
or WRT 106.

PHL 110 EFFECTIVE REASONING

■ 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 will be on the nature of arguments, the critical evaluation of arguments, and the evaluation of theories. 1 c.u.

Corequisite: WRT 102 or WRT 105
or WRT 106.

PHL 200 LOGIC

■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

PHL 211 PHILOSOPHY OF EDUCATION

Changing attitudes and approaches to education in Europe and America in the context of an understanding of philosophical developments. The course includes works from Plato to Sartre, from Mather to Mann, and from Dewey to B. F. Skinner. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

PHL 214 HISTORY OF PHILOSOPHY: ANCIENT/MEDIEVAL

A representative survey beginning with the pre-Socratics (e.g. Parmenides-Heraclitus, Pythagoras, the Atomists) and, continuing through the major theories of Plato and Aristotle, ending with Plotinus and representative medieval philosophers such as Anselm, Aquinas, Augustine, etc. Typically a focus on issues of metaphysics and epistemology. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

PHL 215 HISTORY OF PHILOSOPHY: MODERN

Beginning with the early Renaissance, a representative survey of developments in science and philosophy, including the Rationalist philosophical systems of Descartes, Leibnitz and Spinoza, and later the common sense philosophies of the 17th, 18th Century British Empiricists Locke, Berkeley and Hume, culminating in the synthesizing efforts of Kant. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

PHL 216 HISTORY OF PHILOSOPHY: CONTEMPORARY

Examination of late 19th- and 20th-Century contributions to philosophy through study of one or more of the following styles or schools of philosophy: existentialism, analytic philosophy, phenomenology, American pragmatism, post-modernism, etc. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

PHL 220 GREAT IDEAS OF PHILOSOPHERS

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

PHL 225 PHILOSOPHICAL PERSPECTIVES ON WOMEN
(Also WMS 225)

A critical analysis of traditional and contemporary conceptions of the nature of women and their social roles and obligations. Readings from classical and contemporary philosophical, psychological and literary sources. Topics include: concepts of sexual equality, natural sex differences, sex roles, self-respect and the reflection of sexual stereotypes in linguistic usage. 1 c.u.
Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 226 AFRICAN-AMERICAN PHILOSOPHY

■ **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.
Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better. 1 c.u.

PHL 228 PHILOSOPHY, TECHNOLOGY AND ENVIRONMENT

Philosophical, ethical and humanistic issues emerging from the impact of modern technology on society. Comparative philosophies of the natural environment and consideration of technology's effects on the environment, human well-being and the future. 1 c.u.
Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 229 LANGUAGE AND SOCIETY: WESTERN RHETORIC IN CONTEMPORARY USE
(Also WRT 229)

■ **Communication Skills**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 230 BIO-MEDICAL ETHICS

■ **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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 231 BUSINESS ETHICS

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 248 THE HARLEM RENAISSANCE: REFLECTIONS ON ART AND SOCIETY
(Also AFS/ENG 248)

■ **Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 259 CONTEMPORARY AFRICAN-AMERICAN THOUGHT
(Also AFS/ENG 259)

■ **Multi/Transcultural & Global Awareness**

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 cotemporary age. 1 c.u.

Prerequisite: WRT 108 or WRT 109 with a final grade of C- or better.

PHL 304 SOCIAL AND POLITICAL PHILOSOPHY

A study of classical, modern and contemporary theory about social well being. Political obligation, social justice, privacy, collective good, international rights, sovereignty, power. 1 c.u.

Prerequisite: 200 level HUM or consent of the Instructor.

PHL 305 PHILOSOPHY OF RELIGION

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. 1 c.u.

Prerequisite: 200 level HUM or consent of the Instructor.

PHL 306 PHILOSOPHY OF SCIENCE / SOCIAL SCIENCE

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. 1 c.u.

Prerequisite: 200 level HUM or consent of the Instructor.

PHL 307 PHILOSOPHY OF MIND

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. 1 c.u.

Prerequisite: 200 level HUM or consent of the Instructor.

PHL 309 AESTHETICS (PHILOSOPHY OF ART)

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. 1 c.u.
Prerequisite: 200 level HUM or consent of the Instructor.

PHL 313 THEORY OF KNOWLEDGE

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. 1 c.u.

Prerequisite: 200 level HUM or consent of the Instructor.

PHL 333 SELECTED TOPICS IN PHILOSOPHY

An in-depth study of a major figure, movement, or issue in philosophy. Ethics and meta-ethics; quantification and axiomatic logic, medieval philosophy; 19th century philosophy; recent and contemporary philosophy; Eastern philosophy, etc. 1 c.u.

Course may be repeated for credit.

Prerequisite: 200 level HUM or consent of the Instructor.

PHL 405 INTERNSHIP IN PHILOSOPHY

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. 1 c.u.

Prerequisite: Humanities major with junior or senior standing.

PHL 451 SENIOR THESIS

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. 1 c.u.

Physical Education Courses

PED 191 OFFICIATING I AND II

Basic skills and techniques of sports officiating with emphasis on both the theory and the practical aspects. 0.5 c.u.

Each

This course does not carry

General Education elective credit.

PED 192 FIGURE AND FORM I AND II

Figure and Form I combines "keep fit" exercises through elements of calisthenics, dance and aerobics. Movement awareness is extended through class observations and live performances. Figure and Form II combines group leadership opportunities and personal evaluations in addition to movement awareness. 0.5 c.u. Each

This course does not carry

General Education elective credit.

PED 193 WEIGHT TRAINING I AND II

Fundamentals of weight lifting, isometrics, and exercises. Individual progressive programs are available for interested students. 0.5 c.u. Each

This course does not carry

General Education elective credit.

PED 194 BEGINNING TENNIS

Explanation, demonstration and participation in the basic skills. Emphasis given to grip, footwork, forehand, backhand and serve. Terminology and playing tactics of tennis. Offered during the second semester. 0.5 c.u.

Course may be repeated for credit.

This course does not carry

General Education elective credit.

PED 196 SPORTS APPRECIATION I AND II

The spectator viewpoint regarding football, basketball, baseball, and soccer. The courses emphasize greater understanding and appreciation for team sports as a nonparticipant. 0.5 c.u. Each

This course does not carry

General Education elective credit.

PED 233 SELECTED TOPICS IN FITNESS AND HEALTH

Learning about fitness and health and applying it to life. Topics will require classroom-centered activities, study of science/cultures/history and may include physical exercise. Examples: Yoga, Tai Chi, Nutrition and Fitness, Meditation, Intramural Sports, Self-Image: Strength, Beauty and Brains. 0.5 c.u.

May be repeated as topics change.

This course does not carry

General Education elective credit.

Physics Courses

PHY 105 GENERAL PHYSICS I

This is an algebra-based course covering some of the fundamental principles and laws of nature. Topics include Newtonian mechanics, fluids, kinetic theory of gases, heat and thermodynamics, periodic phenomena and wave motion. This course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: MTH 160 /MTH 161
or consent of the Instructor.

PHY 106 GENERAL PHYSICS II

This course is a continuation of PHY 105. Topics include electricity, magnetism, light, geometric and wave optics, quantum and atomic physics. The course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: PHY 105 or consent
of the Instructor.

PHY 210 UNIVERSITY PHYSICS I

This is a calculus-based course covering some of the fundamental principles and laws of nature. Topics include Newtonian mechanics, fluids, periodic phenomena and wave motion. The course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: MTH 221 or consent
of the Instructor.

Corequisite: MTH 222 or consent
of the Instructor

PHY 211 UNIVERSITY PHYSICS II

This course is a continuation of PHY 210. Topics include kinetic theory of gases, heat and thermodynamics, electricity, magnetism, light, geometric and wave optics, quantum and atomic physics. The course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisites: PHY 210 or consent
of the Instructor.

PHY 312 SELECTED TOPICS IN PHYSICS

This course includes selected advanced topics in physics.

*As topics change, the students
can take the course again for credit.
Course unit value and prerequisites
will be announced with the topic.*



Psychology Courses

PSY 100 INTRODUCTION TO PSYCHOLOGY

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106.

PSY 201 HUMAN COGNITION/LEARNING

An examination of various topics including classical conditioning, operant conditioning, memory, language, thinking, creativity and problem-solving. 1 c.u.

Prerequisite: PSY 100.

PSY 203 PSYCHOLOGY OF THE INTERNET

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. 0.5 c.u.

Prerequisite: PSY 100.

PSY 205 DEVELOPMENTAL PSYCHOLOGY

(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. 1 c.u.

Prerequisites: PSY 100; WRT 108 or WRT 109.

PSY 209 HEALTH PSYCHOLOGY

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. 1 c.u.

Prerequisite: PSY 100.

PSY 210 EDUCATIONAL PSYCHOLOGY (Also EDC 210)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: PSY 100.

PSY 214 SELECTED TOPICS IN PSYCHOLOGY

An in-depth study of a single topic in psychology. The course may be repeated for credit as topics change. 0.5 c.u.

Prerequisite: PSY 100.

PSY 221 CAREER DEVELOPMENT THEORY AND PRACTICE

(Formerly PSY 314)

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. 1 c.u.

Prerequisite: GIS 100, or PSY 100, or SOC 100.

PSY 224 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

(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. 1 c.u.

Prerequisite: BUS 200 or PSY 100.

PSY 230 SOCIAL PSYCHOLOGY (Also SOC 230)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: PSY 100 or SOC 100.

PSY 231 ANIMAL BEHAVIOR

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. 1 c.u.

Prerequisite: PSY 100 or any 100 or 200 level Biology course.

PSY 245 STATISTICS FOR THE BEHAVIORAL SCIENCES

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. 1 c.u.

Prerequisites: MTH 130.

PSY 305 ABNORMAL PSYCHOLOGY

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. 1 c.u.

Prerequisite: PSY 100.

PSY 306 ADOLESCENCE

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. 1 c.u.

Prerequisite: PSY 205.

PSY 307 THEORIES OF PERSONALITY

Approaches to the study of personality including psychoanalytic, developmental, behavioristic and other theories. Emphasis on research design and assessment techniques in the field. 1 c.u.

Prerequisite: PSY 100.

PSY 308 THEORY AND PRACTICE IN HUMAN SERVICES

(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. 1 c.u.

Prerequisite: Junior Status.

PSY 309 ADULTHOOD AND AGING

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? 1 c.u.

Prerequisite: PSY 205.

PSY 310 RESEARCH METHODS I

(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. 1 c.u.

A laboratory component is included in the course.

Prerequisites: PSY 100, PSY 245;

WRT 108 or WRT 109.

PSY 311 RESEARCH METHODS II

(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. 1 c.u.

Prerequisite: PSY 310 or SOC 325;

WRT 108 or WRT 109.

PSY 313 POSITIVE PSYCHOLOGY

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. 1 c.u.

Prerequisite: PSY 100.

PSY 317 ORGANIZATIONAL BEHAVIOR

(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: Junior standing.* 1 c.u.

For Business majors, BUS 110 or 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.

PSY 319 THE PSYCHOLOGY OF MOTIVATION

(Formerly PSY 215)

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. 1 c.u.

Prerequisite: PSY 100.

PSY 320 POSITIVE PSYCHOLOGY

Positive psychology is the scientific study of what makes life most worthwhile. 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. 1 c.u.

Prerequisite: PSY 100.

PSY 323 BIOPSYCHOLOGY

(Formerly Physiological Psychology)

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. 1 c.u.

Prerequisite: PSY 100.

PSY 333 SELECTED TOPICS IN PSYCHOLOGY

Topics may include relationships and divorce, history and systems, self in contemporary psychology among others. 1 c.u.

(Course may be repeated for credit as topics change.)

Prerequisites: PSY 100 and an additional prerequisite to be announced when course is offered.

PSY 335 PSYCHOLOGY OF GENDER

(Also WMS 335)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: PSY 100.

PSY 337 DIVERSITY TRAINING

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. 1 c.u.

Prerequisite: Junior or Senior standing.

PSY 402 HISTORY OF PSYCHOLOGY: A GLOBAL PERSPECTIVE

(Formerly PSY 302)

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. 1 c.u.

Prerequisites: PSY 100, PSY 310; two additional Psychology courses and Junior or Senior standing.

PSY 404 MENTORING AND COACHING

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. *Prerequisite: Psychology major with* 1 c.u.

Junior or Senior standing and PSY 310.

PSY 418 PRINCIPLES OF PSYCHOTHERAPY
(Formerly PSY 318)

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 and abnormal psychology is highly recommended. 1 c.u.

Prerequisites: PSY 305 or PSY 307 and PSY 310 and Junior or Senior standing.

PSY 420 GROUP DYNAMICS

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. 1 c.u.

Prerequisite: Psychology major with Junior or Senior standing and PSY 310.

PSY 425 CROSS-CULTURAL PSYCHOLOGY
(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. 1 c.u.

Prerequisites: PSY 230, PSY 310, PSY 305, or PSY 307 and Junior or Senior standing.

PSY 433 SELECTED TOPICS IN PSYCHOLOGY

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. 1 c.u.

Prerequisite: Psychology major with Junior or Senior standing and PSY 310.

PSY 450 SENIOR RESEARCH SEMINAR

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. 1 c.u.

Prerequisites: PSY 310, PSY 311 with a grade of C or better and permission of the Instructor.

PSY 495 PSYCHOLOGY INTERNSHIP

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. 1 c.u.

Prerequisite: Psychology major with Junior or Senior standing and PSY 310.

Religion Courses

REL 110 WAYS OF UNDERSTANDING RELIGION

■ Multi/Transcultural & Global Awareness

This course will introduce the student to the academic study of religion and show how different world religions express their beliefs and values through culture. Students will consider how religions provide their followers with distinctive views of reality, and how those views can have a great influence upon art, literature and social values. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106

with a final grade of C- or better.

REL 201 OLD TESTAMENT LITERATURE, HISTORY AND RELIGION

■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 204 NEW TESTAMENT LITERATURE, HISTORY AND RELIGION

■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 208 RELIGION IN AMERICA

■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 211 RELIGION AND SOCIETY

■ Multi/Transcultural & Global Awareness

This course seeks to develop in the student an awareness of sociological approaches to the study and understanding of religion. 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 212 RELIGION AND CULTURE

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 227 RELIGION AND LITERATURE

(Also ENG 227)

(Writing Intensive)

■ Aesthetic Appreciation

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 230 TRADITIONAL RELIGIONS OF THE WORLD

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 232 INTRODUCTION TO ISLAM

(Also AFS 232)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 233 SELECTED TOPICS IN RELIGION**■ 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. 1 c.u.

This course may be repeated for credit.

Prerequisite: Announced with topic.

REL 236 RELIGIONS OF EAST ASIA

An in-depth exploration of the major religious traditions of China, Korea, and Japan including Taoism, Confucianism, Buddhism, Shinto, and the "new" religions of Japan. The cultural and social dimensions of each tradition will be examined, as well as its beliefs, practices, mythology, and world view. The course will also consider the influence of China, Japan and Korea upon Western cultures. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 237 INTRODUCTION TO BUDDHISM**■ 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

REL 238 INTRODUCTION TO HINDUISM**■ 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 will also consider the increasing importance Hinduism in modern American culture and society. 1 c.u.

Prerequisites: WRT 108 or WRT 109

with a final grade of C- or better;

REL 333.

REL 333 SELECTED TOPICS IN RELIGION**■ 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. 1 c.u.

This course may be repeated for credit.

Prerequisite: Announced with topic.

REL 370 MYTHOLOGY**■ 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. 1 c.u.

Prerequisites: WRT 108 or WRT 109 and

one Humanities or Social Science course.

REL 405 INTERNSHIP IN RELIGION

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: Humanities major

1 c.u.

with junior or senior standing.

REL 451 SEMINAR IN SPECIAL PROBLEMS

A selected topic such as mysticism, scriptures of a world religion or of particular religious movements, leaders and thinkers. 1 c.u.

Science Courses

SCI 100 INTEGRATED SCIENCE

■ Scientific & Technological Skills

Integrated Science is an introductory course that deals with the fundamental behavior of matter and energy in living and nonliving systems. It is intended to serve the needs of non-science majors who are required to complete science courses as part of the general education requirements. It introduces basic concepts and key ideas while providing opportunities for students to learn reasoning skills and a new way of thinking about their environment. Laboratory work is an integral part of the course. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

SCI 101 APPLIED SCIENCE I

■ Scientific & Technological Skills

This course is a survey of classical mechanics, thermodynamics, wave motion (including light and sound), electromagnetism and the physics of the atom and the nucleus. The emphasis is on those aspects of physical science which underlay modern technology. Some laboratory work is integrated with the class work. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

SCI 102 APPLIED SCIENCE II

■ Scientific & Technological Skills

This course is a survey of electronics with emphasis on devices used in the acquisition of data and the processing of information. Transistors, power supplies, logic gates, transducers, analog-digital conversion. Interfacing of computers and data acquisition devices, with practical applications. Laboratory work is an integral part of the course. 1 c.u.

Prerequisite: SCI 101.

Science majors may not enroll in this course without the consent of the Instructor.

SCI 103 ASTRONOMY

■ Scientific & Technological Skills

The introductory course in astronomy explains how physical laws prescribe natural processes in the universe. It includes discussions on the motion, composition and evolution of the planets, stars and interstellar matter and, examines the structure and evolution of the universe using the Big Bang theory. Some lab is an integral part of this course. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

SCI 153 SEMINAR IN PRE-CHIROPRACTIC STUDIES

This biweekly seminar is designed for pre-chiropractic students. The seminar examines the breath and depth of the chiropractic profession including methods of treatment, types of therapy, scope of practice and diversity of the profession. Topics also include admission requirements to accredited chiropractic schools, state licensing procedures and other relevant concerns. Field trips to chiropractic colleges, clinics and/or offices are required. Students will be required to prepare and present research papers. Students may repeat the course for credit. 0.25 c.u.

