

**THE**  
**ST. THOMAS AQUINAS COLLEGE**  
**2016-2017**  
**UNDERGRADUATE CATALOG**

THIS CATALOG PROVIDES A GENERAL LISTING OF INFORMATION ON THE COLLEGE. PLEASE VISIT OUR WEBPAGE FOR MORE DETAILS. PLEASE VISIT OUR CONSUMER INFORMATION WEBPAGE FOR PERTINENT INFORMATION FOR PROSPECTIVE STUDENTS AND FAMILIES.

## **History of the College**

St. Thomas Aquinas College is an independent College of liberal arts and sciences located in Sparkill, New York. The College is empowered by the State of New York to grant the Master of Science in Education, Master of Business Administration, Master of Science in Teaching, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Associate in Arts, and Associate in Science degrees.

The College opened in 1952 and currently offers more than 100 academic majors, minors, and specializations at the undergraduate level and five graduate programs in business and education. In addition to its own graduate programs, the College enjoys articulation agreements with many colleges and universities, making it possible for graduates to pursue advanced degrees in academic areas not currently being offered by the College itself.

The College enrolls students each year at all levels of study, without regard to race, sex, color, age, national origin, religious affiliation, or physical limitations. The majority of undergraduate students are full-time, and freshmen typically enroll after high school, with 60% choosing to reside on campus. Graduate students are most often working professionals in the areas of business and education and thus are part-time students. The College's 13,000 alumni reside primarily in the Middle-Atlantic States, although alumni do live, work, and study across the country and the globe.

The Mission of St. Thomas Aquinas College flows from its founders, the Dominican Sisters of Sparkill, and reflects core Dominican and Roman Catholic values. The principle of "enlightening the mind through truth" serves as a philosophical underpinning to a college education committed to rigorous scholarly work and the preparation of students as articulate and responsible leaders in a global society. St. Thomas Aquinas College creates a welcoming environment to enhance a living-learning experience that fosters intellectual, moral, social, and spiritual growth.

## **Mission of the College**

St. Thomas Aquinas College is an independent liberal arts college which provides education at the undergraduate and graduate levels for students from all traditions. In continuing its Catholic heritage and the spirit of its founders, the Dominican Sisters of Sparkill, the College is committed to the principle of enlightening the mind through truth, as exemplified by Thomas Aquinas, and to the Classical and Judeo-Christian ideals which have contributed to the development of humanity.

Accordingly, the College is dedicated to the development of each student consistent with the individuals' resolve to work and ability to achieve.

Consistent with its commitments, the College requires each undergraduate to attain a broad foundation in the liberal arts and sciences. The College provides a range of

undergraduate majors and graduate programs to assist students to prepare for careers or for further education through a deeper focus in a major field of study.

The College creates a welcoming, caring, and challenging environment for learning. Intensely student-centered academic activities and vigorous student-life programs are purposefully combined to enhance the educational process and to foster intellectual, moral, social, and spiritual growth.

Within this environment, St. Thomas Aquinas College assists each student in the effort to develop as an articulate and independent member of society who uses a reasoned approach to all issues, who strives to become a responsible citizen and leader in shaping the diverse world community, who lives in a manner exemplifying the principles of service, mutual respect, and individual responsibility, and who appreciates the value of learning as a life-long endeavor.

### **Vision Statement**

St. Thomas Aquinas College is a premier liberal arts and sciences college in the United States of America.

We assert the vitality of the liberal arts and sciences to effect within a moral and ethical framework a student's development as an intelligent, curious, and socially engaged citizen.

The faculty will optimize student learning through rigorous, innovative and entrepreneurial undergraduate and graduate programs that will prepare confident and enlightened professionals to succeed in the global community.

The College will promote social responsibility through community engagement, providing broad accessibility to our learning resources, and becoming a platform for discourse on regional, national, and global issues.

The nurturing college community will promote student development through co-curricular and extra-curricular programs and services. The College is committed to embracing change, personalizing the educational experience, and leveraging emerging technologies to achieve this vision.

## **Admission to the College**

St. Thomas Aquinas College offers a superb education to men and women who have the potential for success and who have the necessary personal and academic qualities to succeed.

### **REQUIREMENTS FOR ADMISSION**

All high school students applying for admissions must be in the process of completing an approved secondary school curriculum or equivalent. High school study should include college preparatory coursework in the following: four years of English, three years of mathematics, two years of a foreign language, three years of science (including two years of laboratory sciences), and four years of social studies. All students are required to take either the SAT or ACT.

Applicants whose high school background varies from the recommended pattern will be considered by the Admissions Committee if they desire to pursue college studies and can demonstrate intellectual readiness for College-level work.

### **APPLICATION PROCEDURE – FRESHMEN**

Freshman candidates should fill-out the entire application and submit to the guidance office the application, essay, list of extracurricular activities, and \$25 application fee. The student's guidance office should complete the application with official high school transcript, letters of recommendation, and SAT or ACT test scores. Completed applications will be reviewed and an admissions decision letter will be sent in two weeks.

A reservation deposit of \$100 for commuter students and \$250 for resident students is required when students have declared their intention to attend; the deposit is due no later than May 1. Deposits are non-refundable after that date.

Students who have taken an Advanced Placement Examination given by the College Entrance Examination Board and who receive a score of 3, 4 or 5 may be awarded college credit in the particular subject area(s) recommended by the College Board and as reviewed by the College. Students who enroll in college courses for credit by an accredited institution may receive transfer credit. Students should submit a copy of the courses in progress at the time of application and must send an official transcript directly from the issuing institution upon completion. Credit will be awarded for grades of "C-" or better.

The General Equivalency Diploma (GED) is acceptable in place of the high school diploma. A copy of the diploma and the individual score reports should be submitted at the time of application.

Students whose native language is not English must also submit their official scores from the Test of English as a Foreign Language (TOEFL) taken within the last four months. The TOEFL is not required for students who have a New York State Regents Diploma. Prospective students should contact the Office of Admissions to arrange an appointment for a visit with a member of the admissions and financial aid staff, and a tour of the campus.

### **APPLICATION PROCEDURE – TRANSFER STUDENTS**

Transfer students are admitted to the College in both September and January, and while there is no deadline, online applications should be submitted as early as possible along with a \$25 application fee. Official transcripts from all previous post secondary institutions must be sent directly to the Office of Admissions along with a listing of any courses in progress at the time of application. Hand carried transcripts are not considered official. Students who have received fewer than 30 credits from post secondary schools must submit an official high school transcript. As soon as all information is received, the transcripts will be evaluated and the student will be sent a decision notice followed by a credit evaluation.

Students who have attended a two-year college may transfer up to 70 credits and must complete at least 50 credits at St. Thomas. Credits in appropriate courses are transferable if a grade of “C-” or better was earned. Credits for appropriate courses in which a grade of “D” was earned may be transferable if the courses were taken to satisfy AA or AS degree requirements. Please note this excludes education courses, in which case a grade of “C-” or better must be earned. Acceptable courses from four-year colleges may be transferred when at least a “C-” grade is earned. Up to 90 credits may be transferred from four-year institutions and at least 30 credits must be taken at St. Thomas Aquinas College.

### **NON-MATRICULATED STUDENTS**

Anyone wishing to enroll in specific courses but who does not want to become a candidate for a degree may enroll without applying for formal admission as a non-matriculated student. In most cases, courses taken under the status may be applied to a degree should the student wish to matriculate at a later date. An application for degree status must be submitted when 24 credits are completed.

### **READMISSION OF STUDENTS**

A student who leaves the College in good academic standing and wishes to return after one academic year or longer must file an application for readmission. Official transcripts issued directly from any college(s) attended in the interim should also be forwarded to the Office of Admissions. Students who have been suspended must appeal to the Provost for readmission.

### **ADMISSION TO WEST POINT EXTENSION PROGRAM**

The West Point Program offers two Associate Degree programs as well as several Bachelor Degree programs in business and social sciences to active-duty military personnel, spouses, dependents, and civilian employees of the United States Military

Academy at West Point and Stewart Air National Guard Base. For admission to the West Point Program, students must submit an application to the West Point Program Coordinator/Advisor. At the time of admission, the College will assess transfer credit from accredited colleges, proficiency exams (CLEP, CPE, DANTES) and military experience as recommended by the American Council on Education.

## **ADMISSION TO SPECIAL PROGRAMS**

### *THE HONORS PROGRAM*

The Honors Program at St. Thomas Aquinas College is designed for students of superior academic ability with a decided commitment to humane values. The program reflects the mission of the college as an institution committed to both the search for truth through enlightenment that comes from knowledge and to human freedom that is an outgrowth of seeking the truth.

Students who are selected for admission to the Honors Program will be invited to enroll in a series of Honors courses beginning with special sections of freshman English and followed by advanced courses on particular topics in a variety of disciplines. The Honors Program encompasses the four years of undergraduate study during which students are expected to complete a minimum of six Honors courses.

Freshmen who meet the specified criteria and who have submitted their application may be eligible for an honors scholarship to attend St. Thomas Aquinas College and may attend a summer program at Oxford University, England. Full information is available from the Admissions Office or the Director of the Honors Program.

In addition to the freshman application procedures, interested honors candidates must submit two letters of recommendation – one from the guidance counselor and one from a teacher or principal.

### *THE AQUINAS LEADERS PROGRAM*

The Aquinas Leaders Work Scholarship Program at St. Thomas Aquinas College is designed for students with strong academic abilities and a desire to gain work experience each semester that can be related to their academic pursuits. The Program is intended to provide work experience opportunities with a mentor for each of five semesters. Students are required to complete a total of 40 hours each semester in order to gain the experience needed for preparation for career development or graduate school.

### *THE AQUINAS SEMINAR PROGRAM*

Students who demonstrate the potential and motivation for success in college yet who do not meet the College's regular admissions standards, may be admitted to the College as participants in the Aquinas Seminar Program. Students admitted to the College through Aquinas Seminar are offered additional academic support in order to reach their college graduation goals.

### *THE PATHWAYS PROGRAM*

The Pathways Program was established in 1982 to provide specialized services for college students with learning disabilities. In order to meet the needs of this non-traditional population, STAC researched, developed, and implemented a program designed to teach bright, capable, and motivated students to utilize their strengths and compensate for weaknesses in learning situations. This program was previously named the STAC Exchange.

The emphasis of the Pathways Program is individualized and interpersonal. The Program provides comprehensive services, including individual mentoring, study groups, and academic counseling, designed especially for students with learning disabilities and/or attention deficit disorders. Only students who have applied to and are enrolled in Pathways may access these support services, for which a surcharge is assessed. However, certain accommodations, such as testing modifications, are available without charge to all students who have been certified as having a disability by the Committee for Academic Accommodations of Disabilities (CAAD).

Acceptance to the program is limited and extremely competitive. A separate application is required, and eligible students can be considered only after they have been accepted by the College. Full information on admissions criteria and the application process is available from the Pathways Program Assistant.

### *THE HIGH SCHOOL SCHOLARS PROGRAM*

This program is open to high school seniors who wish to enroll at the college on a full-time or part-time basis while concurrently enrolled in high school. Full credit is awarded for all courses completed; this may be applied to a degree at St. Thomas Aquinas or may be transferred to another institution. Students must be recommended by their school counselor and principal.

## **Non-Discrimination Policy**

The College does not discriminate against students, faculty, staff, and other beneficiaries on the basis of race, color, national origin, gender, age, sexual orientation, disability, marital status, genetic predisposition, carrier status, veteran status, or religious affiliation in admission to, or in the provision of its programs and services. The Section 504 Coordinator, the Title IX Coordinator, and the Age Act Coordinator is the Senior Executive Director of Human Resources, Borelli Hall 206E, ext. 4038.

St. Thomas Aquinas College provides accommodations and support services without charge to faculty, staff and students in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These include:

- Modified accessible on-campus housing
- Special dietary accommodations through Campus Dining Services
- Consultation for assistance in developing self-advocacy and networking skills
- Academic aids as required by Section 504 and ADA

Since no two people with disabilities are alike, our accommodations are individualized and decentralized so that you can fully participate in academic, employment and campus life. To find out more about disability services, you are invited to contact the Disabilities Liaison.

There are several College committees that address issues related to accommodating the needs of individuals with disabilities. The Disabilities Liaison coordinates communications with these committees, and is the individual's primary contact with regard to the certification and accommodation of disabilities.



## **Campus Organizations and Services**

### **ORGANIZATIONS**

The benefits of college life are derived from participating in a range of activities as well as attending classes. The opportunities to participate and become personally involved are many and varied. St. Thomas Aquinas College's recognized clubs, organizations, and committees reflect the interest of students in politics, religion, athletics, service to campus and community, professional fields, and a variety of special activities, social and otherwise. Student activities are considered to be an integral part of the educational process. Participation enriches the student's total experience and contributes to the development of a well-rounded individual.

#### *Student Development & Activities*

In an academic environment student clubs and organizations exist to meet social and educational needs. These groups provide the opportunity to share experiences with other students of various backgrounds and to develop leadership skills. Clubs and organizations help forge a well-rounded education and act as a means to learn, share and socialize. The Student Activities Office contributes to this goal by promoting programs that enhance the emotional, intellectual, physical, occupational, recreational and spiritual development of students. Clubs and organizations also enhance college life and add another dimension to the learning experience outside the classroom, including leadership and organizational development.

Focus areas include advising student clubs and organization's officers, members and advisors. There are Special Programs and Initiatives that include all club and organization programs; Spartan Orientation (new student, parents and transfers); Family Weekend; assisting commencement; theme celebrations; weekly newsletters; and partnership activities with various offices and departments. Leadership and Recognition activities include conferences, retreats, topical series and symposia and student recognition efforts. The office also provides overall management, fiscal management, assessment reports, and maintenance of club and organization status and discipline.

Clubs and organizations assisted by the office include Media Clubs & Organizations such as the Thomist (College Yearbook), Thoma (Student Newspaper), WSTK (College Radio Station), and Voyager (Arts & Literary Magazine). Special interest student clubs and organizations include Alpha Phi Omega, Animation Appreciation Club, Art Therapy Club, Business Club, CAB - Campus Activities Board, Communication Arts Club, Commuter Connection, Council for Exceptional Children, Criminal Justice Club, eSports and eGaming Club, Forensic Science Club, Gender and Sexuality Alliance, House Band, International Cultures Club, Laetare Players, NERD Club, Psychology Club, Random Acts of Kindness, Science Club, Sign Language Club,

Ski & Snowboard Club, Spartan Scribes, Spartan Volunteers, Special Effects Club, STAC Scholars, STACappella, The Guild, and Therapeutic Recreation Club.

Club sports include Baseball, Men's and Women's Bowling, Cheerleading, Dance Team, Ice Hockey, Men's and Women's Soccer, and Men's and Women's Volleyball. Intramural sports are also available. For a full list of all clubs and activities, visit our Office of Student Activities website.

#### *The Student Government Association (SGA)*

Student Government Association serves as a voice of the students to the faculty and administration. Students can get involved through their class boards, organizations and committees. All recognized clubs and organizations fall under the jurisdiction of the Student Government Association (SGA). The SGA is the elected representative student body of the campus and is responsible for creating many of the policy-making decisions that affect clubs, organizations and student life. The Student Government Association Structure includes the Executive Board, Senior Class, Junior Class, Sophomore Class, Freshman Class and the Student Budget Allocation Committee.

The Student Government is a body designed to act for the students in promoting an atmosphere of unity and cooperation in all aspects of college life. As the representative voice of the students at St. Thomas Aquinas, it acts as the liaison between classes, clubs, faculty, and administration. Members of the student body serve on various faculty committees, and also serve on committees of the Board of Trustees. By entering the College, students should accept the responsibility of cooperating with the Student Government and supporting its sponsored activities. Organizations like the Thoma (newspaper), the Thomist (yearbook), the radio station, and the Laetare Players have made consistent quality contributions to student life. St. Thomas Aquinas College feels that experiences such as these do carry over into other endeavors and wholeheartedly supports them.

#### *Alumni Association*

The St. Thomas Aquinas College Alumni Association was established in 1968 for the purpose of maintaining and strengthening the relationship developed between the College and its graduates, and to promote the mission, goals, and welfare of the institutions. Membership in the Alumni Association is granted to all degree recipients of the College, with Associate Membership afforded to students who have achieved senior status and who are actively pursuing the completion of a degree. There are no annual dues or fees associated with this membership; however, all alumni are strongly encouraged to contribute financially to The St. Thomas Aquinas College Fund, the College's annual giving program. The Alumni Association is managed by a Board of Directors, who work closely with the College's Office of Alumni Affairs. There are more than 10,000 STAC alumni residing in 48 states and 12 countries.

### *Campus Ministry and Volunteer Service*

Campus Ministry is focused on four major areas in a student's life; namely, prayer, faith development, relationships and service.

Prayer is at the heart of our campus ministry program. Students are invited to attend services either as a participant or leader. They are also invited to attend interdenominational services that are offered on special occasions. A prayer and meditation space is always available to the students as well as opportunities for the development of different kinds of prayer and ways of praying. Faith development comes to the student through many avenues. Retreats provide a special time when students come to a deeper level of faith through prayer and interaction with other students. Students of the Christian faith who may have missed receiving some sacraments may participate in a special sacramental program to prepare them for the reception of sacraments, called RCIA (Revised Christian Initiation for Adults). Relationships are a very important part of our life and the Campus Ministry Office seeks to offer opportunities for students to connect with other students in healthy, giving relationships. Through discussion groups, leisure time at the campus ministry area, even in our prayer time and service time, opportunities for making new and lasting friendships are available.

Service through the campus ministry office is seen as faith in action. There are many service projects for students to experience a passion for lifelong commitment as well as lessons in leadership and life. The Campus Ministry office, located on the lower level of the Romano Student Alumni Center, is staffed by the Director, a Priest and Rabbi. Each member of the staff is available to the students for support, conferences, spiritual counseling, help in answering questions about faith and to assist the students in any way possible. Whether you are actively involved in your "home" place of worship or looking to connect with a faith community on campus, we welcome you.

## **ATHLETICS**

### *Intercollegiate Sports*

St. Thomas Aquinas College is a member of the National Collegiate Athletic Association (NCAA) and the East Coast Conference. Besides the regular season games, St. Thomas Aquinas College also participates in a number of tournaments during the season. St. Thomas offers men's basketball, baseball, lacrosse, soccer, crosses country, tennis, indoor and outdoor track and field and golf. Women's sports include basketball, softball, soccer, field hockey, lacrosse, cross country, tennis, indoor and outdoor track and field and golf. Most student athletes are offered a range of scholarship opportunities.

Student athletes must maintain at least a 2.0 grade point index and 2.0 is mandatory for students receiving grants. Only full-time matriculated students may participate in intercollegiate sports. For further information contact the Athletic Office.

## **STUDENT SERVICES**

### *Spartan Orientation*

An orientation program for first-year students is held during the summer. During this time the students develop an awareness of the services and activities of the College, become familiar with the College campus, receive personal academic advisement, are afforded opportunities to meet other students, and engage in programs designed to foster personal growth.

### *Student Activities Newsletter*

The Office of Student Activities issues daily e-newsletters with information concerning social and cultural events, as well as items of general interest, at the College.

### *Health Services*

Students are encouraged to visit Health Services for coordination of medical resources, health counseling, health education, illness assessment, and community referrals. The Health Services office is staffed by a Registered Nurse during regular business hours throughout the academic year. Health Services is a source of confidential health care and a wellness resource center for all students. Appointments may be made but walk-ins are welcome.

### *Insurance*

All full-time students are automatically enrolled in the group accident insurance program made available by the College. The coverage extended to the student is on a twenty-four hour basis for the academic year. The insurance program applies only to accidents and is not intended to substitute or replace your personal medical insurance.

### *Student Parking*

Any student, resident or non-resident may have an automobile on campus provided it is properly registered with the College. Student parking is permitted only in certain designated areas. St. Thomas Aquinas College assumes no liability for cars, motorbikes, or other vehicles or their contents while on campus. All vehicles must be registered through the campus Safety and Security Office. There are restrictions on Student Parking in the McNelis Commons and Aquinas Village. Visitors to these areas are requested to park on the main campus in order to avoid being issued a summons or having their vehicles towed.

## **RESIDENTIAL LIFE**

### *ON-CAMPUS HOUSING*

The St. Thomas Aquinas College Office of Residential Life is committed to establishing a positive atmosphere in all student residences. This positive atmosphere complements each student's academic experience. Through the efforts of the Residence Life staff, students have the opportunity to grow in life skills such

as assertiveness, mediation, wellness, how to respect and celebrate difference, how to develop self-esteem and how to succeed academically. In addition, the Office of Residence Life coordinates both social and educational events to facilitate the development of supportive communities. Opportunities are provided through the Resident Assistant position and Residence Life Council for the development of leadership skills.

#### *OFF-CAMPUS HOUSING*

The Office of Residence Life maintains lists of off-campus living quarters located throughout the county. This list is available to students who desire to live away from home but who do not wish to reside on-campus. The College does not assume responsibility for students who live in these off-campus facilities. Any contractual agreements entered into are between the individuals and the respective landlords.

### **Lougheed Library**

The Lougheed Library – named for the College’s founding librarian Sister M. Alfred Lougheed – is located on 2 levels in Spellman Hall. In addition to its tangible collections of books and print periodicals, the library offers a variety of other digital resources and services for the college community. A staff of qualified reference librarians is available to assist students, one-on-one, with research in person, by phone, or by email. Faculty may reserve Information Literacy classes with a librarian for students to learn to find, evaluate, and ethically use reliable and relevant information for their academic work. Interlibrary loan services make it possible for students, faculty, and staff to borrow materials from libraries around the country and the world.

The library web page affords all college members 24/7 access from any Internet connection to the library catalog, numerous databases containing thousands of full-text journals, and a variety of other knowledge resources for all disciplines. User guides for selected databases are found in the library and on the library web page.

The library is home to three technology classrooms:

- The Bloomberg Professional Laboratory contains 12 Bloomberg terminals.
- The Innovation Center contains 3-D printers and space for robotics work.
- The Bonaparte Classroom allows for students to project materials wirelessly from their own devices to three separate television screens.

The library facility, which is open year round (83 hours, 7 days-a-week in the fall and spring terms), also offers public computers. Wireless connectivity is available throughout the facility. Groups of students may study or work in enclosed study rooms. Numerous, open study tables for 4-6 people are available on both library

levels. Many individual study carrels are located on the lower level for those who wish to work independently in a quiet atmosphere.

The library is also the site for a number of college-wide events such as College Day, Constitution Day, and literary presentations in the writers@work series. The Friends of the Library of St. Thomas Aquinas College sponsors lectures in the library by notable speakers on academic, literary, and cultural topics, which are open to all members of the College and the community.

## **Program of Studies – Baccalaureate Degrees**

St. Thomas offers programs of study leading to the following baccalaureate degrees:

### **Bachelor of Arts**

Art (K-12 certification)  
Art Therapy  
Communication Arts  
Creative Writing  
English  
English (7-12 certification)  
History  
Philosophy/Religious Studies  
Romance Languages  
Spanish  
Spanish (7-12 certification)  
Visual Art  
Visual Art Education

### **Bachelor of Science**

Accounting  
Accounting with 150 hour CPA  
Biochemistry  
Biology  
Biology (7-12 certification)  
Business Administration  
Computer Science  
Criminal Justice  
Educational Studies  
Exercise Science  
Finance  
Forensic Science  
Graphic Design  
Hospitality Management  
Liberal Arts and Sciences  
Management  
Marketing  
Mathematics  
Mathematics (7-12 certification)  
Medical Technology  
Natural Sciences  
Natural Sciences/Chemistry (7-12 certification)  
Psychology  
Therapeutic Recreation  
Social Sciences  
Social Sciences (7-12 certification)

Sport Management  
Visual Communications in Media Arts  
Visual Communications in Graphic Design

**Bachelor of Science in Education**

Childhood Education  
Childhood Education and Special Education  
Early Childhood and Childhood Education

**DUAL DEGREE PROGRAMS IN EDUCATION – 5-YEAR PROGRAMS**

B.S. Childhood Education, M.S.Ed. Special Education  
B.S. Mathematics (7-12), M.S.Ed. Special Education  
B.A. Spanish (7-12), M.S.Ed. Special Education  
B.S. Social Sciences (7-12), M.S. Ed. Special Education

**COOPERATIVE PROGRAMS WITH OTHER COLLEGES (Dual Degrees)**

*BIOMEDICAL ENGINEERING*

5-Year Program: 3 years at St. Thomas Aquinas College; 2 years at Polytechnic University (NYU). B.S. in Biology (STAC)/M.S. in Biomedical Engineering (NYU Polytechnic).

*ENGINEERING*

5-Year Program: 3 years at St. Thomas Aquinas College; 2 years at Manhattan College. B.S. in Mathematics (STAC)/B.S. in Engineering (Manhattan).

*PHYSICAL THERAPY*

7-Year Program: 4 at St. Thomas Aquinas College; 3 at New York Medical College. B.S. in Biology (STAC), D.P.T. in Physical Therapy (NYMC).

*CHIROPRACTIC*

6.3-year Program: 3 at St. Thomas Aquinas College; 3.3 at New York Chiropractic College. B.S. in Biology (STAC), D.C. degree (NYCC).

*PODIATRY*

7-year Program: 3 at St. Thomas Aquinas College; 4 at New York College of Podiatric Medicine. B.S. in Biology (STAC), D.P.M. degree (NYCPM).



## BACCALAUREATE DEGREE REQUIREMENTS

To graduate from St. Thomas Aquinas College with a bachelor's degree, a student must:

- Complete all requirements for a major as specified in this Catalog.
- Complete 50% of the major requirements at St. Thomas Aquinas College.
- Complete at least 60 hours in liberal arts and sciences (for all B.S. and B.S. Ed. degrees); complete at least 90 hours in liberal arts and sciences (for all B.A. degrees).
- Complete the final 30 hours for any degree at St. Thomas Aquinas.
- Complete a minimum of 120 semester hours, with a quality point average of not less than 2.0 (C).

In addition, students must complete the General Education Program requirements (48/50 credits).

### The General Education Program

The General Education Requirement at St. Thomas Aquinas College provides our students with the opportunity to become well-rounded, well-informed members of the local, national and global communities. These courses provide students with the critical thinking and inquiry skills needed to solve problems and make difficult decisions, and they introduce students to a value system that will help guide future action, fostering a spiritual development consistent with the Mission of the College. In addition, these courses also offer students numerous opportunities to develop a sophisticated set of oral and written communication skills. Ultimately, all the general education courses at St. Thomas Aquinas College demonstrate our belief that a sound college education is built on an awareness of our collective past as well as a respect for the diverse traditions, perspectives and languages that constitute modern American life as well as other societies that are part of the global community.

#### ***Area 1: Speech, Language, and Communication (21 Credits)***

Students should complete courses in this area within their first four semesters.

#### *The Writing/Literature Requirement (12 credits, depending on placement)*

Can be completed by taking four of the following courses: English 099 (if needed); English 100 (if needed); English 101 (or equivalent); English 102; and any two of these: English 201, 203, 205, 207, 221.

Upon successful completion of these courses, motivated and hard-working students should be able to identify the main point an author makes in a written work, infer

the author's position on thematic elements of the text, and locate and marshal evidence to document an analytical response to that text; students should, in addition, be able to demonstrate proficiency in the acts of summary, paraphrasing, and direct quotation and to produce written essays that have a clearly articulated thesis, an organized argument, and usage that conforms to the rules of standard written English.

*The Speech Requirement (3 credits)*

Can be completed by taking Communication Arts 101

Upon the successful completion of this course, motivated and hard-working students should be able to identify and research an appropriate topic, organize relevant information, rehearse, and clearly and articulately deliver a presentation to a live audience.

*The Modern Language Requirement (6 credits)*

Students must successfully complete two consecutive semesters of the same language.

Upon the successful completion of these courses, motivated and hard-working students should be able to recognize and interpret the significance of important cultural references (such as landmarks, works of art and literature, symbols, documents, historical events and figures, traditions and customs). Students should also be able to produce spoken and written language that is intelligible to native speakers of the language they have studied.

***Area 2: Science and Mathematics (6 credits)***

Students fulfill this requirement by successfully completing one course in each of the following:

Mathematics (3 credits)

Science (3 credits)

Upon the successful completion of courses in this area, motivated and hard-working students should be able to demonstrate the use and application of computer technology as a tool in daily life, apply mathematical calculations to real life situations, recognize responsibility toward the environment and the world around them, demonstrate proficient application of the steps of the scientific method, demonstrate proficiency in summarizing and paraphrasing simple scientific topics as they relate to their own lives.

***Area 3: History and Ideology (12 credits)***

Students fulfill this requirement by completing one course in each area:

American History or American Political Science course (3 credits)

European or Non-Western History course (3 credits)

Philosophy (3 credits)  
Religious Studies (3 credits)

Upon the successful completion of this area, motivated and hard-working students should be able to identify and accurately interpret key historical, philosophical, religious, and political traditions that together shape modern society. Students should also be able to recognize the role of cultural and sociological principles in the creation and maintenance of democratic political systems.

***Area 4: Society and The Individual (3 credits)***

Students fulfill this requirement by completing one course in Economics, Geography, Psychology, or Sociology.

Upon the successful completion of this area, motivated and hard-working students should be able to explain social processes, cultural problems, economic systems, and/or interpersonal dynamics at the center of modern society, human social expression and/or demonstrate the use and application of economic terms and theories to analyze basic economic phenomena.

***Area 5: Creative Expression (3 credits)***

Students fulfill this requirement by completing one course in Art, Film, Music or Theatre.

Upon the successful completion of this area, motivated and hard-working students should be able to identify, locate historically, and accurately interpret principal forms of artistic expression. In addition, students should be able to identify the creative process that leads to the creation of a work of art.

**Notes**

- Students in the Pre-Engineering Program are exempt from the Modern Language Requirement.
- Students with Majors in the School of Education are exempt from the speech and computer science requirements, but must take 6 credits in mathematics and 6 credits in science.

*Note: Superior students who wish to follow a course of studies which differs from the General Education Program may do so if they have their plan of studies approved by the relevant Dean, the General Education Committee, and the Provost.*

**ASSOCIATE DEGREES**

St. Thomas Aquinas College offers programs of study leading to the following associate degrees: Associate in Arts in Humanities and Social Sciences and Associate in Science in Business Administration. The associate degrees are offered exclusively

to qualified students at the College's location at the United States Military Academy at West Point.

### **LIBERAL ARTS AND SCIENCES DEGREE**

The Bachelor of Science degree in Liberal Arts and Sciences is designed to provide students with an option to pursue an inter-disciplinary major, which transmits knowledge of the inter-relatedness of the arts and sciences within the liberal arts tradition.

The curriculum for the liberal arts and sciences degree provides the same strong liberal arts foundation that is required for other degrees at St. Thomas Aquinas College. The major requires 48 credits distributed over the humanities, social sciences, and natural sciences/mathematics areas. A minimum of 30 credits must be completed in 300 and/or 400 level courses.

#### *BACHELOR OF SCIENCE IN LIBERAL ARTS AND SCIENCES*

General education requirements	48/50
Six courses in the humanities	18
Six courses in the social sciences	18
Four courses in natural sciences/mathematics	12/16
Free Electives	24
Total	120

Exceptions to this program can be made at the discretion of the Provost.

### **MASTER'S DEGREES**

The School of Business offers a program of study leading to the degree of Master of Business Administration, with concentrations in finance, management, and marketing.

The School of Education offers several graduate degrees:

- Master of Science in Education degrees, with majors in Educational Leadership, Literacy, Special Education, and Special Education with Autism.
- Master of Science in Teaching degrees in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education are offered.
- Post-masters certificate programs in Literacy, Autism, Special Education, and Teacher Leadership are also offered. See the College's Graduate Bulletin for curriculum requirements and other details.

**INVENTORY OF PROGRAMS  
REGISTERED BY THE NEW YORK STATE EDUCATION DEPARTMENT**

<b>Program Title</b>	<b>HEGIS No.</b>	<b>Award</b>
Accounting, CPA-License Qualifying	502	B.S.
Accounting/MBA, CPA License Qualifying	0502/0506	BS/MBA
Adolescence Education 7-12	0803	M.S.T.
Adolescence & Students with Disabilities	0803	M.S.T.
Art	1002	B.A.
Art Education	0831	B.A.
Art Therapy	1099	B.A.
Autism	0808	Adv. Cert.
Biochemistry	0414.00	B.S.
Biology	401	B.S.
Biology 7-12	0401.01	B.S.
Business Administration	506	B.S.
Business Administration/Management	506	M.B.A.
Business/Business Administration (West Point)	5004	A.S.
Chemistry 7-12	1905.01	B.S.
Childhood Education 1-6	0802	B.S.Ed.
Childhood Education 1-6	0802	M.S.T.
Childhood Education/Special Education 1-6	0802/0808	B.S./M.S.Ed.
Communication Arts	601	B.A.
Computer Science	701	B.S.
Computer and Information Science	701	B.S.
Creative Writing	1507	B.A.
Criminal Justice	2105	B.S.
Early Childhood and Childhood Education	0802	B.S. Ed.
Educational Leadership	0828	M.S.Ed.
Educational Studies	0801	B.S.
English	1501	B.A.
English 7-12	1501.01	B.A.
Exercise Science	1299.30	B.S.
Finance	504	B.S.
Forensic Science	1999.2	B.S.
Graphic Design	1009	B.S.
History	2205	B.A.
Hospitality Management	508	B.S.
Humanities & Social Sciences	5649	A.A.
International Business	5004	Cert.
Liberal Arts & Sciences	4901	B.S.
Literacy	0830	Adv. Cert.
Literacy	0830.01	M.S.Ed.
Management	0506	B.S.

Management	5004	Cert.
Management Information Systems	5103	Cert.
Management Relations/Industrial & Org. Psyc.	5009	Cert.
Marketing	509	B.S.
Mathematics	1701	B.A.
Mathematics	1701	B.S.
Mathematics 7-12	1701.01	B.S.
Mathematics/Students with Disabilities 7-12	1701/0808	B.S./M.S.Ed.
Medical Technology	1223	B.S.
Natural Sciences	4902	B.S.
Philosophy/Religious Studies	1599.1	B.A.
Psychology	2001	B.S.
Romance Languages	1101	B.A.
Social Sciences	2201	B.S.
Social Studies 7-12	2201.01	B.S.
Social Studies/Students with Disabilities 7-12	2201/0808	B.S./M.S.Ed.
Spanish	1105	B.A.
Spanish 7-12	1105.01	B.A.
Spanish/Students with Disabilities 7-12	1105/0808	B.A./M.S.Ed.
Special Education	0808	M.S.Ed.
Special Education	0808	Adv. Cert.
Special Education: Childhood 1-6	0808	B.S.Ed.
Special Education/Autism	0808	M.S.Ed.
Special Education: Childhood 1-6	0808	M.S.T.
Sport Management Studies	0599	B.S.
Teacher Leadership	0828	Adv. Cert.
Therapeutic Recreation	2199	B.S.

## **ACADEMIC PROCEDURES AND REGULATIONS**

### **ACADEMIC YEAR**

The academic year consists of two semesters of 14 weeks each. The fall semester begins in early September and ends with the Christmas recess. The spring semester begins in late January and ends in May. During the period between semesters, a three-week winter-interim program is offered. Summer sessions begin in mid May and run from one to three weeks.

### **CLASSIFICATION OF STUDENTS**

Students are classified according to the number of semester hours of credit they have earned and the number of semester hours carried. Listed below are the requirements for the respective classifications:

- Full-Time: A student carrying 12 or more credits.
- Part-Time: A student carrying fewer than 12 credits.
- Freshman: An enrolled student who has not completed 30 credits.
- Sophomore: A student who has successfully completed 30+ credits.
- Junior: A student who has successfully completed 60+ credits.
- Senior: A student who has successfully completed 90+ credits and has a cumulative GPA of at least 2.0 (C average).

Non-matriculated: A student who has not been accepted by the College as a degree candidate.

### **CREDIT HOURS**

One credit hour represents approximately 56 minutes of in-class lecture, discussion, or recitation (or 120 to 180 minutes of laboratory/studio work) per week, and 112 minutes of out of class work.

Most courses carry 3 semester hours of credit; several laboratory courses carry 4 semester hours of credit, combining a 3-hour lecture format with a 1 credit lab built in.

Quality points are assigned to grades as follows: for each credit hour with a grade of A=4 quality points; A-=3.7; B+,=3.3; B=3; B-=2.7; C+=2.3; C=2; C-=1.7; D=1; F=0. If a student earns a grade of A in a 3-semester hour course he/she receives 12 quality points; one who earns a grade of B receives 9 quality points, and so forth. The quality point index is determined by dividing the total number of quality points earned by the number of credits attempted, that is, the number of credits for which a student is registered, whether or not the courses are passed or failed. Since courses from which a student withdraws are not counted in credits attempted, they do not affect a student's average.

### ***New York State Credit Hour Definition***

All credit bearing degree and certificate programs at St. Thomas Aquinas College are approved by the New York State Education Department (NYSED). Calculation of credit hours for these programs follow NYSED guidelines, which are consistent with the U.S. Department of Education's definition of a credit hour.

Codes, Rules and Regulations of the State of New York, Title 8 – Education Department, Chapter II – Regulations of the Commissioner, Subchapter A – Higher and Professional Regulations, Part 50 – General, Section 50.1 (o) stipulates the following: “Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.”

Section 52.2(c)(4) stipulates: “A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum; (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.”

### ***US Department of Education – Credit Hour Definition***

Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional



Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 stipulates the following:

“Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

U.S. Department of Education guidance on Program Integrity regulations (<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>) also stipulate: The credit hour definition does not dictate particular amounts of classroom time versus out of class student work.

Further note that the definition provides that a credit hour may be for an equivalent amount of work over a different amount of time. There is no requirement that a 3-semester hour course meet 3 hours per week during a semester. The requirement is that the institution must determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out of class student work per week over a semester for a semester hour.

### **St. Thomas Aquinas College Policy**

All credit hours awarded by St. Thomas Aquinas College will conform with the definitions listed above. Therefore, all units of credit awarded will conform with the federal and state definitions. These guidelines are also in compliance with policies set forth by the Middle States Commission on Higher Education.

St. Thomas Aquinas College generally follows a semester system with Fall and Spring semesters consisting of a minimum of 14 weeks, which includes one week for exams. Summer terms are typically less than 14 weeks but adhere to the policy in terms of meeting time and the amount of work required. Terms for certain academic programs (for example, compressed schedules at the West Point Campus) have been adjusted but nonetheless adhere to the policy in terms of the amount of work required.

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the Provost and Vice President for Academic Affairs, as a representative of the President and the Board of Trustees, retains final control and approval of the curriculum. Assignment of credit hours for courses is determined within the program based on faculty

expertise and course learning objectives. Existing courses will be evaluated for adherence to the federal credit hour regulation using an annual audit. New courses will, upon review and approval at the program level, be reviewed by the Deans and the Curriculum Committee and recommended for approval or denial.

The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Registrar’s Office for inclusion in the College Catalog. The Registrar’s Office reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes corresponding to the credits assigned, or otherwise notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the appropriate department for correction or explanation.

The following provides general guidance on the how the credit hour translates to the particular instruction method. Note, however, that the credit hour definition does not dictate particular amounts of classroom time versus out of class student work – the information below serves as general guidance only.

**Lecture and Seminar**

Courses with multiple students which meet to engage in various forms of group instruction under the direct supervision of a faculty member.

Lectures and Seminars: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 14 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 14 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	56 contact minutes	784 contact minutes	112 minutes	1568 minutes	2352 minutes (39.2 hours)
2	112 contact minutes	1568 contact minutes	224 minutes	3136 minutes	4704 minutes (78.4 hours)
3	168 contact minutes	2352 contact minutes	336 minutes	4704 minutes	7056 minutes (117.6 hours)
4	224 contact minutes	3136 contact minutes	448 minutes	6272 minutes	9408 minutes (156.8 hours)

## Laboratory Credits

Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a laboratory setting.

Laboratory: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 14 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 14 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1 (for lower level classes)	120 contact minutes	1680 contact minutes	50 minutes	700 minutes	2380 minutes (39.6 hours)
1 (for upper level classes)	180 contact minutes	2520 contact minutes	50 minutes	700 minutes	3220 minutes (53.6 hours)
2	360 contact minutes	5040 contact minutes	100 minutes	1400 minutes	6440 minutes (107.3 hours)

## Courses by Appointment

Courses of study, already approved and contained in the College Catalog, are offered by appointment in instances where enrollment has fallen below established standards but under conditions where a student or students require that course be offered in order to progress academically (such as the need for a particular course in order to graduate). In such instances, the faculty member will work with the student(s) to arrange meeting times which may or may not match the normal course schedule. In all such instances, such courses must match the minimum instructional time and minimum out of class student work per week using the examples listed above, and the faculty member is required to keep records of the meeting times and length so that contact hours can be calculated.

Enrollment in Courses by Appointment is limited in the following ways:

- Students must be in good academic standing.
- Courses by Appointment are only available to juniors, seniors, and post-graduate students.
- Courses by Appointment are offered only during the Fall, Spring, and Summer semesters.
- Students cannot enroll in more than two (2) Courses by Appointment over their St. Thomas Aquinas career.
- Courses by Appointment are not available as repeats of courses in which D's or F's were earned.

- Students cannot enroll in more than one (1) Course by Appointment or Independent Study in one semester.

### **Independent Studies**

Independent Studies are courses that are not included in the catalog, but are created by a faculty member and a student; in an Independent Study, the faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. All such courses must match the total amount of work for credit using the tables listed above, and the faculty member is required to keep a record of the meeting times and student work assigned so that contact hours can be calculated. Following agreement between the student and the faculty member on the independent course proposal, approval must be obtained from the appropriate Academic Dean.

To enroll in an Independent Study, a student must submit the application form found on the Registrar's website and a syllabus and course description created by the sponsoring faculty member.

Enrollment in Independent Studies is limited in the following ways:

- Students must have earned an overall GPA of 3.0 or higher.
- Independent Studies are available to all degree candidates who have completed a minimum of 33 credits at St. Thomas Aquinas College.
- Independent Studies are offered only during the Fall, Spring, and Summer semesters.
- Students cannot enroll in more than two (2) Courses by Appointment or Independent Studies over their St. Thomas Aquinas career.
- Independent Studies are not available as repeats of courses in which D's or F's were earned.
- Students cannot enroll in more than one (1) Course by Appointment or Independent Study in one semester.

### **Internship/Field Experience**

Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off-campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. Contact time and outside student work requirements must be established and documented, and must match the total amount of work for credit using the tables above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

### **Practica**

Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, and where the actual learning environment takes

place on-campus but in a non-academic context, such as the College Radio Station, etc. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. Contact time and student work requirements must be established and documented, and must match the total amount of work for credit using the tables above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

### **Accelerated Courses**

Courses, such as those offered at the West Point location, offered outside of a standard 14-week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work for credit time as seen the tables above, even if delivered within an accelerated time frame.

### **Online Courses**

Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: a.) Regular instruction or interaction with a faculty member once a week for each week the course runs; b.) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work for credit time as in the tables above even if delivered online or asynchronously.

No more than two on-line courses may be taken off-campus. See the Director of Academic Advisement or the Registrar.

### **Hybrid Courses**

Courses offered in a blended format with a roughly equal number of on-site face-to-face class sessions and online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work for credit time as in the tables above even if delivered online or asynchronously.

**Note: All Online and Hybrid Courses will be offered on our Moodlerooms platform or, in some cases, on the Google Classroom platform.**

## QUALITY POINT INDEX

Quality points are assigned to grades as follows – for each credit hour with a grade of:

Grade	Quality Points Earned Per Credit	Total Quality Points Earned for 3 credit class
A	4.0	12.0
A-	3.7	11.1
B+	3.3	9.9
B	3.0	9.0
B-	2.7	8.1
C+	2.3	6.9
C	2.0	6.0
C-	1.7	5.1
D	1.0	3
F	0	0

In other words, students who earn a grade of A in a 3 credit course earn 12 quality points; a grade of B earns 9 quality points, and so forth. The quality point index – or Grade Point Average – is determined by dividing the total number of quality points earned by the number of credits attempted, that is, the number of credits for which a student is registered, whether or not the courses are passed or failed.

However, courses from which a student withdraws are not counted in credits attempted; they do not affect a student's average.

Here is an example of computing a GPA:

Course	Grade	Quality Points per credit	Total points earned
English 101	B	3.0	9.0
CA 101	C+	2.3	6.9
Math 101	A	4.0	4.0
Phil 101	B-	2.7	8.1
Econ 102	C-	1.7	5.1

Total Quality Points Earned = 33.1

Number of credits taken = 15

Actual GPA for semester = 2.2

## STUDENT LOAD

The typical student load is 15 credits a semester. The maximum load permitted without extra charge is 17 credits. Permission to carry more hours must be obtained from the Registrar. Such permission is ordinarily granted only to students

with a cumulative quality point average of at least 3.2. Students who are engaged in student teaching are considered full-time and pay full tuition.

### **LIFE EXPERIENCE CREDIT**

The College may award academic credit to students who have achieved the objectives of specific courses outside of traditional classroom instruction and who satisfactorily validate that achievement through the submission of a portfolio conforming to specified criteria. Applicants must be matriculated in a degree program at St. Thomas Aquinas College. Credit for Life Experience may be awarded as follows:

- A maximum of 30 Life Experience credits toward a Bachelor's Degree.
- A maximum of 15 Life Experience credits toward an Associate Degree.

The fee for the awarding of life experience credits begins at \$300 and increases according to the number of credits awarded. Copies of the complete statement of the criteria and procedures for applying for Life Experience Credit are available in the Office of the Director of Academic Advisement.

### **ATTENDANCE POLICY**

Regular and prompt attendance at all classes is required. Responsibility for attendance at classes rests with the student. Instructors may specify particular academic penalties for infractions of the attendance policy. Students who are absent because of religious beliefs will be given an opportunity to make up any missed examination or work requirements if they request it at least two weeks prior to the absence.

### **LEAVE OF ABSENCE**

For satisfactory reasons, the Registrar may give a student in good standing a leave of absence for a maximum period of two semesters. Requests for leave of absence must be in writing and submitted the semester prior to the semester desired. Forms are available in the Registrar's Office.

### **WITHDRAWAL FROM A COURSE**

Students who wish to withdraw from a course must do so by the date indicated on the academic calendar (available on the Registrar's Webpage). There is a \$25 change of program fee. Withdrawal forms must be completed in the Office of the Registrar.

### **WITHDRAWAL FROM THE COLLEGE**

A student who leaves the College during any semester or special session must complete a withdrawal form available from the Office of the Registrar. Students who return after one full year, must reapply and may be subject to current curriculum requirements.

## GRADING SYSTEM

The following chart indicates the relationship between a letter grade and its percentage value:

Grade	Percentage Value
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	0-64

### *Other grades often used*

#### R = Repeated Course

Indicates that the student has repeated a course in which a grade of C-, D or F had been received. After the change is recorded, the original grade is not counted towards GPA.

- Students may only repeat a course in which they have earned a grade of C-, D or F.
- To repeat a course more than once, a student must obtain the permission of the Registrar.
- Repeated courses may not be taken as Courses by Appointment or Independent Studies.
- Repeated courses MUST BE taken at St. Thomas Aquinas College so that the original grade may be replaced with the new grade in the calculation of the cumulative Grade Point Average.
- Repeating courses with a grade of C- or D may have financial aid implications. Students are encouraged to check with the Financial Aid Office prior to repeating a course in which those grades were earned.

#### W = Withdrew

Indicates that a student withdrew from a class by the officially designated final date for withdrawal. No credit granted; is not calculated in the Grade Point Average.

#### INC= Incomplete

Indicates that a student has completed the majority of the assigned coursework, but due to some extraordinary circumstances cannot complete the work assigned at the end of the semester.



Students who require an Incomplete must discuss this option with their instructor in advance of the last week of class, and work out a specific plan for submitting the work. Forms requesting this grade are available from the offices of the School Deans and the Office of the Provost. Forms must be completed by the student, signed by the instructor, and forwarded to the Registrar.

- Incompletes are given at the discretion of the faculty member
- All work must be submitted by the date stipulated by the instructor, but not later than the deadline indicated on the Academic Calendar for the following semester, or the Incomplete grade becomes an F.

#### PASS/FAIL

Pass indicates that the student has satisfied the requirements for the course; Fail indicates that the course goals have not been attained. No quality points are assigned to a Pass/Fail. Only those courses indicated as eligible for this grade in the course listings in the Catalog may be taken on a Pass/Fail basis.

#### NS=No show

Indicates that a student never reported to class. No credit granted. No academic penalty.

### **GRADE REPORTS**

Grades are available through Banner Self Service for students. The College reserves the right to withhold a student's report of grades, and to withhold granting of college credit, if the student has any indebtedness to the College.

### **TRANSCRIPTS**

An official transcript is one bearing the seal of the College. An unofficial transcript is one given to the person whose credits are listed thereon and marked "Student Copy." The College accepts no responsibility for the accuracy of the unofficial transcript after it has been issued.

Upon graduation, each student is entitled to one unofficial transcript of his/her college record. There is a fee of \$5.00 for each additional transcript requested whether official or unofficial.

***The College does not accept hand-delivered official transcripts. All official transcripts from other institutions must be mailed by the issuing institution.***

### **COURSES TAKEN AT OTHER COLLEGES**

Students who have matriculated at the College – that is, have been accepted in a program of study that leads to a specific degree – the remainder of the courses required by their program of study must be taken at St. Thomas Aquinas College.

Students who did not transfer into the College, however, may receive permission to take a maximum of six (6) credits off campus at an accredited college. Prior approval is required to ensure that the courses successfully completed off campus will apply to the student's course of study. Further information and application forms are available through the Office of Academic Advisement. Credit for the course will be accepted for transfer into the College only if the grade is a "C" or better.

Students must be registered at the College for their last 10 courses.

### **COLLEGE LEVEL EXAMINATION (CLEP)**

The College Level Examination Program is designed to award college credit to students who have acquired academic knowledge outside the traditional classroom situation.

Students who have been accepted for matriculation in a degree program at St. Thomas Aquinas College may be awarded:

- Thirty CLEP credits towards the Bachelor's degree
- Fifteen CLEP credits towards the Associate degree

All students who wish to take any CLEP exam must register through the office Academic Advisement. Complete regulations, procedures and applications are available in that office.

### **AUDITING COURSES**

Students may audit courses. Students who audit courses receive neither credit nor quality points for the course. Audited courses do not satisfy degree requirements nor are they counted in determining total student course load credit.

### **COMMENCEMENT**

Commencement is held once a year, typically in May. Students who have completed all requirements as of the end of the spring semester will be considered May graduates. Students who have no more than 6 credits to complete may be considered August graduates and may attend Commencement only if they pre-register for the remaining credits during the Summer Session. Graduation applications are to be submitted to the Registrar in mid September.

### **REGISTRATION**

All matriculated students must register during regular pre-registration periods or open registration. Non-matriculated students may only register during open registration. Registration for incoming freshmen is overseen by the Office of Academic Advisement. Within their first semester, students are assigned advisors who must approve all their subsequent registrations. Registration may be

rescinded at the discretion of the College if financial obligations are not met, or if a student is not in good academic standing.

A late registration fee is charged after the semester begins. No credit will be given for a course in which a student has not formally registered. Students who wish to enter a course after the first week must have the permission of the relevant Dean. No student may enter a course after the second week of class.

### **FACULTY ADVISORS**

Every student is assigned a faculty advisor by the Office of Academic Advisement. Faculty advisors are available during posted office hours and by appointment. The advisor's role is to assist the student in academic planning, course selection, and academic and career counseling. It is the responsibility of the student to meet with his or her assigned faculty advisor as required, but at least twice per semester, and to comply with all the provisions and regulations pertaining to his or her degree program.

- Students admitted to the College through Aquinas Seminar are required to meet with their advisors on a schedule set by the advisor.
- Students on academic probation are also required to meet with their advisor as determined by the advisor, Office of Academic Services, and/or the Provost.

### **ACADEMIC SERVICES FOR STUDENTS**

**The Office of Academic Services** provides and coordinates the academic support services offered to all undergraduates. This includes the Center for Academic Excellence and STAC 101, our first year seminar course, as well as academic support from other programs such as HEOP and Aquinas Seminar.

**The Center for Academic Excellence** provides all students with the opportunity to become efficient and effective learners. The CAE offers tutoring, study groups, college skills workshops, supervised study halls, and computer assisted instruction. The CAE is in Spellman Hall and is open Monday through Thursday from 9:00 a.m. to 8:00 p.m. and Fridays from 9:00a.m. to 2:00 p.m. during the academic year.

**The Office of Academic Advisement** provides a range of services related to advising and the curriculum. Among these are:

- Information about declaring or changing a major or minor.
- Information regarding academic policies and procedures.
- Permission to take off-campus courses.
- Information about CLEP exams.

**The Disability Services Liaison** assists students in receiving any accommodations that have been approved for them by the Committee for Academic Accommodations.

## **SPECIAL STUDY OPPORTUNITIES**

### *Study Abroad*

The College offers exchange programs with other institutions, such as St. John's University, offers overseas programs for college credit in France, Spain, Ireland, Hungary, Japan and Italy. The Study Abroad Coordinator maintains a list of study abroad opportunities.

### *Summer Session*

The Summer Session includes a varied program of studies and is open to students who wish to accelerate their regular programs of studies or to make up deficiencies. The summer session is also open to all qualified applicants seeking to accelerate or supplement their programs in other colleges or universities; for teachers working toward certification; and for those persons interested in taking college courses for personal satisfaction.

### *Winter Interim*

The winter interim is a three-week session designed to provide students the opportunity to take courses between the fall and spring semesters.

### *Off-Campus Courses*

The College coordinates a number of off-campus programs at regional high schools. These courses are open to qualified high school students with permission of the high school principal. Programs are currently offered at the following high schools. The College also offers occasional programs on a demand basis at local businesses and industries.

## **ACADEMIC HONORS**

### *The Deans' List*

The Deans' List includes those students whose academic achievements warrant recognition by the Deans of the three Schools at the College. The list is published each semester, and students receive a letter of congratulations from the Provost.

To be eligible for the semester's Deans' List, students must have achieved a Grade Point Average of 3.5 or better in that semester while carrying no fewer than 12 credits, and earning no grade lower than a C. Note: students involved in a student teaching experience in any given semester are not eligible for the Deans' List that semester.

Students who are on the Deans' List in three consecutive semesters are invited to the annual Honors Convocation in the Spring for formal recognition.

### *Part-Time Students Deans' List*

Part-time students may qualify for the Part-Time Students Deans' List if they have taken a minimum of 15 credits within an academic year exclusive of winter or summer sessions (e.g. 9 credits fall semester plus 6 credits spring semester), and if they achieve an overall Grade Point Average of 3.5.

## **HONORS SOCIETIES**

### *Alpha Chi*

The New York Beta Chapter of Alpha Chi is a coeducational national honor society established to promote academic excellence and exemplary character among college students and to honor those achieving such distinction. A general honor society, Alpha Chi admits member students from all academic disciplines. Members are elected to this society in their junior or senior years and are in the top 10% of their classes.

*Alpha Epsilon Rho* is the honor society for the National Broadcasting Society. Its membership is restricted to the "best of the best" found within the membership ranks of NBS. Its purpose is to enhance the development of college and university students involved in broadcasting, cable, telecommunications and other electronic media by promoting excellence and providing opportunities for ethical and responsible leadership.

*Alpha Phi Sigma* is the national criminal justice honor society and is dedicated to the recognition of scholarly achievement in the field of criminal justice. The society is a member of the national Association of College Honor Societies and is officially designated as the national honor society by the Academy of Criminal Justice Sciences. Alpha Phi Sigma rewards academic excellence among students pursuing undergraduate and graduate studies. Members are selected from criminal justice majors who earn a 3.2 average in their criminal justice classes and their coursework

overall; who have at least sophomore status; and who have completed at least four courses in their major. Membership is by faculty recommendation.

*Alpha Sigma Lambda*

Alpha Sigma Lambda is the national honor fraternity for students in continuing higher education. The fraternity is dedicated to the advancement of scholarship and recognizes the high scholastic achievement in an adult student's career. Members are selected from matriculated part-time students who meet the standards & requirements identified in the national by-laws of Alpha Sigma Lambda.

*Chi Alpha Sigma* is the national scholar-athlete society honoring those collegiate student-athletes who have excelled in both the classroom and in athletic competition. Chi Alpha Sigma recognizes college students who receive a varsity letter in their sport while maintaining a 3.4 or higher cumulative GPA throughout their junior and senior years.

*Delta Mu Delta* is a national honor society established to recognize and reward superior scholastic achievement of students in business administration.

*Kappa Delta Pi* is an international honor society in teacher education. Kappa Delta Pi aims to foster high standards of preparation for teaching and to invite into bonds of fellowship those who have attained excellence of scholarship and distinction of achievement as students and servants of education.

*Kappa Mu Epsilon* recognizes outstanding achievement in mathematics at the undergraduate level and helps develop an appreciation of mathematics. Members are selected from majors in Natural Science and/or Mathematics who meet the requirements of the national society and are approved by the faculty in those areas.