SCI 200 INTRODUCTION TO FORENSIC SCIENCE

■ Scientific & Technological Skills

This course is an integrated lecture/laboratory course designed to introduce non-science majors to the fundamental principles of science and to teach them to apply these principles to forensic science. Topics will include properties of matter, analysis of physical evidence (glass, soils, hairs, fibers, paint, drugs), toxicology, serology, fingerprinting, arson, and firearms. 1 c.u.

Science majors may not enroll in this course without the consent of the Instructor.

SCI 263 PRE-CHIROPRACTIC FORUM

This course is a biweekly forum for pre-chiropractic students. Topics of current interest in the chiropractic profession will be discussed. Forums will be given by guest speakers and by students who will organize and moderate some of the discussion sessions. Students may repeat the course for credit. 0.25 c.u.

Sociology Courses

SOC 100 INTRODUCTION TO SOCIOLOGY

■ 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. 1 c.u.

Prerequisite: WRT 102 or WRT 105 or WRT 106 with a grade of C or better.

SOC 211 JUVENILE DELINQUENCY

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. 1 c.u.

Prerequisites: SOC 100, SOC 215 with a grade of C or better.

SOC 212 SOCIOLOGY OF EDUCATION

Gender, race, and class dimensions of schooling, and current debates in education including bilingual education, multiculturalism, values, religion, tracking, and special education. The history of education and schooling as a process of socialization, custodial care, selection and allocation, and training and certification are also examined. 1 c.u.

Prerequisites: SOC 100, SOC 215 with a grade of C or better.

SOC 213 WOMEN AND WORK

(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. 1 c.u.

Prerequisites: SOC 100, SOC 215 with a grade of C or better.

SOC 215 STATISTICS FOR SOCIOLOGISTS

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. 1 c.u.

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: MTH 130; SOC 100.

GIS 100 for Political Science majors.

Corequisite: MTH 140/MTH 141.

SOC 230 SOCIAL PSYCHOLOGY

(Also PSY 230)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: SOC 100 or PSY 100.

SOC 234 SOCIAL INEQUALITY

(Also WMS 234)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: PSY 100 or SOC 100.

SOC 235 URBAN SOCIOLOGY

■ 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. 1 c.u.

Prerequisite: PSY 100 or SOC 100.

SOC 236 DEVIANCE AND SOCIAL CONTROL

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. 1 c.u.

Prerequisites: SOC 100, SOC 215 with a grade of C or better.

SOC 241 MINORITY GROUPS AND RACE RELATIONS

(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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better or PSY 100.

SOC 243 CRIMINOLOGY

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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 249 SOCIOLOGY OF THE FAMILY

(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. 1 c.u.

Prerequisite: SOC 100.

SOC 251 GENDER AND GLOBALIZATION

(Also WMS 251)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 256 CHANGING WOMEN'S LIVES

(Also ENG/HIS/WMS 256)

This course explores the ways in which tradition, myth, social stereotypes and social forces shape American women's lives. We will study the influence of gender from several disciplinary perspectives to help illuminate large subject areas, such as work, love, creativity, pornography, the family, communication, personal identity and self-worth. Any study of women recognizes that gender roles affect both women and men; thus, discussion includes issues related to male and female social development. Readings balance women's common realities, such as biological functions and sex role training, with individual realities influenced by class, race, age and sexual orientation. Central to this course are choices and constraints contemporary women and men face as we make our way into the twenty-first century. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

SOC 257 PEOPLES AND CULTURES OF LATIN AMERICA AND THE CARIBBEAN

The interdisciplinary core course is designed to introduce students to the richness and diversity of Latino/Latin American and Caribbean cultures by examining the geography and ecology of the region, its history, politics and economics, its literature, music and arts, and contemporary issues like migration and globalization. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

SOC 305 BEYOND BLACK AND WHITE: LATINOS IN THE UNITED STATES

(Also LAC 305)

Latinos, or Hispanic Americans, constitute the largest minority in the United States today. Yet, in a society that 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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 308 THEORY AND PRACTICE IN HUMAN SERVICES
(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. 1 c.u.

Prerequisite: Junior standing.

SOC 309 GLOBAL CRIME

"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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 310 SOCIOLOGY OF CAPITAL PUNISHMENT

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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 314 SOCIOLOGY OF MADNESS AND MARGINALITY
(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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 316 SOCIOLOGY OF HEALTH AND ILLNESS
(Also WMS 316)

This course examines the social correlates of health and illness (gender and sexuality, "race," ethnicity and social class), the structure of health care and the medical establishment, institutions of medical research and training, the pharmaceutical industry, government policies regarding disease control, public health, and health care practices. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 320 CLASSICAL SOCIOLOGICAL THEORY

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. 1 c.u.

Prerequisites: SOC 215 with a C or better
and two 200-level Sociology courses.

SOC 325 METHODS OF SOCIAL RESEARCH

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. 1 c.u.

Prerequisite: SOC 215 with a C or better.

SOC 333 SELECTED TOPICS IN SOCIOLOGY

This course descriptions will be announced when the course is offered. As topics change, this course may be repeated for credit. 1 c.u.
Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 336 SOCIOLOGY OF SEX, GENDER, AND SEXUALITY
(Also WMS 336)

This course will analyze the social, cultural and political construction of sex, sexuality and gender by examining “western” and “non-western” conceptions of masculinity, femininity, male and female, heterosexuality, homosexuality, bisexuality, transvestitism, transsexuality and transgenderism. 1 c.u.
Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 345 THE POLICE

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. 1 c.u.
Prerequisite: SOC 243.

SOC 347 CORRECTIONS

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. 1 c.u.
Prerequisite: SOC 243.

SOC 348 VICTIMOLOGY

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. 1 c.u.
Prerequisite: SOC 243.

SOC 353 CRIMINAL LAW

This course concerns statutory and case law pertaining to crime. Both substantive and procedural law will be considered. 1 c.u.
Prerequisites: Junior standing or consent of Instructor; SOC 215
with a grade of C or better.

SOC 369 SOCIOLOGY OF AFRICAN/ AMERICAN FAMILIES
(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. 1 c.u.
Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 370 SOCIOLOGY OF LATIN AMERICA AND THE CARIBBEAN
(Also LAC 370)

The richness and diversity of Latin American cultures, the region's turbulent history of conquest and colonization, the politics of development and underdevelopment, and national struggles for reform and revolution are examined. 1 c.u.
Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 412 CONTEMPORARY SOCIAL PROBLEMS

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. 1 c.u.
Prerequisites: SOC 325 and two
200-level Sociology courses.

SOC 413 SOCIAL CHANGE

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. 1 c.u.
Prerequisites: SOC 325 and two
200-level Sociology courses.

SOC 414 SOCIAL MOVEMENTS
(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. 1 c.u.
Prerequisites: SOC 325 and two
200-level Sociology courses.

SOC 415 CRIMINAL JUSTICE AND GENDER

(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. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 416 CRIMINAL JUSTICE AND RACE

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. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 417 FEMINISM: THEORY AND PRACTICE

(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. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 418 DRUGS, CRIME, AND SOCIAL POLICY

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. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 419 COMMUNITY AND CORRECTIONS

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). 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 433 SELECTED TOPICS IN SOCIOLOGY

(Writing Intensive)

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. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 450 SENIOR RESEARCH SEMINAR

(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. Students conduct their own research in consultation with the faculty.

Prerequisites: Senior majors only, 1 c.u.
Cannot be substituted with portfolio assessment.

SOC 215 with a C or better,
SOC 320, SOC 325.

SOC 490 FALL INTERNSHIP IN SOCIOLOGY

(Also WMS 490)

(Writing Intensive)

See "Internships in Sociology" for course description, prerequisites and application procedure. 1 c.u.

SOC 491 SPRING INTERNSHIP IN SOCIOLOGY

(Also WMS 491)

(Writing Intensive)

See "Internships in Sociology" below for course description, prerequisites and application procedure. 1 c.u.

Cannot be substituted with portfolio assessment.

INTERNSHIPS IN SOCIOLOGY**(Fall and Spring)**

Prerequisites: SOC 215 with a C or better, SOC 320, SOC 325, application, and consent of the Instructor.

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. 1 c.u.

Spanish Courses

SPA 110 SPANISH LANGUAGE AND CULTURE I

(Also LAC 110)

■ Communication Skills

Introductory course in 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 structures, oral recitation and written composition. In addition to language studies, the course will compare and contrast American, Latin American, Latino and Spanish cultures. 1 c.u.

SPA 120 SPANISH LANGUAGE AND CULTURE II

(Also LAC 120)

■ Communication Skills

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequisite: LAC/SPA 110 or two years of high school Spanish or consent of the Instructor.

SPA 203 SPANISH CULTURE III

Cultural heritage through readings and discussions of literary works to give imaginative insight into the thought, ideas, feelings, and doings of the people. 1 c.u.

Prerequisite: LAC/SPA 120 or three years of high school Spanish or consent of the Instructor

SPA 205 ADVANCED CONVERSATION, COMPOSITION AND PHONETICS I

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. 1 c.u.

Prerequisite: SPA 203 or the equivalent.

SPA 206 ADVANCED CONVERSATION, COMPOSITION AND PHONETICS II

Continuation of SPA 205.

1 c.u.

Prerequisite: SPA 205.

SPA 212 MASTERPIECES OF SPANISH LITERATURE

Outstanding work of Spanish literature from the Middle Ages through the twentieth century with emphasis on those of universal influence. 1 c.u.

SPA 230 HISPANIC SHORT STORY

The short story genre as seen through the works of major Spanish and Hispanic-American writers. 1 c.u.

SPA 231 CIVILIZATION OF SPAIN AND SPANISH AMERICA

The principal characteristics of the civilizations of Spain and Spanish America through a study of the evolution of their political and social institutions and an examination of representative literary, philosophical and artistic works. 1 c.u.

SPA 241 SPANISH FOR SOCIAL WORKERS, MEDICAL PERSONNEL

A practical course that includes the special vocabulary and idiomatic structures needed for communicating with Spanish-speaking people in their daily work. 0.5 c.u.

SPA 301 ADVANCED GRAMMAR AND EXPRESSION I

An intensive study of Spanish grammar. Practical application through the writing of essays, translations, and oral reports. 1 c.u.

SPA 302 ADVANCED GRAMMAR AND EXPRESSION II

Continuation of SPA 301.

1 c.u.

Prerequisite: SPA 301.

SPA 313 TWENTIETH CENTURY SPANISH LITERATURE

A study of the leading writers of the twentieth century through representative novels, poems, and dramas. 1 c.u.

SPA 410 CERVANTES

A study of El Quixote. Selections from the "Entremeses" and the "Novelas ejemplares." 1 c.u.

SPA 411 LITERATURE OF THE GOLDEN AGE

Analysis of the literary and social background of the sixteenth and seventeenth centuries with emphasis on the drama from Lope de Vega to Calderon de la Barca. 1 c.u.

Women's Studies Courses

WMS 104 INTRODUCTION TO WOMEN'S STUDIES

(Also HIS 104)

■ Community Orientation & Citizenship

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. 1 c.u.

WMS 213 WOMEN AND WORK

(Also SOC 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. 1 c.u.

Prerequisites: SOC 100, SOC 215

with a grade of C or better.

WMS 222 AFRICAN-AMERICAN LITERATURE

(Also AFS/ENG 222)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

ENG 223 WOMEN'S LITERATURE

(Also WMS 223)

(Writing Intensive)

■ Aesthetic Appreciation

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

WMS 225 PHILOSOPHICAL PERSPECTIVES ON WOMEN

(Also PHL 225)

A critical analysis of traditional and contemporary conceptions of the nature of women and their social roles and obligations. Readings from classical and contemporary philosophical, psychological and literary sources. Topics include: concepts of sexual equality, natural sex differences, sex roles, self-respect and the reflection of sexual stereotypes in linguistic usage. 1 c.u.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

WMS 226 LITERATURE OF RACE, CLASS, GENDER

(Also AFS/ENG 226)

■ Multi/Transcultural & Global Awareness

Varied works of western and/or non-western literature that illustrates how different races, ethnic groups, genders, and classes view themselves.

Prerequisite: WRT 108 or WRT 109

with a final grade of C- or better.

1 c.u.

WMS 233 SELECTED TOPICS IN WOMEN'S STUDIES

Selected topics with women's studies focus.

Prerequisite: As defined by the

1 c.u.

department offering the course.

WMS 234 SOCIAL INEQUALITY

(Also SOC 234)

■ Problem Solving & Critical Thinking Skills

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. 1 c.u.

Prerequisite: SOC 100 or PSY 100.

WMS 241 MINORITY GROUPS AND RACE RELATIONS

(Also AFS/SOC 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. 1 c.u.

Prerequisites: SOC 100, SOC 215

with a grade of C or better.

WMS 249 SOCIOLOGY OF THE FAMILY

(Also SOC 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. 1 c.u.

Prerequisite: SOC 100.

WMS 251 GENDER AND GLOBALIZATION

(Also SOC 251)

■ **Problem Solving & Critical Thinking Skills**

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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 256 CHANGING WOMEN'S LIVES

(Also ENG/HIS/SOC 256)

This course explores the ways in which tradition, myth, social stereotypes and social forces shape American women's lives. We will study the influence of gender from several disciplinary perspectives to help illuminate large subject areas, such as work, love, creativity, pornography, the family, communication, personal identity and self-worth. Any study of women recognizes that gender roles affect both women and men; thus, discussion includes issues related to male and female social development. Readings balance women's common realities, such as biological functions and sex role training, with individual realities influenced by class, race, age and sexual orientation. Central to this course are choices and constraints contemporary women and men face as we make our way into the twenty-first century.

Prerequisite: WRT 108 or WRT 109 1 c.u.
with a final grade of C- or better.

WMS 258 GOTHIC LITERATURE

(Also ENG 258)

■ **Aesthetic Appreciation**

■ **Multi/Transcultural & Global Awareness**
(Writing Intensive)

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. 1 c.u.

Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.

WMS 300 HISTORY OF SOCIAL POLICY AND THE POOR

(Also HIS 300)

(Writing Intensive)

This course will look at the treatment of poor people 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. We will also examine poor peoples' response to this treatment and the ways in which they shaped social policy. 1 c.u.

Prerequisites: HIS 219;
WRT 108 or WRT 109 or
consent of the Instructor.

WMS 302 PATCHWORK: A QUILTER'S LOOK AT THE WORLD

(Also CAT 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. 1 c.u.

Prerequisite: WRT 108 or WRT 109.

WMS 314 SOCIOLOGY OF MADNESS AND MARGINALITY

(Also SOC 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. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 316 SOCIOLOGY OF HEALTH AND ILLNESS

(Also SOC 316)

This course examines the social correlates of health and illness (gender and sexuality, "race," ethnicity and social class), the structure of health care and the medical establishment, institutions of medial research and training, the pharmaceutical industry, government policies regarding disease control, public health, and health care practices. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 333 SELECTED TOPICS IN WOMEN'S STUDIES

Special topics with a women's studies focus.

Prerequisite: As defined; by 1 c.u.
the department offering the course.

WMS 335 PSYCHOLOGY OF GENDER

(Also PSY 335)

■ Multi/Transcultural & Global Awareness

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. 1 c.u.
Prerequisite: PSY 100.

WMS 336 SOCIOLOGY OF SEX, GENDER AND SEXUALITY

(Also SOC 336)

This course will analyze the social, cultural “non-western” conceptions of masculinity, femininity, male and female, heterosexuality and homosexuality, bisexuality, transvestitism, transsexuality and transgenderism. 1 c.u.
Prerequisite: One 200 level Sociology course.

WMS 353 WOMEN’S HISTORY

(Also HIS 353)

(Writing Intensive)

This course will examine the role of women and women’s movements in various times and places. Special attention will be paid to the social, economic, cultural, and political options available to women. The course will also examine the efforts of women to achieve equality. Each student will write a major (20-page) research paper for this course. The course will alternate between a US History course, a LAC History course, and a Global History course.. 1 c.u.

*Prerequisites: HIS 219;**WRT 108 or WRT 109 or**consent of the Instructor.***WMS 361 SHAKESPEARE’S WOMEN**

(Also ENG 361)

(Writing Intensive)

The course analyzes women characters and attitudes about women in the plays of Shakespeare. We will consider and read in depth histories, comedies, and tragedies of Shakespeare to learn how to read the Bard’s plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women’s Studies course. 1 c.u.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better.***WMS 362 SHAKESPEARE’S MEN**

(Also ENG 362)

(Writing Intensive)

■ Problem Solving & Critical Thinking Skills

The course analyzes the role of masculinity and concepts of manhood in the plays of Shakespeare. We will consider and read in depth histories, comedies and tragedies of Shakespeare to learn how to read the Bard’s

plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women’s Studies course. 1 c.u.

*Prerequisite: WRT 108 or WRT 109**with a final grade of C- or better.***WMS 414 SOCIAL MOVEMENTS**

(Also SOC 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 include: revolutionary, human rights, civil rights, black power, labor, and women’s movements around the world. 1 c.u.

*Prerequisites: SOC 325 and**two 200 level Sociology courses.***WMS 415 CRIMINAL JUSTICE AND GENDER**

(Also SOC 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. 1 c.u.