*Phi Sigma Iota* is an international foreign language honor society whose purpose is the recognition of outstanding ability and attainments in the study and teaching of foreign languages. It seeks the promotion of a cultural enrichment and a sentiment of international amity derived from the knowledge and use of foreign languages. Membership in Phi Sigma Iota is the highest academic honor in the field of foreign languages.

*Pi Gamma Mu* is an international honor society in the social sciences. The purpose of the society is to improve scholarship in the social sciences; to inspire social service to humanity by an intelligent approach to the solution of social problems; and to engender mutual understanding among individuals and institutions with differing opinions. The society sponsors public forums and social meetings, regional and inter-chapter meetings, and a program of graduate scholarships for social science students. Students qualify for eligibility for the society by having taken a minimum of 20 semester hours of social science with an average grade of B, and must be within the top 35% of their class.

*Psi Chi* is a national honor society in Psychology. Members are selected based on superior academic achievement in Psychology and the recommendation of the Psychology faculty. As well as promoting interest in the field of Psychology, Psi Chi promotes fellowship among student scholars.

*Sigma Tau Delta* is the International English Honor Society formed in 1924. Sigma Tau Delta's central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate, and professional studies. All members of Sigma Tau Delta demonstrate consistent excellence in the study of the English language and of English and American Literature.

*Sigma Zeta* is a national undergraduate honor society that encourages and fosters scholarly activity and recognizes academic scholarship in the natural sciences, biology, forensic science, computer sciences, and mathematics.

### **Graduation Honors**

Students with a record of exceptional achievement over the course of their degree program at the College are recognized at the Graduation Ceremony.

#### *Latin Honors*

Latin honors are awarded to Baccalaureate degree recipients who have achieved a high cumulative Grade Point Average and completed the College's minimum number of credits earned at the College.

Latin Honors are awarded to students who meet these criteria by the time of their graduation:

- They must have earned a ***minimum of 60 credits at St. Thomas Aquinas College. Students who have transferred into St. Thomas Aquinas College and have earned fewer than 60 credits at the College are not eligible for Latin Honors.***
- They cannot have received any grade lower than a C.
- Their cumulative Grade Point Average must meet the following minimums:
  - Summa Cum Laude: 3.80*
  - Magna Cum Laude: 3.65*
  - Cum Laude: 3.50.*

#### *The Francis Cardinal Spellman Award*

Presented annually at Graduation, the Francis Cardinal Spellman Award is given to the two graduating seniors with the highest Grade Point Averages of their class.

#### *The Sister Regina Rosaire Dolan Award*

Presented annually at Graduation, the Sister Regina Rosaire Dolan Award is given to the two graduate students in the School of Education with the highest Grade Point Averages of their class.

## Honors Convocation

The St. Thomas Aquinas College Honors Convocation is an annual celebration of the academic achievements of our students. Held each spring, the Convocation allows the College to reward high achievement among those within and outside of the College community. Each year, Honorary Degrees are given to people beyond our College who have distinguished themselves by their dedicated service to humanity. In addition, awards and recognition are bestowed to students and faculty for their consistently excellent performance. Student awards include:

- The Betty LaSala Award for Excellence in Science
- The Environmental Writing Award in Honor of Rachel Carson
- The Jon Roberts Award for Excellence in Literary Studies

## SATISFACTORY ACADEMIC PROGRESS

It is imperative that students continue to make satisfactory academic progress toward graduation and the attainment of their baccalaureate degree.

Students who do not continue to make satisfactory academic progress are subject to three possible conditions of Academic Standing: being placed on probation, being suspended from the college, or being dismissed from the college. The following states the college's criteria for judging satisfactory academic progress and the conditions that result from failing to maintain satisfactory progress. The following table indicates the Grade Point Averages that lead to the different levels of Academic Standing:

### Cumulative Grade Point Averages and Academic Standing

Semester Credit Hours Earned Toward Degree*	Minimum Satisfactory Academic Performance		Unsatisfactory Academic Performance	
	Good Standing  GPA at or above	Probation  GPA between	Suspension  GPA between	Academic Dismissal  GPA below
0-36	1.80	1.65-1.79	1.00-1.64	1.00
37-50	2.00	1.80-1.99	1.65-1.79	1.65
51-65	2.00	1.90-1.99	1.80-1.89	1.80
66-80	2.00	1.95-1.99	1.90-1.94	1.90
81-92	2.00	--	1.95-1.99	1.95
93 and over	2.00	--	--	2.00

\*Includes all credit hours (earned at St. Thomas Aquinas College as well as transfer hours) applied toward the St. Thomas Aquinas College bachelor's degree. However,



only St. Thomas Aquinas College credits are used in calculating the Grade Point Average.

### **Notes**

- Averages will not be “rounded.” For example, 1.79 will not be rounded to 1.80. Therefore, 1.79 will be within the range for Academic Probation.
- Some academic programs (e.g. the BS.Ed Program) have requirements in addition to those below. Students pursuing such degrees must satisfy the additional requirements as determined by the relevant Dean.
- If a full-time student receives three failing grades in a semester or a part-time student receives all failing grades in a semester, the student will, on the first occurrence, be suspended from the College; on the second occurrence the student will be dismissed from the College.

### **Good Standing**

All students with cumulative GPAs of 2.00 or higher are considered to be in Good Standing. Students with a cumulative GPA that falls within the 2.19 to 2.00 range will be sent a letter focusing attention on their borderline academic performance.

### **Academic Standing and Athletic Participation**

Students who are in Good Academic Standing are considered to be making satisfactory academic progress and are eligible to continue competing on the College’s NCAA athletic teams. However, students who are placed on either Probation or Suspension are not considered to be in Good Academic Standing and are therefore ineligible to engage in NCAA athletic competition as defined by NCAA Bylaw 14.02.5. They may, however, continue to practice with their athletic teams at the discretion of the institution’s athletic director and individual coaches.

### **Probation**

Students on academic probation:

- may not carry more than 12 credits a semester, and they may be further limited in their college activities
- must attain a semester grade point index of at least 2.0 for the current semester or be subject to suspension or dismissal
- must attend the Center for Academic Excellence on a weekly schedule (typically 2 hours per week) determined either by the student’s academic advisor, the Office of Student Support, or the Provost and Vice President for Academic Affairs
- must make an appointment with their academic advisor within the first week of the term, in order to arrange a schedule of periodic meetings with the advisor throughout the semester

### **Suspension**

Students placed on suspension at the end of an academic semester:

- may not attend the college for the subsequent semester

- may attend summer and inter-session courses with the permission of the Provost

Readmission to the college following the semester of suspension may be gained by appealing in writing to and meeting with the Provost. Readmitted students are placed on Probation, and are often subject to additional requirements and restrictions at the discretion of the Provost.

### **Dismissal**

Students dismissed from the college may not register for classes, and any pending registrations are canceled. Students are entitled to appeal their dismissal in writing to the Provost. There is no guarantee that a dismissed student will be successful in appealing to return; if the appeal letter is approved, the student will be invited to continue the appeal process by scheduling a meeting with the Provost.

### **POLICY FOR STUDENT IDENTITY VERIFICATION**

This policy applies to all credit-bearing distance education courses or programs offered by the St. Thomas Aquinas College, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study. The purpose of this policy is to ensure that St. Thomas Aquinas College operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

The HEOA requires that institutions offering distance education or correspondence courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

All student accounts are created from the individual student's registration information stored in Banner (our ERP). The initial temporary password for Moodlerooms is sent to the student's (@stac.edu) account in order to verify the student's identity in the class. All correspondence is linked to the @stac.edu account, which neither the student or instructor can change.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against College policy for a user to give someone his or her password or to allow others to use his or her account.

St. Thomas Aquinas College uses Moodlerooms as its learning management system. The Moodlerooms system integrates with University authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of the College's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

At this time there are no additional student fees associated with student verification. In the event any verification fee becomes necessary needed, it will be posted on the course registration site to provide an advance alert to students.

St. Thomas Aquinas College complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA and student record access can be found at: <http://www.stac.edu/about-stac/consumer-information/ferpa>.

### **ACADEMIC INTEGRITY POLICY**

Academic integrity is a commitment to honesty, trust, fairness, respect and responsibility in an academic community. An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service. Honesty begins with oneself and extends to others. Such a community also fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

An academic community of integrity establishes clear standards, practices and procedures and expects fairness in the interactions of students, faculty and administrators. We recognize the participatory nature of the learning process and we honor and respect a wide range of opinions and ideas. We all must show respect for the work of others by acknowledging their intellectual debts through proper identification of sources. An academic community of integrity upholds personal accountability and shared responsibility.

Academic integrity is essential to St. Thomas Aquinas College's mission to educate in an atmosphere of mutual understanding, concern, cooperation and respect. All members of the College community are expected to possess and embrace academic integrity. Academic dishonesty is any behavior which violates these principles.

## **ACADEMIC DISHONESTY**

St. Thomas Aquinas College strictly prohibits acts of academic dishonesty. Any violation of the College academic integrity policy which constitutes academic dishonesty will be subject to harsh penalties, ranging up to and including dismissal from the College. Set forth below are a series of examples of academic dishonesty and the process utilized by the College in addressing cases of academic dishonesty, including the process to be followed by faculty members in filing an academic dishonesty allegation, and the process followed by students who might seek to challenge a determination by the College that they engaged in academic dishonesty.

### **Examples Of Academic Dishonesty**

#### *Cheating*

The College defines cheating as any of the following actions:

- Giving unauthorized help on a test or other academic exercise.
- Accepting unauthorized help on a test or other academic exercise.
- Attempting to obtain unauthorized help from another student on a test or other academic exercise.
- Copying from another student's work.
- Allowing another student to copy from your work.
- Using unauthorized materials during a test or other academic exercise, such as a textbook, notebook, calculator, or specifically prepared items such as notes written on paper, clothing, furniture, or oneself.
- Using unauthorized devices during a testing period, such as computers, cell phones, tablets, smart watches, or any other electronic device, to obtain, store, or search for answers for a quiz, test, or other academic exercise for yourself or another student.
- Fraudulently obtaining copies of tests, such as from offices, waste receptacles, or students who have previously taken the test.
- Giving test questions or test answers to other students who have not yet taken that test.
- Obtaining test questions or test answers from other students who have already taken that test.
- Aiding another student in academic misconduct.

#### *Plagiarism*

The College defines plagiarism as representing someone else's work or ideas as one's own; it occurs when appropriate credit is not given to the original source. Note that plagiarism can be intentional as well as unintentional behavior, and information sources refer to both print and electronic media. Furthermore, Section 213-b of the New York State Education Law prohibits the sale of term papers, essays, and research reports to students enrolled in a college. Examples of plagiarism include the following:

- Failing to indicate direct quotations.
- Failing to indicate the source of direct quotations.
- Failing to indicate the source of paraphrased material.
- Copying another's work and presenting it as if it were your own work, whether that work is written by another student or by a service that distributes material electronically through the Internet.
- Submitting work that was written or prepared in whole or in part by another person.
- Purchasing or attempting to purchase work written or prepared by another.
- Borrowing or attempting to borrow work written or prepared by another and presenting it as one's own.

### *Deception*

The College defines deception as the act of intentionally presenting as true and valid information you know to be false and incorrect. Examples include:

- Signing a name other than your own on any document, such as a registration form or letter of recommendation.
- Intentionally presenting false information on any document, such as a registration form or letter of recommendation.
- Taking or attempting to take a test for another person.
- Allowing another person to take a test in your place.
- Falsifying data for labs, experiments, and research projects.
- Listing reference sources in a research project that you have not actually used.
- Inventing reference sources for a paper or project.
- Submitting papers and other academic exercises in two different classes without the permission of all instructors involved.
- Intentionally misrepresenting to an instructor the reason why you have missed an examination or other graded assignment.

## **Process For Handling Cases Of Academic Dishonesty**

### *First Offense*

Each individual faculty member has the authority and jurisdiction within his or her class to determine the sanction for any violation of the Academic Integrity Policy in cases where it is the student's first offense.

The faculty member may, for example, fail the student on a violated answer to a test question, or fail the student for the entire test or essay, or even for the course as a whole, as seems appropriate to the offense in the judgment of the faculty member. Other academic penalties may be imposed as well, such as repeating a test or resubmitting a paper, as the faculty member sees fit.

When an instance of academic dishonesty is, in the opinion of the faculty member, egregious enough to result in a penalty in a specific class, the faculty member must inform his or her Dean and the Office of the Provost in writing of the following:

- Student's name.
- The date of the violation.
- A description of the violation.
- Any relevant evidence of the violation.
- The penalty imposed.

The faculty member shall provide a copy of this letter to the accused student.

The Office of the Provost will maintain confidential records of these violations. Therefore, it is imperative that prior to imposing any penalties, faculty members should consult with the Office of the Provost to determine whether the student has a record of Academic Integrity violations.

#### *Additional Offenses*

If, after contacting the Office of the Provost, the faculty member determines that there is a record of previous violations by the student in question, the faculty member shall consult with the Provost about an appropriate penalty for the student.

As usual, the faculty member must inform his or her Dean and the Office of the Provost in writing of the following:

- Student's name.
- The date of the violation.
- A description of the violation.
- Any relevant evidence of the violation.
- The penalty imposed.

The faculty member shall provide a copy of this letter to the accused student.

However, in the case of additional violations, the materials may be shared with members of the Academic Standards Committee, which may play a role in determining the appropriate penalty.

If the deliberations about the violation and its penalty extend beyond the end of a semester, pending resolution, the faculty member shall record a grade of "NGR" - "No Grade Reported" - for the student on the relevant instrument and/or in the relevant course. No final grade in that course will be reported for the student until the final decision has been rendered, whether by the Academic Standards Committee, the Provost, or the President. The faculty member will be consulted regarding this decision and the appropriate grade to be granted.

In cases of academic dishonesty that are determined by the faculty, Deans, and/or the Provost to be especially egregious, the procedures described above for additional offenses of the policy may be directly implemented, even if the case is the first offense by the student.

Note:

- Students who have a record of academic dishonesty are not eligible to be inducted into honor societies.

### **Appeals From Determinations Of Academic Dishonesty**

A student who wishes to contest a determination of academic dishonesty by a faculty member, may appeal, in writing, first to the Dean of the School sponsoring the course and, second, to the Provost.

Students receiving a penalty by a decision of the Academic Standards Committee in cases of repeated or particularly egregious instances of academic dishonesty may appeal the decision to the Provost and then to the President of the College. Upon official notification of a decision by the Academic Standards Committee, the student shall have five class days to submit an appeal in writing to the Provost and the President. Appeals must be based on one or more of the following grounds:

- New evidence is available which was not reasonably available at or before the time of the student's most recent presentation to the Academic Standards Committee.
- A procedural error occurred which can be shown to have had a detrimental effect on the decision of the Academic Standards Committee.
- The decision of the Academic Standards Committee is clearly in error when viewed in light of the information presented to the Academic Standards Committee or the decision imposes inappropriate sanction(s) having no reasonable relationship to the offense(s) committed.

The President of the College, having met with the student appellant and the Provost, shall notify the student of the final decision within five (5) class days, unless special circumstances make that impracticable. The President of the College shall notify the Provost of appeals that originate through the President's office.

### **SEXUAL HARASSMENT**

Sexual harassment of students by faculty, staff or other students is contrary to College policy. If a student believes that he or she has been subjected to sexual harassment, the student should immediately report such harassment to the Vice President for Student Development. The Vice President shall undertake an investigation of the facts and circumstances forming the basis of the student's complaint. The complaint and investigation will be kept as confidential as possible. If the student is not satisfied with the handling of the complaint by the Vice

President for Student Development, he or she should promptly bring the complaint to the attention of the President of the College. Any faculty member, staff member, or student found to have engaged in the sexual harassment of a student will be subject to appropriate disciplinary action up to and including suspension, termination or expulsion.

### **STUDENT RECORDS**

In accordance with the Family Educational Rights and Privacy Act of 1974, no one outside St. Thomas Aquinas College shall have access to, nor will the College disclose, any information (other than "Directory Information") from students' records without the written consent of students, except to appropriate personnel within the College, to officials of other institutions to which students apply, to persons or organizations providing students with financial aid, to accrediting agencies involved in their accreditation process, to persons in compliance with a judicial order, to parents of dependent students, and to persons in an emergency to protect the health or safety of students or other persons. Standard "Directory Information" is not protected under the provisions of the Privacy Act. The College, however, will honor student requests (in writing) to withhold any or all of the "Directory Information," which includes such things as, name, address, email address, honors achieved in the curricular life of the college, individually identifiable photograph, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. For further clarification students should consult the Registrar.



## FINANCIAL INFORMATION

Please visit our website for the most current tuition, fees, room and board schedule.

### REFUNDS

Refunds will be granted when students withdraw from classes during the first four weeks of the semester. The date on which the Registrar is informed in writing will be considered the date of withdrawal. The College will grant a refund as follows:

1. Tuition refunds according to the following dates:

Within the first two weeks	75%
Within the third week	50%
Within the fourth week	25%
After four weeks	No Refund

2. Housing refunds according to the following dates:

Within the first two weeks	75%
Within the third week	50%
Within the fourth week	25%
After four weeks	No Refund

3. Meal plans will be adjusted based on the number of weeks the student participated in the plan.

4. All fees are non-refundable.

No deductions are made for delay in returning at the beginning of each semester or for absences during the year. The charge for room covers the period beginning with the evening preceding the opening of classes and extends to the day following the semester examinations. Regular school holidays are included, but Thanksgiving, spring recess, and the period between semesters are excluded. Since the College reserves the right to use all townhouse facilities during vacation periods, students who wish to remain at the College during these times must make arrangements with the Director of Student Housing. Students who remain during this period will be charged a residence fee.

### FEDERAL RETURN OF TITLE IV FUNDS POLICY

Detailed below are Return of Title IV Funds policies for St. Thomas Aquinas College. There are two policies: Institutional Refund Policy and Return of Title IV Funds Policy.

#### *Institutional Refund Policy*

Generally, students will not be charged tuition and fees for classes officially dropped prior to the published drop deadline each term. All tuition and fee payments may be refunded for the credit hours and fees associated with each class dropped before or

during this period. The deadline for dropping classes without incurring charges is published each term in the Academic Calendar and in the College Catalog.

Any credit balance resulting from a change in course load prior to the last day to add/drop without paying full tuition will be distributed in accordance with the Order of Return of Title IV Funds Policy as stated below.

*Federal Return of Title IV Funds Policy*

Title IV financial aid recipients who withdraw from all classes, or who are administratively withdrawn from all classes may be required to return a portion of the financial aid they received. Calculations are done to determine the percent of financial aid earned and unearned for the given term.

Title IV financial aid recipients who receive an overpayment resulting from changes in enrollment, cost of attendance, general eligibility, and additional financial aid award(s) will be required to return funds in the amount necessary to eliminate the overpayment.

The student will be notified if a Return of Title IV funds is due. Failure to return Title IV funds will result in the loss of eligibility for financial aid.

*Order of Return of Title IV Funds*

All returns will be distributed to the student financial assistance programs in the order below with the following exceptions. Title IV funds required to be returned by the student will not be distributed to a Federal Direct Loan Program and no returns shall be distributed to the Federal Work Study Program.

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Stafford Loan
- Federal Perkins Loan
- Federal Direct PLUS Loan
- Federal PELL Grant Program
- Federal SEOG Program
- Other Title IV Programs
- Other Federal and State Programs Institutional or Agency Programs

If a credit balance exists after all adjustments and distributions have been made, a student may request a refund check by completing the appropriate form in the Business Office at the College.

**PAYMENT OPTIONS**

Students will not be permitted to attend class unless all indebtedness to the college is either paid or assigned to a payment plan and a clearance has been received from the Business Office no later than the first day of school.

All financial accounts must be settled in full. Failure to settle accounts will prevent the student from receiving academic credit, transcript of grades or diplomas. Checks should be made payable to St. Thomas Aquinas College and mailed to the attention of the Business Office. Payments in the form of Visa, MasterCard, American Express and Discover are also accepted. A \$50.00 fee will be assessed monthly if tuition and fees are not paid by the due dates.

#### Payment in Full

This plan allows for a single payment covering the full cost of tuition and fees. The payment for the Fall Semester is due by the first week in August; payment for the Spring Semester is due by the first week in January.

#### Online Payments

Payments by credit card or electronic funds transfer can be made online by visiting our website at [www.stac.edu/businessoff.htm](http://www.stac.edu/businessoff.htm).

#### Payment Plans

Tuition Management Systems, Inc., Warwick, RI 02866, administers the College's payment plans. If you are interested in signing up for a payment plan please call 1-800-722-4867 or go to [www.afford.com](http://www.afford.com).

#### Semester Payment Plan

This plan allows for a schedule of four (4) equal payments. For the Fall semester, the first payment is due by the first week in August; the second is due in September; the third is due in October; and the fourth payment is due in November. For the Spring semester, the first payment is due by the first week in January; the second is due in February; the third is due in March; and the fourth is due in April. This payment plan carries a \$47 charge per semester. Failure to pay on the due dates will result in late fees.

#### Registration Deposits

All students are required to pay a Registration Deposit of \$100 prior to registering for each semester. The Registrar's Office will require verification of this payment before the student is able to register.

#### Housing Deposits

Upon being accepted as a resident student two housing deposits are required:

- All resident students are required to pay a one time Security Deposit of \$225. This deposit will be used to offset any room damages in his/her last semester. When the student withdraws from residential status, any unused amount will be refunded.

- All resident students are required to pay a Housing Deposit of \$250 in order to hold their space for the up-coming semester. The Housing Office will require verification of this payment.

All deposits must be paid at the Business Office. ALL DEPOSITS ARE NON-REFUNDABLE and will be applied towards the upcoming semester charges (except the security deposit as noted above).

### **FINANCIAL AID**

St. Thomas Aquinas College recognizes that the cost of quality higher education is a factor of great concern in the minds of both students and family. The College is sincerely committed to enabling competent but needy students resources to continue their education. Some students lack adequate financial resources and yet represent a potential of significant leadership. For such students, the College has established a financial assistance program which includes scholarships, grants, and loans, as well as on and off campus employment.

#### *HOW AND WHEN TO APPLY*

All applicants for financial aid must complete a Free Application for Federal Student Aid. If there is any question about your eligibility, you should apply. Factors such as the size of the family and the number of students enrolled in post- secondary educational institutions can greatly affect the amount of aid you might be eligible to receive.

All applications processed by February 15th for students who will matriculate in September will receive first priority in the distribution of financial aid. Applications received after this date will be considered; however, funds may not be available. Students who will matriculate in January, must apply for financial assistance by November 1.

All students who will be filing for a Federal Stafford Student Loan must file a Free Application for Federal Student Aid (FAFSA) as their first step to establish eligibility for this loan. Actual income figures, not estimates, must be used in completing forms. Once eligibility is established, additional documentation may be required.

Financial aid awards are made for one year only. Students must complete a renewal FAFSA each year for financial aid consideration. Awards may vary from year to year based on the current financial information. Students who are awarded financial aid must maintain good academic standing as is outlined in detail in the current catalog.

#### *THE FINANCIAL AID AWARD PROCESS*

Several steps are involved in determining financial need. Most important is the completion of the Free Application for Federal Student Aid by the applicant and his/her parent(s). Once submitted to the central processor, it takes up to one week for the FAFSA to be analyzed and the information subsequently sent to St Thomas. Early completion of the FAFSA is strongly recommended.

When the information is received by the College from the Department of Education, the analysis is carefully reviewed to assure that errors have not been made affecting the applicant's eligibility. Individual attention is given to each application enabling the College to assist students whose families may have extraordinary circumstances.

After the FAFSA has been reviewed and the expected family contribution (parents' and student's resources) has been determined, this sum is subtracted from the student budget to arrive at the applicant's financial need. In general, awards are arranged in a "package", a combination of different types of aid from various sources.

Students will receive notification of their financial eligibility directly from the Financial Aid Office. No offer of financial aid will be made to a student until he/she has been accepted for admission to the College. All requested documents must be sent to the Office of Admissions and Financial Aid before any financial aid is finalized and the student given credit toward charges. Over the last five-year period at St. Thomas, approximately seventy percent of the full-time student body received some form of aid from federal, state, institutional, or private sources.

St. Thomas Aquinas College does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation or expression, disability, age, religion, ancestry, genetic information, marital status, veteran status or any other legally-protected category.

Announcement of this policy is in accordance with State and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. For a full listing of all forms of financial aid, visit [www.stac.edu](http://www.stac.edu).

#### *FINANCIAL AID/SATISFACTORY ACADEMIC PROGRESS*

In accordance with NYS guidelines students receiving financial aid from NYS must comply with St. Thomas' Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility For State Student Aid.

Federal and State regulations and St. Thomas Aquinas College's policy requires that students maintain satisfactory academic progress to qualify for continued funding from federal sources: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Work Study, Federal Stafford Loan, Federal Parent Loans for Undergraduate Students and from State sources. The standards require that you show both quantitative (credits) and qualitative (GPA) progress. To continue to receive federal funds described above, a student must complete at least "2/3" of the credits attempted (i.e., 6 out of 9, 9 out of 12, etc.) and maintain at least the minimum cumulative GPA required for good academic standing in his/her program of study.

**Standard of Satisfactory Academic Progress  
for the Purpose of Determining Eligibility for State Student Aid**

Effective 2010-11 for students receiving their first NYS award payment in 2010-11 and thereafter.

POINTS	6	12	18	24	30	36	42	48
SEMESTER	1st	2nd	3rd	4th	5th	6th	7th	8th
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.00	2.00	2.00	2.00

For HEOP students receiving TAP and for students who received their first TAP award before Fall 2010, please visit the website:

[http://www.hesc.ny.gov/content.nsf/CA/TAP\\_Coach\\_S\\_to\\_Z](http://www.hesc.ny.gov/content.nsf/CA/TAP_Coach_S_to_Z)

This provides the Standard of Satisfactory Academic Progress for the Purpose of Determining State Aid.

NOTE: Education law requires that no undergraduate student shall be eligible for more than four academic years (8 semesters) of State awards or five academic years if the program of study normally requires five years. Students in the Higher Education Opportunity Program are permitted five years (10 semesters) of

eligibility. A fifth year of undergraduate tuition assistance will reduce a student's eligibility for graduate support by one academic year.

Additionally for retention of TAP, you must receive a grade, even if F, for the indicated number of credits each term. In semesters 1 or 2 you must receive a grade for 6 credits in each semester; in semesters 3 or 4 you must receive a grade for 9 credits in each semester; in semesters 5, 6, 7 or 8, you must receive a grade for 12 credits in each of the semesters. Students will be measured against these satisfactory progress standards at the end of each term to determine their eligibility for receipt of funds for the upcoming semester.

#### *NYS TAP Waiver*

If you receive NYS TAP financial aid and plan to re-take a course previously passed with a grade of D, please be aware that the repeated course will not be counted towards your full time status. Therefore, if you registered for 12 credits and one of the courses is a repeat of a D course, NYS TAP will view you as registered for 9 credits. If you take 15 credits and repeat one D course, you will be full time under NYS TAP regulations. If you have any questions regarding this policy, please see the Registrar of the College, who is the NYS TAP Certifying Officer.

If a student can bring his/her grades up to the required standards during a semester while on a waiver or by paying for his/her own education, he/she can regain all federal financial aid eligibility. However, if a student used a waiver, it cannot be used again. A student may only be granted one waiver while enrolled.

Waivers are not automatic and are evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, etc. and the reasonableness of the student's capability to move back up to the appropriate requirements.

Students must present their request for waiver consideration in writing to the Registrar. Students denied a waiver may appeal the decision by writing a letter of appeal to the Vice President for Academic Affairs stating reasons why the denial is inappropriate. The Vice President for Academic affairs will then consult with the Academic Standards Committee who will advise the student of their decision.

#### *Federal Funds*

A student who chooses to remain enrolled without receipt of Title IV Federal Funds may request a review of his/her academic record after the summer, fall, or winter terms for a determination of whether the course work taken in those periods has brought them up to the appropriate requirements. If the standard is met with the inclusion of the course work, eligibility for receipt of federal funds may be restored for subsequent terms.

## **ADDITIONAL FINANCIAL SCHOLARSHIPS**

### *Yellow Ribbon Program*

St. Thomas Aquinas College participates in the U.S. Department of Veterans Affairs (VA) Yellow Ribbon Program. The college's participation in the program includes a scholarship that will enable some veterans, depending on the type and amount of their GI bill education benefits, to earn a college degree for free.

### *Scholarship Opportunities for All Veterans*

In addition to its Yellow Ribbon Program participation, St. Thomas is offering scholarship opportunities to all veterans eligible for admission. Call the Admissions office today to find out more at 845-398-4100.

### *The Lavelle Fund for the Blind Scholarship Program*

The College has partnered with the Lavelle Fund for the Blind to provide scholarship assistance to legally blind students. The program is limited to a maximum number of students and students who meet the requirements are expected to apply for all other forms of financial aid before the stipend is applied to the student account. Maximum Lavelle Fund scholarships are \$15,000 per academic year. Contact the Office of Financial Aid.