*Prerequisites: Junior standing and one course in Sociology.***WMS 417 FEMINISM: THEORY AND PRACTICE**

(Also SOC 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. 1 c.u.

*Prerequisites: SOC 325 and**two 200 level Sociology courses.***WMS 425 CROSS-CULTURAL PSYCHOLOGY**

(Also PSY 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. 1 c.u.

*Prerequisites: PSY 230, or PSY 305 or**consent of the Instructor.*

Writing Courses

WRT 102 ENHANCED ARGUMENTATIVE AND ANALYTIC WRITING

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. 2 c.u.s

Successful completion of this course requires a grade of C or better. Students who successfully pass this class take WRT 108 the next semester

WRT 105 ARGUMENTATIVE AND ANALYTIC WRITING

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. 1.5 c.u.s

Students must receive a grade of C- or better to advance to WRT 109.

WRT 106 ACCELERATED ARGUMENTATIVE AND ANALYTIC WRITING

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.

Students must receive a grade of C- or better to advance to WRT 109. 1 c.u.

WRT 108 ENHANCED SYNTHESIS AND RESEARCH WRITING

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. 1.5 c.u.s

Successful completion of this course requires a grade of C- or better; Nursing and Education students must receive a C or better.

WRT 109 SYNTHESIS AND RESEARCH WRITING (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-of-class tutoring may be assigned. Required of all students. 1 c.u.

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.

WRT 205 INTRODUCTION TO PROFESSIONAL AND TECHNICAL WRITING

■ **Communication Skills**
(Writing Intensive)

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. 1 c.u.

**WRT 229 LANGUAGE AND SOCIETY:
WESTERN RHETORIC IN
CONTEMPORARY USE**

(Also PHL 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. 1 c.u.

*Prerequisite: WRT 108 or WRT 109
with a final grade of C- or better.*

**WRT 251 DIGITAL MEDIA
COMPOSITION**

■ **Communication Skills**

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. 1 c.u.



Academic Regulations & Procedures— Undergraduate

Academic Regulations & Procedures— Undergraduate

The academic regulations and procedures set forth in this section constitute a student's rights and responsibilities. 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 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.

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 Committee, 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.

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.

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 the 60% point of the semester. After the 60% point a grade of "F" 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 “F” grade for any of the following reasons:

- serious illness and/or injury with documentation from a doctor;
- unavoidable change in work hours with documented letter from the employer;
- 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.

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 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:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the College.
2. Reasonable accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. 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:

1. Meet the College's qualifications and essential technical, academic, and institutional standards.
2. 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.
3. 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.
4. 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:

1. Maintain the College's academic standards.
2. 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.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documen-

tation with the student's signed consent authorizing such discussion.

4. Select among equally effective and reasonable accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. 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.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that:
 - pose a direct threat to health and safety of others;
 - 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.
7. Eligibility for reasonable accommodations will be determined on a case-by-case basis.

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

1. Ensure that College courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable accommodations, academic adjustments, and/or auxiliary aids for students with documented disabilities upon a timely request by a student.
5. 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 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. Special 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 3-4½ 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.

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:

1. The Office of the Registrar distributes to the faculty of Bloomfield College a student roster for his/her class after the add/drop period (2nd 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.

2. Faculty submits attendance information again when submitting midterm grades (7th 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.
3. When entering final grades (15th 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.

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.

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

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

See Junior and Senior Checks.

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.

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:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. 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.
2. 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.

3. 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.

4. 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 appealing 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.

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 within 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:

- A. The instructor should state course objectives in writing during the first week of classes, in clear, comprehensive, specific terms.
- B. The stated objectives should include:
 1. Any prerequisite skills or knowledge;
 2. Time factors for classroom contact and out-of-class study and preparation;
 3. The methods to be utilized;
 4. Desirable behavioral, cognitive, or effective changes; and
 5. Standards against which the instructor will evaluate.
- C. Evaluative reports to the student will include both a grade or score and comments or suggestions for improvement;
- D. 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;
- E. 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;

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:

- A. 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.
- B. Grading standards and criteria should reflect at least the following factors:

THE GRADING SYSTEMS– LETTER GRADE SYSTEM	SYMBOL	QUALITY 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
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.*

1. The level of the course (i.e., 100, 200, 300, or 400);

2. Student performance in accordance with the instructor’s stated expectations and the stated objectives of the course;

3. A general understanding of the minimum quality of academic achievement acceptable for graduation credit.
- C. 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 within 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. 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.

INTERSHIP PROGRAMS

To enroll in any Bloomfield College internship, 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 minimum 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.

JUNIOR AND SENIOR CHECKS

Juniors will receive notification to make an appointment to review their progress charts from the Office of Advising and Registration. All *Seniors* must be evaluated by the Registrar. This updated evaluation, the senior check, must be signed and dated by the student. After evaluation by the Registrar, all appropriate candidates for graduation must complete the application for the undergraduate degree to be able to participate in commencement.

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:

1. may take up to six(6) undergraduate courses at Bloomfield College
2. 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:

- 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.

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 course 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.

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.

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:

1. Only students with a cumulative GPA of 2.0 or better can take classes off campus.
2. The requested course cannot be a repeat of a course already taken at Bloomfield College.
3. Students with junior or senior status must take courses at a four-year institution.
4. The Residency Requirement (page 59) states that students must take their last eight course units on campus.

5. The requested course must have the approval of a faculty member in the appropriate department or the Division Chairperson.

Appeals of the requirements should 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.
- 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.

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.

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 Keisha Shay by email Keisha_Shay@bloomfield.edu or by calling 973-748-9000, Ext. 1257.

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 (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 may file an appeal with the Registrar. 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.

Enrichment Programs

Enrichment Programs

EDUCATIONAL OPPORTUNITY FUND PROGRAM

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 the desire to succeed but do not meet the College's regular admission criteria.

The main goals of the EOF Program are:

- To promote a positive adjustment and assimilation into the College;
- To involve students in the total life of the College, by making the most of campus resources;
- To assist students to learn and develop a set of decision making, critical thinking, problem solving skills;
- To involve students in leadership and co-curricular activities;
- To prepare students to face new challenges with hope, optimism, and self confidence.

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, and SAT or ACT scores for admission;
- 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 enrolled as a full-time college student;
- Must be interviewed by a member of the EOF staff;
- Must participate in an intense five-week residential summer program.
- Student must have a high school diploma or Graduate Equivalent Diploma (GED).

The EOF Program provides financial support for college tuition to eligible students. A preliminary decision will be made regarding eligibility after students complete the Bloomfield College EOF Program Preliminary Financial Information Form.

Students must also complete the Free Application for Federal Student Aid (FAFSA) and the Bloomfield College Application for Financial Assistance by the recommended deadline of April 1st. A copy of the family's federal income tax return or a letter from the agency providing support of the family is also required. Financial aid applications are available at Bloomfield College. Students who need assistance may contact the Financial Aid Office at (973) 748-9000 Ext. 1212 or 1383.

FIRST YEAR SUMMER BRIDGE

This program offers incoming First Year Students a **FREE** college course in healthy lifestyles and customized math tutorials that address student math skill needs.

Through this four week program students will enhance math skills making them better prepared for their college level math courses. Students will also meet faculty and professional advising/coaching staff who will facilitate transitioning challenges to college.

TRIO SSS-STAR . . . STUDENT SUPPORT SERVICES

The TRIO Student Support Services (SSS) grant was awarded to Bloomfield College in the 2000-2001 academic year. Referred to on campus as Trio SSS-**STAR (Students To Achieve Renown)**, the program's focus is to empower Bloomfield College undergraduate students enrolled in the SSS Program to develop the skills necessary to graduate college. Eligible participants include enrolled students who are first-generation and/or meet federal income guidelines and have a need for academic support.

The activities or services of the program include, but are not limited to the following:

- Monitoring of academic progress
- Assistance in exploration of course offerings
- Academic and personal coaching
- Career Counseling
- Summer internships
- In-house tutoring services
- Financial aid assistance and advocacy with Student Financial Services
- Financial literacy education
- Financial aid advising and award letter review
- Assistance in completing federal and state financial aid applications
- Financial assistance through the SSS Grant
- First Year Mentor Program
- Student computer lab
- Graduate school and professional school planning
- Cultural and social events and activities
- Textbook, Laptop and Calculator Loans

Special Programs

BLOOMFIELD COLLEGE HONORS PROGRAM

The purpose of the Bloomfield College Honors Program is to create an academic environment that encourages and motivates students to be challenged and excel in their academic work, leadership activities, and social responsibility. The program embraces our mission and is committed to interdisciplinary, multicultural perspectives as a foundation for scholarship in the 21st century.

The curriculum consists of interdisciplinary Honors seminars which are grounded in the arts and sciences, courses of the student's choice taken for Honors credit ("Honors Options"), and an honors capstone project. Honors students work with faculty mentors in their discipline and on the Honors Council to develop the honors element of the capstone project in their major.

The curriculum will be enriched by co-curricular experiences such as attendance at the national and regional honors conferences, activities that take advantage of the cultural opportunities both on campus afforded by the New York/New Jersey metropolitan area community service and social activities.

Students enrolled in the Program are encouraged to participate in an international academic experience, which is supported by the Maureen Grant Study Abroad Scholarship.

Eligibility

The Honors Program is open to new freshmen, continuing, and transfer students. New freshmen are admitted based upon their high school academic record (a combination of AP courses, honors courses, high school grade point average, international baccalaureate degree, letters of recommendation from teachers) and participation in community service and leadership activities.

Currently enrolled students must have completed between 3 and 18 college-level courses with a cumulative grade point average of 3.3 or higher, submit two recommendations from faculty, and interview with the Director of the Honors Program.

Incoming transfer students must have a cumulative incoming grade point average of 3.3 or higher, submit two recommendations from faculty at their previous institution, and interview with the Director of the Honors Program.

Requirements

To remain in the Honors Program and graduate with the Honors Program designation:

1. Honors students must maintain a cumulative grade point average of 3.3 or higher.
2. Honors students must successfully complete at least four "Honors Options" during their regular academic program. The selection of these honors options must be made in consultation with, the student's academic advisor and the approval of the Director of the Honors Program, and instructor. The Honors Option designation means that the student will perform honors work that involves greater depth and academic challenge than that assigned other students in the course. Specific requirements will be established by the instructor of the course in collaboration with the student and Honors Program Director.
3. Honors students must take at least one Honors Seminar (HON 498 or HON 499), normally in junior or senior year. Note: as topics vary, HON 498 and HON 499 may be repeated for credit. HON 498 and HON 499 will count as elective credit. However, these honors seminars may be used as a substitution for a major course with approval by the appropriate discipline coordinator and the Honors Director.
4. Part-time students must meet the same criteria and be enrolled in a minimum of two college-level courses.

5. Honors students are encouraged to actively participate in the intellectual life of the College community and to serve as leaders and role models for other students by serving on the Honors Council, assisting in the planning and organizing of co-curricular events, mentoring other students and participating in community service activities.

DR. RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

The Dr. Ronald E. McNair Scholars Program is a federally-funded TRIO program that prepares income-eligible, first-generation and/or underrepresented students for graduate and doctoral study. The program was named after the NASA astronaut, Dr. Ronald E. McNair, the second African-American to fly into space, who was committed to educational access and opportunity.

The goal of the McNair Scholars Program is to increase the number of Ph.D.s among underrepresented segments of our society. The Bloomfield College McNair Scholars Program's objectives are to provide and facilitate research opportunities, increase retention and graduation rates, increase the number of scholars matriculating into graduate programs (doctoral and masters), and increase the number of Scholars receiving Ph.D.'s within 10 years of graduating with a Bachelor's degree.

Scholars can expect to receive the following benefits and activities as participants in the Program:

- Seminars on the research and graduate school admissions process;
- Workshops on library and academic research, finding funding and fellowships for graduate school, improving technical writing skills, preparing personal statements, and effective interviews and research presentations;
- Access to faculty mentors to supervise and guide Scholars' research work;
- Individual and group academic advisement;
- Support for travel to and participation in McNair Research Conference and national academic conferences;
- GRE preparatory workshops;
- Financial literacy workshops;
- Unlimited referrals to fellowships, graduate school fairs and summer research opportunities;
- Up to \$2,200 in stipend to support research efforts.

To be eligible for the McNair Scholars Program, students must:

- Have completed the Sophomore year (in some cases Sophomores will be admitted to the program under the classification of a junior McNair Scholar)
- Have a minimum cumulative GPA of 3.0 or above
- Hold U.S. Citizenship or permanent U.S. residency
- Come from a low-income family and be the first generation to complete a baccalaureate degree or be a member of a group that is underrepresented in graduate education (African American, Native American or Chicano/Latino).
N.B. There are limited slots for admission as an underrepresented Scholar
- Intend to pursue graduate studies leading to a Ph.D. (This program is not open to students pursuing medical, law or an MBA degree.)

For additional information, including an application, please view the McNair website: www.bloomfield.edu/mcnair.

To speak with McNair staff and set up an appointment or learn more about the program, please send an email to mcnair@bloomfield.edu or call (973) 748-9000, Ext. 1663.

POST-CHIROPRACTIC PROGRAM

The post-chiropractic program offers holders of the D.C. degree an opportunity to complete the requirements for the B.S. degree.

Post-chiropractic students must complete the General Education and residency requirements. Admission to the program is based on the D.C. degree and two years of college credit from an accredited institution.

For further information, contact the office of the Pre-Chiropractic Coordinator.

THE SENIOR CITIZENS PROGRAM

Senior citizens, aged 65 and above, are welcome to enroll in any course that is not filled, on a space-available basis (2) weeks before the beginning of the term. See page 20 for tuition and fees. While many senior citizens at Bloomfield College take classes for audit only, they may take courses for credit toward degrees. Through their presence on campus, and especially through their active participation, the seniors enrich the learning experience of all students. The College is pleased to have them.

STUDY ABROAD

Study Abroad opportunities in European, Asian, African and Latin American countries are available through Bloomfield College's membership in the College Consortium for International Studies (CCIS).

Applicants for CCIS programs must have attained sophomore status with a minimum cumulative G.P.A. of 2.5. Information on CCIS programs and assistance in the application process is available from Ext. 1322.

Bloomfield College also offers credit through Wroxton College, located between Stratford-on-Avon and Oxford, England. While Wroxton is owned and operated by Fairleigh Dickinson University, it is technically treated as a branch of Bloomfield College under a special agreement.

Students entering the Wroxton program must have attained sophomore status, with a cumulative G.P.A. of 2.7 or higher. Formal application may be made by completing the Wroxton application forms which are available from Ext. 1322.

These programs provide the opportunity for students to spend a semester of study abroad without the problems often associated with the transfer of credit.

While enrolled at Wroxton or other CCIS program, students are entitled to continue receiving all federal, State and Bloomfield College financial aid. Students will be considered for an increase in Bloomfield College Supplemental Grants to help meet the additional costs of attending the overseas program. Additional grants of up to \$1,000 are available for one semester only to students who have demonstrated financial need and have utilized maximum eligibility under the Stafford Student Loan Program.

VISITING STUDENTS

Bloomfield College welcomes *bona fide* visiting students who submit statements of eligibility signed by the Dean or Registrar of their own institutions. Statements of eligibility are submitted to the Office of Admission who arranges registration appointments. The usual application fee is waived as a courtesy to the sending institution. Visiting students are responsible for tuition and appropriate fees.

ACCELERATED PROGRAMS

Our Accelerated Program offers accelerated, *credit-bearing* programs to meet the needs of adult students who wish to complete their program in a minimum amount of time without compromising quality or standards. Recognizing the demands made on full-time working adults, the Accelerated Program provides an opportunity for serious academic pursuit within a schedule that provides for balance in their lives. Courses are offered in a variety of delivery modes—traditional face-to-face, hybrid, and fully online—on weekdays and Saturdays.

Bloomfield College has small, personal classes, as well as expert, caring faculty. The adult learner will find an opportunity to work with faculty with professional experience who draw upon their student's strengths while, at the same time, recognize their distinctiveness as nontraditional students.

The Accelerated Program offers the following programs of study:

• Certificate in Network Engineering

The certificate in Network Engineering prepares students with or without a bachelor's degree to meet the growing demands of the Internet Technology industry as network consultants, LAN and WAN engineers, IP telephony support engineers, network security architects. Students will develop skills required by large and small corporations, government, and the non-profit sector. For those already in the Internet Technology field, this certificate will help accelerate your career.

For curriculum information, see page 125.

- **Certificate in Supply Chain Management**

The certificate prepares students with and without a bachelor's degree for the growing fields of physical distribution, inventory control, traffic, warehouse management and more. The program is designed to meet the needs of the working professional and fulfill corporate training objectives. For curriculum information, see page 76.

For more information on Certificates in Network Engineering or Supply Chain Management, contact the Chairperson of the Division of Accounting, Business, Computer Information Systems and Economics at 973-748-9000, Ext. 1389.

- **RN/BSN Program**

The accelerated RN/BSN degree program provides a fast-track to the BSN for RN-prepared nurses who wish to expand their skills beyond the clinical aspects of nursing, be a leader in the nursing profession, and be better prepared for today's health care challenges.

For more information on the RN/BSN program, contact the Chairperson of the Frances M. McLaughlin Division of Nursing at 973-748-9000, Ext. 1324.