## Academic Programs

### SCHOOL OF ARTS & SCIENCES

#### *ART EDUCATION (K-12)*

Art Education majors at St. Thomas Aquinas College combine art studio courses with art history providing them the techniques and theoretical practices necessary for the discipline. In cooperation with the Education Department, art students complete coursework in Inclusive Art Education provide New York State Certification requirements and knowledge required for teaching.

Through the art department students develop skills through experience in various media leading to an understanding of the practice of art and artistic expression as it exists in a personal, social, cultural and multicultural context. Through specific education and art education courses students learn the nature of human development, and the theory and practice of both education in general, and art education in particular.

This studio based hands-on approach prepares students as artists while they become involved in the “art” of teaching art.

#### *ART THERAPY*

The Art Therapy program introduces students to a human service profession that focuses on the use of art as an alternative means of expression. Students learn how art therapists use their skills as artists and clinicians to guide the individual in creative exploration and expression. Through the creative process, there can be a sense of release, freedom, self-awareness, and personal growth. Lectures, field experience, and experiential projects help the students understand the effectiveness of the profession with diverse populations, techniques.

#### *BIOCHEMISTRY*

The Biochemistry major is an interdisciplinary program that requires a solid foundation in biology, chemistry, physics, and mathematics. Biochemistry is a dynamic field of study that contributes critical information to biology, medicine, nutrition, agriculture, physiology, genetics and immunology. The Biochemistry major is an ideal choice for students who have an interest in graduate education in biochemistry, chemistry, biology, or pharmacy; employment is also available in the areas of nutrition, agricultural research, or the biotechnology industry; careers in medicine, areas of allied health, and scientific research are also commonly sought.

#### *BIOLOGY*

Biology is an ever-changing field with constant advancement in terms of the understanding of evolution, conservation, development, and even genetics. The

emergence of new topics such as global warming or the threat of a new disease offer new opportunities to research and learn more about our surroundings.

The primary goals of the biology major are to prepare students for study in medicine, dentistry, and other health professions. Students are exposed to the surrounding basis of life, organisms' structure and function in both flora and fauna, and the evolution of all organisms that link the world's ecosystems together. Our students take a variety of courses such as Anatomy & Physiology, Genetics, Microbiology, and Ecology. Every student has the opportunity to participate in a research project with one of our professors. Our faculty is committed to enhancing the historical and ethical perspective in the biological world.

Students who major in Biology at St. Thomas Aquinas College can enter into several dual degree program options. These programs combine a B.S. degree with an advanced degree from another institution. Programs are available in the following areas:

Physical Therapy  
Chiropractic  
Podiatric Medicine  
Biomedical Engineering

#### *BIOMEDICAL ENGINEERING*

St. Thomas Aquinas College has established a program with Polytechnic University leading to the completion of both a B.S. degree in biology and a M.S. degree in biomedical engineering. Students who have completed at least 98 appropriate credits toward the Biology major, have satisfied the Polytechnic University admissions criteria, and have received a recommendation from St. Thomas may be admitted to the graduate program in biomedical engineering at Polytechnic University. Students who successfully complete the two-year program at Polytechnic University will receive their M.S. from them and their B.S. degree in Biology from STAC. For additional information, students are advised to contact the Dean of the School of Arts & Sciences.

#### *COMMUNICATION ARTS*

Communication Arts majors explore the several ways we communicate, through our words, actions, and technologies. This study involves taking a closer look at the variety of communication practices we use today – in radio, television, public relations, and the Internet – and the complex relationships between the medium and the message.

The program is designed to provide students with a theoretical and practical mix of course work related to human expression. Students take courses in five areas of communication: speech, journalism, film, video and radio. Opportunities to work with professionals in broadcasting, journalism, and public relations are available.

### *COMPUTER SCIENCE*

The program in computer science will allow students to study one of two branches: Animation, Visualization & Gaming or Information, Usage and Management. The CS major will provide students with the opportunity to study a technically oriented discipline.

### *CREATIVE WRITING*

The Creative Writing (B.A.) major at St. Thomas Aquinas College allows students to explore and sharpen their creativity. Students are required to take several focused classes in poetry, fiction, and non-fiction – and can choose some elective courses like autobiography and playwriting – in order to polish their work. By the time of graduation, our students will have assembled a portfolio of writing that will prepare them for entry into some of the best M.F.A. programs in the area. In fact, several of our recent graduates have been accepted for graduate work at such prestigious institutions as Sarah Lawrence and The New School.

Our program faculty includes writers of fiction, non-fiction, and poetry who have been published in a range of venues, both in print as well as in online forums. Creative Writing students can also have a front seat at readings by professional writers who appear at our Writers @ Work series. In addition, these writers typically sit in on creative writing seminars with undergraduates, offering students an unparalleled opportunity to work one-on-one with famous, even Pulitzer-prize winning writers. Students will also get a chance to work on our literary journal, Voyager, a completely student-run publication.

### *CRIMINAL JUSTICE*

The criminal justice program enables the student to grow as an informed citizen of a democracy which is concerned about maintaining and preserving individual freedom and justice and dealing with the problem of crime and its control in a free society. The program prepares students for careers in law, law enforcement, government, prevention of crime, and rehabilitation. Practicums offer experience in diversified placements: federal and state government agencies, law enforcement settings, rehabilitation and social welfare centers, law firms, etc.

Criminal justice is a true multidisciplinary field of study. It is informed by the study of law, sociology, political science, history, psychology, economics, geography, political and social philosophy, and the natural sciences. Criminal justice is thus quite broad and encompasses diverse content and methods. The criminal justice major requires students to complete a broad array of courses in criminal justice and criminology, including contemporary problems and topics as well as offerings in comparative criminal justice and global issues; the social sciences; and research methods.

### *PRE-ENGINEERING PROGRAM*

St. Thomas Aquinas College offers a five-year dual degree engineering program jointly with the George Washington University (Washington, D.C.) or Manhattan

College (New York City). Engineering students spend their first three years at STAC, where they acquire a background in mathematics, physics, chemistry, humanities, and social sciences. Students who have been recommended by the faculty of the School of Arts & Sciences are accepted for their final two years of engineering studies at either the School of Engineering and Applied Science at the George Washington University or the School of Engineering at Manhattan College. Upon completion of their fifth year, they are granted a Bachelor of Science Degree in Engineering by either GWU or Manhattan and a Bachelor of Science Degree in Mathematics by St. Thomas.

#### *ENGLISH/ENGLISH (GRADES 7-12 CERTIFICATION)*

The program of studies in English offers courses which address the development of literature in England and in the United States. Reading the literary art produced over a span of time and in different cultures offers an appreciation of the creative imagination. All English courses enhance the development of vitally important analytical and critical skills in reading and writing. Our accomplished faculty will interact with you through one-on-one conferences, small classes, and individual attention to the development of your writing

Students can also receive teacher certification for grades 7-12 in our Adolescence Education program.

#### *FINE ART*

The Fine Art Department offers core courses in art for Graphic Design, Art Therapy and Fine Art and provides upper level studio and history courses for Fine Art majors and the college.

Courses in drawing, painting, sculpture, photography, new media, printmaking and digital art, challenge students to find creative solutions to visual modes of expression and gain familiarity with contemporary issues in the visual arts including personal, social, cultural and multi-cultural directions.

Upon completing the Fine Art program students will have a working knowledge of terminology, historic and contemporary art and ideas, use of various media, and an understanding of creative problem solving skills that can be applied in any area.

#### *FORENSIC SCIENCE*

The major in Forensic Science is designed to meet the academic needs of students who are preparing to enter this highly marketable field or who wish to pursue a graduate degree in this area. A minimum GPA of 3.0 overall and a GPA of 3.0 in the sciences is required in order to remain in the major.

#### *GRAPHIC DESIGN*

Through lectures, studio work, computer training and internships, Graphic Design majors learn to organize information and ideas into clear, compelling visual communications as they train for a career that increasingly combines technology

with the creative process. Visiting industry professionals and a state-of-the-art digital lab help students prepare for entry into fields that include print and web communications, packaging, publication and multi-media.

### *HISTORY*

The major objective of the History program is to give students an understanding of how our civilization has progressed and how the major western traditions have developed. The study of the past is important, even indispensable, to an understanding of the present. People have most frequently thought so in times -- like the present -- where they faced rapid change, when the familiar world was being transformed in ways they could feel and see without being able to understand the underlying causes. A History Major prepares students for careers in law, public administration, museums and teaching, among other careers. Students who major in History learn how to analyze problems, how to study historical evidence and construct an argument, how to read accurately and critically, and, most importantly, how to write clearly and forcefully. For teacher certification programs in History, Grades 1-6 and 7-12, see the School of Education section.

### *LIBERAL ARTS AND SCIENCES*

A degree in the liberal arts and sciences is appealing to employers who are looking for a generalist - someone who has the proven ability to think about different topics and has not been trained to work in only one mindset. Any professional needs to understand the world and society in order to be a contributing citizen - from interior designers to clergy. The liberal arts add to your quality of life by fostering an ongoing investigation of your own environment and the global and historical cultures that complement and conflict with it.

### *MATHEMATICS/MATHEMATICS (GRADES 7-12 CERTIFICATION)*

Mathematics provides the opportunity for students to develop objective reasoning, precise thinking, and an appreciation of the contribution of mathematics to society. The logical solution of problems in this discipline fosters attitudes needed by all educated adults. Students who have earned a "C" or better in a math course for which degree credit is awarded may not register for or earn credit for Math 101. For the teacher certification programs in Mathematics Grades 1-6 and 7-12, see the School of Education section.

### *MODERN LANGUAGES AND LITERATURES*

The modern languages programs prepare all students to communicate orally and in writing in the target language while offering them a multicultural awareness consonant with the mission of the college. Students can major in one of two areas of study: Spanish or Romance Language. Spanish majors study in depth the literature, history, and culture of Spain and Spanish America. Majors in the Romance Languages focus on Spanish studies, but also incorporate work in Italian or French (or both) into their preparation. Graduates with a B.A. in either of these majors can pursue postgraduate work in the Humanities or Social Sciences, and they are prepared for diverse fields where good writing and general communication skills,

and knowledge of history and culture are paramount. Among the careers they might enter are law, translation, and trade and finance, as well as secondary education. For the last career path, STAC offers a teacher certification program for students who wish to teach Spanish in grades 7-12 and a concentration in Spanish for those preparing to teach in primary/elementary school programs. For the teacher certification programs in

Spanish Grades 1-6 and 7-12, see the School of Education section.

#### *NATURAL SCIENCES/CHEMISTRY*

The Natural Sciences/Chemistry program allows students to take a broad range of courses in the Sciences, but concentrate on Chemistry in order to prepare for careers in teaching, laboratory work, and the pharmaceutical industry, among many others. For the teacher certification programs in Chemistry (grades 7-12), see the School of Education section.

#### *NATURAL SCIENCES*

The program in the natural sciences strives to engender in each student an appreciation for and an understanding of science and scientists. The importance of the scientific attitude is stressed throughout the study of each of the sciences.

#### *PHILOSOPHY AND RELIGIOUS STUDIES*

Do objective truths exist? If they do, can we discover them? Or is all human knowledge subjective? What does it mean to be human, and how can humans be ethical? How do we know what behaviors are ethical and which are immoral? Is morality merely a human invention? What is the best way to organize society? Is democracy the best political system, or is it a big mistake? Philosophers have provided a wide variety of answers to these sorts of questions for thousands of years. The academic study of philosophy both introduces students to the history of philosophy and trains students to come up with their own sophisticated and logical answers to these questions.

A student majoring in philosophy/religious studies must select a specialization. A total of 36 credits must be earned; 24 credits in the area of specialization and 12 credits in the other area.

#### Christian Traditions Specializations

The specialization in Christian Traditions offers a variety of courses which examine the origins and history of Christianity, from the first century to the present. First, the curriculum concentrates on the Christian scriptures, including the Old Testament and the New Testament. Students will investigate when these texts were written, in what historical context, and with what social agenda in mind. Second, the curriculum proceeds to focus on how the Christian tradition developed over time, from late antiquity to the middle ages, and from the early modern period to the present. Last, students are invited to consider the place of Christianity and Christian theology in relationship to contemporary social, political, and ethical issues. For

instance, the “Christian Ethics in Contemporary Society” course considers the relationship between Christianity and the debates on abortion, sexual orientation, and war. The program provides the opportunity for students to prepare for graduate studies—either secular graduate study or seminary—or for a variety of careers.

#### Ethics Specialization

The specialization in Ethics offers a curriculum with a twofold purpose. First, students are introduced to philosophical ethical questions and concerns: What—if anything—is the foundation for ethics or morality? How do we determine what behaviors are moral or immoral? How can we interpret or engage with sophistication the contemporary ethical debates surrounding issues such as economic exploitation, human sexuality, or universal human rights? Second, students are invited to consider how religious practitioners (primarily Jewish and Christian) have contributed to such ethical debates, as well as how the authoritative texts in these traditions have been used to advance social agendas, both ethical and unethical in nature. The program provides the opportunity for students to prepare for graduate studies—either secular graduate study or seminary—or for a variety of careers.

#### Philosophy Specialization

Philosophy is the systematic study of ideas, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world, a study of principles of conduct, and much more. The faculty seek to provide courses that offer a balance between the historical development of philosophy and an analysis of philosophical problems.

#### Pre Law Specialization

This specialization offers students who may be interested in attending law school a significant advantage – and it offers students who are interested in majoring in Philosophy a way to connect that interest to a career in law.

#### Religious Studies Specialization

The program in religious studies offers a variety of courses which examine religion in its origin and nature as a cultural phenomenon and its particular expressions in the great world religions of the West and East. The courses concentrate on biblical literature, the characteristics of different world religions, the historical development of Western religious thought, particular themes in theology and ethics, and various issues of contemporary significance. The program provides the opportunity for students to prepare for graduate or seminary studies and offers a range of courses to suit individual needs and preferences.

#### Social Justice Specialization

All humans are faced with social systems and behavioral practices that distribute advantages and responsibilities in disproportionate ways, or that serve the interests of some at the expense of others. The Social Justice specialization will provide

students with the intellectual tools necessary to evaluate critically the nature of such social systems and practices.

True to the mission, and founding principles of St. Thomas Aquinas College, the Social Justice Specialization allows students to concentrate on a variety of issues related to social and economic equality and human rights. Students majoring in this area will be better able to understand the problems associated with disparity related to class, race, ethnicity, and gender, and will be prepared to work toward ameliorating the negative effects of inequality.

#### *PHYSICAL THERAPY PROGRAM*

St. Thomas Aquinas College is an articulating undergraduate institution in a dual degree program in physical therapy with New York Medical College (NYMC). A limited number of students who have completed at least 90 appropriate credits toward the biology major, have satisfied other NYMC admissions criteria and have received a recommendation by St. Thomas may be admitted to the graduate program in physical therapy at NYMC. However, NYMC now prefers that applicants to their D.P.T. program have a bachelor's degree. Students who enroll at NYMC after 3 years at STAC receive a B.S. degree in Biology from STAC after the successful completion of two years of the D.P.T. program. Students may obtain full information on this highly competitive dual degree program by contacting the School's Dean.

#### *PODIATRIC MEDICINE PROGRAM*

St. Thomas Aquinas College has entered into an articulation agreement with the New York College of Podiatric Medicine (NYCPM). Students who have completed at least 90 credits with a grade point average of 3.00 including required courses in biology, chemistry and physics may be admitted to the first year class at NYCPM. During the first year at NYCPM students earn 30 credits in transferable courses for purposes of the conferring of a bachelor's degree by STAC. For further information students should contact the School's Dean.

#### *PRE-CHIROPRACTIC PROGRAM*

St. Thomas Aquinas College has established a program with New York Chiropractic College leading to completion of both a B.S. degree in biology and Doctor of Chiropractic degree. Students follow the STAC biology curriculum for the first three years. In the fourth year students transfer to NYCC where they will complete the STAC requirements for the biology degree while concurrently completing the first year of the chiropractic program. After successful completion of the required number of transfer credits, students may apply for the bachelor's degree from St. Thomas Aquinas College. For further information, students are advised to contact the Dean of the School of Arts & Sciences.

#### *PRE-MEDICINE AND PRE-DENTAL PROGRAMS*

A broad liberal education which includes competence in biology, chemistry and physics is the required preparation for admission to medical or dental school. Most



medical/dental schools do not specify a particular major field, but the student's undergraduate program must include courses specifically required for admission to the MCAT or DAT testing programs. Each student is advised to consult the Dean of the School of Arts & Sciences to design an appropriate program.

### *PSYCHOLOGY*

Students may study psychology as a social/behavioral discipline and an experimental science. Major theories and methodological approaches are stressed. Field experiences are provided through international, national and local placements in facilities such as psychiatric, rehabilitation and mental health centers, residential institutions, community residences, research institutes, corporations, special education classes, etc. Students assist in the improvement of the lives of those who are mentally ill, addicted, emotionally disabled, developmentally disabled, physically disabled and/or elderly. Psychology also provides a valuable background in the fields of human services, human resources, business, personnel, law and education. For teacher certification programs in Social Sciences, Grades 1-6 and 7-12, see the School of Education section.

### *SOCIAL SCIENCES*

The social sciences faculty desires to reflect a synthesis of tradition and progress, continuity and change, to meet the problems and issues of the contemporary society. A major objective of the curriculum is the attainment of a world view perspective by full realization of steadily enlarging concepts of interdependence of people and nations, their cultural heritage past and present, their societal relations in America and the world.

Through the integration of history and the social sciences, it is our task and challenge to reach the student, to break open new horizons for mind and spirit, to gain certain basic understandings, acquire necessary skills, and develop proper attitudes needed for effective citizenship, creative involvement, and followership as well as leadership in a democratic society, as these are manifested in relationship to the world community.

The goal of the Social Sciences major is to expose students to a range of issues central to collective life in modern, industrialized societies and to the key analytical frameworks for understanding those issues. Students in this major will be challenged to think critically about their participation in contemporary social systems and institutions and to see these phenomena in historical perspective. Students will be exposed to perspectives in sociology, history, psychology, economics, and criminology through the major's core requirements. Students are encouraged to pursue these areas of thought more deeply through their free electives. For teacher certification programs in Social Sciences, Grades 1-6 and 7-12, see the School of Education section.

### *THERAPEUTIC RECREATION*

Therapeutic Recreation, also referred to as recreation therapy, is a treatment service that provides treatments and recreation activities to individuals with illnesses or disabling conditions to improve or maintain physical, mental and emotional well-being and help reduce depression, stress and anxiety. Recreational therapies help patients recover basic motor functioning and reasoning abilities, build confidence and socialize more effectively. Treatments may incorporate arts and crafts, animals, sports, games, dance and movement, drama, music and community outings. The programs typically covers areas such as treatment and program planning, human anatomy, physiology, and professional ethics. Some programs offer the opportunity to specialize in the treatment of mental or physical disabilities. Most employers prefer to hire candidates who are Certified Therapeutic Recreation Specialists (CTRS). Therapists become certified through the National Council for Therapeutic Recreation Certification (NCTRC). To qualify for certification, applicants must have a bachelor's degree, pass a written exam, and complete an internship under the supervision of a CTRS.

### **MINORS**

Any student may take one of the following minors:

#### Art Therapy Minor

Required courses: ART 202, ART 204, ART 205, ART 219, ART 229, ART 309, ART 325. The following courses are recommended: PSYC 103, PSYC 206, PSYC 301 and PSYC 306.

#### Biology Minor

Required courses (Natural Science Major): BIO 171-173,172-174, 251, 252.  
Elective courses (Natural Science Major): BIO 307, 309, 311, 317, 320, 325, 350, 404.

Required courses (non-Biology Major): BIO 171-173,172-174, 251, 252. Elective courses (non-Biology Major): BIO 307, 311, 317, 320, 325.

#### Biotechnology Minor

Required courses (Biology Major): BIO/CHEM 403, CHEM 301, FS/BIO 405, FS/BIO 407, BIO/CS 300.

#### Chemistry Minor (Non-Science Major)

Required courses: CHEM 171-173, 172-174, 251, 252.  
One course selected from: CHEM 301, 305, 310, 403, 405.

#### Chemistry Minor (Biology Major)

Required courses: CHEM 171-173, 172-174, 251, 252. Two courses selected from: CHEM 301, 305, 310, 405.

Communication Arts/General Minor

Required courses: (2) CA 210, 220

Elective Courses (select any four from the following): CA 200, 205, 213, 216, 217, 219, 221, 230, 300, 301, 309, 310, 312, 314, 315, 316, 325, 326, 403, 407, \*410, 413, 420.

Communication Arts/Journalism Minor

Required courses: (3) CA 210, 220, 326.

Elective courses (select any three from the following): CA 213, 216, 221, 230, 301, 310, 312, 314, 403, 407, \*\*410, 413.

Computer Information Science Minor

Required courses: CIS 111, CS 101, 430, 455.

Elective courses (choose 2 from the following): MIS 330, CS 360, 425, BUSA 381.

Computer Science Minor

Required courses: CS 101, 150, 250.

Elective courses (9 non-transferred credits, at least 6 of which are from the following): MIS 330, CS 230, 350, 360, 370, 371, 425, 430, 450, 435, 455, 485.

Criminal Justice Minor

Required Courses: CJ 101, CJ201, one 200-level CJ course, three 300/400-level CJ courses.

Fine Arts Minor

Required courses: ART 202, ART 203, ART 204, ART 205, and ART 217. Select two courses from the following: ART 233, ART 232, ART 330.

Graphic Design Minor

Required courses: ART 203, 218, 228, 322. Either: Web concentration: ART 327, 335, and 400 or Print concentration: ART 227, 340, and 323. In addition, students are encouraged to take ART 328 Typography.

History Minor

Required Courses: HIST 101 or 102; HIST 201 or 202; American History 300/400 level (2 courses); European or Non-western History 300/400 level (2 courses); HIST 400.

Mathematics Minor

Required courses: MATH 201,202. Four courses selected from the following: MATH 301, 302, 303, 304, 305, 306, 308, 309, 350, 351, 361, 381, 390, 401, 405, 407.

### Performing Arts Minor

The goal of the performing arts minor is to offer undergraduates the opportunity to participate in our various offerings in performing arts, such as concerts and plays, and to take courses in these areas to exercise their creativity and imagination. Students have the opportunity to examine various disciplines, theories, and styles in the performing arts and develop analytic skills. The minor culminates in a final performance project undertaken in the senior year.

Required courses: (9 credits) MUS 210 or 220 and CA 305 or 201 and \*CA 199.  
Elective courses (select any three from the following): MUS 201, 301, 303, CA 205, 307, \*MUS 401/402. \*CA 199 and MUS 401/402 are taken for 3 semesters at 1 credit per semester.

### Physics Minor

Required courses: PHY 201, 202, 211, 212, 302 Select 7-9 credits from sequence A or B: Sequence A: PHY 303, 304, 309  
Sequence B: PHY 306 and one course from the following: PHY 303, 304, 309.

### Religious Studies Minor

Required courses: \*RELS 101. One course selected from the following: RELS 220, 221, or 212. One course selected from the following: RELS 201, 202, or 303. Three courses selected from the following: RELS 201, 202, 204, 208, 209, 212, 220, 221, 301, 401, or 408.

\*It is strongly recommended that minors complete RELS 101 prior to enrollment in 200-400 level courses.

### Social Media Minor

It is clear that the communications landscape has changed in America and across the globe. According to experts in the field, “The forces of change, coupled with the compression of time between periods of change, are necessitating the development of an entirely new skill set that is unlike anything seen before. This ‘toolkit’ for the future includes competencies driven largely by technological and social change, and will be equally important to individuals, employers and policy makers alike.”

This minor equips students with this “toolkit” and prepares them to work in the new media environment that has been called Web 3.0. However, rather than simply offer limited courses that focus on the specific functions of various social media applications, we have designed a program that exposes students to the deeper connections at the heart of the utility of these applications.

At the core of this program are courses from Marketing and Public Relations because, to most experts, these fields have merged into one nearly-inseparable set of practices, a merger that has been brought about by the use of the new technologies associated with Social Media, such as Facebook, Twitter, Linked-In, Groupon, etc. The courses we have brought together for this program reflect this

new media landscape, and offer students the fundamental principles of developing content for a range of contexts using social media platforms, as well the additional skills of computer and web design that make students even more attractive job candidates.

Required courses: CA 240, 213. One course selected from: MKTG/CA 340, MKTG 330. Two courses selected from: 221, 220, 230, 315, 330. One course selected from: ART 231, 227, 335, CS 485.

### Sociology Minor

The sociology minor allows students majoring in other subjects to explore the relationship between core issues in contemporary society and their major area of study.

Required courses: SOC 101, 405, Two (2) courses selected from 200 level courses in sociology. Two (2) courses selected from 300 level courses in sociology.

### Spanish Minor

Required courses: SPAN 210, 211. Four courses selected from the following: SPAN 300, 302, 303, 305, 306, 307, 312, 313, 314, 316, 317, 319, 320, 323, 345, 401, 402, 403, 404, 406.

## **Course Descriptions for the School of Arts and Sciences**

All courses listed below are 3 credits unless otherwise noted.

### **Art Courses, including courses for majors in Art Education, Visual Art, Visual Communications in Graphic Design, Visual Communications in Media Arts, and Art Therapy**

#### ART 101: Introduction to Art

The major forms of artistic expression from cave drawings through modern art; the influence of materials, styles and techniques as well as the aesthetic and philosophical principles governing artistic expression. Lectures, slides, museum visits, guest artists and art projects. Prerequisites: none.

#### ART 200: Special Workshops

Offered regularly to broaden students' art experience. Topics vary. Prerequisites: none.

#### ART 202: Introduction to Painting

This introductory studio course in the tools, materials, and techniques of contemporary painting includes practice in paint manipulation, including color

theory, brushwork, and creative problem solving. The history of painting creates a foundation for style and image development. Prerequisites: none.

**ART 203: Two Dimensional Design**

Basic problems involving the control of space, light and color, line, shape, and texture. Organization of two-dimensional space using varied techniques and materials. Enrollment limited. Art majors will be given enrollment preference. Prerequisites: none.

**ART 204: Three Dimensional Design**

The materials, processes, creative concepts and studio approaches that impact upon three dimensional designs. Enrollment limited. Art majors will be given enrollment preference. Prerequisites: none.

**ART 205: Drawing Skills and Processes**

This is a drawing studio course with emphasis on observational drawing through the introduction of traditional drawing techniques and materials. Skills in contour, gesture, perspective, and value, as well as elements of composition, line quality, form/space construction will be introduced and practiced. Vocabulary and critical analysis related to drawing are developed. Prerequisites: none.

**ART 210: Photography I**

Basic course in black and white still photography. Development of skills in the use of cameras, films, and darkroom procedures.

**ART 211: Photography II**

An exploration of photographic fine art alternative process techniques (hand coloring, toning, Polaroid transfers, liquid emulsion). Continued hands on darkroom work. An introduction to the use of studio lighting. Prerequisite: ART 210 or permission of instructor.

**ART 215: Introduction to Printmaking**

The techniques and aesthetics of printing, using relief, planographic and intaglio processes. Prerequisites: none.

**ART 216: Introduction to Ceramics**

Ceramic materials; clay preparation; hand building; glazing and firing. Prerequisites: none.

**ART 217: Introduction to Sculpture**

An introductory studio course that explores the use of clay, plaster, wood and metal to create sculpture inspired by the human form. Prerequisites: none.

**ART 218: Design Foundations**

In this studio course, emphasis is placed on the fundamental principles, theory and elements of graphic design. Through a variety of exercises and projects students will

learn the creative process from concept to execution and the vocabulary needed to effectively critique visual communication. Color and its relationship to composition, through harmony and contrast are explored. Illustrator and Photoshop programs used. Prerequisites: none.

#### ART 219: Art as Therapy

An overview of the history and application of art therapy. Lecture and experiential projects promote the understanding of art as a tool in the therapeutic process. Prerequisites: none.

#### ART 227: Digital Studio

This is an introductory course in the software and technology used by design professionals. Emphasis will be placed on Apple OS and Adobe Creative Suite, specifically Photoshop, Illustrator and InDesign. Prerequisites: none.

#### ART 228: History of Graphic Design

The evolution of visual communications from earliest times to the present noting important historical developments, including the invention of writing which laid the foundation for graphic design. Prerequisites: none.

#### ART 229: Techniques and Methods in Therapeutic Art

The therapeutic properties of several artistic mediums and techniques; the populations and stages of development for which each is conducive; and how each material can be used to facilitate health. Prerequisites: none.