Alternative Credit Programs

ADVANCED PLACEMENT

Bloomfield College participates in the Advanced Placement Program administered by the College Entrance Examination Board. It grants advanced standing (placement and credit) to the student who earns a grade of 3, 4, or 5 in an Advanced Placement Examination. In the case of a student who earns a grade of 3, advanced standing may be granted only upon the recommendation of the faculty within the discipline involved.

Additional information concerning the Advanced Placement Program may be obtained from:

College Board
Advanced Placement Examination
Box 592
Princeton, NJ 08540

INDEPENDENT STUDY

The Independent Study Program provides the opportunity to study individually with a member of the College faculty. Students may use it for unique, creative projects not found in the standard course offerings or for requirements which the student cannot meet through scheduled course offerings.

1. Only juniors and seniors are allowed to take an Independent Study unless it is in a Foreign Language.
2. The following G.P.A. is required for taking an Independent Study:
Juniors – 3.0 Seniors – 2.5
3. An Independent Study may not be used to repeat a course.
4. A student may take only one Independent Study per semester and no more than a total of four. Certain majors may have other restrictions.
5. An Independent Study may not be taken during a semester that the course is offered.
6. Students may petition the Faculty Committee on Academic Standards for exceptions to this policy.

Note: Internships will be treated as regular courses with student participation dependent on faculty/Division Chairperson recommendation.

To register a student must obtain an application for Internship form in the Registrar's Office.

In order to determine eligibility for independent study, students should contact the Division Chairperson. They must then secure the sponsorship of an appropriate faculty advisor who will assist in preparing a program prospectus. The prospectus must include the learning goals, the method of study, and the means by which the faculty member will evaluate the student's progress. If approved by the faculty member, the Division Chairperson, and the Registrar the prospectus will constitute a contract between the student and the College.

Independent studies will normally begin and end with the regular semester. The faculty member will assign a grade upon completion of the project, and the student will receive the academic credit agreed upon if the project is completed satisfactorily.

More information can be obtained from the Office of Advising and Registration at 229 Liberty Street (973) 748-9000, Ext. 1759.

LEARNING ASSESSMENT

Because not all college-level learning takes place in the classroom, Bloomfield College accepts credit through the College Level Examination Program (CLEP and DSST) and Prior Learning Assessment (PLA).

A maximum of 16 course units may be earned through CLEP, DSST and PLA.

FOR CLEP AND DSST:

- Examination credit is applicable to the fulfillment of the major and General Education requirements, subject to the approval of the major advisor.
- In accordance with scoring recommendations of the American Council on Education, credit will be granted for students who score 50 and above (59 and 63 for French II and Spanish II, respectively) on CLEP exams and 46 and above on the DSST Lifespan Development exam.
- Bloomfield College is a CLEP testing center.
- Students must register *in advance* for CLEP exams via email to Clep@bloomfield.edu.
- Test dates and registration deadlines are available from the Center for Innovation to Enhance Learning (CITEL) or online at <http://www.bloomfield.edu/academics/academic-centers/citel/testing-services/clep>
- There is a non-refundable registration fee of \$25 in addition to the cost of the exam.
- To register for CLEP exams, Bloomfield College students must have
 - completed a minimum of one semester at the College before taking a CLEP exam.
 - completed any necessary foundation courses.
 - completed the prerequisite(s) for the course they wish to CLEP.
 - a cumulative GPA of 2.0 or higher.
- CLEP and DSST exams cannot be taken as a repeat of a course already taken at any institution.
- CLEP and DSST credits accepted in transfer are subject to evaluation criteria established by Bloomfield College.
- Each exam is 90 minutes long and is made up primarily of multiple-choice questions. Some exams have fill-ins, and the English Composition exam contains an essay.

- All CLEP and DSST tests are taken online; there are no pencil-and-paper tests.
- Successfully completed CLEP and DSST exams will be recorded on the student's transcript as transfer credit and will not be used in calculating the grade point average.

CLEP EXAM	BLOOMFIELD COLLEGE EQUIVALENT	
ACC 201	Financial Accounting I	1 cu
BUS 200	Principles of Management	1 cu
BUS 314	Principles of Marketing	1 cu
BUS 316	Introductory Business Law	1 cu
ENG 202	Analysis & Interpretating Literature	1 cu
ENG 203	English Literature	1 cu
ENG 204		1 cu
Biology		
Chemistry		
Natural Science		
GIS 200	American Government	1 cu
MTH 140/141	College Algebra	1 cu
MTH 160/161	Precalculus	1 cu
MTH 221	Calculus	1 cu
PSY 100	Introductory Psychology	1 cu
PSY/EDC 210	Educational Psychology	1 cu
SOC 100	Introductory Sociology	1 cu
SOC 247	Human Growth & Aging	1 cu
French Language		
FRN 115	French Language & Culture I	1 cu
FRN 125	French Language & Culture II	1 cu
Spanish Language		
SPA 110	Spanish Language & Culture I	1 cu
SPA 120	Spanish Language & Culture II	1 cu

DSST EXAM	BLOOMFIELD COLLEGE EQUIVALENT	
PSY 205	Lifespan Developmental Psychology	1 cu

PRIOR LEARNING ASSESSMENT (PLA)

- Assessment may be requested in any course found in this Catalog *except Education and Nursing courses and some internship courses*.
- Prior learning acquired through sponsored or non-sponsored experiences will be considered (for example –work experiences, volunteering, non-credit certification courses, and other life experiences).

- Prior learning is assessed through the development of a portfolio, which is accomplished with the guidance of a faculty mentor.
- If the course to be assessed is a prerequisite for later courses, these courses may not be taken until the assessment process has been successfully completed.
- Students must apply for portfolio assessment through the Associate Vice President for Academic Affairs, 73 Oakland Avenue, Ext. 1352.
- Costs are set each year and can be obtained from the Vice President for Academic Affairs
- To apply for portfolio assessment, students must have completed a minimum of 6 course units at the College (4 course units for transfer students holding the AA or AS degree) Students may apply for portfolio assessment prior to completing 6 course units and credits will be recorded on the transcript after the 6 course units have been completed.

PRIOR LEARNING ASSESSMENT (PLA) PROCESS:

- Submit PLA application to the Associate Vice President for Academic Affairs.
- Associate Vice President for Academic Affairs forwards applications to the appropriate division Chairperson for review *and approval*.
- Application may be approved, denied, or returned for additional information.
- Application decisions will be made within 3 weeks of receipt.
- If additional information is needed, the Associate Vice President for Academic Affairs requests this information from the applicant.
- Application decisions will be reported to the student immediately by the Associate Vice President for Academic Affairs
- If an application is approved,
 - a. The Division Chairperson will arrange for a faculty mentor and students will be notified of the name and contact information for the mentor by the Associate Vice President for Academic Affairs.

- b. The Division Chairperson will arrange for a faculty mentor.
 - c. The student will be enrolled in and must complete the free, non-credit PLA workshop (PDC 150).
 - d. Upon enrollment in PDC 150, student will receive a tuition bill (\$500) for the 2018-2019 academic year.
 - e. The student receives a list of the course outcomes to address in the portfolio.
- The student develops the portfolio with guidance from the faculty mentor. The portfolio must be completed by the end of the semester after the portfolio application was approved.
 - Portfolio is submitted to the Vice President of Academic Affairs.
 - The portfolio evaluation will be completed within one month and submitted to the Vice President for Academic Affairs who will report the evaluation results to the student and Registrar.
 - If awarded credit, the Registrar adds the course to the student's transcript with a grade of "S" (satisfactory). The grade will not be used in calculating the grade point average.

ASSESSMENT OF WRT 106/109 CREDIT

For a student who tests out of WRT 105/106 through placement testing at Bloomfield College, assesment of credit for these courses can be done via Prior Learning Assessment.

- Students submit applications *along with several of their best writing samples*.
- Completed applications are forwarded to the Writing and analysis Program Coordinator by the Associate Vice President for Academic Affairs.
- If the application is approved, the student receives credit for WRT 106.
- If the student has not yet taken WRT 109, s/he will take the WRT 109 exit exam through arrangement with the Writing and Analysis Program Coordinator.
- The exit exam is evaluated by the Writing and Analysis Coordinator.
- If a student passes the exit exam, s/he receives credit for WRT 109.
- If a student does not pass the exit exam, s/he must take the WRT 109 course.

High School/College Credit Programs

COLLEGE CREDIT IN THE HIGH SCHOOLS

Through a cooperative arrangement with local high schools, freshman-level College courses are made available to qualified high school seniors. Courses offered under this program carry full college credit.

SUMMER SESSION OPTION PROGRAM

This option is open to incoming freshman students who may enroll for two regular Summer Session courses on a transitional basis. They may withdraw from either or both courses without academic penalty at any time prior to the final examination. Courses taken under the Summer Session Options are not included in the calculation of academic progress.

HIGH SCHOOL SCHOLARS PROGRAM

High school students completing the junior year with excellent records may elect up to two day or evening summer courses. These courses carry full college credit and can either be applied toward degrees for students later admitted to Bloomfield College or as transfer credit. Tuition scholarships of up to 50% are available to qualified students.

SPECIAL PROGRAM

- **Educational Opportunity Fund (E.O.F.) Summer Program**

Academic Resources

CENTER FOR INNOVATION IN TEACHING TO ENHANCE LEARNING

The Center for Innovation in Teaching to Enhance Learning provides Bloomfield College students with a wide variety of support activities designed to improve academic achievement. These activities include:

- **Placement Testing**
Reading, writing and mathematics tests are administered to incoming students to determine appropriate course placement. Take your placement online at: bloomfield/placement.
- **Summer Bridge Program**
The Summer Bridge Program affect: incoming freshmen an opportunity to get a head start on their college courses with a course focused on college readiness, writing and math preparation.
- **Workshops, Study Groups and Recitations**
Supplementary instructional sessions are led by professional tutors to support specific courses.
Group study hub is located in LRC 005.
- **Tutoring Center and Writing Center**
Individual and small group tutorial sessions are available in most subject individual areas and online.
- **Preparation for Standardized Exams**
Preparation sessions for the TEAS, PRAXIS and GRE are offered.
You may register here:
testcenter.bloomfield.edu.
- **Peer Mentor Tutor Program (PMT)**
Highly qualified students work as workshop assistants, tutors and mentors to peers.
- **Disability Services**
We provide academic support services and accommodations for students with disabilities.
- **Graduate School Preparation**
A specially designed graduate prep program that begins freshmen year (sophomores, juniors and seniors also welcome). Learn about various graduate programs and career opportunities, receive mentoring and application/test prep assistance.

- **Academic Support Coaching**
Meet one on one with an academic support coach to map out a plan for academic success. You can locate individual coaching scheduler on starfish.

- **Adult, Transfer and Veteran Learning Support**

Adult, transfer and veteran students are provided with necessary resources and tools to succeed and attain their educational goals.

Fall and Spring Hours:

Monday	10:00 A.M. to 5:00 P.M.
Tuesday	10:00 A.M. to 7:00 P.M.
Wednesday	10:00 A.M. to 7:00 P.M.
Thursday	10:00 A.M. to 5:00 P.M.
Friday	10:00 A.M. to 5:00 P.M.
Saturday	12 P.M. to 3:00 P.M.

Students may access CITELE services by visiting the LRC, calling 748-9000, Ext. 1256, emailing citel@bloomfield.edu or via our website at www.bloomfield.edu/citel.

THE LIBRARY

The new, state-of-the-art Bloomfield College Library is the intellectual nerve center of curricular activities. With its continuously expanding instructional materials and facilities, it is an indispensable learning resource center of the College.

The Library has a collection of over 64,000 volumes, 385 periodical subscriptions covering all segments of the expanding curricula, approximately 3,000 volumes in an up-to-date reference collection, subscriptions to over 80 CD's and on-line reference sources, internet connections to dozens of data banks, over 4,200 reels of microfilm and fiche, over 4,100 musical and non-musical phonograph records, scores, albums, films, and video tape.

Air-conditioned reading rooms and study group rooms, equipped with comfortable study stations provide a pleasant atmosphere for concentrated study, as well as for recreational reading.

The Library hosts poetry readings and book discussions throughout the academic year. The Library also provides meeting space for students and faculty.



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 safe-guarding 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 Richard A. Levao

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.

I. 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.

- A. In the free pursuit of their educational goals, students are entitled to:
 1. Competent, professional instruction at all times, and the right to ask relevant questions and receive coherent answers.
 2. Accurate, concerned advising from assigned advisors.
 3. 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.
 4. Freedom from verbal and/or physical abuse.

5. Fair grading based on standards that are clearly articulated by the instructor in the syllabus distributed by the second class meeting.
 6. 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.
 7. Confidentiality concerning matters both personal and academic.
 8. 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.
 9. 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).
- B.** 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.
- C.** 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.
- D.** 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.

- E.** 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 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.

- 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.

II. ACADEMIC INTEGRITY

A. *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.

B. *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 warning/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:

- 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.

C. *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.

D. *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 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

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.

A. *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.

B. 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, Face Book, 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).

C. 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 degra-

dation, 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.

D. 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.

E. *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.

F. *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 harass-

ment of any form, sexual misconduct in any form, etc.

G. *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)

H. *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.

- 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 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.

I. 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.

J. 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.

K. 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.

L. 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.

M. 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.

IV. 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 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.

A. *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.

B. *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

Office for behavioral misconduct and the Registrar and Academic Affairs Offices for academic misconduct.

C. *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.

D. *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.

E. *Withdrawal from Class Due to Misconduct*

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.

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.

F. *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.

G. *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.

H. *Suspension from the College*

1. *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.

2. *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.

I. *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.

J. *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 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.

K. 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.

V. 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 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.

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:

- A. 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.

- B. 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.
- C. of the range of discipline the student may be subject to by the respective judiciary board.

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 within 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.

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.

VI. 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 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 designee 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. 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.

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. 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

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 at <http://campus.bloomfield.edu/it/AcceptableUsePolicy.pdf>.

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 HIPPA (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.

The complete version of BCPass Identity Verification Policy is available on the College's website at http://bloomfield.edu/resources/helpdesk/BCPass_Identity_Verification_Policy.

Student Affairs

Student Affairs Mission

Student learning and personal development are the primary goals of undergraduate education. As Student Affairs professionals, we believe that fostering this learning and development is our primary mission and purpose. We are engaged in creating a seamless learning environment in which activities outside the classroom are integrated with the instruction taking place in the classroom. We seek to strengthen

partnerships with students, faculty, academic administrators and outside agencies to help students recognize their talents and use them to attain high levels of measurable learning and personal development. Our objective is to graduate intellectually and socially competent individuals who will attain academic, personal and professional excellence in a multicultural and global society.

ORIENTATION

“The goal of New Student Orientation is to support the continuous process of integrating new students into the academic, cultural, and social climate of Bloomfield College”

We offer a comprehensive New Student Orientation Program for first-year and transfer students prior to the beginning of the fall semester and continuing programs throughout the academic year. At New Student Orientation, students will become familiar with the campus culture and will be introduced to student services, requirements and expectations, first-year planning, and diversity education. They will have the opportunity to network and make friends with other incoming students, faculty and staff and student orientation leaders, who support and mentor new students. In support of this goal, fun and engaging activities will be included.

EDUCATIONAL OPPORTUNITY FUND PROGRAM

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 the desire to succeed but do not meet the College's regular admission criteria.

The main goals of the EOF Program are:

- To promote a positive adjustment and assimilation into the College;
- To involve students in the total life of the College, by making the most of campus resources;
- To assist students to learn and develop a set of decision making, critical thinking, and problem solving skills;
- To involve students in leadership and co-curricular activities;
- To prepare students to face new challenges with hope, optimism, and self confidence.

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, and SAT or ACT scores for admission;

- 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 enrolled as a full-time college student;
- Must participate in an intense six-week residential summer program.
- Student must have a high school diploma or Graduate Equivalent Diploma (GED).

The EOF Program provides financial support for college tuition to eligible students. A preliminary decision will be made regarding eligibility after students complete the Bloomfield College EOF Program Preliminary Financial Information Form.

Students must also complete the Free Application for Federal Student Aid (FAFSA) by the recommended deadline of April 1st. A copy of the family's federal income tax return or a letter from the agency providing support of the family is also required. Students who need assistance may contact the Financial Aid Office at (973) 748-9000 Ext. 1212 or 1383.

The Center for Career Development

The Center for Career Development assists students with their professional development needs through:

- Individual professional career coaching appointments
- Assistance with exploring and investigating career options
- Opportunities for on and off campus work experiences in order to develop and enhance professional skills and behavior
- Administration of the CWR/BEST and Internship Program (not-for-credit, paid internship experiences)
- Information about attaining internships in specific career fields of interest
- Administration of assessment tools to enable students to better understand their skills, values, and abilities as they relate to majors and careers
- Workshops on skill identification, majors and careers, professionalism, dining and internet etiquette
- Training in job search strategies, including networking and using social networking sites for job search
- Professional resume preparation and review
- Interview skill instruction and practice interviews
- Panels and presentations on professional development and career management topics
- Information about transitioning from *college to career or graduate school*
- On-campus Career Fairs for full time, part time and summer jobs, as well as internships and volunteer positions
- 24/7 on-line access to: self-assessment tools, a resume and cover letter preparation system, and job posting systems.

Students are encouraged to call for 30 minute appointments or to stop by the office during drop in hours to meet with one of the career coaches.

When students visit the office, they will find a state of the art computer lab, Career Library Research room and conference area. The staff provides instruction in developing and formatting resumes and cover letters, and in using the internet for job, internship, and volunteer searches, as well as researching careers, graduate schools, and company/labor market information.

The following are some of the available resources:

- A library of reference materials and list of on-line sites covering all areas of professional development.
- **FOCUS-2**, 24/7 interactive web service for career exploration and identification.

- **Bloomfield College Career Connections**, a web-based job database and career information system exclusively for Bloomfield College students: <https://bloomfield-csm.symplicity.com>.

- **Big Interview**, an on-line tool that allows students to practice their interviewing skills by recording themselves answering interview questions from any computer. Interview questions are provided for all industries and areas of study, and students can send the videos to professors and administrators for feedback.
- Part-time and summer off-campus employment listings.

The staff makes classroom presentations, runs workshops throughout the year, and hosts information tables around campus to enable students to become familiar with the staff and the career development services that are available to them.

For more information, please contact The Center for Career Development, Phone 973-748-9000, Ext. 1250, or email: career_development@bloomfield.edu

STUDENT EMPLOYMENT PROGRAM

*"Bloomfield Educates Students
for Tomorrow through
Career Experiences Today!"*

The Bloomfield Educates Students for Tomorrow Program, CWR/BEST, provides eligible students the opportunity to work on or off campus throughout the academic year.

The purpose of **CWR/BEST** is to help students develop pre-professional skills and to assist them in developing a network of connections within the larger community. This program is financed through Federal Work Study Awards and the Bloomfield College Student Employment Fund.

Students enjoy working with members of the Bloomfield College faculty and staff that they may not otherwise have the opportunity to meet. The students' supervisors value the opportunity to work with, mentor, and get to know the students outside of the classroom.

Students work on-campus in offices such as Student Affairs, Health Services, Center for Career Development, Information Technology, Athletics, the Library, Center for Student Leadership and Engagement, Office of Enrollment Management, as well as Academic Affairs. Divisions such as: Communication, Humanities, Creative Arts and Technology, and Science.

What do student employees do?

Students serve in many capacities. They monitor labs, conduct tours, prepare Excel spreadsheets, tutor, conduct research, serve as receptionists, work at athletic events, and peer mentor. All students are welcome to apply for employment.

CWR/BEST Interns

A limited number of Internships are available to qualified juniors and seniors at approved on and off campus sites, such as, non-profit organizations, CAT, Enrollment Management, Institutional Advancement, and WBCR and some faculty offices.

The Federal Work Study Program

If eligible, students can apply for on-campus jobs or for off-campus positions with approved organizations. Students earn these funds if they attain a position and work. When students are approved for Federal Work Study by Student Financial Services, then they should come to the Center for Career Development to sign up for an introductory workshop and/or to speak with the Coordinator of Student Employment who will explain the job application process.

Positions are *not* guaranteed.

Students who are *not* eligible for Federal Work Study funding may apply for on or off campus positions funded through the **Bloomfield College Student Employment** budget. This program was established to assist students who do not demonstrate financial need but who are interested in an employment experience. Therefore, all students may utilize the services and resources of the Center for Career Development to find employment through the CWR/BEST Program.

The goal is to help students gain work and career related experience.

In addition, the Bloomfield College Career Connections job board, bloomfield-csm.symplicity.com, provides 24/7 access to part-time, seasonal, internship, community services, and full time positions posted by area employers and organizations.

For more information, please contact the Center for Career Development, 973-748-9000, Ext. 1250.

Center for Student Leadership & Engagement

The Center for Student Leadership and Engagement (CSLE) provides programming to strengthen initiatives to engage students in all aspects of campus life and create an exciting campus atmosphere which connects students to the College and its mission. The CSLE aims to centralize leadership development and training programs and community service programs available to student in one location. In addition, the CSLE oversees all student organizations including the student government, fraternities and sororities, and other interest groups. The office also manages the Student Center and hosts a variety of

other student activities. There are a variety of active student organizations serving a wide variety of student interests. These interests might focus on social activities, academic advancement, ethnic pride and exploration, leadership development, or other issues of special interest to students. Involvement with student organizations adds to the college experience and co-curricular advancement. Students are invited to investigate, join and participate in the organizations that interest them.

ACTIVE STUDENT ORGANIZATIONS

- African Student Association
- ALAS—Association of Latin American Students
- BCAESNJ—Bloomfield College Alliance of Educational Opportunity Fund Students of New Jersey
- BC Impact—Christian Fellowship
- BIO—Beauty Inside and Out
- Black Student Union
- BloomBox TV
- Bloomfield College Dance Team
- Bloomfield College N' Control
- Bloomfield College Student Government
- BMW—Bloomfield Meets World International Club
- CARIBSO—Caribbean Student Association
- Cheerleading Club
- Commuter Council
- First Ladies of Bloomfield College
- Freshmen Class
- Game Development Club
- Greek Council
- Green Hearts Environmental Club
- Haitian Student Association
- Junior Class
- MEN—Male Empowerment Network
- National Society of Leadership & Success
- Negativity Opposed

- Resident Student Senator
- Senior Class
- Show Your Colors (GLBT Group)
- Sophomore Class
- T.I.—Team Infinite
- Women of Success

FRATERNITIES & SORORITIES

- Alpha Kappa Alpha Sorority
- Alpha Phi Alpha Fraternity
- Beta Kappa Sigma Sorority
- Chi Phi Sigma Fraternity
- Chi Upsilon Sigma Sorority
- Delta Sigma Theta Sorority
- Groove Phi Grove Social Fellowship
- Iota Phi Theta Fraternity
- Lambda Sigma Upsilon Fraternity
- Lambda Tau Omega Sorority
- Lambda Theta Alpha Sorority
- Lambda Theta Phi Fraternity
- Mu Sigma Upsilon Sorority
- Omega Psi Phi Fraternity
- Phi Beta Sigma Fraternity
- Sigma Gamma Rho Sorority
- Swing Phi Swing Social Fellowship
- Zeta Phi Beta Sorority

COMMUNITY SERVICE

SERVE, Students Engaging in Real Volunteer Experiences, is a clearinghouse for community service and volunteerism, benefiting students, non-profit organizations, and the citizens of Bloomfield College, Essex County and beyond. CSLE functions as a resource for the development of service-learning partnerships between Bloomfield College students and community organizations, promoting an ethic of civic engagement and public service. SERVE helps prepare students as socially responsible citizens, who can become leadership and decision makers in their chosen fields continuing the volunteerism they experience at Bloomfield College.

STUDENT CENTER

The Student Center serves as the primary social, recreational and out-of-classroom student learning and development center. The building houses the Center for Student Leadership and Engagement (CSLE), Student Government Offices, Greek Council Office, Wellness Center (including Health Services, Counseling Services, and Spiritual Life and College Chaplain), the Relaxation Station, a prayer room, student lounges Deacon's Den Pizza and Grill. The Deacon's Den provides students with a place to socialize and connect.

During the academic year the Student Center is open:

Monday through Friday
8:30am – 12:00am

Saturdays and Sundays
12:00pm – 8:00pm

Meeting rooms, conference room, and programming space in the Student Center can be reserved by filling out an Events & Room Reservation Form which can be obtained from the CSLE Office.

COMMUTER STUDENTS

CSLE aims to provide creative, innovative and engaging programs for our commuter students by providing various activities, services, and trips for our students. Commuter students can visit our commuter lounge located in the lower level of the Talbot Hall Student Center, equipped with sofas, TV, computer stations, printers, and study areas to accommodate commuter students. There are a number of locations and services popular among our commuter student. Study areas are available in College Hall and Library. Deacon's

Den Pizza and Grill, food venue is available in the Student Center for the community during scheduled operating hours in the morning, afternoon and early evening. Lockers are available in the Student Center for commuter students for daily use. Commuters may check out a locker free of charge. Commuter students are encouraged to participate in all student activities as well as take advantage of the full range of services described in this section. Check the bulletin boards, email, and/or stop by the CSLE Information Booth to find out what is going on around campus. There are several NJ Transit buses which come within one or two blocks of the campus: Among these are:

#34 Market Street

#92 Orange Crosstown

#72 Paterson/Newark

#28 Bloomfield Avenue

#94 Belleville

#11 Bloomfield Avenue

For information as to specific schedules and discounts call NJ Transit at (800) 772-3606.

ATHLETICS

The Intercollegiate Sports Program

Intercollegiate athletics have traditionally been an integral part of the College experience. Bloomfield's Athletic Program offers men and women a wide range of sports opportunities and compete in the NCAA Division II level. These include full schedules in men's and women's soccer, men's baseball, men's and women's basketball, women's volleyball, softball, bowling, men's and women's cross country and men's and women's outdoor track and field.

All are welcome to try out for the varsity teams. The athletic staff gives athletes the chance to prove their skills with the result that Bloomfield teams often include talented "walk-on." Prior to the beginning of the season, contact the coaches at the gymnasium for information on how to try out for a team in which you have an interest.

The Wellness Center

Promoting Physical, Spiritual and Emotional Health

“It is the mission of the Wellness Center to encourage the pursuit of healthier lifestyles, promote balance in all of life, and create a campus environment that fosters positive change and integrates wellness into the community culture.”

Wellness is not simply the absence of illness. At Bloomfield College, we see wellness as a physical, spiritual and emotional wholeness. A holistic approach to wellness is one in which mind, body and spirit are seen as interconnected. Just as physical illness can result in a person feeling emotionally drained, improving one's health can result in increased motivation, productivity, and openness. As individuals focus on and nurture any one aspect of their being, all other aspects are enhanced.

The Bloomfield College Wellness Center is comprised of the Health Services Office, the Office of Spiritual Life and College Chaplain, and the Personal Counseling Office. As a team, we are all here to help reach your full potential. On the following pages you will learn more about the role each office plays in promoting wellness and the specific services offered. Together our goal is to foster your growth as a whole person.

DIRECTOR OF SPIRITUAL LIFE/COLLEGE CHAPLAIN

The Director of Spiritual Life and College Chaplain provides for the enrichment and support of the spiritual life of students and staff at Bloomfield College. The Chaplain is available as a resource for individuals of all faith backgrounds or no faith-affiliation at all. The Chaplain is available as a resource for campus faith-based organizations and serves as the moderator of several spiritual life programs on campus open to both staff and students. The Chaplain is also available for one-on-one or group counseling and spiritual direction for those seeking resolution to personal spiritual dilemmas as well as guidance in regards to how their faith may play a role in their life at Bloomfield College and beyond. The Chaplain can provide direction to individuals as well as refer people to resources on and off campus that may meet the spiritual

need requested. The Chaplain's priority is the well-being of the students and staff of Bloomfield College. In order to ensure the health of everyone, the chaplain is here to provide spiritual resources to those who feel a need to discern their relationship with their personal as well as community-based spirituality.

Spiritual Life at Bloomfield College

To help enrich your college experience the Director of Spiritual Life and College Chaplain can:

- Provide leadership, support and direction for student organizations based in a number of different faith traditions and serve as advisor to groups focused more generally on the pursuit of spiritual development.
- Counsel individuals and groups on issues related to faith and spirituality. Supervise events related to religious traditions and spiritual life.
- Plan and present programs with speakers, performers and other activities designed to educate the campus about different religious and spiritual practices and celebrate a variety of traditions.
- Work toward strengthening and maintaining the relationship between the College and the Presbyterian Church (USA) and other religious groups.
- Organize and sponsor student trips to conferences, events and volunteer mission work.

Office of the Chaplain

The Director of Spiritual Life and College Chaplain is responsible for fostering and nurturing spiritual growth and wholeness during your years of living and learning at Bloomfield College. The chaplain can provide support for individuals and groups engaged in religious activities related to specific faith traditions and those exploring personal spiritual development. This includes activities, programs, and classes related to the understanding and appreciation of a variety of cultures and beliefs, the examination of personal values, and the pursuit of justice and contribution to the common good.

Spiritual Direction and Pastoral Counseling with the Chaplain

The Director of Spiritual Life and College Chaplain is available for one-on-one or group sessions of counseling for those students and staff who wish to.

The Campus Chaplain
Student Center, 3rd Floor,
Phone: 973-748-9000, Ext. 1393.

COUNSELING

The Personal Counseling Office aims to sort out stressors, which if unresolved might impact their academic achievement.

Our goal is to help students reach personal growth through supportive services and a nurturing environment. Counseling sessions will explore challenges that might impact optimal functioning, explore areas to enhance coping skills and can assist students to develop a plan of action.

Registered Bloomfield College Students can schedule a meeting with a counselor and they can develop a plan to coordinate on-going meetings throughout their academic experience at the College, as needed. Also, referrals to off campus providers can be facilitated for those student who might require additional services.

Personal counseling is available free-of-charge and is **confidential**. Personal counseling sessions are not documented on an academic record.

To meet with a Personal Counselor, email Nicole_Palagano@Bloomfield.edu or call 973-748-9000, Ext. 1403. Personal Counseling is located in the Wellness Center which is on the 2nd floor of Talbott Hall. Walk-ins are welcome as well.

HEALTH SERVICES OFFICE

Health Services is located on the second floor of the Student Center. It is staffed by Robert Martinez (Ext. 1360), RN-BC, Director of Health Services.

The part-time nurse is Carissa Kison.

Accidents

Any accident or illness occurring on campus should be reported immediately to the Health Services Office, Ext. 1360, during the hours the nurse is on duty or to Security, Ext. 1366, at all other times.

For more information please see the Health Services section of this Catalog, under Student Affairs.

PATIENT RIGHTS AND RESPONSIBILITIES

As a patient, you have certain choices, rights and responsibilities. The Health Services Office asks that you participate in your own health care by being an active and informed consumer.

Patients have the right to:

1. Respect, consideration and dignity.
2. Privacy.
3. Confidentiality of records.
4. Clear explanations.
5. Knowledge of service availability.
6. Knowledge of all fees for services.
7. Knowledge of the names and positions of people serving you.
8. Refusal of treatments or procedures.
9. Seek a second opinion.

Patients have the responsibility to:

1. Be honest about your medical history.
2. Report any changes in your health.
3. Cooperate in the treatment plan recommended by the Health Services Office doctor or nurse.
4. Accept personal responsibility if they refuse treatment.
5. Abide by the policies of the College.
6. Accept financial responsibility for services received.
7. Respect the rights of other patients and Health Services staff.

Commuter and residential students are eligible for all services.

CONFIDENTIALITY

- All services provided by the Health Services Office are confidential.
- Medical records are strictly confidential and are not part of the academic record.
- There are limited confidentiality exceptions required by law, such as certain communicable diseases, or situations which threaten your own safety or safety of others, and age of consent.
- No information will be released without the written permission of the student.

SERVICES

- Assessment and treatment of common health problems and injuries.
- Blood Pressure and Weight Monitoring.
- Pregnancy testing.
- Health Education and Monitoring.
- Wellness Services.
- TB screening when needed – annual testing is encouraged.
- Wellness sessions are provided for the College Community.
- Referrals to campus and community resources.
- Free HIV and STD testing is available regularly – check the website.

Emergencies: The health and well being of our students, faculty and staff are of paramount importance. In the event a person is found to be:

- unconscious
- complaining of chest pain
- bleeding profusely
- or having difficulty breathing

Call 911. Health Services (Ext. 1360), Security (Ext. 1366) or the operator should also be called if possible. Always stay with the victim until professional help has arrived. Automatic External Defibrillators (AED) are located in the gym, the mobile security vehicle, and in Health Services. There is no other emergency equipment on the campus. All members of the College community are encouraged to take CPR and AED training. The official position of the HEALTH SERVICES Office is

SUPPORT TO TRANSPORT.

Non-Emergencies: The Wellness services of the Health Services/Wellness Center are free to the College community. No appointment is necessary for the nurse's evaluation. Location of Health Services is in the Student Center, second floor.

A Registered Nurse is on duty

Monday 8:30 am to 6:00 pm

Tuesday – Friday 8:30 am to 4:30 pm

during the Fall and Spring semesters.

No appointment is necessary.

Immunization requirements:

New Jersey State Department of Health requires ALL students enrolled in a program leading to a degree supply proof of immunization to Measles, Mumps and Rubella (MMR). Exceptions are allowed for students born prior to 1957 and students with documented medical or religious reasons. All others must supply documentation for the following vaccinations:

- Two doses of MMR (given after your first birth date and at least 30 days apart) or blood titers to prove you are immune to the three diseases;
- Hepatitis B—Three doses of vaccine or two doses of adult vaccine in adolescents 11-15 years of age are required. The series is given over 6 months. A positive Hepatitis B surface antibody also meets the requirement;
- A Mantoux (TB) test administered no more than 12 months prior to starting college must be submitted to the Health Services Office for all resident students, nursing majors and high risk students. Students with a positive reaction must provide proof of a negative chest x-ray and treatment plan. Nursing majors must be screened annually;
- The Meningococcal Meningitis vaccine is required for first time resident students. All resident students are required to provide proof of a Meningitis vaccine after their sixteenth birthday prior to moving into College sponsored housing;
- Tetanus and Varicella vaccines are highly recommended for all incoming students.

Health Holds are placed on all students who have not complied with the New Jersey State Department of Health's immunization requirements after 60 days of start of classes.

New Jersey State Law requires all incoming new and transfer students to take the MENACTRA vaccine after their sixteenth birthday prior to moving into the Resident Halls or other College sponsored housing.

Causes of meningitis among teens and young adult 15-24 years of age – the age of many college students – have more than doubled since 1991. The disease strikes about 3,000 Americans each year and claims 300 lives. It is estimated that between 100 and 125 meningitis cases occur on college campuses and as many as 15 students will die from the disease.