#### ART 231: Introduction to Digital Design

An introduction and exploration of the Macintosh computer for non-art majors as a tool and medium in art, visual communications and personal expression. Prerequisites: none.

#### ART 232: Art History Survey

A general survey of the major periods of art, and architecture from Prehistory to current times. Art is analyzed as aesthetic and social products as part of, and contributing to the overall social, political, and aesthetic ideas of the time. Emphasis is on historic and cultural context, as well as, evolution of artistic style. Prerequisites: none.

#### ART 233: Creativity and Creative Process

This seminar course focuses on idea development and the creative process. The importance of research into diverse subjects as well as contemporary art and artists will be emphasized. Tactics in creativity and experiences with creative problem solving will be engaged. Prerequisites: none.

#### ART 237: Typography

Through directed projects, students will explore type design and its practical applications in order to produce expressive and conceptual projects with type.

Students will develop an appreciation for the artistry of typographic forms and an in-depth knowledge of typographic terminology. Prerequisites: ART 218, ART 227 or ART 231.

#### ART 239: Buddhist and Hindu Art

This is a course designed to introduce the images, iconography and meaning of art and architecture in the Buddhist and Hindu traditions. The methods of visual literacy, the ability to analyze and articulate how art conveys meaning to and solicits reactions from its audience, will be emphasized.

#### ART 240: Introduction to Digital Photography

An introduction to digital photography that incorporates important aspects of traditional photography including camera use, framing, depth of field, light, and design, with the essential basics inherent in the transfer from film to digital technology. Students will execute a series of projects designed to enhance visual awareness and develop conceptual problem solving through photography. Photoshop will be used to edit, color correct, and alter photos. Prerequisites: none.

#### ART 241: Self-Expression Workshop

A studio class that explores an expressive approach to art therapy. Expressionist artists will be discussed, as well as other artists who have used art as a means for emotional release. Varied art mediums and assignments will be introduced. Prerequisites: none.

#### ART 245: Documentary Photography

This course provides an introduction to documentary photography. In addition to examining its history and theory, students are required to complete a series of projects that are in line with the practice of documentary photography. Particular attention will be paid to how images have influenced, and continue to influence, our perception of the world. Macintosh Photoshop program will be used to edit, color, correct, and alter photos. Students must have a digital camera. Cell phone cameras will not be permissible. Prerequisites: none.

#### ART 247: Studio Friday Practicum

Students learn about the design process by working with pro-bono clients to complete client-driven design projects. Creative problem-solving, collaboration and critical thinking skills are emphasized. Registration for this practicum includes membership to Studio Friday, an on-campus design studio. This one-credit practicum may be taken three times for a total of three credits. Prerequisites: none.

#### ART 290: Seminar in Art and Design

Designed to assist sophomore art majors identify personal aesthetic goals, career options, productive study and studio practices and begin a professional portfolio. Prerequisites: none.



### ART 302: Intermediate Painting

This is an intermediate level painting course that advances the perceptual and technical painting skills developed in ART 202. In addition to developing those skills, students will solve problems that are formally and conceptually more complex. The development of a personal and cultural aesthetic will be introduced. Required reading and writing assignments will support and clarify a personal direction and point of view. Prerequisite: ART 202 and ART 203.

### ART 305: Intermediate Ceramics

An intermediate studio course that continues to explore the creative possibilities of the processes experienced in ART 216. Students research and develop their own creative ideas and work schedules with the instructor's guidance. Prerequisites: ART 216 or permission of the instructor.

### ART 308: Sculpture II

An advanced studio course that explores the use of clay, plaster, wood and metal to create sculpture inspired by the human form. Prerequisite: ART 204 and ART 217.

### ART 309: Developmental Art Therapy

An exploration of the stages of personality development and the evolution of the creative process as the individual develops from a child to an adult. Parallels will be drawn among the child's stages of graphic, cognitive, and social-emotional development. Students will be encouraged to explore their own creative self-expression, as well as to closely examine children's artwork. Prerequisite: Art 219 or permission of the instructor.

### ART 311: Printmaking II

Intermediate workshop that continues to explore processes of printmaking introduced in ART 215. Prerequisite: Art 215.

### ART 318: Art Since 1945

An examination of art from WWII to the present. Topics encompass the impact of war, culture and capitalism on art as well as theories influencing art today, including modernism and postmodernism. Art will be analyzed as an aesthetic and social product, created for personal, intellectual, social, and historic reasons. Prerequisites: none.

### ART 322: Prepress and Production

This course emphasizes concept development in addition to theory and creative process. Through directed projects students will research, write creative work plans, and develop design that is highly conceptual and on target with creative work plans. Software used but not limited to: Illustrator, Photoshop, Quark and/or InDesign. Prerequisites: ART 218, ART 227 or ART 231.

#### ART 325: Applications of Art Therapy

The therapeutic use of art with special populations through brief field assignments in various settings. Through observation of a working professional and participation, the student will gain skill in using the therapeutic art experience.

Prerequisite: ART 219.

#### ART 327: Publication Design

This course emphasizes concept development in addition to theory and creative process. Through directed projects students will research, write creative work plans, and develop design that is highly conceptual and on target with creative work plans. Pre-press production workflow will be explored. Software used but not limited to: Illustrator, Photoshop and InDesign. Prerequisites: ART 227 or ART 231.

#### ART 329: Advanced Typography

This course advances the study of essential typographic elements, principles, functions and theoretical issues, and examines systems, sequence and series as complex typographic problems. Moving and animated media will be explored as well as text applications, grid systems, layout, typographic expression, and communication. Prerequisites: ART 237.

#### ART 330: Twentieth-Century Art History

In this course visual art and architecture of the late 19th and 20th centuries with particular emphasis on art after WWI is covered. Styles and ideas leading up to Modernism and then Postmodern trends are analyzed. Prerequisites: none.

#### ART 331: Drawing for Art and Design

This is an intermediate studio course that develops the perceptual and technical drawing skills developed in ART 205. In addition, drawing will be presented to include conceptual, narrative, personal and collaborative components. Processes that lead to more refined or complex drawings, including contemporary concerns and approaches, will be developed. Prerequisite: ART 205.

#### ART 332: Figure Drawing

Through observational drawing students use various historical methods to describe the rhythms and structures of the human figure. The primary modes used are: gesture, sighting and measuring, planer analysis, contour drawing, anatomical analysis, and both optical and planer use of value. Various methods of representing the figure will be addressed including the development of creative concepts in representing the human body. Prerequisite: ART 205 or permission of instructor. Art majors will be given enrollment preference.

#### ART 335: Web Design

Developing the necessary technical, theoretical, and design skills to create fully functional websites, students learn how to plan and design web pages and how to develop efficient navigation of a website. XHTML, CSS and Flash are covered, Adobe

Dreamweaver used as the web authoring software. Prerequisites: ART 218, ART 227 or ART 231.

#### ART 337: Photographic Concepts

This course focuses on the technical, conceptual and collaborative nature of photography. Principles of storytelling, visual clarity and audience will be developed through advanced photographic technique. Prerequisites: ART 240.

#### ART 341: Information Design

This course considers information design and data visualization as vital characteristics of graphic design. Emphasis will be placed on presentation, research, and advanced software techniques, including Adobe Illustrator, Photoshop and InDesign. Prerequisites: ART 227 or ART 231 and ART 327.

#### ART 345: Digital Media Art

In this course various fields generally grouped together as the 'digital arts' are introduced. This will include digital photo and computer image manipulation, use of still images to build a time-based film and simple video film editing including sound. Project assignments will concentrate on the acquisition of basic imaging and multimedia skills, and the aesthetics of digital art as an expressive art form. Students have access to video and sound editing programs within the digital imaging lab but must provide their own digital cameras. Prerequisites: ART 227 or ART 231 or ART 240.

#### ART 346: Sustainable Package Design

The concept of "sustainable design" is introduced and integrated into a package design project. Specific techniques, guidelines, examples, and case studies are examined and used to emphasize the practical aspects of sustainable design, including the production of products that benefit the global environment. Students are required to produce a final project that is in line with the theme and goals of the course. Prerequisites: none.

#### ART 347: Portfolio Preparation

An introductory studio course wherein students learn to edit, revise and compile work for their final design portfolio. Assignments focus on the review of software skills, the understanding and utilization of the design process, and the development of professional level projects. Adobe Illustrator, InDesign, and Photoshop programs are used. This course is required for all students; transfer students must take this course during their first semester. Prerequisites: none.

#### ART 350: Art as Social Practice

Using historic and contemporary examples of artistic activism, this course examines how art is employed to raise awareness, build organizations, activate communities, and insight change. Social theories and artistic strategies, including urban intervention, guerrilla tactics, public art, social sculpture, project based community

practice, interactive media and street performance, are analyzed. Prerequisites: none.

**ART 375H: Aesthetic Development Through Design**

An exploration of basic design techniques and media with regard to aesthetic principles, and an application of this understanding to the creation of self-expressive two-dimensional projects.

**ART 401: Special Projects**

Studio for advanced students who wish to carry out a special project under supervision. A proposal of work must be submitted by the student and accepted by a member of the art faculty. It may deal with the exploration of new processes and materials, or it may be more advanced work in an area of competence.

**ART 402: Advanced Painting Portfolio**

This is an advanced level painting course that continues building processes, including research, that lead to a more refined and complex painting practice. Contemporary concerns and approaches are clarified and their concepts, form, craft, and content are refined. Prerequisites: ART 302 and ART 203.

**ART 403: Internship in Graphic Design**

An opportunity to gain first-hand experience in a job-related situation. Prerequisites: ART 218, ART 227 or ART 231, ART 237

**ART 407: Conceptual Drawing Portfolio**

This advanced level drawing studio further builds drawing processes that lead to a more refined and complex drawing practice. Contemporary concerns, artists and approaches are clarified while processes, form, craft, and content are refined. Through development of a personal drawing practice, research and writing, students create a body of work. Prerequisite: ART 205 and ART 331.

**ART 409: Web Design II**

In this course, students will create digital portfolio using an online Content Management System (CMS). CSS and HTML editing will be covered. Co-registration with ART424: Portfolio Development is encouraged. Prerequisites: ART 227 or ART 231.

**ART 410: Internship in Therapeutic Art**

Students observe and apply the use of art therapy under the supervision of a practicing art therapist or other approved clinician in a selected human services facility. The internship provides an opportunity for students to apply the theory and creative methods learned as an art therapy major. The student will spend 120 hours at their field placement site.

#### ART 411: Internship in Fine Art

A semester long internship with an approved professional art institution provides students with the opportunity to experience a real work environment. Students work in a supervised setting, assisting with arts production, administration, outreach, education, exhibition preparation, and/or art handling. Students will keep a regular work schedule and record of activities with reports to their advisor. One hundred hours (for 3 credits) is required. (45 completed credit hours and advisor approval). Prerequisites: ART 203, ART 205, ART 233.

#### ART 413: Printmaking II

Intermediate workshop that continues to explore processes of printmaking. Prerequisite: ART 215.

#### ART 420: Brand Development

Through directed projects students examine principles of marketing, branding and corporate identity design. Students design consumer labels, logos, letterhead, packages, and other elements of corporate identity design including web presence. Business and contemporary design theories as well as how they relate to relevant social theories is included. Prerequisites: ART 327, ART 322.

#### ART 424: Senior Design Portfolio

This course is the concluding step in preparing students for a career in visual communications. Under the direction of the graphic design faculty, students complete a competitive portfolio and learn skills needed to succeed in the interview process. Capstone course, required for graphic design majors, must be taken during last semester and may be repeated. Prerequisites: ART 237, ART 327, ART 335, ART 420

#### ART 430: Art Therapy Seminar

Designed to be taken in tandem with ART 410, providing students supervision and research training for entry into the professional arena. Topics include the development of professional portfolios and the application of research to professional forms of conduct and tasks within a clinical setting.

#### ART 450: Portfolio in Art

Students develop, exhibit, and defend a consistent and relevant body of work based on mature concepts and well-developed ideas relevant to his/her study. In addition to the artwork, supporting paper, artist's statement, professional documentation, and installation plan are required. Designed for upper-level art students who produce work leading to a professional portfolio and Senior Exhibition. Prerequisites: limited to art and design students in their junior or senior year.

*Note: the following three (3) credit art courses may be offered if student demand is sufficient – ART 201: Creative Experiences for Non-Art Majors, ART 212: Creative Textiles; ART 213-214: Jewelry Making I & II; Art 221: Engineering Design; ART 225: Nineteenth Century European Art, ART 305: Ceramic Workshop II; ART 308: Sculpture*

*Workshop II; ART 313: Puppet Making; ART 314: Ceramic Technology; ART 315: Watercolor, ART: 317 American Art, ART 340: Editorial Design, ART 405: Non-Western Art.*

### **Astronomy Courses**

**ASTR 101: Modern Mysteries of Astronomy**  
Contemporary problems in astronomy: black holes, cosmic evolution, life in the universe, pulsars, quasars. Lecture course.

**ASTR 201: The Astronomical Universe I (4 credits)**  
Historical astronomy, the solar system, astronomical tools, stars, stellar evolution and systems, galaxies, and cosmology. Three lecture hours, two laboratory hours per week.

**ASTR 300: Special Topics**  
Offered occasionally. Topics vary with each offering.

### **Biology Courses**

**BIO 101: Human Biology**  
Structure and function of the major systems of the human body and how they interact. Students who received credit for BIO 150 or BIO 301–302 cannot receive credit for this course. Lecture course.

**BIO 102: Nutritional Biology**  
An introduction to the basic concepts in the field of nutrition. This course may help students understand the dangers of obesity, malnourishment, as well as why the nutrients listed on a nutritional fact label is important to human health. Topics include the fundamentals of nutrition, nutritional and disease prevention, weight management, malnutrition, hunger, and current issues and research related to these topics. For non-science majors only. Lecture course.

**BIO 105: Drugs & Modern Society**  
An introduction to the definition of the term drug, the different classes of drugs, and how drugs affect the body and mind. This course may help students understand the dangers of addiction as well as the harms of different drugs on the human body. The focus will be on psychoactive drugs including psychotherapeutic drugs and drugs of abuse. Topics will also include tolerance and dependence to drugs, consequences of drug use, and the treatment and prevention of substance-related disorders. For non-science majors only. Lecture course.

**BIO 111: Animal Behavior**  
The physiological, ecological and evolutionary aspects of animal behavior. Lecture course.

**BIO 120: Introduction To Human Disease and Microbes**

Introduction to the microbial world including those organisms that are part of the normal flora in humans, organisms that cause disease such as food poisoning, Strep throat, and the flu, and those organisms necessary for the production of food such as yogurt and cheese. For non-science majors only. Three lecture hours per week.

**BIO 130: Environmental Biology**

The basic structure and function of the ecosystem and how human activity affects it. Lecture course.

**BIO 140: Marine Biology**

Characteristics and natural history of major groups of marine organisms, factors that affect life in the ocean including nutrient and light levels, ecology of selected marine ecosystems. Three lecture hours per week.

**BIO 150: Essentials of Anatomy and Physiology (4 credits)**

Form and function of the human body will be studied at a level suitable for non-biology majors. Students who receive credits for BIO 301 or 302 cannot receive credit for this course. 3 lecture hours plus two lab hours per week.

**BIO 171: General Biology I**

Introduction to biological principles including biomolecules, cell structures and division, photosynthesis and the characteristics of bacteria, fungi and plants and their role in the ecosystem. Three lecture hours and one recitation hour per week. Corequisite: BIO 173 [Previously BIO 201].

**BIO 172: General Biology II**

Introduction to biological principles including bioenergetics, gene expression, evolution and the structure and function of the major animal groups. Three lecture hours and one recitation hour per week. Corequisite: BIO 174 [Previously BIO 202].

**BIO 173: General Biology Lab I (1 credit)**

Introduction to laboratory and field methods including experiments designed to complement the topics in BIO 201. A student research project is included. Two lab hours per week. Corequisite: BIO 171 [Previously BIO 211].

**BIO 174: General Biology Lab II (1 credit)**

Introduction to laboratory and field methods including experiments designed to complement the topics in BIO 202. A student research project is included. Two lab hours per week. Corequisite: BIO 172 [Previously BIO 212].

**BIO 251: Anatomy and Physiology I (4 credits)**

Structure and function of the human body with emphasis on the organ system level of organization. Skeletal system, muscular system, nervous system. Three lecture

hours, two lab hours per week. Prerequisites: "C" grade or better in BIO 171,172, 173,and 174 [Previously BIO 301].

**BIO 252: Anatomy and Physiology II (4 credits)**

Continuation of BIO 301 with emphasis on the structure and function of the circulatory, excretory, respiratory and reproductive systems. Three lecture hours, two lab hours per week. Prerequisite: BIO 251 [Previously BIO 302].

**BIO 300: Special Topics**

Offered occasionally. Topics vary with each offering.

**BIO 307: Microbiology (4 credits)**

The classification, morphology, physiology, identification, and control of microorganisms with emphasis on those of medical importance to humans. Three lecture hours, three lab hours per week. Prerequisites: "C" grade or better in BIO 171, 172, 173, and 174 and CHEM 172 and 174.

**BIO 309: Biophysics**

(Also offered as PHY 309) The applications of the laws of physics to principles and problems of the life sciences. The physics of living systems in statics, mechanics, fluid mechanics, thermodynamics, sound, electricity, and atomic physics. Lecture course. Prerequisites: "C" grade or better in PHY 201 and 202.

**BIO 311: Parasitology**

Exploration of the life cycle, transmission, and epidemiology of human parasites and a few animal parasites. Case studies will be examined identifying, symptoms, diagnosis and treatments. Three lecture hours per week. Prerequisites: "C" grade or better in BIO 171, 172, 173, and 174.

**BIO 317: Ecology (4 credits)**

The structure and function of ecosystems. Three lecture hours, three lab hours per week. Prerequisite: "C" grade or better in BIO 171, 172, 173, and 174.

**BIO 325: Bioinformatics**

(Also offered as CS 320) A project based approach to learning bioinformatics with an interdisciplinary focus on programming and biology.

**BIO 350: Genetics (4 credits)**

This course is a thorough examination of the basic fundamentals of genetics and their application to modern-day issues. Major topics include: structure and function of genes, Mendelian and non-mendelian genetics, cellular division pathways, prokaryotic and eukaryotic chromosomal structure and gene expression, DNA structure and replication, transcription, translation and gene/DNA mutation. Special topics including cloning, stem cell, research and the genetic basis of disease. Laboratory topics include DNA fingerprinting, PCR, gene transformation, fruit fly genetics and gene sequencing. Prerequisites: CHEM 172 and BIO 252.



BIO 403: Biochemistry (4 credits)  
(Also offered as CHEM 403. See CHEM 403 for course description.)

BIO 404: Cell and Molecular Biology (4 credits)  
Structure and function of eukaryotic cells including protein structure and function, energy and signal transduction, and intracellular and inter cellular transport. Three lecture hours and three lab hours per week. Prerequisites: CHEM 172 and BIO 252.

BIO 405: Forensic Biology (4 credits)  
(Also offered as FS 405. See FS 405 for course description.)

BIO 406: Immunology  
Systems of defense against disease including antigen structure and presentation, antibody synthesis and function, innate and cellular immunity, and how body defenses are coordinated. Three lecture hours per week. Prerequisites: "C" grade or better in BIO 171, 172, 173, and 174 and CHEM 252.

BIO 407: Biochemistry II (4 credits)  
Second course in a two-semester sequence in the fundamentals of biochemistry. Course addresses the complexity of metabolism. Special attention is given to the control and regulation of several metabolic pathways and the clinical aspects of diseases such as cancer and several gastrointestinal disorders. Prerequisite: BIO/CHEM 403.

BIO 430: Internship in the Natural Sciences (1-3 cr.)  
Students must enroll in this course, which combines professional experience with academic instruction, prior to participating in an off- campus internship. Students are expected to perform 50 hours of internship work per credit enrolled (maximum of three credits); students will be required to reflect and communicate their internship experience.

BIO 431: Literature Research in the Biological Sciences (1 cr.)  
Upper-level students majoring in science are encouraged to pursue independent research projects under the supervision of a faculty member. This course, which can only be taken once in the academic career of the student, focuses on the skills and methods of writing a proposal for independent research in a laboratory. This course cannot be taken simultaneously with BIO 432 Laboratory Research in the Biological Sciences. Prerequisites: BIO 252; CHEM 252; 3.0 GPA in all science courses; the approval of the faculty mentor and student's advisor.

BIO 432: Laboratory Research in Biological Sciences (1-3 cr.)  
In this course, science majors design and carry out an independent study project in collaboration with a faculty mentor. Students are expected to answer research questions while mastering the necessary skills to perform experiments, including proper data analysis, interpretation of data, and presentation of results. This course

may be taken multiple times with the same faculty mentor per his/her discretion. This course cannot be taken simultaneously with BIO 431: Literature Research in the Biological Sciences. Prerequisites: BIO 252; CHEM 252; 3.0 GPA in all science courses; the approval of the faculty mentor and student's advisor.

BIO 450-455: Medical Technology Clinical Education (15 credits)  
Twelve month period of academic and clinical training in a school of medical technology approved by the American Medical Association and the American Society of Clinical Pathologists.

## **Chemistry Courses**

**CHEM 101: Elements of Chemistry I**

An introduction to atomic theory, chemical bonding, states of matter, chemical and nuclear reactions, solutions, acid- base theory and oxidation-reduction for students not majoring in science or engineering. Two hours lecture and two hours lab per week.

**CHEM 102: Elements of Chemistry II**

An introduction to organic chemistry and compounds of carbon; polymers toxicity, food and nutrition, medicinal and pharmaceutical chemistry. Two hours lecture and two hours lab per week. Prerequisite: CHEM 101.

**CHEM 105 : Drugs and Modern Society**

(Also offered as BIO 105. See BIO 105 for course description.)

**CHEM 171: General Chemistry I**

The basic principles of chemistry: the theory of atomic and molecular structure and the nature of the chemical bond, periodicity of the elements, energy-mass relationships, states of matter and the chemistry of solutions. Three lecture hours and one recitation hour per week. Corequisite: CHEM 173 [Previously CHEM 201].

**CHEM 172: General Chemistry II**

The continuation of CHEM 201. Thermodynamics, reaction kinetics, chemical equilibrium, oxidation reduction reactions, electrochemistry, nuclear chemistry. Three lecture hours and one recitation hour per week. Corequisite: CHEM 174. Prerequisite: "C" grade or better in CHEM 171 and 173 [Previously CHEM 202].

**CHEM 173: General Chemistry Lab I (1 credit)**

Mass relationships, gas laws, heat systems, periodicity and molecular structures. Some exercises are open inquiry. Three lab hours per week. Corequisite: CHEM 171 [Previously CHEM 211].

CHEM 174: General Chemistry Lab II (1 credit)

Introduction to kinetics, equilibrium systems, acid-base reactions, the theory and practice of qualitative analysis and quantitative analysis. Three lab hours per week. Corequisite: CHEM 172 Prerequisite: "C" grade or better in CHEM 171 and 173 [Previously CHEM 212].

CHEM 251: Organic Chemistry I (4 credits)

The relationship between structure and reaction of the various classes of carbon compounds with emphasis on reaction mechanisms. The preparation, separation and purification of representative organic compounds. Three lecture hours per week; 45 lab hours per semester. Prerequisite: "C" grade or better in CHEM 172 and 174 or the equivalent [Previously CHEM 401].

CHEM 252: Organic Chemistry II (4 credits)

The continuation of CHEM 401. The reactions of aromatic compounds, carbonyl compounds, amines, and their derivatives. Synthesis and identification of organic compounds. Three lecture hours per week; 45 lab hours per semester. Prerequisite: CHEM 251 or its equivalent [Previously CHEM 402].

CHEM 300: Special Topics

Offered occasionally. Topics vary with each offering.

CHEM 301: Quantitative Chemical Analysis (4 credits)

Introduction to the theory and methods of quantitative chemical analysis. Three lecture hours, three lab hours per week. Prerequisite: "C" grade or better in CHEM 172.

CHEM 302: Instrumental Methods of Analysis (4 credits)

The fundamentals of instrumentation in chemical analysis. Three lecture hours, three lab hours per week. Prerequisite: CHEM 301 (Offered occasionally)

CHEM 305: Materials Science

(Also offered as PHY 305. See PHY 305 for course description.)

CHEM 310: Physical Chemistry

Consideration is given to some important concepts in physical chemistry including the laws of thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, phase equilibria and the phase rule, atomic and molecular structure. Three lecture hours per week. Prerequisite: "C" grade or better in CHEM 172 and CHEM 174 and MATH 109 or the equivalent.

CHEM 400: Independent Study 1

Qualified students may, under the supervision of a faculty member, pursue independent study and/or research on selected topics of special interest to the student and faculty member. Prerequisite: permission of the Dean.

**CHEM 403: Biochemistry (4 credits)**

This course examines in detail the structure and function of all major biomolecules, [including proteins, carbohydrates, lipids and nucleic acids] as well as the regulation and organization of several metabolic pathways. Special emphasis is given to enzyme kinetics and their mechanisms, protein structure/function relationships as well as the biochemical basis for human disease. Metabolic pathways are examined from a thermodynamic and regulatory perspective. Laboratory topics include column chromatography, protein assays, western blot analysis, ELISA and enzyme kinetic assays. This provides the linkage between the inanimate world of chemistry and the living world of biology. Prerequisite: CHEM 252 and BIO 251.

**CHEM 407: Instrumental Methods of Analysis & Microscopy (4 credits)**

(Also offered as FS 407. See FS 407 for course description.)

**Communication Arts Courses**

**CA 101: Speech Communication**

Principles of speech organization, presentation, and voice improvement. The nature of speech, the importance of active listening, and communication process and theory will be emphasized.

**CA 115: Introduction to Acting and Stage Direction**

Introduction to theatre production and performance. Includes script analysis, acting, voice, movement, spatial orientation, sound, color, light, direction, motivation, technical precision, and house management.

**CA 150: Broadcast Practicum (credit varies)**

Supervised field experience in either television or radio. Each unit of credit requires a minimum of 60 clock hours in an assigned practicum. Free elective credit only. A maximum of three credits allowed.

**CA 160: Journalism Practicum (credit varies)**

Supervised work experience with the College newspaper. Each unit of credit requires a minimum of 60 clock hours in an assigned practicum. Free elective credit only. A maximum of three credits allowed.

**CA 170: Yearbook Practicum (credit varies)**

Supervised work experience with the College yearbook. Each unit of credit requires a minimum of 60 clock hours in an assigned practicum. Free elective credit only. A maximum of three credits allowed.

**CA 199: Theatre Practicum (1 credit)**

Provides performing arts students the opportunity for hands-on learning associated with aspects of theatre production with the Laetare Players, the St. Thomas Aquinas College theatre company. Students may choose one area of production on which to

base their practicum during any given semester. Areas may include performing a major role, set construction, costume design, lighting design, sound design, box office/marketing and others.

**CA 200: Special Studies in Communications**

Offered occasionally. Topics vary with each offering.

**CA 201: Oral Interpretation of Literature**

An exploration of the use of vocal expression to convey the emotional message of prose, poetry and drama. Students learn how to select, analyze, critically listen to, and perform literature. Prerequisite: CA 101.

**CA 203: Public Speaking**

An intermediate level course that emphasizes the role of oral communication in contemporary society. Practice in responding articulately to issues, active listening, and recognition of the importance of non-verbal communication. Prerequisite: CA 101.

**CA 204: Studies In Culture**

This course will present an in-depth view of a civilization from several perspectives. On-site visits to cultural sites will provide a unique view of the civilization. Permission of instructor required.

**CA 205: Broadcast Announcing**

Oral communication for radio and television in the various formats required by the industry: news, commercials, public relations, music, discussion, and sports. FCC rules governing announcing. Critical evaluation of audio and video-taped performances.

**CA 209: Communication Skills in Business**

Practical application of communication theory to a sequence of projects progressing from writing of memoranda, letters and resumes to more advanced problems of persuasion, interviewing, research and proposal and report writing. Prerequisite: ENG 102. Recommended for juniors and seniors.

**CA 210: Introduction to Journalism**

Overview of journalism: the gathering, writing and evaluation of well-rounded news, feature, and editorial material. Objectivity, media ethics, First vs. Sixth Amendments, and legal considerations will be discussed. Prerequisite: English 102.

**CA 213: Content Development for Public Relations**

Overview of the public relations function with particular emphasis on writing for the achievement of specific purposes. Public relations theory and practice, trade publications, media advertising, publics and public opinion, research and budgeting. Prerequisite: ENG 102.

CA 214: Introduction to Magazine Article Writing

Focus on writing for magazines. Learn how to write a good query letter, how to get information from sources and how to construct a well-developed article.

Prerequisite: ENG 102.

CA 216: Film Appreciation

A study of the motion picture medium, the aesthetics of film art and the collaborative nature of the industry. Development of understanding of film's symbolic language as means for evaluating a film's merits, and increasing appreciation of the film experience.

CA 217: Film History

The evolution of the motion picture as a medium and as an art form from the late 1800's to the 1950's through selected readings, screenings, discussions of major film movements and analysis of classic films.

CA 219: Modern Movies: 1950-present

Developments in the narrative film since 1950 examined through the analysis of a variety of contemporary, international films representing significant advances in the medium's expressive language and reflecting values and cultural views of a changing world.

CA 220: Introduction to Mass Media

The study of communication theories and mass media to foster the development of informed citizens, effective communicators, and more intelligent consumers of mass media.

CA 221: TV Studio Production I

The course covers the fundamentals of TV studio production. Class work and a hands-on approach will familiarize the student with skills such as scriptwriting, camera operations, audio mixing, producing and directing, and live performance.

CA 230: History and Development of Mass Media

A study of the evolution of communications media. It will focus on the historical development of media, economic structures, and the implications of new technologies.

CA 240: New Media Communications

This course will explore how media technology has altered our way of life over time, with an emphasis on recent technological changes. It will also explore technological determinism vs. social determinism. Does technology change society or does society change technology? Is technology an extension of the human (early Marshall McLuhan) or is it an autonomous force that alters communication and thus, patterns of behavior. Students will explore the effects of technology on business and marketing, politics and war, education and learning, social behavior and perception, family life, language and writing, relationships and dating, publishing, literature, and

art. They will consider whether new media, in particular social media, have expanded our knowledge base or caused information overload. They will also look at the consequences of the emerging Web 3.0 platform, which includes mobile communications.

#### CA 241: Video Magazine Production

This class will produce topical news and entertainment segments that become part of an ongoing magazine style television show. Prerequisite: CA 221 or previous production experience.

#### CA 245: Digital Video Editing

Incorporate pictures, music, and special effects and learn both the concepts and techniques involved with digital video editing.

#### CA 300: Special Topics

Offered occasionally. Topics vary with each offering.

#### CA 301: Broadcast Journalism

A study of broadcast news reporting, writing, and presentation. Laboratory and field exercises in writing, reporting, editing, and preparing radio and television newscasts.

#### CA 309: Radio Broadcasting

Introduction to radio station operations, management, promotion, economics, programming and FCC rules governing radio operations. Prerequisite: CA 220.

#### CA 310: Writing for Broadcast Media

The course focuses on television and radio scriptwriting. Script formats and content of persuasive, informative and entertainment scriptwriting will be covered. Prerequisite: CA 210.

#### CA 311: Studies in Persuasion

Investigation of ways the media influence personal, economic and political decision-making. Emphasis on how attitudes are formed, changed, and affect one's thinking. Prerequisite: CA 220.

#### CA 314: Sport Media

An overview of the coverage of sports by all media: print, radio, television, and electronic. The students will have the opportunity to study sports coverage and its effects of life through class lectures, writing assignments, debates, video,, field trips, and guest speakers. (Also offered as SPM 314).

#### CA 315: Electronic Field Production

The pre-production, videotaping, and editing of on-location, camcorder video reports and video stories. Fundamentals of in-camera editing will provide the knowledge of electronic camcorder journalism.

**CA 316: The Great Filmmakers**

Study of a representative body of films by one or more master filmmakers. Past semesters focused upon Hitchcock, Woody Allen, Bergman, Scorsese, Kubrick, and Spielberg.

**CA 320: Media Law and Ethics**

Examination of the central legal and ethical concerns and issues encountered by journalists and other professional communicators, beginning with constitutional protections and freedoms. Prerequisite: CA 220.

**CA 322: Advanced Public Relations**

Provides students with an opportunity to demonstrate their mastery of the skills, techniques, and knowledge required to conceptualize, plan, and carry out an event. The focus of the advanced course is to look and understand niche areas of public relations, specifically crisis communication, corporate communication, and event planning.

**CA 325: TV Studio Production II**

An advanced level TV studio production course. Digital filmmaking and editing will be introduced. Commercials, Public Service Announcements and creative narratives will be required projects for all students in this class. Prerequisite: CA 221.

**CA 326: Advanced Journalism**

News and feature writing for the print media. Newsgathering, investigative reporting, headlining, captioning, layout, and advertising design. Prerequisite: CA 210.

**CA 330: Event Based Video**

Remote video coverage of live events for broadcast, cable, web cast, and CD/DVD distribution, with emphasis on live coverage with little or no editing in post production.

**CA 331: Theory and Criticism of Media and the Performing Arts**

Study of critical responses to contemporary media and the performing arts. Prerequisite: CA 220 and at least second semester junior status.

**CA 335: Communication Arts Seminar**

Readings, research, case studies and dialogue with professionals in the media. Prerequisite: CA220 and at least 30 credits in Communication Arts. Course is designed primarily for Communication Arts majors.

**CA 340: Social Media Marketing**

Examines the life cycle of the social media marketing and communications process—from strategy to implementation to program monitoring and measurement; addresses the applications of social media through hands-on



experience, developing skills in the most widely used social platforms. (Also offered as MKTG 340.)

#### CA 341: TV News Show Production

This course requires students to produce news programming of substantial quality, including video television news, topical news discussions, and investigative reports. Students will examine the elements of studio news production, including the pre-production, planning, scripting, and recording of a weekly TV news show. Contemporary and historically important broadcast news/documentary journalists and anchorpersons will be studied and evaluated. Prerequisites: CA 221 and CA 325.

#### CA 375H: Freud on Broadway

Students will examine the underlying themes and values, literary and psychosocial, in the dramatic discourse of five major American playwrights: Eugene O'Neill, Tennessee Williams, Edward Albee, Lillian Hellman and John Steinbeck. Consideration is given to the basic concepts of Freudian psychoanalytic theory as applied to significant characters in the selected play.

#### CA 376H: International Communications

Students study the influence of Western Culture and technology on the welfare of developing nations. The course work includes an investigation into the clash of ideologies between East and West and an examination of issues determining the viability of a global theory of communications.

#### CA 378: International Film

A study of classic and contemporary international films created within different production systems and revealing diverse cultural traditions, values, and experiences of the human condition. (Honors Program students only)

#### CA 407: Broadcast Media Programming

Varieties of radio, television, and cable program content: current issues as they relate to network, syndicated, local, public, and cable programming; FCC and legal influences on programming; management practices and use of resources. Prerequisite: CA 220.

#### CA 410 – 411: Communication Internship I and II (3 credits each)

Opportunity for communication arts majors to concentrate in an area of special interest. Generally, students will be assigned to a field placement involving such communication arts as journalism, film production, television, cable, radio, Theatre, public relations, interactive communications, etc. At least 120 hours at the placement site. Appropriate readings, logs, a research paper, and conferences with the Communication Arts internship supervisor. Prerequisites: CA 220, permission of the instructor and completion of 36 credit hours on the Communication Arts major.

## **Computer Science Courses**

### **CS 101 Introduction to Computational Thinking**

This course provides an introduction to computer and computational sciences. Students will learn to develop computer programs to simulate, analyze, study and solve phenomena and problems in the natural and social sciences and in business. Students will have the opportunity to create computer-based applications to solve problems in their main field of study (major).

### **CS 150 Computer Science I**

This course is a "breadth-first" approach to the guidelines of the Association of Computing Machinery (ACM). Topics include an overview of the fields within computer science, a brief history of computers, computer architecture, algorithm development, and introductory programming in Java. Prerequisite: CS 101 and MATH 101 or equivalent.

### **CS 230 Gaming**

This course provides an introduction to gaming. Specific topics covered include the history of games, game design theory, the game design process and the game production process. This course also covers the basics of actual game creation with various concepts illustrated by building either a 2D or 3D game.

Prerequisite: CS 150 or CIS 101.

### **CS 250 Computer and Information Science II**

This is the second course in the computer science major sequence. The course utilizes the object-oriented design approach to building applications, which emphasizes the creation and utilization of reusable software tools (objects). Specific topics covered include Java's GUI, arrays, files, applets. Several basic data structures and sorting/searching algorithms are presented. Prerequisite: CS 150.

### **CS 300 Special Topics**

Topics vary with each offering.

### **CS 350 Data Structures and Algorithm Analysis**

This course is designed to provide both a theoretical and practical approach to data structures and algorithms. Topics covered include algorithm analysis, lists, stacks, queues, searching and sorting algorithms, trees and graphs. The java programming language is used. Prerequisite: CS 250 and MATH 308.

### **CS 360 Human Computer Interaction**

This course covers a broad range of important topics within Human Computer Interaction (HCI) and the implications for the design of interactive systems. It focuses on the design of interactive systems and human computer interfaces based on a multi-disciplinary approach through a synthesis of computer science, cognitive science and psychology and utilizing analytical and empirical techniques to assess, create and evaluate a user interface. Prerequisite: CS 150.

### CS 370 Graphics Programming I

This course provides an introduction to computer graphics. Topics covered include basic graphics programming, 2D/3D representations, transformations, projections and rendering. The course also provides an introduction to Maya. Prerequisite: CS 350.

### CS 371 3D Modeling and Animation

This course is a continuation of Graphics Programming II. Topics covered will include NURBS, surface shading, texture mapping, rendering, and animation. Prerequisite: CS 370.

### CS 380 Networks and System Security

This course is designed to provide both a theoretical and practical approach to networks and security. The theoretical topics include data and packet transmission, the architecture of networks and protocols, security and network applications. The practical components of the course include exercises related to the construction, configuration, and administration of a network using appropriate hardware and software systems. Prerequisite: CS 250.

### CS 420 Database Management Systems

This course is designed to provide both a theoretical and practical approach to modern relational databases. The course will have two components. The first will be a discussion of current database theory including structured query languages. The second will be a lab to use a current database application. Prerequisite: CS 250.

### CS 425 Image Processing & Visualization

Information visualization is a research area that focuses on the use of visualization techniques to help people understand and analyze data. This course provides detailed knowledge related to information visualization and also an introduction to the basic techniques in image processing. Topics in visualization include optics, visual attention, space perception and motion. Prerequisite: CS 150.

### CS 430 Systems Analysis and Design

This course will study business organizations and how they design, develop, and maintain information systems. Topics will include understanding the relationships among a variety of information systems professionals and the tools they use to examine information systems. Students will investigate different methods of analysis including data modeling, network modeling and object modeling. Prerequisite: CS 350.

### CS 435 Operating Systems and Embedded Systems Applications

This course provides an introduction to operating systems. Specific topics covered include memory, process, I/O and file management. This course also covers the basics of embedded systems with various concepts illustrated by building robots that can perform simple tasks. Prerequisite: CS 350.

### CS 450 Software Engineering

This course is an introduction to the practical problems of specifying, designing, and building large, reliable software systems. This work includes a feasibility study, requirements analysis, object-oriented design, implementation, testing, and delivery to the client. Additional topics covered in lectures include professionalism, project management, and the legal framework for software development. Prerequisite: CS 350.

### CS 455 Ethics in a Technological Society

This course discusses the application of ethical concepts in the practice of the computer science and information systems professions. Students will discuss and apply the concepts of cyberethics, cybercrime, security and intellectual property. Prerequisite: CS 250.

### CS 485 Web Programming

The purpose of this course is to provide students with a comprehensive understanding of ASP.NET and other Web programming technologies and techniques, to build up the ability to logically plan and develop Web programs, to learn to use object-oriented programming and design, to learn to integrate data with Web applications, and to learn to write, test, and debug web based applications.

### CS 490 Senior Project

This course is a required capstone course for all senior computer science majors. Each student will design and complete a major project.

*Offered as demand warrants: CS 330 Information Systems Theory and Practice.*

TO BE CHANGED???

## COMPUTER INFORMATION SCIENCE

### CIS 101 Introduction to Computer Technology

This course is an introduction to the basic concepts of computer and information technology. We will cover the hardware and software components of a computer information system. In addition, we will learn the basics of word processing, spreadsheet software, presentation software and on demand software.

### CIS 111 Visual BASIC Programming

An introduction to programming using the object-oriented language Microsoft Visual Basic. Topics include designing and creating applications using control structures, files, and arrays. The course will include standard algorithms for searching and sorting.

### CIS 211 Software Topics

(Also offered as MIS 211) The purpose of this course is to expand the knowledge and expertise of students so they may become more technologically competent. Students will learn how to use software to solve a variety of problems. Topics will include textual design, mathematical design, information design and research design.

CIS 300 Special Topics

Offered occasionally. Topics vary with each offering.

### **Criminal Justice Courses**

CJ 101: Introduction to Criminal Justice

The interrelated criminal justice components: police, courts, corrections, history, definitions, and important issues and concepts.

CJ 103: Introduction to Courts

The objectives, processes, roles, politics and various philosophical perspectives of the courts, prosecution and defense attorneys.

CJ 105 Introduction to Policing

The development of modern law enforcement, techniques employed by police officers, and current issues in law enforcement.

CJ 200: Special Problems

Offered occasionally. Topics vary with each offering. Sample topics: Intro to Law Enforcement, Intro to Corrections, Intro to Criminalistics, Police Science: Administration, Police Science: Operations Police Role in Crime and Delinquency, Criminal Investigation, The Law of Criminal Evidence.

CJ 201: Criminology

The nature and causation of crime, approaches to the study of crime, its treatment and prevention. The sociology of criminal law, the nature of criminal behavior, theories and research.

CJ 205: Juvenile Delinquency and the Juvenile Justice Process

The philosophy and methods employed by the criminal justice system to provide programs for the control and prevention of juvenile delinquency and youth crime and theories of juvenile delinquency. Prerequisite: CJ 101.

CJ 206: Police Science Administration

Study of managing/organizing at highest level of police organizations. Setting of policy/establishment of purpose and procedures. Police systems, traditional structures, work processes and organization improvement.

CJ 209: Criminal Investigation

Basic overview of the nature of criminal investigation. Investigation as both an art and science. Study of Constitutional guarantees and challenges.

**CJ 210: Law of Criminal Evidence**

Provides students with basic knowledge of criminal evidence and its use in the criminal justice process. History and development of laws of evidence, judicial notice, statements/confessions, searches/wiretapping, photographic/scientific evidence.

**CJ 211: Probation & Parole: Theory & Practice**

Administration, organization and management in probation and parole systems. Recruitment, training, assignment and supervision of officers.

**CJ 214: Controversial Issues in Policing**

Issues of policing currently being debated within the society. Topical focus will change with current political and social climate.

**CJ 230: Forensic Psychology**

An introduction to forensic psychology as the application of science and profession of the law to issues relating to psychology and the legal system. The role of the forensic psychologist in court proceedings, and the techniques, instruments, and controversies involved in forensic assessment will be covered in this course.

Prerequisite: PSYC 103.

**CJ 300: Special Topics in Criminal Justice**

Offered occasionally. Topics vary with each offering.

**CJ 301: Criminal Law**

An introduction to criminal law in the United States, including the doctrines and rules used by the courts. Prerequisite: CJ 101 and Junior status.

**CJ 303: Law and Society**

(Also offered as SOC 303) The nature and purpose of law and the relationship of law to specific social constructions of reality from a variety of theoretical approaches, especially those of Durkheim, Marx, and Weber. Prerequisite: SOC 101 or CJ 101, or permission of the instructor.

**CJ 304: Criminal Justice and Community Relations**

The role played by the community in police, adjudication and correctional matters. Community control of local police officers, community influence on judicial elections, community response to ex-convicts and community-based corrections.

**CJ 305: Crime and the Elderly**

Criminal justice issues relevant to the elderly population. Elderly victimization, crime prevention, elderly volunteerism in the CJ system, elderly criminality.

**CJ 306: Comparative Criminal Justice Systems**

Various criminal justice systems and methods in selected foreign countries.

Prerequisite: CJ 101 or CJ 201 or SOC 101.

**CJ 307: Civil Law**

The history of civil law and the jurisdiction of various civil courts, civil courts demeanor and the penalties associated with civil violations.

**CJ 309: The Law and Institutional Treatment**

The process of law from arrest to release in its relationship to correctional principles and practices. Functions of the police, defense, prosecution, courts, probation, correction, and parole. Civil rights of the accused and convicted, legal basis of commitment, bail, fines, prisoner rights and writs. Prerequisite: Any one of the following: CJ 201, 205, 302, 304, 306.

**CJ 312: Penology**

The history, theories and practices of criminal punishment as these relate to the present penal system. Goals and philosophies of punishment, strategies of punishment, effectiveness of punishment, the nature of penal reform, and future directions for punishment in contemporary society." Prerequisites: SOC 101 or CJ 101 or 201.

**CJ 314: Psychopathology of Violence**

(Also offered as PSYC 314) An introduction to the psychopathological disorders, symptoms, and impairments that contribute to violent behavior. Prerequisite: PSYC 103 Cross-listed with psychology. Prerequisite: PSYC 103.

**CJ 315: Prisons in America**

Critically examines the prison sanction, its problems and solutions in American society. The course explores myths and realities as it covers the prison institution and processes; the experience of incarceration for inmates and staff, including the nature of prison as punishment, prison culture and relationships, problems of violence and control, and special types of inmates as women, elderly, physically and mentally ill offenders; and trends and challenges for contemporary prisons. Prerequisites: SOC 101 or CJ 101.

**CJ 319: Terrorism**

The nature of terrorism both foreign and domestic. Terrorism as a synthesis of war and theatre. The purposes of terrorism; the creation of mood; political implications.

**CJ 350: Criminal Justice Research (1 credit)**

This one-credit course, which students may take up to three times, affords upper level criminal justice majors the opportunity to work as a research assistant to a criminal justice faculty member. Research includes helping to facilitate and transcribe discussions from focus groups, conducting and/or transcribing interviews; compiling sampling frames; disseminating questionnaires; collecting

and cleaning data; preliminary data analysis; contributing to literature reviews; and other tasks as necessary. Prerequisite: permission of instructor.

**CJ 401: Constitutional Law and the Criminal Justice System**

The growth of the constitutional relationship between the individual and government at the federal, state, and local levels. Questions relating to search and seizure, interrogation of suspects, public speech, and mass demonstrations. The 1st, 4th, 5th, 6th, 8th and 14th Amendments.

**CJ 403: Criminal Justice Problems**

Contemporary issues in criminal justice. Prerequisite: CJ 201 or junior status.

**CJ 405: Research Methods in Social Science**

(Also offered as SOC 405. See SOC 405 for course description.) Junior or senior status, should be taken no later than Fall of senior year.

**CJ 410: Criminal Justice Practicum**

Supervised field experience in a variety of institutional settings (100 hour placement over course of the semester); research paper under faculty supervision, and weekly course meetings. Prerequisite: Criminal justice major or minor, minimum GPA 2.5 or above, criminal justice GPA 2.5 or above, junior or senior status. Prerequisite/co-requisite: any 400 level class in criminal justice. Must receive permission of instructor before registering for this class, may be taken more than once for substantially different practicum placements with approval of instructor.

## **English Courses**

**ENG 099: Developmental English**

Basic writing skills necessary for work in credit bearing courses. Vocabulary, syntax, paragraph development, critical thinking.

**ENG 100: Introduction to College Writing**

Introduces the writing and thinking skills necessary to achieve success in a program of regular college study. Areas covered include: critical thinking, syntax, paragraph structure, and the clear and effective composition of college-level essays. At the end of the course, students may receive consideration for exemption from English 101 and placement directly into English 102.

**ENG 101: College English**

Emphasizes the development of critical and analytical skills and the ability to write clear and effective college-level essays. Prerequisite: placement, ENG 099, or 100.

**ENG 102: Intermediate Composition**



Emphasizes the forms of writing required of students during their college careers and in their professional lives, with an emphasis on research skills. Prerequisite: ENG 101 or 100 with approval of the Director of the Writing Program.

**ENG 175H: English Honors I**

Readings and analysis of a number of works of fiction and non-fiction; poetry and drama drawn from great literatures of the world, East and West, ancient and modern. Library research. (Honors Program students only)

**ENG 176H: English Honors II**

Continuation of ENG 175H. (Honors Program students only)

**ENG 201: Writing About British Literature**

Refines and enhances the skills of writing developed in English 101 and English 102 using a selection of representative works of important English writers.

Prerequisite: ENG 102.

**ENG 203: Writing About American Literature**

Refines and enhances the skills of writing developed in English 101 and English 102 using a selection of representative works of important American writers.

Prerequisite: ENG 102.

**ENG 205: Writing About World Literature**

Refines and enhances the skills of writing developed in English 101 and English 102 using a selection of representative works of important writers from all continents.

Prerequisite: ENG 102.

**ENG 207: Writing about World Mythology**

Refines and enhances the skills of writing developed in English 101 and English 102 by reading a selection of representative myths from a variety of cultures.

Prerequisite: ENG 102.

**ENG 208: The Craft of Writing**

An advanced course in writing expository prose. The role of the writer as an interpreter of experience in the modern world. Contemporary issues, critical thinking and narrative development. Prerequisite: ENG 102.

**ENG 209: Introduction to Creative Writing**

An introduction to the basic elements of creating poetry, fiction, and non-fiction.

**ENG 211: Critical Methods**

An introduction to critical thinking about literature. Required of all English majors, for whom this should be the first course after completion of the freshman writing sequence. Prerequisite: ENG 102 and one course from ENG 201, 203, 205, 207 or 221.

ENG 221: Writing About Major Literary Types

The forms and techniques of the major genres of literature: poetry, drama, short fiction and the novel. Representative works in the development of literature.

Prerequisite: ENG 102.

ENG 232: Literature for Children

(Also offered as EDEL 232) Children's literature and authors; literary criticism & awards, illustrations & artists; focus on the multicultural contributions to the genre.

ENG 300: Special Topics

Offered occasionally. Topics vary with each offering.

ENG 303: Development of Drama I

Classical to mid-19th century.

ENG 304: Development of Drama II

19th century to present.

ENG 305: Shakespeare

Shakespeare's major plays.

ENG 307: The English Language

The development of the English language. The evolution of the language from Old English and Middle English to its present day form.

ENG 309: Advanced Non-Fiction Workshop

A seminar/workshop for critical evaluation of student creative work in the writing of non-fiction. Prerequisite: ENG 102.

ENG 311: Advanced Poetry Workshop

A seminar/workshop for critical evaluation of individual student creative work in fiction. Assigned readings, individual conferences with instructor. Prerequisite: ENG 102.

ENG 312: Advanced Fiction Workshop

A seminar/workshop for critical evaluation of individual student creative work in poetry. Assigned readings, individual conferences with instructor. Prerequisite: ENG 102.

ENG 313: Chaucer

*The Canterbury Tales* and *Troilus and Criseyde*, and other works.

ENG 315: Seventeenth Century Literature

Poetry, prose and drama of the 17th century.

ENG 318: Eighteenth Century Literature Poetry, prose and drama of the 18th century.

ENG 319: Late Modern Literature from Modernism to Post-Modernism.

ENG 320: Milton  
Milton's *Paradise Lost* and other poems.

ENG 325: English Romanticism  
The writers who shaped English literary history in the late eighteenth and early nineteenth centuries.

ENG 326: The Victorian Age  
The techniques and leading ideas of the major poets and novelists of the mid-nineteenth century.

ENG 327: Post Colonial Fiction  
An examination of fiction as a genre, with examples drawn from colonized cultures in the Western and Non-Western literary traditions.

ENG 342: Irish Writers  
Irish Literature from the eighth century A.D. to present.

ENG 345: History of Comedy  
Through a variety of textual examples (film, television, literature), this course will study the literary as well as the popular uses of humor and satire, and the development of the genre over time. We will also consider a number of theoretical perspectives (for example, psychological and philosophical) which seek to explain and examine how comedy works.

ENG 346: Literature and Gender  
A study of the complex variety of gender issues addressed by both male and female writers.

ENG 351: African-American Writers  
Representative works in autobiography, poetry and the novel from the antebellum period to the 20th century.

ENG 375H: Themes in Western Culture  
Through the close reading and written analysis of several works of European literature, the course will examine the central question of what it means to be human in Western culture and thought.

ENG 377H: America in Crisis-The Thirties  
The course examines representative historical and literary works of and about the Great Depression years in America and the importance of the decade 1929-1939 in

American History. Students will evaluate how the major literary works of this decade were a response to certain historical and political events.

**ENG 380: The English Novel**

The English novel from the eighteenth century to the twentieth century.

**ENG 381: The American Novel**

The American novel from the eighteenth century to the present.

**ENG 382: The Contemporary Novel**

The novel in the English-speaking world from 1960 to the present.

**ENG 400: Special Studies**

Offered occasionally. Topics vary with each offering.

**ENG 401: Modern Poetry**

Major British and American Poetry from 1900 to 1950.

**ENG 402: Contemporary Poetry**

International poetry from 1950 to the present.

**ENG 409: Writing Internship**

Provides an opportunity for students to develop and enhance written communication skills in a professional setting. Eligible students will have completed at least 75 credit hours of undergraduate coursework with a concentration in English and/or Writing. Internship requires at least 120 field-contact hours and includes scheduled conferences with the professor and a project journal.

**ENG 410: Senior Seminar**

Critical discussions and research using literary theory, resulting in an undergraduate thesis. Required of all English majors, for whom this should be the capstone course. Prerequisite: ENG 208, ENG 211, and at least three upper-level English courses, or permission of instructor.

**ENG 411: Directed Thesis Workshop**

The capstone course for the Creative Writing major, this seminar offers a combination of individualized instruction and group work to help students create a creative portfolio of their work.

*The following three-credit course is not scheduled during the catalog period but may be offered if student demand is sufficient: ENG 352 Vietnam in America/America in Vietnam.*

**Forensic Science Courses**

#### FS 101: Introduction to Forensic Science

Forensic science is the study and application of science to the process of law and involves the collection, examination, evaluation, and interpretation of evidence. This course introduces students to the basic principles and uses of forensic science in the American system of justice and examines the basic applications of the biological, physical, chemical and medical sciences to questions of evidence and law. This course is open to non-science majors only. Prerequisite: a basic understanding of high school chemistry and biology.

#### FS 201: Forensic Science

This course will review the basic applications of the biological, physical, chemical and behavioral sciences to the questions of evidence and law. Students will gain a basic understanding of the capabilities and limitations of forensic sciences as they are practiced. Two lecture hours and two lab hours per week. Prerequisites: Only students accepted into the third year of the forensic science program may enroll in this course.

#### FS 405: Forensic Biology (4 credits)

This course will review the identification and collection of biological evidence, and essential methods and basic applications of forensic DNA analysis and serology using case studies and laboratory exercises. Three lecture hours and three lab hours per week. Prerequisites: Only students accepted into the third year of the forensic science program may enroll in this course.

#### FS 407: Instrumental Methods of Analysis & Microscopy (4 credits)

The theory and practice of experimental techniques and instrumental methods in both lecture and laboratory settings will be taught in this class. Research skills such as scientific writing, handling data and the presentation of results will also be stressed. The theory and application of spectrophotometric methods, separation of mixtures by chromatography, spectrometry and microscopy will be presented. Two lecture hours and six lab hours per week. Prerequisites: CHEM 402 and CHEM 301.

#### FS 410: Summer Internship (6 credits)

The internship must be completed during the summer of their junior year. A minimum of two hundred forty (240) hours must be completed to graduate. Prerequisites: Only students who have completed their junior year in the Forensic Science program are eligible to enroll in an internship.

#### FS 415: Senior Seminar (1 credit)

This course will consist of guest speakers presenting various areas of forensic science, mock forensic science cases for students to solve utilizing material from previous coursework, exercises in expert testimony in a court of law, topics in forensic science research, and discussion of current cases in the news. Students in the Forensic Science program are required to complete this capstone experience for their degree. Prerequisite: Students must have completed their junior year internship are eligible to enroll in this class.

## **French Courses**

### **FR 101: Conversational French I**

For students with little or no previous experience in speaking French. Listening, speaking, reading, and writing emphasized.

### **FR 102: Conversational French II**

For students with some previous experience in French. A continuation of the communicative approach of FR 101.

### **FR 200: Special Studies in French (3 to 6 credits)**

Offered occasionally. Topics vary with each offering. Various aspects of language, literature and civilization. To include study abroad and summer immersion programs.

### **FR 201: Conversational French III**

For students who wish to become fluent in the spoken and written language at an intermediate level. Cultural patterns of France and its people.

### **FR 202: Conversational French IV**

Greater proficiency in oral and written expression. Continuation of FR 201.

### **FR 210: French Communication – Oral & Written I**

(Intermediate Level) The study of the French language for oral and written expression.

### **FR 211: French Communication – Oral & Written II**

A continuation of French 210.

### **FR 300: Special Topics**

Offered occasionally. Topics vary with each offering. Sample topics: advanced literary studies, advanced grammatical studies.