Meningococcal bacteria are transmitted through air droplets and by direct contact with infected persons. It occurs often in the late winter and early spring – when most college students are away at school. Symptoms include high fever, severe headache, stiff neck, confusion, nausea, vomiting, exhaustion and/or a rash.

Parents and students should be aware of the relative risks of meningococcal meningitis on campus and that a vaccine is required that could help prevent the disease. The vaccine, MENACTRA is indicated for active immunization against invasive meningococcal disease caused by N meningitides serogroups A, C, Y, and W-135 in persons 11 to 55 years of ages. You can visit the following website at Centers for Disease Control and Prevention (CDC), <http://www.cdc.gov/ncidod/dbmd/diseaseinfo>.

Residential Education

THE OFFICE OF RESIDENTIAL EDUCATION AND HOUSING

The Office of Residential Education and Housing at Bloomfield College provides on-campus housing to full-time students who reside beyond a reasonable commuting distance. As residential living is a privilege and not a right, so when students choose to accept to reside on campus, they agree to live with each other in an atmosphere conducive for attaining academic, personal and professional excellence. Failure to do so will result in conduct meetings and sanction rendered accordingly.

The Residential Education and Housing Offices are located on the **1st floor of the Franklin Street Residence Hall and is open Mon – Fri 8:30 am – 4:30 pm.** The Office of Residential Education and Housing is comprised of 7 professional staff members; a Director of Residential Education Housing, a Housing Coordinator, 5 Resident Directors, and a team of 24 undergraduate students who serve in the capacity of Resident Advisors. The staff is responsible for the 14 College housing facilities for 680 students which makes up the residential community at Bloomfield College.

The Resident Directors reside in the halls and supervise the Resident Advisors. All residence halls close during Thanksgiving, Christmas/Winter Break, Spring Break and Easter Recess for special cleaning, repairs and general maintenance. Students may leave their belongings in their residence during non-class breaks but at their own risk. The College accepts no responsibility for personal belongings left in one's room. Housing is available during the summer session for students who are taking classes at Bloomfield College at an additional cost. Students who will be taking classes at Bloomfield College are required to complete and return an Immunization Form including a meningococcal vaccination, vaccination to Health Services prior to their arrival on campus. This information must be provided as a condition of attendance as a residential student at the college, except as otherwise exempt pursuant to P.L. 203, c. 284, s.3. For more information see the section on Health Services and immunization requirement for resident students.

Housing Accommodations

All campus housing accommodations are equipped with High Optic Cable Television/Internet connection, 24 hour access to building computer labs and laundry facilities. All bedrooms are furnished with a twin size bed, desk, chair, dresser and closet/wardrobe per student.

Traditional and Suite Style Halls

- Clee Hall & Schweitzer Hall:
The traditional halls are co-ed, multi-level halls that house first year and transfer students; 114 students reside in Clee Hall and 80 students reside in Schweitzer Hall. Students housing assignments and floor placement are gender specific and will range from double to triple accommodations.
- 225 Liberty:
This mix class suite style facility is co-ed by suite and have a maximum of 4 students who share a common area and bathroom.
- Campus Houses:
19, 21, 23, 25 Austin
58, 60, 68 Spruce
61 Fremont
23 Park
61 Oakland:
The ten houses are co-ed style with a shared living room, kitchen and bathrooms amongst 8-18 upperclassmen students depending on the house. All houses are located within a 2 minute walking vicinity from main campus.
- Apartment Style:
Franklin Street Residence Hall
The only apartment style hall is located on Franklin Street. This hall is home to upperclassmen students with a shared living room, kitchen, and two(2) bathrooms amongst 4-8 students.

Residential Meal Plan

The Main Dining Hall is located in Schweitzer Hall which is managed and operated by Gourmet Dining. Schweitzer Dining Hall provides unlimited dining during the academic year for all residential students. All residential students receive flex dollars in the amount of \$50 per semester which can be used on campus at the Liberty Pizza & Grill Café. Residents may increase their flex dollars by visiting the main cafeteria and purchasing additional flex dollars.

OTHER STUDENT SERVICES

Barnes & Nobles Campus Store

At Barnes & Noble College, we have our finger on the pulse of the latest trends and purchasing patterns. We offer students an on-campus experience like no other, with many groundbreaking services and products only available in our stores.

Working closely with students and administrators, we implement the most innovative store concepts and offer the most relevant, exciting and wide-ranging selection of merchandise students want and need to turn our college bookstores into vibrant and profitable campus hubs.

The Bloomfield College Starbucks Café is located right inside the store adjacent to the bookstore so anyone can come in and grab their books and drinks on the go. The café also offers a lounge area for students to be able to sit down, relax, study, do homework, and more. The café offers both hot and cold drinks, bottled beverages, and a very wide assortment of wrapped or oven baked snacks.

Your journey starts NOW! Download the mobile app now. Go to the app store and search "My College Bookstore". The Bookstore mobile app is your guide to college. You'll get tips, advice, and discounts exclusively for new students. In addition, you'll receive rental due date reminders, track your orders, and be the first to know about all bookstore promotions and events.

Download the app for an instant 25% OFF one school spirit item.

Store Hours:

Monday – Thursday
9:00 A.M. to 7:00 P.M.
Friday and Saturday
9:00 A.M. to 4:00 P.M.

Visit us on-line at bloomfield.bncollege.com. Like us on facebook

INTERNATIONAL STUDENT LIFE

Each year, the College enrolls a large international student population. These students, from diverse bilingual and bicultural backgrounds, considerably enrich our campus life. The College offers a number of services and activities designed to meet their special needs.

Students with F-1 visas are encouraged to meet with the College's Foreign Student Advisor, in The Admission Office, Ext. 1230. This person provides assistance in interpreting College policies and customs, and local, state and national laws, accepted standards of conduct, and the expectations of other students and citizens who the international student meets. Hospitality visits to American homes on major holidays can also be arranged.

Graduate Departmental Academic Programs

Index to Graduate Academic Programs & Certificates

DIVISION OF ACCOUNTING, BUSINESS, COMPUTER SCIENCE, & ECONOMICS

- Accounting
 - B.S./M.S. Accounting
- Computer Science
 - BS/MS Computer Science

DIVISION OF CREATIVE ARTS & TECHNOLOGY

- Master of Fine Arts

DIVISION OF EDUCATION

- | | |
|--|--|
| Master of Arts in Education <ul style="list-style-type: none">M.A. Early Childhood EducationM.A. Special Education | Graduate Certificate in Post Baccalaureate Teacher Education <ul style="list-style-type: none">Initial Teacher Certification Programs:<ul style="list-style-type: none">Grades Preschool Through 3Grades Kindergarten Through 6Teacher Endorsement Programs:<ul style="list-style-type: none">Grades Preschool Through 3Teacher of Students with Disabilities Alternate Route Program |
|--|--|

Master of Science in Accounting

**DIVISION OF
ACCOUNTING,
BUSINESS, COMPUTER
SCIENCE & ECONOMICS**

The MS in Accounting degree program is designed to provide students with a more effective and efficient way to obtain an advanced degree and to meet the Certified Public Account (CPA) licensure requirements. The program will be delivered through a combination of traditional, hybrid, and fully online courses. Upon completion of the program, students will be prepared to sit for the CPA examination and possess the fundamental knowledge for a career as an accounting professional.

The requirements for the Master of Science Degree in Accounting are the following:

ACC 505 Advanced Taxation*
ACC 510 Advanced Auditing*
ACC 515 Managerial Accounting Seminar*
ACC 520 Financial Accounting Seminar*
ACC 525 Selected Topics in Accounting
ACC 630 Accounting Research

BUS 505 Corporate Financial Management
BUS 510 The Legal Environment*
ECN 505 International Economics
ECN 510 Economic Statistics

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.

Courses marked with an (*) will be eligible for credit.

B.S./M.S. ACCOUNTING

The BS/MS in Accounting program is designed to enable outstanding Bloomfield College students to complete the graduate degree in fewer years than enrolling in the traditional MS program. The goals of the five-year program are to increase the rate at which students are prepared to sit for the CPA exam and enable students to enter the workforce sooner than in the traditional route.

In addition to the general education and major core courses listed, students wishing to complete the B.S./M.S. in Accounting must take the following courses:

ACC 505 Advanced Taxation
ACC 510 Advanced Auditing
ACC 515 Managerial Accounting Seminar
ACC 520 Financial Accounting Seminar
ACC 525 Selected Topics in Accounting
ACC 630 Accounting Research
BUS 505 Corporate Financial Management
BUS 510 The Legal Environment
ECN 505 International Economics
ECN 510 Economic Statistics

B.S./M.S. COMPUTER SCIENCE CONCENTRATION

Students in the B.S./M.S. Computer Science major are required to take the following General Education courses.

- FYS 100 First Year Seminar
 MTH 130 Transition to Collegiate Mathematics
 MTH 160 Precalculus Enhanced/
 MTH 161 Precalculus
 WRT 105 Enhanced Analytic & Argumentative Writing
 or
 WRT 106 Analytic & Argumentative Writing
 WRT 107 Synthesis & Research Writing

8 c.u.s required from the following:
 Aesthetic Appreciation Competency (1 c.u.)
 Communication Skills Competency (1 c.u.)
 Scientific & Technical Skills Competency (2 c.u.s)

AND

Multi/Transcultural & Global Awareness Competency (1 c.u.)
 Problem Solving & Critical Thinking Competency (3 c.u.s)

OR

Multi/Transcultural & Global Awareness Competency (1 c.u.)
 Problem Solving & Critical Thinking Competency (2 c.u.s)
 Community Orientation/Citizenship Competency (1 c.u.)

Note: Three course units of the major's list of requirements 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.

In cooperation with the New Jersey Institute of Technology (N.J.I.T.), Bloomfield College students will have the opportunity to receive a B.S. in Computer Science from Bloomfield College, and a M.S. in Information Systems (I.S.) from N.J.I.T.

CS majors at Bloomfield College who want to further their education by earning a Master's degree in the field will be given special acceptance into N.J.I.T.'s M.S. program. The student must have a minimum cumulative GPA of 3.0 of 12 course units in the major and a minimum cumulative GPA of 3.0 overall at the end of the junior year. A qualified and interested student should file an application with the CS coordinator at Bloomfield College by the end of his/her junior year. Students meeting this requirement who want to enter the program will be guaranteed admittance by N.J.I.T. and bypass the typical application and GRE testing process.

Students in the program will complete 32 of their 34 required courses at Bloomfield College. The remaining two(2) courses will be completed in their Bloomfield College senior year at N.J.I.T.

Students who wish to complete the M.S. program must complete the following:

GENERAL BUSINESS COURSES

BUS 200 Introduction to Management
BUS 314 Principles of Marketing
MTH 221 Calculus & Analytic Geometry I

COMPUTER COURSES

CMP 126 Programming I
CMP 226 Programming II
CMP 228 Data Structures
CMP 300 Systems Analysis & Design
CMP 322 Introduction to
Operating Systems
CMP 328 Programming III
CMP 330 Database Management
CMP 334 Web Programming
CMP 430 Management Information
Systems
CMP 431 Data Communications &
Networks (formerly CMP 331)
CMP 460 Applied Systems Development
Project
NTW 100 Computer Configurations &
Maintenance

And two(2) courses taken at N.J.I.T.:

CIS 251 Computer Organization
CIS 333 Introduction to UNIX Operating
Systems
or
CIS 456 Open Systems Networking

In addition to the courses listed above students must take the following courses before beginning the Masters' degree courses at N.J.I.T.:

MTH 200 Applied Statistics I
MTH 222 Calculus & Analytic Geometry II
ACT 515 Accounting for Managerial
Control (at N.J.I.T.)

Masters' degree courses are to be taken at N.J.I.T.

DIVISION OF
CREATIVE ARTS &
TECHNOLOGY

Master of
Fine Arts

The Master of Fine Arts degree is designed to meet the need for students who seek a culturally and statistically divers program and seek to define their roles as artists in the pursuit of a viable society. This low-residency program allows students to pursue a professional degree while continuing to work and maintain other aspects of their personal lives.

The course requirements for the Master of Fine Arts are as follows:

- CAT 500 Seminar, Salon, Lecture I
- CAT 502 Seminar, Salon, Lecture II
- CAT 504 Intercession I
- CAT 506 Intercession II
- CAT 508 Fall Independent Study I
- CAT 510 Fall Independent Study II
- CAT 512 Spring Independent Study I
- CAT 514 Spring Independent Study II
- CAT 516 Group Meeting I
- CAT 518 Group Meeting II
- CAT 520 Group Meeting III
- CAT 522 Conferences I
- CAT 524 Conferences II
- CAT 552 Group Meeting IV
- CAT 600 Master's Project & Thesis



MASTER OF ARTS IN
EARLY CHILDHOOD EDUCATION

The Master of Arts in Early Childhood Education program is designed for applicants who hold the early childhood (p-3) certification in Early Childhood Education in order to foster professionals dedicated to working with young children and their families and advance their understanding of educating young children.

- Required Coursework (total of 10 course units-equivalent to 40 credits):
- EDC 516 Childhood Development & Learning
 - EDC 517 Understanding Family & Community
 - EDC 519 Educating the Child with Disabilities in the Regular Classroom
 - EDC 528 Childhood Environment & Assessment
 - EDC 538 Instructional Strategies for Creative Arts and Play in Early Childhood
 - EDC 552 Language & Literacy in Early Childhood
 - EDC 554 Instructional Strategies for Children's Literature
 - EDC 556 Instructional Strategies for STEM in Early Childhood
 - EDC 626 Introduction to Action Research
 - EDC 628 Leadership, Advocacy & Administration in Early Childhood

MASTER OF ARTS IN SPECIAL EDUCATION

The Master of Arts in Special Education program is intended for applicants who hold the Special Education certification interested in developing advanced skills for teaching K-12 learners with disabilities, in particular teaching learners with autism and other developmental disabilities.

Required Coursework (total of 10.5 course units-equivalent to 42 credits):

- EDC 530 Introduction to Special Education & Inclusion
- EDC 532 Assessment in Special Education
- EDC 534 Educational Strategies in Inclusive Settings
- EDC 536 Educational Strategies for Learners with Autism & other Developmental Disabilities
- EDC 539 Transition Planning & Collaborative Partnerships
- EDC 540 Assistive Technology for Learners with Disabilities (0.5c.u.)
- EDC 560 Clinical Experience for Endorsement in Special Education
- EDC 602 Basic Applied Behavior Analysis for Students with Autism & other Developmental Disabilities
- EDC 604 Advanced Clinical Experience/Seminar Positive Behavioral Support
- EDC 606 Advanced Educational Programming for Learners with Autism & other Developmental Disabilities
- EDC 608 Advanced Assessment for Learners with Autism & other Developmental Disabilities

Graduate Certificate in Teacher Education

The Graduate Certificate in Teacher Education prepares students to teach at the following grade levels: Preschool through Third grade (P-3), Elementary (K-6), Middle School, or Secondary School. We also offer two endorsement certificate programs for teachers who have already completed a teacher education program and passed the appropriate New Jersey Praxis certification exam: a Preschool through Third grade endorsement (P-3) and a Special Education endorsement (K-12). Additionally Alternate Route students may fulfill their P-3 coursework requirements at Bloomfield College.

Bloomfield College operates on a course unit system. One course unit (c.u.) equals four(4) credits.

**ENTRANCE REQUIREMENTS FOR
INITIAL TEACHER CERTIFICATION
PROGRAMS:**

- 1. Undergraduate degree with a minimum grade point average of 3.0 on a scale of 4.0 at an accredited college or university.
- 2. Minimum of sixty (60) liberal arts credits successfully completed.
- 3. Passing score on the Praxis Core Academic Skills for Educators Test(s). Must pass all three areas- Reading, Writing, and Math.

**EARLY CHILDHOOD
(GRADES PreK-3)**

Required Coursework (total of 11.25 course units-equivalent to 45 credits):

- EDC 516 Childhood Development & Learning
- EDC 517 Understanding Family & Community
- EDC 528 Early Childhood Environments & Assessment
- EDC 538 Instructional Strategies for Creative Arts & Play in Early Childhood
- EDC 550 Introduction to the Profession (0.25 c.u.)
- EDC 552 Language & Literacy in Early Childhood
- EDC 554 Instructional Strategies for Children's Literature
- EDC 556 Instructional Strategies for STEM in Early Childhood
- EDC 620 Clinical Practice I
- EDC 622 Clinical Practice II (2.5 c.u.s)
- EDC 624 Clinical Practice Seminar (0.5 c.u.)

~Masters Option~

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:

- EDC 519 Educating the Child with Disabilities in the Regular Classroom
- EDC 626 Introduction to Action Research
- EDC 628 Leadership, Advocacy, & Administration in Early Childhood

ELEMENTARY (GRADES K-6), MIDDLE SCHOOL, OR SECONDARY SCHOOL

Required Coursework (total of 11.25 course units-equivalent to 45 credits):

EDC	506	Introduction to Curriculum Design I: Research Based Practice
EDC	508	Introduction to Curriculum Design II: Effective Teaching Methods in the Content Area
EDC	511	Instructional Design & Analysis of Classroom Assessment
EDC	514	The Development of the Pre-Adolescent & Adolescent Learner & Implications for Teaching (<i>for Middle or Secondary Certification</i>)
or		
EDC	516	Childhood Development & Learning (<i>for Elementary Certification</i>)
EDC	519	Educating the Child with Disabilities in the Regular Classroom
EDC	521	Developing Literacy Across the Grades: Methods & Strategies
EDC	550	Introduction to the Profession (0.25c.u.)
EDC	553	School & Society
EDC	620	Clinical Practice I
EDC	622	Clinical Practice II (2.5 c.u.s)
EDC	624	Clinical Practice Seminar (0.5 c.u.)

~Masters Option~

Elementary, Middle School, or Secondary School Initial Certification students may continue on to complete a Master of Arts Degree in Early Childhood Education or a Master of Arts Degree in Special Education. See page 313 for additional course work required

CRITERIA FOR STUDENT TEACHING, AND FOR NEW JERSEY TEACHER CERTIFICATION

1. To be eligible to student teach, students must maintain a minimum GPA of 3.0 and earn a grade of C or better in all education courses.
 - a. Students will have their GPAs reviewed each semester.
 - b. Students who do not achieve a 3.0 GPA will be given a warning for the first semester in which their GPA is lower than required. After the second semester, students with a GPA below 3.0 will be asked to leave the program. The Chairperson of the Division will hear student appeals.
2. To student teach and become certified to teach in New Jersey, students must pass the required PRAXIS II exam for their certification area.

These curricula meet the current requirements of the New Jersey Department of Education; any changes in laws and/or regulations will result in revisions of curricular requirements that may take effect before the publication of the next Catalog.

**ENTRANCE REQUIREMENTS FOR
TEACHER CERTIFICATION
ENDORSEMENT PROGRAMS:**

P-3 endorsement applicants must hold a Certificate of Eligibility to teach grades P-3 and/or K-6. Teacher of Students with Disabilities (TOSD) endorsement applicants must hold any New Jersey Instructional Teaching certificate.

P-3 Endorsement

Required Coursework (total of 7 course units-equivalent to 28 credits):

- EDC 516 Childhood Development & Learning
- EDC 517 Understanding Family & Community
- EDC 528 Early Childhood Environments & Assessment
- EDC 538 Instructional Strategies for Creative Arts & Play in Early Childhood
- EDC 552 Language & Literacy in Early Childhood
- EDC 554 Instructional Strategies for Children's Literature
- EDC 556 Instructional Strategies for STEM in Early Childhood

~Masters Option~

P-3 endorsement students may continue on to complete a Master of Arts Degree in Early Childhood Education, by taking the following additional three(3) courses:

- EDC 519 Educating the Child with Disabilities in the Regular Classroom
- EDC 626 Introduction to Action Research
- EDC 628 Leadership, Advocacy, & Administration in Early Childhood

**Teacher of Students with Disabilities
Endorsement**

Required Coursework (total of 6.5 course units-equivalent to 26 credits):

- EDC 530 Introduction to Special Education & Inclusion
- EDC 532 Assessment in Special Education
- EDC 534 Educational Strategies in Inclusive Settings
- EDC 536 Educational Strategies for Learners with Autism & other Developmental Disabilities
- EDC 539 Transition Planning & Collaborative Partnerships
- EDC 540 Assistive Technology for Learners with Disabilities (0.5 c.u.)
- EDC 560 Clinical Experience for Endorsement in Special Education

~Masters Option~

Special Education endorsement students may continue on to complete a Master of Arts Degree in Special Education, by taking the following additional four(4) courses:

- EDC 602 Basic Applied Behavior Analysis for Students with Autism & other Developmental Disabilities
- EDC 604 Advanced Clinical Experience/Seminar Positive Behavioral Support
- EDC 606 Advanced Educational Programming for Learners with Autism & other Developmental Disabilities
- EDC 608 Advanced Assessment for Learners with Autism & other Developmental Disabilities

**ENTRANCE REQUIREMENTS FOR
ALTERNATE ROUTE P-3 PROGRAM:**

Alternate Route students must hold a Certificate of Eligibility to teach grades P-3 and provide a letter from the school district in which they are employed, verifying their enrollment in the Alternate Route Program.

Required Coursework (total of 7.25 course units-equivalent to 29 credits):

- EDC 516 Childhood Development & Learning
- EDC 517 Understanding Family & Community
- EDC 528 Early Childhood Environments & Assessment
- EDC 538 Instructional Strategies for Creative Arts & Play in Early Childhood
- EDC 550 Introduction to the Profession (0.25 c.u.)
- EDC 552 Language & Literacy in Early Childhood
- EDC 554 Instructional Strategies for Children's Literature
- EDC 556 Instructional Strategies for STEM in Early Childhood

~Masters Option~

P-3 Alternate Route Certification students may continue on to complete a Master of Arts Degree in Early Childhood Education, by taking the following additional three(3) courses:

- EDC 519 Educating the Child with Disabilities in the Regular Classroom
- EDC 626 Introduction to Action Research
- EDC 628 Leadership, Advocacy, & Administration in Early Childhood

Course Descriptions Graduate

Masters in Accounting Courses

ACC 500 BRIDGE CONVERSION COURSE

This course is to be taken by students who have completed all the requirements of the Professional Accounting program and 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.

1 c.u.

ACC 505 ADVANCED TAXATION

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.

1 c.u.

ACC 510 ADVANCED AUDITING

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.

1 c.u.

ACC 515 MANAGERIAL ACCOUNTING SEMINAR

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.

1 c.u.

ACC 520 FINANCIAL ACCOUNTING SEMINAR

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.

1 c.u.

ACC 525 SELECTED TOPICS IN ACCOUNTING

Topics will include current accounting areas that will confront graduates from both the public and private sectors.

1 c.u.

ACC 630 ACCOUNTING RESEARCH

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.

1 c.u.

Prerequisite: Completion of seven graduate courses.

BUS 505 CORPORATE FINANCIAL MANAGEMENT

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.

1 c.u.

BUS 510 THE LEGAL ENVIRONMENT

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.

1 c.u.

ECN 505 INTERNATIONAL ECONOMICS

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.

1 c.u.

Prerequisite: Undergraduate courses in Microeconomics, Macroeconomics and Managerial Economics.

ECN 510 ECONOMIC STATISTICS

The course provides the student with a hands-on approach to data presentation and analysis. Topics will include statistical inference, least-squares regression, multiple regression, one-way analysis of variance, and two-way analysis of variance.

Prerequisite: An undergraduate course in Statistics.

1 c.u.

Masters of Fine Arts Courses

CAT 500 SEMINAR, SALON, LECTURE I

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. 0.5 c.u.

Attendance at all art lectures and

two salon dinners is required.

May be repeated for credit.

CAT 502 SEMINAR, SALON, LECTURE II

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. 0.5 c.u.

Attendance at all art lectures and

two salon dinners is required.

CAT 504 INTERSESSION I

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. 1.5 c.u.s.

CAT 506 INTERSESSION II

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. 1.5 c.u.s.

CAT 508 FALL INDEPENDENT STUDY I

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. 0.5 c.u.

CAT 510 FALL INDEPENDENT STUDY II

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. 0.5 c.u.

CAT 512 SPRING INDEPENDENT STUDY I

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. 0.5 c.u.

CAT 514 SPRING INDEPENDENT STUDY II

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. 0.5 c.u.

CAT 516 GROUP MEETING I

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. 1 c.u.

CAT 518 GROUP MEETING II

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. 1 c.u.

CAT 520 GROUP MEETING III

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. 1 c.u.

CAT 522 CONFERENCE I

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. 1 c.u.
May be repeated for credit.

CAT 524 CONFERENCE II

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. 1 c.u.

CAT 526 CONFERENCE III

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. 1 c.u.

CAT 600 MASTERS PROJECT AND THESIS

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 the master’s project. 3 c.u.s

Graduate Education Courses

EDC 500 INTRODUCTION TO EDUCATION

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. 0.5 c.u.

This course requires a field component.

EDC 505 INTRODUCTION TO TEACCH: AUTISM BASIC TRAINING

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. 0.5 c.u.

EDC 506 INTRODUCTION TO CURRICULUM DESIGN I: RESEARCH BASED PRACTICE

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 appli-

cation 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. 1 c.u.

EDC 508 INTRODUCTION TO CURRICULUM DESIGN II: EFFECTIVE TEACHING METHODS IN THE CONTENT AREAS

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. 1 c.u.

EDC 511 INSTRUCTIONAL DESIGN AND ANALYSIS OF CLASSROOM ASSESSMENT

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. 1 c.u.

EDC 514 THE DEVELOPMENT OF THE PRE-ADOLESCENT AND ADOLESCENT LEARNER AND IMPLICATIONS FOR TEACHING

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 pre-adolescence 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. 1 c.u.

EDC 516 CHILDHOOD DEVELOPMENT AND LEARNING

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 explain children's development and show their deeper understanding of early child development and learning. 1 c.u.

EDC 517 UNDERSTANDING FAMILY AND COMMUNITY

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. 1 c.u.

EDC 519 EDUCATING THE CHILD WITH DISABILITIES IN THE REGULAR CLASSROOM

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, inter-professional 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. 1 c.u.

EDC 521 DEVELOPING LITERACY ACROSS THE GRADES: METHODS AND STRATEGIES

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.. 1 c.u.

EDC 526 INTRODUCTION TO EDUCATIONAL TECHNOLOGY

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 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 eh research process including how to critically review and incorporate peer-reviewed research in the application of theory into practice. 0.5 c.u.

EDC 528 CHILDHOOD ENVIRONMENT AND ASSESSMENT

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. 1 c.u.

EDC 530 INTRODUCTION TO SPECIAL EDUCATION AND INCLUSION

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. 1 c.u.

EDC 532 ASSESSMENT IN SPECIAL EDUCATION

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. 1 c.u.

EDC 534 EDUCATIONAL STRATEGIES IN INCLUSIVE SETTINGS

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. 1 c.u.

EDC 536 EDUCATIONAL STRATEGIES FOR LEARNERS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

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. 1 c.u.

This course includes 10 hours of clinical experiences.

EDC 538 INSTRUCTIONAL STRATEGIES FOR CREATIVE ARTS AND PLAY IN EARLY CHILDHOOD

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. 1 c.u.

A field component is required as part of this course.

EDC 539 TRANSITION PLANNING AND COLLABORATIVE PARTNERSHIPS

Legal, historical influences, agencies and program factors impacting the transition process across the life span of learners with disabilities are discussed in this course. Process of transition planning is covered with emphasis on developing relationships. 1 c.u.

EDC 540 ASSISTIVE TECHNOLOGY FOR LEARNERS WITH DISABILITIES

This course is a broad introduction to assistive technology (AT) used for instruction of learners with disabilities. Course 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. 0.5 c.u.

EDC 545 INSTRUCTIONAL STRATEGIES FOR CHILDREN'S LITERATURE

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. 1 c.u.

A field component is required as part of this course.

EDC 550 INTRODUCTION TO THE PROFESSION

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. 0.25 c.u.

EDC 552 LANGUAGE AND LITERACY IN EARLY CHILDHOOD

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. 1 c.u.

EDC 553 SCHOOL AND SOCIETY

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. 1 c.u.

EDC 560 CLINICAL EXPERIENCE FOR ENDORSEMENT IN SPECIAL EDUCATION

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. 1 c.u.

EDC 565 INSTRUCTIONAL STRATEGIES FOR STEM IN EARLY CHILDHOOD

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. 1 c.u.

A field component is required as part of this course.

EDC 602 BASIC APPLIED BEHAVIORAL ANALYSIS FOR STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

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. 1 c.u.

EDC 604 ADVANCED CLINICAL EXPERIENCE/SEMINAR POSITIVE BEHAVIORAL SUPPORT

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). 1 c.u.

EDC 606 ADVANCED EDUCATIONAL PROGRAMMING FOR LEARNERS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

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. 1 c.u.

EDC 608 ADVANCED ASSESSMENT FOR LEARNERS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

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. 1 c.u.

EDC 620 CLINICAL PRACTICE I

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. 1 c.u.

EDC 622 CLINICAL PRACTICE II

The Clinical Practice Internship 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. 2.5 c.u.s

EDC 624 CLINICAL PRACTICE SEMINAR

The Clinical Practice Internship 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. 0.5 c.u.

Corequisite: EDC 620.

EDC 626 INTRODUCTION TO ACTION RESEARCH

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, and ways to draw conclusions from the research. 1 c.u.

EDC 628 LEADERSHIP, ADVOCACY, AND ADMINISTRATION IN EARLY CHILDHOOD

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. 1 c.u.

Academic Regulations & Procedures— Graduate

Academic Regulations & Procedures— Graduate

ACADEMIC PROGRESS

Students in the Graduate Program are expected to complete all requirements for the degree in five years.

COURSE LOAD

Students will be considered as full-time graduate students if they are enrolled in two graduate courses per semester.

DEGREE REQUIREMENTS AND CONTINUATION OF ENROLLMENT

To qualify for the Master's Degree or Graduate Certificate, a student must complete all requirements prescribed by the College with a cumulative GPA of 3.0 or higher and no more than two grades of C. A grade of C- or below is considered failing and will be reflected as an F on the transcript.

A student completing the Graduate Certificate will receive a printed certificate of completion upon written notification of completion by the Education Division Chairperson to the Registrar and Graduate Dean.

A student anticipating completion of the Master's degree should meet with the Registrar to have a review and to fill out a diploma application. Only students who have completed all Master's degree requirements may participate in commencement.

A student whose cumulative GPA is below 3.0 after the completion Of two(2) or more courses will be dismissed.

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 appealing 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.

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 within 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 Committee on Academic Standards will respond within one week after its next regularly scheduled meeting.
- **Step 7** *If the students 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 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 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 Assistant Vice President for Academic Services and 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:

- A. The instructor should state course objectives in writing during the first week of classes, in clear, comprehensive, specific terms.
- B. The stated objectives should include:
 1. Any prerequisite skills or knowledge;
 2. Time factors for classroom contact and out-of-class study and preparation;
 3. The methods to be utilized;
 4. Desirable behavioral, cognitive, or effective changes; and
 5. Standards against which the instructor will evaluate.
- C. Evaluative reports to the student will include both a grade or score and comments or suggestions for improvement;
- D. 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;
- E. 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;
- F. While attendance, by itself, cannot be a criterion for grading, class participation may be an integral part of the course objectives and evaluated accordingly. In no instance, however, should mere classroom presence or absence serve as a basis for evaluation.

THE GRADING SYSTEMS– LETTER GRADE SYSTEM	SYMBOL	QUALITY POINTS
Excellent	A	4.0
	A-	3.7
	B+	3.3
Good*	B	3.0
	B-	2.7
	C+	2.3
	C	2.0
Failing	F	0.0
Official Withdrawal	W	0.0
Unofficial Withdrawal	WF	0.0
Incomplete	I	
Research in Progress	RP	

**B is the minimum quality of work expected from students qualifying for a graduate degree or certificate.*

NON-MATRICULATION POLICY

Only two courses can be taken as a Non-matriculated student. At the end of the second courses, students must matriculate into the program.

PLAGIARISM

Plagiarism, cheating or any Violation of Academic Integrity should be reported to the Vice President of Academic Affairs. The allegation will be investigated by the Office of Academic Affairs. A confirmed case will result in the dismissal of the student from the program.

REPEAT POLICY

Students in the graduate programs may repeat one course. Both grades will appear on the transcript, but only the best grade will be included in the cumulative GPA that applies to the degree. Students who need to repeat a second course will be dismissed from the program in which they are enrolled. A graduate student may withdraw from a class at the 80% point of the program and receive a grade of “W”. This will be considered an attempt at the course.

TAKING COURSES AT ANOTHER INSTITUTION

Students in the graduate program must have permission from the Chairperson to take graduate courses at another institution. No more than two courses can be transferred into the graduate program. Grades must be a “B” or better.

Exceptions to stated academic regulations may be requested through petition to the Faculty Committee on Academic standards. Petition forms are available in the office of Advising and Registration.

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Registrar and
Director of Academic Services

CENTER FOR INNOVATION IN TEACHING TO ENHANCE LEARNING

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and Administration

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Information Services

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Networks

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Superintendent of Buildings and Grounds

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Director of Maintenance

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- NICOLE QUINN

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- ALICIA COOK

Director of Institutional Communication
and Campaign Marketing

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AND PROFESSIONAL STUDIES

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- RAJESH MISTRY

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- DAVID KANG

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Professor of Psychology.

B.A. Yale University;

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CAROLYN I. SPIES—1993

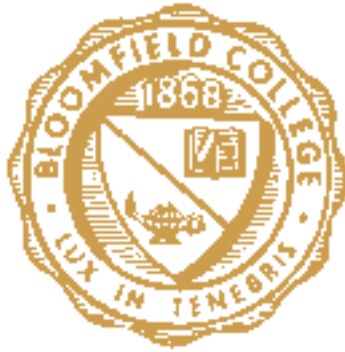
Associate Vice President for Academic Affairs and

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FULL-TIME FACULTY

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M.Div., Colgate Rochester Divinity School;
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PHILIP M. BENJAMIN–2014

Lecturer in Mathematics.
B.A., State University of New York at Binghamton;
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Lecturer in Business Administration.
B.S., Kean University;
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DARWIN L. BHARATH–2015

Lecturer in Creative Arts and Technology.
A.A.S., Monroe College;
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ROBERTA BLENDER–1992

Lecturer in Writing and Teacher Education.
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CHANTA J. BLUE–2013

Lecturer in Psychology.
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Lecturer in Creative Arts and Technology.
B.A., Manhattanville College;
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STEVEN BUTLER–1976

Lecturer in English.
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Lecturer in Teacher Education and Psychology.
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CARLOS CARBAJAL–2015

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B.S., San Marcos university, Lima, Peru;
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ADRIANA CATAGENA–2014

Lecturer in Accounting.
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PAUL CARUSO–2007

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B.A., Thomas Edison State College;

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Ed.D., Nova Southeastern University.