The following three credit courses are not scheduled during the catalog period but may be offered if student demand is sufficient:

FR 103 French Language & Culture in France & the Americas

FR 111 French for Business I

FR 112 French for Business II

FR 225 Haitian/Creole

FR 301 Society, Literature & Culture in Contemporary France

FR 302 French Literary Masterpieces I  
FR 303 French Literary Masterpieces II  
FR 306 Seventeenth Century  
FR 307 Eighteenth Century  
FR 308 Nineteenth Century  
FR 310 Advanced French Grammar and Composition  
FR 317 Haitian-American Culture in the United States  
FR 401 The Modern French Novel;  
FR 406 Modern French Drama  
FR 407 Modern French Poetry  
FR 450 Sociolinguistics.

### **Geography Courses**

**GEOG 201: Human Geography**  
Inter-relations of people and their environment, geographic concepts of the character and arrangement of the major physical-biotic systems and their significance to people in their surroundings and daily existence.

**GEOG 202: Political Geography**  
The changing character of geopolitical patterns and concepts in world politics; the significance of geography in the strategy of national and international affairs and the power aspect as a prerequisite for understanding contemporary problems.

**GEOG 300: Special Problems**  
Offered occasionally. Topics vary with each offering.

**GEOG 301: Economic Geography**  
The world's distribution of the earth's natural and human resources, their economic significance and impact on people, their daily life, economics, politics, and changing interrelationship with them.

**GEOG 302: Urban Geography**  
The demographic, economic, and planning aspects of geography in modern urbanization as a result of ever-increasing population, growth of industry, mass transportation; basic problems of residential, commercial, and industrial complexes in a megalopolitan society in America.

**GEOG 320: Monsoon Asia**  
(Also offered as ECON 320. See ECON 320 for course description.)

**GEOG 401: Geography of Latin America**  
A geographic overview of Latin America including its natural resources, landscape evolution, and economic potentials that relates its past, present and future development to the changing world.

## **History Courses**

### **HIST 101: History of the United States I**

From the colonial period to 1865; emphasis on selected topics to comprehend their historical and contemporary significance on American life and tradition.

### **HIST 102: History of the United States II**

From 1865 to the present; emphasis on selected topics to comprehend both their historical and contemporary significance on American life and culture.

### **HIST 201: Modern Europe 1500-1848**

Examine major political, economic, social, cultural and intellectual developments that affected Europe and the world. Study the transformation of Europe from the Renaissance to the French Revolution. Includes an assessment of industrialization in Europe.

### **HIST 202: Modern Europe Since 1848**

Examine the Industrial Revolution, origins of the two World Wars, rise of totalitarianism, the challenge of Soviet power, and the reconstruction of Europe. Explore Europe's changing relationship with the world.

### **HIST 205: Studies in Cultural History**

Overview of multi-ethnic cultural history in US. Development of American culture; comparison with/contrast with other American (Western hemisphere) nations.

### **HIST 300: Special Problems**

Offered occasionally. Topics vary with each offering. Prerequisite: may require permission of the instructor depending on content. Prerequisite: a 100 or 200 level course in History.

### **HIST 301: Problems in American/European/Non-Western History**

An in-depth study of selected major problems for America/Europe/Non-West in an age of challenge and change. Prerequisite: HIST 101 or 102.

### **HIST 303: Problems In American/European History**

An in-depth study of selected major problems for America/Europe in an age of challenge and change; both internally and in its relationship to the contemporary world; primary sources and interpretive material will be evaluated for background and significance. Prerequisite: a 100 or 200 level course in History.

### **HIST 305: Colonial America**

Aspects of intercolonial political, economic, social, and cultural patterns with emphasis on their impact on colonial society in creating an American tradition significant to the present day. Prerequisite: a 300 level course in History.

### **HIST 306: American Revolution**



Examines the American Revolution as a pivotal event in the North American colonies. Topics include colonial life and society, the failure of British imperial and colonial policy, classical liberalism, and the political development of a new nation through 1800. Prerequisite: HIST 101.

**HIST 307: The Rise of the American Nation**

An examination of the early national period from 1800 through 1848. Themes include the rise of democracy, northern capitalism, slavery, reform movements, and manifest destiny. Prerequisite: HIST101.

**HIST 308: History of Sports in the United States**

Examines the historical development of sporting practices in the United States from a social and cultural standpoint, particularly through the lenses of race, class, and gender. Prerequisite: HIST 102.

**HIST 309: Civil War and Reconstruction**

An appraisal of the causes of the war, its progress and aftermath; interpretations of historians as to its inevitability, its political and military leadership, its legacy. Prerequisite: HIST 101 or 102.

**HIST 311: Twentieth Century American Diplomacy**

America's role viewed from the historical perspective as a world power since 1892; the shift from isolationism to internationalism and global responsibility; reappraisal of specific objectives and goals of foreign policy and changes in the conduct of diplomacy to the present day. Prerequisite: a 100 or 200 level course in History.

**HIST 314: The 1960s**

An examination of the politics, culture, and society of the period with emphasis upon the conflicts over cultural authority and political legitimacy, between the forces of order, consensus, and containment of those of protest, resistance, and liberation. Topics will include the cold war, civil rights, the student movement, the Vietnam War, sexual liberation and the counterculture. Prerequisite: HIST 101 or 102.

**HIST 315: American Women's History**

The course surveys women's struggles for suffrage and political rights, the conflicts between women of different classes, races, and generations, and the difficulties and opportunities that have accompanied women's attempts to balance work and home life. Prerequisite: one 300-level course in History.

**HIST 316: City and Suburb in America**

This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Themes to be discussed are the impact of industrialization, immigration and internal migration, the onset of racial and urban problems, the formation of new and distinctive urban subcultures, the problems of

health and housing, and corrective public policies from the 19th century to the present. Prerequisite: HIST 101 or 102.

**HIST 320: Age of the Renaissance and Reformation**

The intellectual, religious, and institutional developments as they affected these two separate and distinct movements in the emergence of secular culture and religious reform. Prerequisite: a 100 or 200 level course in History.

**HIST 324: Immigrants in America**

Examine experiences of European and non-European immigrants. Explore reasons and implications of their displacement and adjustment. Examination of immigrant perspectives and current debates about immigration and immigrant experience. Prerequisite: a 100 or 200 level course in History.

**HIST 325: Hitler's Germany**

Examine the reasons that led to the rise of Nazism. Examine Facist/Nazi ideology, examine the rise of Hitler, construction of a Total State. Explore how Nazi Germany functioned, and evaluate compliance and resistance against the Nazi regime. Prerequisite: a 100 and a 200 level course in History.

**HIST 340: Modern Latin America**

An analysis of the background and development of Latin American history, society, and politics, particularly problems relating to stability and change, such as population pressures on existing political, economic, and social institutions, and the contemporary revolution of rising expectations. Prerequisite: a 100 or 200 level course in History.

**HIST 343: History of China**

Chinese history with emphasis on significant periods in the development of China; special attention to period beginning with the Qing dynasty, Opium War, 1911 revolution, communist state, China's role in the modern world. Prerequisite: A 100- or 200-level course in History.

**HIST 344: Colonial and Post-Colonial History**

Examine European colonialism with emphasis on Africa/Asia. Emphasis is on an examination of colonial policies, impact on colonies and emergence of nationalism.

**HIST 346: Modern Africa**

The complex historical and psychological forces of the past applied to the problems of the emerging nations achieving political stability, economic viability and cultural identity; the future of the continent in world politics. Prerequisite: a 100 or 200 level course in History.

#### HIST 348: History of Russia

History of the Russian Empire, the Bolshevik revolution and the establishment of a totalitarian regime under the U.S.S.R., the collapse of communism and its consequences. Prerequisite: a 100 or 200 level course in History.

#### HIST 345: Colonial and Postcolonial Vietnam

From the French colonial experience to the United States' intervention, this course brings together the histories of colonialism, nationalism, and anti-communism, using Vietnam as a focal point. Prerequisite: HIST 101 or 102 and HIST 201 or 202.

#### HIST 420: Research Seminar

Research seminar required of history majors with focus on a selected problem area for intensive study. Prerequisite: Permission of instructor and three 300 level courses in history.

### **Humanities Courses**

Courses with the Humanities' prefix (HUM) are interdisciplinary in nature, and are offered at various times. HUM courses may also be accepted for credit in other disciplines with approval of the appropriate Dean.

#### HUM 201: Service In The Community

Offer students a supervised experience in the activities of community organization and voluntary service. Course provides for an expression of civic responsibility while demonstrating how community agencies function in response to human needs.

#### HUM 302: The Holocaust

Study of diverse representations of the historical forces surrounding the Holocaust, and an opportunity to analyze and discuss selected literary works.

### **Italian Courses**

#### ITAL 101: Conversational Italian I

For students with little previous experience in speaking Italian. Listening, speaking, reading and writing emphasized.

#### ITAL 102: Conversational Italian II

For students with some previous experience in Italian and a continuation of the communicative approach of ITAL101.

#### ITAL 111: Italian for Business 1

ITAL 112: Italian for Business 2

ITAL 200: Special Studies in Italian (3 to 6 credits) Offered occasionally. Topics vary with each offering. Various aspects of language, literature and civilization. To include study abroad and summer immersion programs.

ITAL 201: Conversational Italian III

For students who wish to become more fluent in the spoken and written language at the intermediate level. Cultural patterns of Italy and its people.

ITAL 202: Conversational Italian IV

Greater proficiency in oral and written expression. Continuation of ITAL 201.

ITAL 210: Italian Communication - Oral and Written

Development of the more intricate aspects of the Italian language, including the language/dialect distinction, for oral and written expression.

ITAL 211: Communication in Italian

Further development in the use of oral and written Italian, as applied to academic study and to the real world. Appreciation of literature, music, and the fine arts; doing work in an Italian-language environment.

ITAL 300: Special Topics

Offered occasionally. Topics vary with each offering. Various aspects of language, literature and civilization. May include study abroad or summer immersion programs.

ITAL 300: (Special Topics) History and Culture of Italy

Travel-embedded course involves a grand tour of Italy (Venice, Assisi, Pisa, Florence, Rome, Pompeii) alongside the study of Italy from the ancient Romans to the present.

ITAL 301: Society, Literature and Culture in Contemporary Italy

Explores the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the "Leaden Years," and the Mafia. Along with historical and cultural information, students will read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, and others. They will also view films by directors like Scola, De Sica, and Giordana.

ITAL 302 Italian Literary Masterpieces: The Cosmos of Dante's Divine Comedy

Studies Dante's Comedy as an enduring work of poetry, a major text of the European literary tradition, and the most comprehensive synthesis of medieval culture.

Primarily based on textual analysis, the course looks at how literature works in relation to, on the one hand, the language and rhetorical tradition in which it is expressed and, on the other, the culture which it expresses and interprets. Particular attention is paid to the poem's central philosophical concerns, from the role of the

individual in history and society to the relationship between progress and happiness, and between politics and morality. Additionally, examines the life and other works of Dante Alighieri. A portrait of the political, social, cultural, and religious climate in which Dante wrote will be provided.

**ITAL 303 Italian Literary Masterpieces: Sex and Scandal from Ovid to Boccaccio**  
A study of selections of Ovid's amatory works, and novellas from Giovanni Boccaccio's *The Decameron*. Students will learn about the culture, literary tradition, and language of 14th-century Italy. In addition to reading and analyzing the most important of Boccaccio's one hundred stories, they will explore themes, such as merchant culture, the condition of women, and the art of the practical joke, that recur throughout the work. Students will also view selected episodes from Pasolini's homonymous film and consider how these two authors have influenced popular literature, film and television through the ages.

**ITAL 306 Italian Renaissance Literature: Beauty, Power, Innovation**  
Studies the century that changed the world and the invention of modern politics and art, science, pornography, fashion, good manners. Focuses on representative works of the 14th, 15th, and 16th centuries in the context of Renaissance culture and history. Selected works by Petrarch, Machiavelli, Leon Battista Alberti, Poliziano, and Castiglione will be studied.

**ITAL 307 Eighteenth-Century Italian Literature**  
This course will examine the works of the outstanding Italian representatives of the Enlightenment: Carlo Goldoni, whose comedies of character drew upon contemporary life; Vittorio Alfieri, whose classical tragedies exalted freedom; and Giuseppe Parini, whose satirical poetry attacked the social abuses of the privileged.

**ITAL 308: Nineteenth-Century Italian Literature**  
The course discusses the two masterpieces of modern Italian literature, Giacomo Leopardi's *Canti* (Poems) and Alessandro Manzoni's *I Promessi Sposi* (The Betrothed), against the background of Risorgimento, the unification of Italy, and the affirmation of modernity.

**ITAL 317: Italian-American Culture in the United States**  
Topics include: the Italian-American experience, Italian-Americans in novels, images of Italian-American women, Italian-Americans and ethnic relations, and Italian-Americans in film.

**ITAL 345: Cultural Heritage/Business of Italy: Food and Fashion**  
For over half a century, food and fashion have defined the image of Italy and Italians abroad. Both a business and an art, key to self-expression and subject to the regulation of church and state, profoundly personal and constitutive to national and international politics, food and fashion have drawn conspicuous resources, generated artifacts and attracted considerable intellectual attention. The course will

reflect on how food and fashion were represented in Italian literature, the visual and performing arts and in legal and scholarly discourse from the Renaissance to the present. It will also address the business aspects of Italian food and fashion throughout the world.

#### ITAL 401: The Modern Italian Novel

Traces the principal literary movements of the Italian (and European) tradition from the 17th–20th centuries. Works by Ferrante, Mariani, Pirandello, and Calvino, Ignazio Silone, Giorgio Bassani, Cesare Pavese, Natalia Ginzburg, Primo Levi, and Renata Viganó will be studied. Discussion of Italian history and literary genre provides a context for the readings. Included will be a study of 20th-century Italian narrative that focuses on the experience of the war. Topics include Fascist policies, the partisan resistance, the Holocaust and Italian Jews. Authors studied include. Students will also view and discuss films adapted from several of the works in class.

#### ITAL 406: Modern Italian Drama: Fiction and Film from Fascism to the New Millennium

The transformation of Italian society and culture through the narratives of the best Italian novelists and directors of today. An introduction to the most important and critically-acclaimed masterpieces of Italian cinema from Neorealism to the present. Social, cultural, and political issues such as the North/South question, political corruption, immigration, race, and gender will be explored. Classics by Fellini, Rossellini, Antonioni, as well as recent works by directors Bernardo Bertolucci and Paolo Sorrentino will be screened.

#### ITAL 407 Modern Italian Mysteries

The single best-selling genre in modern times, the mystery has been embraced by Italian novelists and academics alike. Whether the goal was searching for the motive or the culprit of a crime or redressing a past or present injustice, or questioning the limits of our investigations of the past, the mystery has attracted the attention of internationally renowned figures such as Umberto Eco, Leonardo Sciascia, Carlo Ginzburg, Andrea Camilleri, Michelangelo Antonioni and Alessandro Manzoni. Beginning with contemporary best-sellers, the course will cover a variety of genres – novels, comic books, films, historical writing – from the nineteenth century to the present.

### **Mathematics Courses**

#### MATH 098: Mathematics Workshop I (3CE)

A review of basic numerical and algebraic facts.

#### MATH 099: Mathematics Workshop II (3CE)

Mathematical skills for students with fewer than two years of high school mathematics preparation or who are otherwise deficient in mathematics. A basic algebra course to prepare students for MATH 101.

**MATH 100: General Mathematics**

Number systems, algebra (including polynomials, linear and quadratic equations), and analytic geometry. Course is designed for students with fewer than two years of high school mathematics. (Course offered only in the Associate Degree program at the United States Military Academy at West Point.)

**MATH 101: College Algebra**

Exponents and radicals, quadratic equations, logarithms, and graphing. (May not be used to satisfy requirements for any math or science majors.)

**MATH 102: College Algebra and Trigonometry**

Exponents and radicals, quadratic equations, logarithms, and introductory trigonometry.

**MATH 104: Pre-Calculus Mathematics**

Preparation for calculus. Curve tracing; algebraic, trigonometric, exponential, and logarithmic functions and their inverses; elements of analytic geometry. (Not open to students who have completed MATH 202.)

**MATH 108: Quantitative Methods in Business and Social Studies**

Mathematical background for modern business methods. Topics in both theory and application; sets, relations; linear and quadratic functions; equations, inequalities; matrices, determinants, linear programming; fundamental analytical geometry; permutations, combinations, probability.

**MATH 109: Applied Calculus**

Selected topics in calculus pertinent to the studies of life sciences and managerial and social sciences. Functions, limits, differentiation, integration, methods and applications of the differential and integral calculus. Prerequisite: MATH 108 or MATH 104 or their equivalent.

**MATH 120: Statistics**

A first course in statistics. Conceptually covers the basics in descriptive and inferential statistics and computational facility with applied statistics; the proper use and interpretation of statistical results. (Not open to business administration, psychology, or special education majors.)

**MATH 180: Mathematics for Elementary School Teachers**

Designed for students planning to teach in grades K-6. Selective topics using problem solving techniques to explore place value, basic mathematical concepts governing operations with integers, fractions, decimals, percents, as well as the

interrelationship between numbers and geometry, patterns and mathematical models. Prerequisite: MATH 101 or above or permission of the instructor.

**MATH 201: Calculus with Analytic Geometry I (4 credits)**

The real number system; inequalities, absolute value, analytic geometry; functions; limits; derivatives and their applications. Prerequisite: MATH 104 or equivalent.

**MATH 202: Calculus with Analytic Geometry II (4 credits)**

The definite integral; trigonometric and exponential integration; integration by parts, partial fractions and trigonometric substitutions; applications; improper integrals; vectors. Prerequisite: "C" grade or better in MATH 201.

**MATH 203: History of Mathematics**

Selected topics from antiquity to present times. Contributions of different cultures to the field of mathematics will be discussed. Prerequisite MATH 104 or equivalent.

**MATH 300: Special Topics**

Offered occasionally. Topics vary with each offering.

**MATH 301: Calculus with Analytic Geometry III (4 credits)**

Sequence, Taylor's series, infinite series; partial differentiation; cylindrical and spherical coordinates; multiple integration and applications, vector algebra, gradients. Prerequisite: "C" grade or better in MATH 202.

**MATH 302: Linear Algebra**

Linear equations and matrices, vector spaces, subspaces, linear independence, bases, dimension, determinants, linear transformations, eigenvectors, and diagonalization and orthogonality. Prerequisite: "C" grade or better in MATH 202.

**MATH 303: Differential Equations**

First and second order; equations, techniques for solution and application, series solution; Laplace transforms. Prerequisite: MATH 301.

**MATH 304: Probability and Mathematical Statistics**

Combinatorics; probability models, conditional probability and independence; discrete and continuous random variables; distribution functions and densities; moments; characteristic and moment generating functions; limit theorems. Prerequisite: "C" grade or better in MATH 202.

**MATH 305: Probability and Mathematical Statistics**

The Gamma function; commonly used distributions and densities, point estimation, hypothesis testing, confidence intervals and analysis of variance. Prerequisite: MATH 304.

**MATH 306: Vector Analysis and Partial Differential Equations**



Line intervals, vector calculus, Fourier series, Fourier transforms, Laplace transforms, partial differential equations and applications in engineering. Prerequisite: MATH 303.

MATH 308: Discrete Mathematics (4 credits)

Logic, sets, Boolean Algebra, switching circuits, functions, computer arithmetic, methods of proof and mathematical induction. Prerequisite: "C" grade or better in MATH 201 or MATH 109.

MATH 309: Discrete Math II (4 credits)

This course will cover order of complexity, recursion, recurrence relations, graph theory, probability, statistics, and matrices. Emphasis is placed on providing a context for the application of mathematics within computer science. Prerequisite: MATH 308 (This course may not be used to satisfy a mathematics requirement for mathematics majors.)

MATH 350: Mathematics of Finance

Compound interest, accumulated values; nominal and effective interest rates; annuities; present values; amortization; bonds. Prerequisite: MATH 108 or equivalent.

MATH 351: Life Contingencies

Probability, mortality tables, single life functions; net; premiums for life annuities and insurance benefits; reserves. Prerequisite: MATH 350.

MATH 36:1 Numerical Analysis

Computer arithmetic, solutions of non-linear equations; solving systems of linear equations, splines; numerical differentiation and integration; numerical solution of differential equations Prerequisites: MATH 301 and 302, one programming language or the consent of the instructor.

MATH 381: Operations Research

(Also offered as BUSA 381. See BUSA 381 for course description.)

MATH 390: Modern Algebra

Groups, subgroups, permutations, cyclic groups, isomorphisms, homomorphisms, rings, integral domains, fields. Prerequisite: "C" grade or better in MATH 201.

MATH 401: Theory of Numbers

Divisibility; distribution of primes; congruencies; number-theoretic functions; primitive roots and indices; quadratic reciprocity; sums of squares. Prerequisite: "C" grade or better in MATH 202.

MATH 402: Geometry

Selected topics from Euclidean and non-Euclidean geometries. Further topics in higher geometry as time permits. Prerequisite: MATH 308 or by permission of the instructor.

**MATH 405: Real Analysis**

The real number system; sequences; limits and continuity; differential calculus; Riemann integrals; infinite series; sequence of functions. Prerequisite: MATH 301.

**MATH 407: Complex Analysis**

Complex numbers; functions of a complex variable; limits and continuity; analytic functions; complex integration; sequences and series; residue theory; conformal mappings. Prerequisite: MATH 301.

**Music Courses**

**MUS 101: Introduction to Music**

This course emphasizes listening for the purpose of understanding a wide range of musical styles and cultures, ranging from ancient traditions to the present. The course examines music of numerous time periods both for its intrinsic value as well as how it relates to culture, historical context, function with society, and political importance. Music is viewed as a universal phenomenon that is common to all cultures.

**MUS 150/151: Choral Singing (1 credit)**

Entails the practical application of choral singing techniques including voice production, basic music theory, sight-singing, ensemble performance and stage deportment. The enjoyment of singing will be emphasized as well as choral singing as a life-long endeavor. Repertoire includes classical music from the choral literature as well as arrangements of popular vocal music. This course may be repeated for credit.

**MUS 204: Music Fundamentals**

Music Fundamentals focuses on the basic rudiments of music, including rhythm, pitch, harmony and other elements. It is devoted to the facilitation of learning these fundamentals through hands-on practice including improvisation, group assignments, reading and writing music notation and listening analysis.

**MUS 210: Basics of Singing**

A practical introduction to singing based on a hands-on, workshop model. The course focuses on vocal technique, anatomy and physiology of the voice, how to practice, stage deportment and a historical overview of singing styles throughout history.

#### MUS 220: Guitar Performance

Guitar class is appropriate for complete beginners with no experience in music as well as intermediate players who would like to sharpen their skills. The course provides students with the opportunity to learn fundamental guitar performance technique as well as the historical and cultural development of the guitar as an instrument.

#### MUS 300: Special Topics

These are selected specialized topics that may include: World Music, Music of South America, Afro-Pop Music, Music Technology and other courses that reflect contemporary topics in music making and consumption.

#### MUS 206: Introduction to American Music

The course emphasizes listening for the purpose of deeper understanding of our American musical landscape in all of its variety. Additionally, it focuses on ways in which music has accompanied and influenced our collective development as a nation. American music as it relates to global influences, different cultures, politics, functionality, and intrinsic enjoyment are examined.

#### MUS 205: Introduction to Jazz

This course is an exploration of the historical, cultural, political, and musical origins of jazz. Jazz is one of the only uniquely American musical art forms and relates directly to our development as a nation after the Civil War years. The Development of Jazz explores the many faceted history of jazz and its relationship to culture, race relations and political influences. The course also explores jazz and its standing as an international phenomenon.

### **Philosophy Courses**

#### PHIL 101: Introduction to Philosophy

Fundamental issues in philosophy.

#### PHIL 102: Logic and Critical Thinking

Methods for distinguishing good from bad reasoning.

#### PHIL 200: Special Problems

Offered occasionally. Topics vary with each offering. Prerequisite: One philosophy course at 100 level or permission of instructor.

#### PHIL 203: Philosophy of the Human Person

Development of themes concerning the nature of man such as determinism and materialism. Prerequisite: One philosophy course at 100 level or permission of instructor.

**PHIL 206: Ancient and Medieval Philosophy**

The development of philosophic thought from its origins in Greece to the end of the Middle Ages.

**PHIL 207 Philosophy of the Modern Era**

This course traces the main developments in philosophic thought from the 17th to the mid-19th century.

**PHIL 209 History of Ethics**

A chronological exploration of major ethical theories in Western thought, beginning with the Greeks and moving through contemporary thought. Competing visions of ideal social justice will be examined, from theologically motivated worldviews, through utilitarianism, Marxism, and Rawlsian liberalism.

**PHIL 303: Philosophy of Religion**

(Also offered as RELS 301) Development of the philosophical issues raised by religious belief such as the existence of God, the problem of evil, and the nature of faith. Prerequisite: One philosophy course at 100 level or permission of instructor.

**PHIL 304 Political Philosophy**

Our political institutions and practices are the result of our thinking over several millennia about the type of political organization which has the best justification given our competing interests, differing values, and foundational moral principles. This course is intended to give an historical understanding of the developing intellectual process that has resulted in the debates we are still having concerning our political institutions and practices.

**PHIL 310: Philosophy of Knowing and Being**

A study of the nature and scope of knowledge and of the nature of reality. Prerequisite: One philosophy course at 100 level or permission of instructor.

**PHIL 375: Ethical Choices for the 21st Century**

The application of ethical theory and critical analysis in the establishment of well-reasoned personal positions on timely issues. Among the topics to be considered are abortion, euthanasia, the death penalty, justice, sexual morality, reverse discrimination and animal rights. (Honors Program students only)

**PHIL 376: Ethical Issues in the World Economy**

(Also offered as BUSA 376 and ECON 376) Ethical implications of the global economy. The philosophical basis for contemporary ethical theories and the application of ethical theories to moral decisions made in world economics. Ethical

analysis of specific practices and cases in international business and industry and related governmental policies. (Honors Program students only)

**PHIL 402: Contemporary Philosophy**

Development of major themes in the late 19th and 20th century philosophy such as pragmatism and the role of linguistic analysis. Prerequisite: One philosophy course at 100 level or permission of instructor.

The following three credit courses are not scheduled during this catalog period but may be offered if student demand is sufficient: PHIL 315 Bioethics; PHIL 308 Scholasticism; PHIL 401 Existentialism.

## **Physics Courses**

**PHY 201: General Physics I**

Primarily for students in mathematics and the natural sciences. Fundamentals of motion, force, linear momentum, work, power, energy, gravitation, mechanics of rigid bodies, rotation, angular momentum, wave motion. Three lecture hours and one recitation hour per week. Corequisite: PHY 211. Prerequisite: MATH 104 or equivalent.

**PHY 202: General Physics II**

The fundamentals of sound, fluid mechanics, electrostatics, electricity, electrical circuits, magnetism, optics, and optical instruments. Three lecture hours and one recitation hour per week. Corequisite: PHY 212. Pre-requisite: "C" grade or better in Physics 201. Prerequisite: MATH 104 or equivalent.

**PHY 211: General Physics Lab I (1 credit)**

Laboratory experiments which parallel topics in Physics 201. Two laboratory hours per week. Corequisite: PHY 201.

**PHY 212: General Physics Lab II (1 credit)**

Laboratory experiments which parallel topics in Physics 202. Two laboratory hours per week. Corequisite: PHY 202.

**PHY 300: Special Topics**

Offered occasionally. Topics vary with each offering.

**PHY 302: Atomic and Nuclear Physics**

Introduction to relativity, atomic physics, discharge tube experiments; atomic models of Thompson, Rutherford, Bohr, photoelectric effect; black-body radiation; quantum theory; matter waves, and wave mechanics; properties of the nucleus and

nuclear reactions. Prerequisites: "C" grade or better in MATH 201, 202 and PHY 201-202.

#### PHY 303: Statics

First half of a one-year sequence. Concepts of statics, including force systems, equilibrium conditions, simple structures, distributed forces. Shear and moments, friction and the concept of work, virtual work and stability. Prerequisite or concurrent registration: "C" grade or better in MATH 202, PHY 202.

#### PHY 304: Dynamics

Second half of a one-year sequence. Concepts of dynamics, including kinematics of particles, velocity and acceleration. Newton's Laws of motion, momentum, work, kinetic energy, potential energy, central force fields, vibrations, resonance, dynamics of systems of particles, kinematics of a rigid body, dynamics of a rigid body. Prerequisite: PHY 303.

#### PHY 305: Materials Science

(Also offered as CHEM 305) Electron structure of atoms; atomic and molecular bonding; energy bands; crystal structure; imperfections; noncrystalline solids; reaction rates; diffusion; transport phenomena - thermal conductivity, electrical conduction; metals, insulators, semi-conductors; magnetism. Prerequisite: "C" grade or better in PHY 201- 202, CHEM 201-202.