MARIA R.B. CHELKO—2015

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TED COHEN—1999

Lecturer in Psychology.

B.A., Fairleigh Dickinson University;

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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

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B.A., Rutgers University;

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B.A., Bloomfield College;

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Lecturer in Sociology.

B.F.A., University of North Carolina;

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KELLEI COSBY, '03—2003

Lecturer in Creative Arts and Technology.

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SUSAN M. COX—2006

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JEANNIE E. CROICHY—2014

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Lecturer in Broadcast Journalism.

A.A.S., Fashion Institute of Technology;

B.A., Richard Stockton College of New Jersey;

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LENA DELGADO DE TORRES—2015

Lecturer in History.

B.A., Bryn Mawr College;

M.A., Ph.D., Binghamton University.

MOUHAMADOU DIALOO—2016

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B.S., University of Strasbourg, France;

M.S., University of Rennes I, France.

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B.S., St. Joseph's College;

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M.S., Mercy College.

CARROLE DORCENT, '99 – 2008

Lecturer in Nursing.

B.S., Seton Hall University;

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M.S.N., University of Medicine and Dentistry of New Jersey.

DOUGLAS P. DOYLE—2014

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B.A., Pennsylvania State University.

JAKE R. DYNES—2016

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B.S., Seton Hall University;

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REMOUN R. ESTFANOUS—2009

Lecturer in Mathematics.

B.S., Alexandria University;

M.A., New Jersey City University.

DANIEL L. EVANS—2005

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B.A., Montclair State University.

DAVID N. FERRARA—2014

Lecturer in Business.

B.S., Seton Hall University;

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NANCY FISCHER—2007

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SHAUN K. FLETCHER—2013

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B.A., Drew University;
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Graduate Studies.

LORRAINE A. FLOOD—2011

Lecturer in Nursing.
B.S.N., Wagner College;
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Lecturer in Nursing.
B.S., Kean College;
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TORIONO M. GANDY, '08 – 2009

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Lecturer in Mathematics.
B.S., Rutgers University;
College of Engineering;
M.A., University of Saint Mary.

ASHLEY GERST—2014

Lecturer in Creative Arts and Technology.
B.F.A., Cleveland Institute of Art;
M.F.A., School of Visual Arts.

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,

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B.F.A., M.F.A., Pratt Institute.

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Lecturer in Computer Science.
B.A., Ramapo College;
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REGINALD HALABY—2015

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B.S., Boston University;
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RANDI D. HAWKINS—2001

Lecturer in Writing and Economics.
B.A., M.A., Rutgers University;
M.S., Duquesne University.

LEIGH A. HEEREMA—2007

Lecturer in Psychology.
B.A., B.S., East Stroudsburg University;
M.A., Seton Hall University.

GERALD T. HOLMES—2003

Lecturer in Physical Education.
B.S., New Jersey Institute of Technology.

PAMELA HUGHES—1991

Lecturer in English.
B.A., Fairleigh Dickinson University;
M.F.A., Brooklyn College.

PETER I. IKRE—2016

Lecturer in Mathematics.
M.B.A., Hawaii Pacific University;
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STEVEN F. INSOLERA—1991

Lecturer in Writing.
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EUN JIN JANG—2014

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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;
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NANCY JOA–2016
Lecturer in Spanish.
B.A., Universidad Catolica Madre Y Maestra (PUCMM);
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B.A., St. Francis College;
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M.P.H., Columbia University;
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Lecturer in Mathematics.
B.A., Seton Hall University;
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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.

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Lecturer in Nursing.
B.S., *University of Scranton*;
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Lecturer in Mathematics.
B.S., Ph.D., *Zagazig University, Cairo Egypt*;
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B.A., *Manhattan College*;
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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*.

MAYURA A. PATEL, '08 – 2011

Lecturer in Chemistry.
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B.S., *Fordham University*
College of Business Administration;
M.Ed., *Rutgers University*.

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Lecturer in Broadcast Journalism.
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MELISSA RADIN–2014

Lecturer in Business Administration.
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Lecturer in Business Administration.
B.S., *The University of Michigan*;
M.B.A., *The Wharton School*,
University of Pennsylvania.

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Lecturer in Mathematics.
A.S., *Bergen Community College*;
B.S., M.S., *Montclair State University*.

JOEL M. REGALADO–2007

Lecturer in Nursing.
B.S., M.S.N., *Western Mindanao State University*;
D.N.P., *University of Southern Indiana*.

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*.

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Th.M., *Princeton Theological Seminary*.

VICKRAM S. SAWH–2001

Lecturer in Computer Science.
B.S., *Jersey City State College*;
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Lecturer in Writing.
B.A., Montclair State University;
M.A., William Paterson University;
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ELIZABETH SEATON—2000
Lecturer in Creative Arts and Technology.
B.A., Rutgers University;
M.F.A., Vermont College.

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Lecturer in Psychology.
B.A., Plattsburgh State;
M.A., Kean University;
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Lecturer in biology.
B.S., Bloomfield College,

ABRAHAM I. SHABAN—2011
Lecturer in Mathematics.
B.S., M.S., St. Louis University.

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The New School University.

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Lecturer in Writing.
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Ed.D. Kean University.

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Lecturer in Economics.
B.A., Bethel University;
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Lecturer in Mathematics.
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B.S., The College of New Jersey
(Trenton State);
M.A., Grand Canyon University.

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B.S., Bloomfield College;
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Lecturer in Science.
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B.F.A., University of Wisconsin;
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Lecturer in First Year Seminar.
B.A., Howard University, School of Business;
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EMILY R. WASHINGTON—2005
Lecturer in Writing.
B.A., University of Illinois;
M.A., Fairleigh Dickinson University.

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Lecturer in Creative Arts and Technology.
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Temple University.

RAYMOND WHITE—1994
Lecturer in Computer Science.
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B.S., University of Massachusetts;
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School of Visual Arts.

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B.A., Yale University;

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SCOTT ZANGER–1988

Lecturer in Sociology and Religion.

B.A., Roanoke College;

M. Div., D. Min.,

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EMERITI

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B.A., Lehigh University;
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B.S., M.A., Teachers College,
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Ph.D., Rutgers University.

JOHN F. NOONAN

President Emeritus,
Professor Emeritus.
B.A., Wheeling College;
M.A., Ph.D., Bowling Green
State University.

FRANK OGDEN

Professor Emeritus of
Business Administration.
B.S., Case Institute of Technology;
M.B.A., Harvard University.

ERICA POLAKOFF

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B.S., Ph.D., Cornell University.

LISA RABINOWITZ

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B.A., Oberline College;

M.A., Ed.M., Ed.D., Columbia University.

ALICE ANN SAYLER

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Computer Information Systems.

B.S., Juniata College;

M.S., Stevens Institute of Technology;

Ph.D., Worcester Polytechnic Institute.

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B.A., Portland State University;

M.A., Ph.D., University of Oregon.

THOMAS FREEMAN SLAUGHTER, JR.

Professor Emeritus of Philosophy.

B.A., Knoxville College;

B.A., Southern Illinois University;

*Ph.D., State University of New York,
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HENRY SMITH

Associate Professor Emeritus of Digital Video.

B.A., M.A., New York University.

MARION TERENCE

Dean Emerita.

A.B., Vassar College;

M.A., Texas Women's University;

M.A., Sage Graduate School,

The Sage Colleges;

Ph.D., Michigan State University.

ALBERT R. TOMLINSON

Associate Professor Emeritus
of Accounting.

B.B.A., University of Massachusetts;

M.S., Columbia University;

C.P.A., New Jersey; C.M.A.; C.I.A.

JOHN TOWSEN

Professor Emeritus

of Theater/Multimedia Arts.

B.A., M.A., Ph.D., New York University.

SANDRA VAN DYK

Associate Professor Emerita of History and
Africana Studies.

B.A., Ramapo College;

M.A., State University of New York, Albany;

Ph.D., Temple University.

Directions to the Campus

BY AUTOMOBILE:

From the North: Garden State Parkway South, to Exit 149. Turn left at stop sign onto John F. Kennedy Memorial Drive. Proceed two blocks to traffic light. Turn right onto Liberty Street and proceed one block to the campus.

From the South: Garden State Parkway North, to Exit 148. Continue north on John F. Kennedy Memorial Drive to 4th traffic light. Turn left onto Liberty Street and proceed two blocks to the campus.

From the West: Route 78 East or Route 280 East to Garden State Parkway North, to Exit 148. Continue north on John F. Kennedy Memorial Drive to 4th traffic light. Turn left onto Liberty Street and proceed two blocks to the campus.

From New York City and Points East: George Washington Bridge to Route 80 West or Lincoln Tunnel to Route 3 West, to Garden State Parkway South, to Exit 149. Turn left onto John F. Kennedy Memorial Drive. Proceed two blocks to traffic light. Turn right onto Liberty Street and proceed one block to the campus.

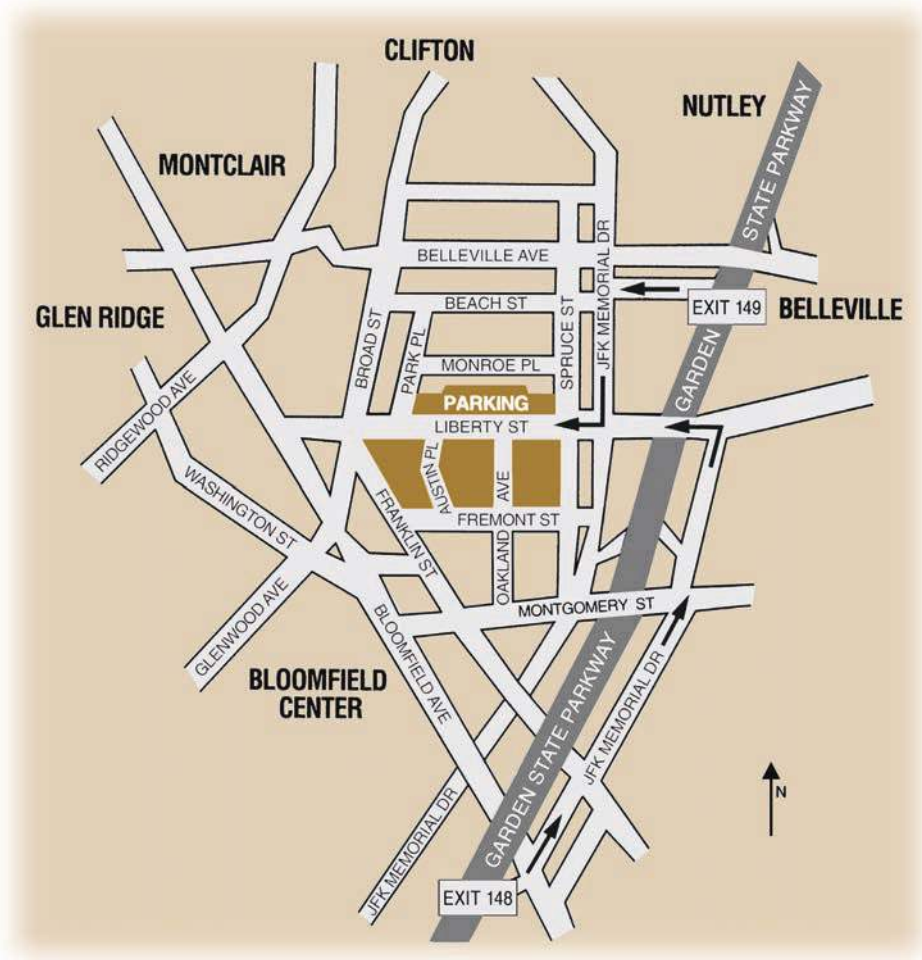
BY PUBLIC TRANSPORTATION:

From New York City, Port Authority Terminal: DeCamp bus lines Nos. 33 or 88, to Broad and Liberty Streets, Bloomfield. Walk one block east on Liberty Street to College.

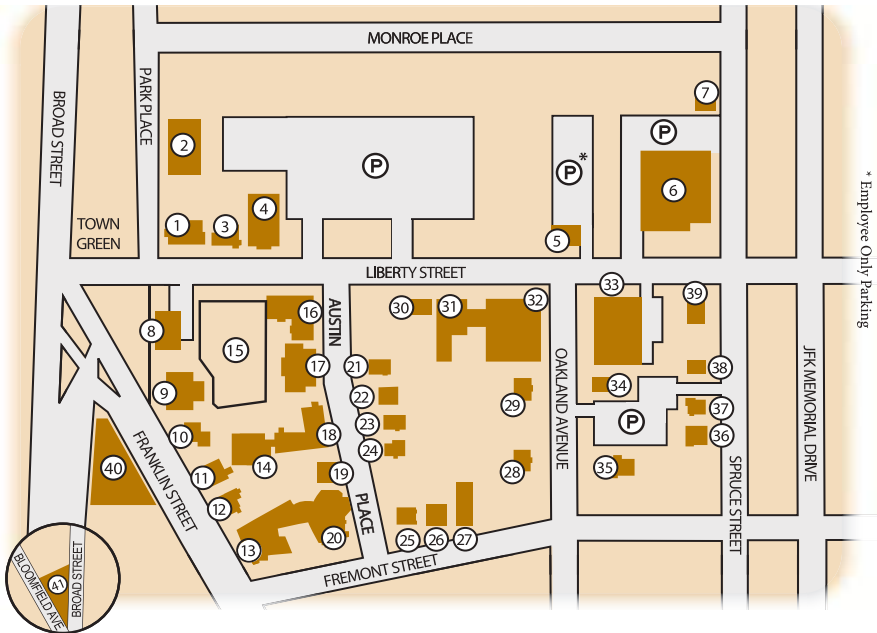
From Newark: New Jersey Transit bus lines Nos. 11, 27, 28, 29, 72, 93, to Broad Street, Bloomfield. Walk one block north on Broad Street to College.



Bloomfield, N.J. Map



Campus Map



1. **1 Park Place**
Office of Enrollment Management & Admission
2. **23 Park Place Residence Hall**
3. **229 Liberty**
Office of Academic Advising Registrar
4. **225 Liberty Street Residence Hall**
Security Office
Upperclassmen Residence
4. **185 Liberty**
Information Technology Help Desk
6. **College Hall**
Adjunct Faculty Lounge
Classrooms/Labs
Division of Natural Science & Mathematics
7. **102 Spruce**
Visiting Professor Residence
8. **Seibert Hall**
Division of Humanities
President's Office
9. **Knox Hall**
Business Office
Information Services Office
Institutional Research & Assessment Office
Student Financial Services
10. **Richards Hall**
Physical Plant
Mail Room
11. **Voorhees Hall**
EOF Office/Liberty Academy
12. **Jarvie Hall**
Division of Education
13. **Robert V. Van Fossan Theatre**
14. **Learning Resource Center**
Disability Services
SSS★Star Office
Center for Innovation in Teaching to Enhance Learning (CITEL)
15. **College Quad**
16. **Clee Hall**
First-Year Residence
17. **Talbot Hall – Student Center**
Center for Student Leadership & Engagement
Deacon's Den
Meeting Rooms
Wellness Center
18. **Schweitzer Hall**
Dining Hall
First-Year Residence
19. **Center for Career Development**
Student Employment Offices
20. **Westminster Hall**
Classrooms
- 21-25. **Upperclassmen Student Residences**
19 Austin
21 Austin
23 Austin
25 Austin
61 Fremont
26. **Division of Social & Behavioral Science**
27. **Division of Business**
28. **Office of Institutional Advancement**
Alumni Affairs
Development
Communications
29. **Frances M. McLaughlin Division of Nursing**
30. **Student Affairs**
31. **Center for Technology + Creativity**
Division of Creative Arts & Technology
32. **College Library**
Center for Teaching & Learning with Technology
Learning Hub
Media Center
Scott H. Kaplan Art Gallery
33. **Gymnasium/Athletics**
34. **Office of Academic Affairs**
- 35-38. **Upperclassmen Student Residences**
61 Oakland
58 Spruce
60 Spruce
68 Spruce
39. **164 Liberty**
40. **Franklin Street Residence Hall**
Residential Education & Housing
Test Center
Bookstore
Upperclassmen Residence
41. **2 Broad Street**
Classrooms/Labs
PBI Grant Offices
International Training & Professional Studies
Marketing Office

* Employee Parking

Department of Security

225 LIBERTY STREET, LOWER LEVEL

Security Main Number: 973-748-9000, Ext. 1366

Toll Free Security Number: 800-809-2222

TIPS Line: 973-748-9000, Ext. 1466

Immediate Contact with Police, Fire, EMT Services: 911

Bloomfield College recognizes the importance of a safe and secure campus environment and strives to maintain a campus security program that provides protection for students, faculty and administrative employees.

The Office of Security is primarily responsible for providing a program of campus security and reports to the Vice President of Student Affairs. The campus security staff is provided through a contract with a professional security agency. Supervisory personnel is provided jointly by Bloomfield College and this professional agency. This combination provides unarmed security coverage 24 hours per day, 7 days per week through foot patrols, enforcement of parking regulations, and building access control where applicable. In addition, there is a roving foot patrol officer 24 hours a day. Jurisdiction of the security officers is limited to the property at the Bloomfield College campus and grounds.

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