#### PHY 306: Electricity and Magnetism (4 credits)

Introductory aspects of electromagnetic theory. Static electric fields, Coulomb's Law, Gauss' Law, electric potential, capacitance and dielectrics, electric current and resistance, Ampere's Law, Faraday's Law, Maxwell's equations in integral form, electromagnetic waves. Three lecture hours and two lab hours per week. Prerequisites: "C" grade or better in PHY 202 and MATH 202.

#### PHY 307: Mechanics of Solids

The physical principles describing the behavior of solids under stress. Topics include stress, strain, torsion, bending, transverse loading, transformations of stress and strain, beam and shaft design, beam deflection, energy methods, and column design. Prerequisite: PHY 303.

#### PHY 308: Linear Networks

Basic linear electrical circuits, theories and concepts. Signals and waveforms, network concepts, Kirchhoff's laws, energy and power, phasors, and steady-state analysis, resonance, filters. Prerequisites: "C" grade or better in MATH 202 and PHY 202.

#### PHY 309: Biophysics

(Also offered as BIO 309) The applications of the laws of physics to principles and problems of the life sciences. The physics of living systems in statics, mechanics,

fluid mechanics, thermodynamics, sound, electricity, and atomic physics. Lecture course. Prerequisites: "C" grade or better in PHY 201 and 202.

**PHY 400: Independent Study (1 - 3 credits)**

Qualified students may, under the supervision of a faculty member, pursue independent study and/or research on selected topics of special interest to the student and the faculty member. Prerequisite: permission of Dean.

### **Political Science Courses**

**POLS 201: Contemporary American Politics**

Basic principles of the Constitution and how it governs American political life. The structure, organization, powers and functions of our national government and their impact both socially and economically on our established institutions.

**POLS 202: American Society and Politics**

The role of political parties, pressure groups, public opinion, in our political process and contemporary society as they affect stability and change in our democratic society.

**POLS 203: American Presidency**

The presidency with its present unparalleled significance. The role of the office in both domestic and world affairs. The evolution of American presidency from the ratification of the Constitution to the present. The individuals who have held the position.

**POLS 204: The American Congress**

The function of the Congress under the Constitution and the expanding legislative and non-legislative powers in response to a changing age; the role and responsibility of Congress to adjust to the political, economic, and sociological changes in American society and international relations.

**POLS 211: Contemporary European Politics**

The political, social and economic forces at work within the western European community since 1945; the redevelopment of western Europe since the war (1945) and the response to the Soviet threat. The European response to the breakup of the Soviet Union and its control of Eastern Europe.

**POLS 300: Special Problems**

Offered occasionally. Topics vary with each offering.

**POLS 301: Comparative Government**

Critical study of the political process and institutions of major powers, including Great Britain, the Commonwealth of Independent States (formerly the Soviet Union), Germany, France and Japan; their interrelationship and relationship to the United States; basic problems confronting each country internally and externally.

**POLS 302: Urban Politics**

The nation's urban areas and various reorganizational plans in the political process to meet the needs of the contemporary technological society; their relationship to critical issues such as poverty, welfare, education, and urban renewal.

**POLS 312: The Politics of Modern Ireland**

Nineteenth and twentieth century Ireland; the development of its political institutions, political parties, leadership and events leading up to partition in 1921, and the sequence of events until the present day.

**POLS 332: Environment and the Law**

(Also offered as BUSA 332) Introduction to environmental laws and regulations, their applicability and enforcement, with the objective of increasing awareness of environmental problems and their application in decision making, utilizing ethical, legal and business factors.

**POLS 350: Constitutional Law**

The origin, growth, and contemporary role of the Supreme Court, the evolution of constitutional interpretation and the contests over civil rights and liberties in our society today.

**POLS 401: American Political Thought**

Selected problems of political theories which have shaped the American nation in the representative writings of American political thinkers; their role in formulating the roots of contemporary political thought.

**POLS 402: International Politics**

International political behavior and patterns of conflict in international relations of the major world powers; the challenge to long-accepted methods of international law implicit in international communism; the evolving conflict of national sovereignty vs. supra-national concept.

**POLS 410: Pre-Law or Government Service Practicum (3 or 6 credits)**

Supervised field experience in a variety of law or government service settings. Prerequisite: permission of instructor.

**Psychology Courses**

**PSYC 103: General Psychology**

Principles and practices of contemporary psychology. Learning, intelligence, motivation, emotion development and personality and social psychology.

**PSYC 205: Behavior Modification**



Theory and principles of behavior modification techniques and methods employed in the classroom, institutional and residential settings. Practical application included. Critical examination of research. Prerequisite: PSYC 103.

**PSYC 206: Child Psychology**

Major concepts and theories about childhood as a life stage of physical, cognitive, social, and emotional growth and development; issues and problem areas of childhood.

**PSYC 207: Introduction to Health Psychology**

Application and contribution of psychological knowledge to problems of health and health care. The significance of psychological factors in the etiology, course and treatment of disease. The role of modern psychology in the prevention of disease and the maintenance and promotion of healthy behavior.

**PSYC 208: Adolescent Psychology**

Major concepts and theories about adolescence as a life stage of physical, cognitive, social, and emotional growth and development; adolescent relationships with family, peers, and society; issues and problem areas of adolescence.

**PSYC 214: Sports Psychology**

(Also offered as SPM 214. See SPM 214 for course description.)

**PSYC 215: Industrial and Organizational Psychology**

(Also offered as BUSA 215) The principles, theories and concepts of human resource management. The processes and interventions at the individual, group and organizational levels that facilitate employee growth, productivity and development. Prerequisites: PSYC 103.

**PSYC 218: Introduction to Alcoholism and Substance Abuse**

Basic alcoholism/substance abuse information, gender/race/class issues in addiction, current research findings, prevention programs, education, intervention, evaluation and treatment issues, treatment approaches in individual group and family counseling.

**PSYC 220: Human Relations**

This is a student-centered course which will explore individual values as well as the values of society. Self-knowledge, sensitivity, and communication skills will be identified and developed. Students will explore the writings of humanistic psychology. Class participation and student interaction will be stressed greatly during this course.

**PSYC 222: Introduction to Eating Disorders**

History symptomology and treatment of eating disorders and related areas. The biological, psychoanalytic, behavioral and other theoretical perspectives.

**PSYC 230: Forensic Psychology**

(Also offered at CJ 230) An introduction to forensic psychology as the application of science and the profession of the law to issues relating to psychology and the legal system. The role of the forensic psychologist in course proceedings, and the techniques, instruments, and controversies involved in forensic assessment will be covered in this course. Prerequisite: PSYC 103.

**PSYC 300: Special Topics in Psychology**

Offered occasionally. Topics vary with each offering.

**PSYC 301: Abnormal Psychology**

Etiology, symptoms, and treatment of major categories of psychopathology.

Prerequisite: PSYC 103.

**PSYC 302: Social Psychology**

(Also offered as SOC 302) This is an upper-division course covering several topics in Social Psychology, including self-perception and the perception of others, attitudes and attitude change, group dynamics, attraction, prejudice, leadership, aggressive behavior, social influences, conformity, gender differences, and health psychology.

Prerequisite: PSYC 103 or SOC 201.

**PSYC 306: Personality Theory**

Major approaches to personality development. Psychoanalytic, psychodynamic, behavioral, trait and humanistic approaches. Various therapeutic methods.

Prerequisite: PSYC 103.

**PSYC 307: Psychological Testing and Assessment**

Principles of psychological and educational testing; use of standardized tests in evaluating individuals and groups; survey of tests of intelligence, achievement, personality and interest. Prerequisite: PSYC 103.

**PSYC 310: Statistical Methods in Psychology**

Fundamental statistical procedures and their application to the analysis and interpretation of psychological and educational data. Topics include measures of central tendency and variability, correlation, normal and t-distributions, chi square and simple analysis of variance. Prerequisite: PSYC 103 and MATH 101; junior or senior standing.

**PSYC 311: Psychology of Women**

Women and male/female differences from both a biological and psychological perspective; gender roles, male/female relationships, and problems confronting women in today's society. Prerequisite: PSYC 103.

**PSYC 313: Group Dynamics**

The principles, theory and concepts of group behavior as provided by the study of major theorists. The dynamics of group psychotherapy. Practical application of group principles. Prerequisite: PSYC 103.

**PSYC 314: Psychopathology of Violence**

(Also offered as CJ 314) An introduction to the psychopathological disorders, symptoms, and impairments that contribute to violent behavior. Prerequisite: PSYC 103

**PSYC 315: Child Psychopathology**

Etiology, symptoms and treatment of major forms of psychopathology in childhood and early adolescence including behavior disorders, emotional and mood disorders, developmental disorders, eating disorders and problems resulting from child abuse and neglect. Prerequisite: PSYC 103.

**PSYC 316: Adult Development**

Adulthood, defined as beginning at age 21. Developmental stages of adulthood, maturity characteristics, identity, interpersonal relationships, and social and professional changes through the adult years; physical and emotional aspects of aging; death and dying. Prerequisite: PSYC 103.

**PSYC 318: The Psychology of Alcohol and Substance Abuse**

Addictive disorders involving drugs and alcohol. The interrelationship between biological and psychological issues in the development of and recovery from addiction. Prerequisite: PSYC 103. Recommended: PSYC 218.

**PSYC 325: Positive Psychology**

In Positive Psychology, the focus is on building personal strengths and resilience, instead of dwelling on pathology. The specific characteristics of people with positive outlooks will be identified, along with strategies for cultivating and experiencing authentic happiness and other positive emotional states. This course will examine the theoretical basis behind the positive psychology movement, the extensive research in support of the model, and the many applications of positive psychology to everyday life. Prerequisite: PSYC 103.

**PSYC 334: Counseling Techniques**

The principles and methods of counseling. The value of various approaches and processes. Application of techniques in the treatment of a variety of disorders. Prerequisite: PSYC 103.

**PSYC 340 History of Psychology**

The development of the theory and methodology of psychology from its early philosophical roots. The origins of contemporary psychological trends. Prerequisite: PSYC 103.

#### PSYC 345 Psychology of Literature

A study of psychological themes and concepts in classic and contemporary literature. The use of literature in personality assessment and psychotherapy will also be examined. Prerequisite: PSYC 103 and two other psychology courses.

#### PSYC 401: Human Resource Management

(Also offered as BUSA 401. See BUSA 401 for course description.)

#### PSYC 402 Psychoanalytic Theory

Major concepts of Freudian psychoanalysis and its three major contemporary developments: ego psychology, object relations theory, and self-psychology.

Application of psychoanalytic principles to dreams, psychopathology, psychotherapy, and the arts. Prerequisite: PSYC 103, PSYC 306, and two other courses at the 300/400 level.

#### PSYC 407: Physiological Psychology

Fundamental concepts of human physiology with emphasis on the interrelationship between physiological processes and human behavior. Emotional, psychopathological, and the more complex human functions. Prerequisite: PSYC 103 and 310, and three psychology courses at the 300/400 level.

#### PSYC 409: Experimental Psychology

Design and evaluation of selected experiments in such areas as learning, thinking, motivation, and social behavior. Prerequisites: PSYC 103 and 310, and three psychology courses at the 300/400 level.

#### PSYC 410: Psychology Practicum

A senior level course involving supervised experience in mental health agencies, institutions, community residencies, research institutes, rehabilitation centers, special educational settings, and psychiatric centers. Research paper under supervision of Practicum Faculty. Prerequisites: Application to Dean will require overall GPA of 2.50 or better, Psychology GPA of 2.75 or better, minimum C+ in PSYC 310 and PSYC 409, recommendations from two full-time psychology Faculty. Register in Fall or Spring to insure adequate time for completion. May not be offered during winter or summer sessions.

#### PSYC 411: Internship: Alcohol/Substance Abuse (6 credits)

A six-credit course for senior level students completing the specialization in Alcohol/Substance Abuse coursework within the major in Psychology. Placement in a field location specializing in the treatment of alcohol/substance abuse disorders. Research papers (2) under supervision of Internship Faculty. Prerequisites: Application to Dean will require overall GPA of 2.50 or better, Psychology GPA of 2.75 or better, minimum C+ in PSYC 310 and PSYC 409, recommendations from two full-time Psychology Faculty. Register in Fall semester to insure adequate time for completion. Will not be offered during winter or summer sessions.

## **Religious Studies Courses**

### **RELS 102 Religion and Society**

Societies and social structures are never set up in ways that serve the interests of all members equally. This course uses the theories of Bruce Lincoln and Pierre Bourdieu to reflect on how religious traditions are utilized in the maintenance of relationships of domination in society.

### **RELS 103 Hebrew Scriptures**

An overview of the books of the Hebrew Bible with attention paid to the history and tradition of the Hebrew people. Within this overview, particular weight is placed on the prophetic tradition which plays a central role in shaping Judeo-Christian views on social justice.

### **RELS 104 New Testament**

This course considers the content of the New Testament in relationship to the social context in which it was created, focusing in part on how the figures in the text may have challenged or reinforced gender and economic domination. The last part of the course considers the ethics of using sacred texts in modern contexts.

### **RELS 200: Special Problems**

Offered occasionally. Topics vary with each offering.

### **RELS 201: Early and Medieval Christian Thought**

Development of the central concepts of Christianity from the apostolic era to the end of the medieval period.

### **RELS 202: Christian Thought in the Modern Era**

Development of the central concepts of Christianity in the modern era from the renaissance and reformation to the twentieth century.

### **RELS 204: Jews and Judaism: A History**

A history of Jews and Jewish civilization from Biblical times to the present. Both primary and secondary source material will be analyzed using various tools of historical interpretation.

### **RELS 208: Contemporary Jewish Beliefs and Practice**

A study of the beliefs and practices of Judaism today. What Jews believe and how they put their beliefs into practice will be emphasized. The life cycle, holiday cycle, and ethical teachings, and the importance of the Holocaust and Israel in modern Jewish life and thought will be highlighted.

### **RELS 209: American Judaism Today**

The story of the Jews in America, their history and beliefs. Where the American Jewish community finds itself at the end of the twentieth century will be discussed. The interweaving of history, sociology, economics, politics, and theology will be explored.

#### RELS 212 Religion in America

The course traces the development of the various religious groups in America and their impact on American political, cultural, and social history.

#### RELS 213 Religion, Race, and Social Justice

An examination of the role religion has played in both fostering and challenging racial prejudice in the United States. This course examines the special role race relations have had in American culture and highlights the quest for racial equality as perhaps the longest lasting struggle for social justice in American history.

#### RELS 214 Theology and Social Justice

An exploration of a central American theological movement. At the core of Social Gospel theology was a concern for economic justice and a critique of certain prevailing American values. The course examines key figures of the movement as well as its continuing theological legacy in the Civil Rights movement and liberation theology.

#### RELS 215 Critical Methods in Social Justice: Religion and Capitalism

This course focuses on the relationship between economic exploitation, social order, and religion in the work of Marx, Weber, and Durkheim, as well as contemporary theorists working in their wake.

#### RELS 216 Fundamentalism

The course presents a history of conservative Christian movements in America. Special attention is paid to the fundamentalist worldview and its vision of social justice. While this vision runs counter to the dominant liberal narrative, fundamentalists nevertheless have a clear vision of the place of humans in creation and their responsibilities for creation.

#### RELS 220 Religions of the West

Focusing on Judaism, Christianity, and Islam, this course focuses both on the “foundational” texts of these traditions and on how they have been used in modern contexts—to support feminism, to support communism, to support terrorism, etc. The central concern for the course is religious authority and its social functions.

#### RELS 221 Religions of the East

Focusing on Hinduism and Buddhism, part of this course considers how the elements of these traditions have been co-opted by modern agendas in ways that cohere with late capitalism and other forms of economic exploitation.

**RELS 300: Contemporary Religious Issues in America**

This course explores the creative forces that have shaped American religion and examines the challenges that confront the religious community today.

**RELS 301: Philosophy of Religion**

(Also offered as PHIL 303. See PHIL 303 for course description.)

**RELS 309 Religion, Gender, and Social Justice**

This course first focuses on the social construction of gender, considering the theories of scholars such as Judith Butler and Anne Fausto-Sterling; second, the course considers how gender is constructed in American evangelical Christianity, how those constructions are legitimated within the communities, whose interests are served, and the similarity between those communities and mainstream America.

**RELS 312 Evolution of Jesus**

This course focuses on how the image of Jesus has evolved since the 1st century, both within Christianity and outside Christianity. A special emphasis is placed on how the images of Jesus changed after the rise of capitalism and how Jesus is used both to justify capitalism and communism.

**RELS 401: Christian Ethics in Contemporary Society**

The meaning of Christian ethics with special reference to contemporary problems. Prerequisite: RELS 101 or permission of the instructor.

**RELS 408: Contemporary Christian Theology**

The doctrines of the Christian creed in the perspective of contemporary theology. Prerequisite: RELS 101 or permission of the instructor.

**RELS 410: Senior Seminar**

This course focuses on 20th century social theorists centrally concerned with the relationship between power, discourse, and social order.

**Science Courses**

**SCI 101: The Development of Physical Science**

For the non-science major. The historical development of physics and astronomy from the ancient Greeks and Babylonians through the present century. Offered occasionally.

**SCI 102: Chemistry in Our World**

A non-scientist's understanding of chemists, their work, and how chemistry affects the whole of society.

**SCI 120: Exploring Physical Science**

Students discover for themselves some basic principles of physics through hands-on experiments in the classroom. For the non-science major but especially suited for future elementary school teachers.

**SCI 121: Exploring Biology and Earth Science**

An activities-based introduction to biology and earth science. The biology content includes the basis of life and biological principles including the scientific method, principles related to diversity and classification, characteristics of the five kingdoms and three domains, reproduction and life cycles of various organisms, genetics, biotechnology, and major ecological concepts. The earth science content will focus on an introduction to astronomy, basic atmospheric and weather phenomena, properties of rocks and minerals, and changes in the earth including formation and natural disasters. For non-science majors only. Three lecture hours per week.

**SCI 200: Special Topics**

Offered occasionally. Topics vary with each offering.

**SCI 376H: Science, Technology and Cultural Development**

Great ideas from the beginning of science and invention to the cutting edge of contemporary theoretical thought in biology, chemistry and physics. Past and present scientific discoveries and the mutual interaction of scientific and cultural evolutions. (Honors Program students only)

**Sociology Courses**

**SOC 101: Introductory Sociology**

The fundamental concepts of the discipline, its scientific method, and its application to human behavior. Change in the individual's relationship to society including social role and interaction, social stratification, group and power relations, and relations between institutions.

**SOC 202: Sociology of Family Life**

Family life in America from a comparative and historical perspective. The variations in different societies. The family as a social institution, changing attitudes, values and external social conditions, new perspectives on such problems as courtship, marriage, parenthood, conflict of values in family planning and the single parent family.

**SOC 203: Ethnic Groups in American Society**



The role and influence of major racial and ethnic groups in American life and thought; emphasis on contemporary problems of conflict, adjustment and social change affecting American society.

**SOC 300: Special Topics in Sociology**

Offered occasionally. Topics vary with each offering.

**SOC 302: Social Psychology**

(Also offered as PSYC 302. See PSYC 302 for course description.)

**SOC 303: Law and Society**

(Also offered as CJ 303. See CJ 303 for course description.)

**SOC 304: Social Work In Today's World**

Social work as a profession today. Social work, its history, nature and scope; family casework, psychiatric social work, children's services, court and medical social work, social work in correctional settings, public assistance, social group work, community organization. Field visits to social agencies.

**SOC 305: Sociology of Propaganda**

Is propaganda the chief mode of discourse in contemporary mass media and in the communications issued by our major social institutions, both public and private, for-profit and nonprofit? This course explores the ways in which political and commercial organizations and policy makers use propaganda to achieve social dominance and visibility at the expense of describing reality. Prerequisite: SOC 101.

**SOC 306: Sociology of Emotions**

How are emotions shaped by social conditions? This course explores how people's emotional lives are largely the result of their formative experiences in institutions and are molded by the way society prohibits some emotional expressions while encouraging others. Rather than universal experiences, emotions are viewed in this course as contingent and malleable. Prerequisite: SOC 101.

**SOC 307: Work and Organizations**

How are our experiences of work different today from those of people living in early or pre-industrialized societies? This course explores the ways in which modern bureaucratic institutions shape the individual's social psychology and how one can locate meaningful work in contemporary society. Prerequisite: SOC 101.

**SOC 405: Research Methods in Social Science**

(Also offered as CJ 405) Research techniques, research designs, data collection procedures and causal inference. Prerequisite: junior or senior status. Should be taken no later than fall of senior year.

**SOC 408: Deviant Behavior**

(Also offered as PSYC 408. See PSYC 408 for course description.)

\*\* These credits may not be considered part of the 120 degree credits.

## **Spanish Courses**

### **SPAN 101: Conversational Spanish I**

This introductory course in Spanish emphasizes oral and written communication. We stress all aspects of language learning: Students learn recognition through listening and reading exercises, and self-expression by means of speaking and writing. Spanish 101 is the first half of a year-long course. This is a fast-paced, active class in which each and every student must participate.

### **SPAN 102: Conversational Spanish II**

This is a continuation of the introductory course Spanish 101. It emphasizes oral and written communication and stresses all four language skills. Students learn recognition through listening and reading exercises, and self-expression through speaking and writing. As before, the second half of the introductory sequence is a fast-paced, active class in which all members of the group are expected to participate.

### **SPAN 200: Special Studies in Spanish (3 to 6 credits)**

Offered occasionally. Topics vary with each offering. Various aspects of language, literature and civilization. To include study abroad and summer immersion programs.

### **SPAN 201: Conversational Spanish III**

This is an intermediate level Spanish class, a third semester in the normal college-level sequence. It is intended to fill the needs of those students who have successfully completed the equivalent of a first-year college course or two years of high school Spanish and help them to develop their communicative ability while reviewing and expanding basic structures and vocabulary. As linguistic skills are reinforced, so is cultural awareness. The course is the first half of a year-long sequence.

### **SPAN 202: Conversational Spanish IV**

This is the second part of the intermediate level Spanish class, a fourth semester in the normal college-level sequence. It is intended to fill the needs of those students who have successfully completed the equivalent of a year and a half of Spanish, and help them to develop further their oral and written communicative ability as we review and expand grammatical patterns and vocabulary. Cultural knowledge and awareness are reinforced by means of exposure to the art, history, and geography of the Spanish-speaking world.

### **SPAN 210: Spanish Communication - Oral & Written (Intermediate Level)**

The study of the Spanish language for oral and written expression. Required of all majors.

**SPAN 211: Spanish Communication II**

A continuation of SPAN 210 with an introduction to representative short literary works.

**SPAN 300: Special Topics (3 to 6 credits)**

Offered occasionally. Topics vary with each offering. This course may include: upper level courses, study abroad, or summer immersion programs.

*The following 300 and 400 level Spanish courses are conducted in Spanish:*

**SPAN 302: Highlights of Spanish Literature I**

A study of selected major works of Spanish literature, in various genres, from the earliest significant literary manifestations up to and including masterpieces of the Golden Age. The course will provide textual analysis, interpretation, and an overview of Spain's cultural, political, and social history as a background against which these works were created. All work is done in Spanish.

**SPAN 303: Highlights of Spanish Literature II**

A study of selected major works of Spanish literature, in various genres, with a concentration on the period following the Golden Age to the present (18th to 20th centuries). The course will provide textual analysis, interpretation, and an overview of Spain's cultural, political, and social history as a background against which these works were created. All work is done in Spanish.

**SPAN 305: Contemporary Spanish Drama**

A study of selected dramatic works created in the interval between the flowering of the Generation of '98 and our own time, with emphasis on the evolution of Spanish theatrical traditions, and the innovations in subject matter, language and technique of individual playwrights.

**SPAN 306: Great Spanish Poets**

A study of selected masterpieces of Spanish poetry, with attention to the development of various forms from the earliest epic and lyrical examples, through the Renaissance and the best Romantic poetry. Emphasis is placed on the development of modern poetry from the end of the nineteenth century to our time.

**SPAN 307: Nineteenth Century Realism**

The poetry, novel, and theatre of the Spanish romantic, "costumbrista" and "realista" literature of the 19th century studied.

**SPAN 312: Masterpieces of Spanish American Literature**

Selected poetry, essays, and short stories from leading Spanish American authors, with emphasis on the 19th and 20th centuries.

**SPAN 313: The Short Story in Spanish America**

Nineteenth and twentieth century Spanish American culture and ideals as seen through the short story.

**SPAN 314: The Contemporary Spanish Novel**

A study and interpretation of the Spanish novel since the Civil War through close reading of representative works. Analysis of the novels' socioeconomic and historical-philosophical contexts and the interplay between those contexts and the evolution of the genre itself.

**SPAN 316: The Cultural Heritage of Spanish America**

An analysis of the cultural and linguistic characteristics of Latin America. Outstanding literary figures will also be discussed.

**SPAN 317: Hispanic Cultures in the United States**

An analysis of the cultural and social aspects of Hispanic life in the United States, stressing its historical and cultural roots, its language and its own patterns of belief and behavior.

**SPAN 319: The Novel in Spanish America**

A close study of the major novels by writers from Spanish America, with an emphasis on contemporary masterpieces that have greatly influenced the novel in English: e.g., works by Cortazar, Fuentes, Garcia Marquez, and Isabel Allende.

**SPAN 320: Spanish Thought Through the Ages**

A study of selections from major works of Spanish literature, in various genres, but with a concentration on the essay and the narrative. The course will provide analysis and interpretation of texts, and an overview of Spain's philosophical, political, and social history as a background against which these works were created and to which their authors responded. All work is done in Spanish.

**SPAN 345: The Cultural Heritage of Spain**

The historical and geographical background of Spain, the diverse peoples who influenced the language, literature and customs of the country.

**SPAN 401: Drama of the Golden Age**

The study of the Comedia, an outstanding body of dramatic works produced during the Golden Age of Spanish literature and a unique contribution to the development of Western drama. This course offers an exploration of the historical and social framework that was both reflected in and influenced by this vital and wholly conventionalized literary phenomenon. Students will learn about the theater of Lope de Vega, Calderón de la Barca, and their respective "schools." They will explore the universal theme of "Life is a Dream" and the rich Spanish heritage of the "Don Juan" myth.

#### SPAN 402: Cervantes and The Quijote

A careful reading and interpretation of the first modern novel and one of the masterpieces of world literature, viewed in the context of its author's innovative vision of the role of fiction and against the background of a world power that has begun to lose its luster.

#### SPAN 404: The Generation of '98

The writings of members of the Generacion del '98 -- essays, poetry, plays, novels -- have had profound and far-reaching consequences for the intellectual and political lives in 20th century Spain itself and in Latin America as well. In this course, major works by Unamuno, Azorin, Machado, Valle-Inclan, Baroja, and Ortega y Gasset are studied and interpreted, and the contributions of this generation to the reinvigoration of Spanish creative genius are evaluated.

#### SPAN 406: Spanish American Thought

The development of a group of thinkers concerned with the problem of Latin American self-identity. The course will study such authors as: Andres Bello, José Martí, José Henriquez Ureña, Carlos Fuentes and others who have contributed to the intellectual development of Spanish America.

#### **Therapeutic Recreation Courses**

#### TR 101: Foundations of Recreation and Leisure

Social, psychological, historical and economic influence on the role of therapeutic recreation, recreation, play, and leisure in contemporary American society. Trends and scope of the American recreation movement. The forces and factors affecting therapeutic recreation, play preferences, practices, and behavior. An introduction to the field of therapeutic recreation and leisure studies and a general leisure education course for non-majors.

#### TR 301\*: Leadership and Supervision of Recreation

Group processes, leadership & supervision in recreation. Analysis of leadership techniques, methods and styles. Fundamental supervisory and personnel management functions. Prerequisite: TR 101 or permission of instructor.

#### TR 302\*: Assessment and Therapeutic Recreation Procession

An overview of the scope of recreation services provided in institutions, medical centers, rehabilitation and community settings for individuals with physical, social, emotional, and cognitive disabilities. Characteristics of disabilities, disabling conditions, terminology, legislation, advocacy, and programming. Fieldwork of 45 hours required. Prerequisite: TR101 or permission of instructor.

#### TR 309: Therapeutic Recreation in Gerontology

The aging process and the illness and disabilities experienced by aging persons. Students will explore the many issues surrounding the question; how does therapeutic recreation benefit the emotional and social wellbeing of the older individual in society today. Analysis of information on lifelong, adult-onset and

traumatic illnesses and disabilities experienced by aging persons. Direct client contact in the field work component to the course. Students will be required to complete no less than 45 hours in an approved therapeutic recreation setting. Competence in the areas of assessment, program design and therapeutic intervention will be developed and demonstrated. Prerequisite: TR 101 or permission of instructor.

**TR 344: Therapeutic Recreation: Methods, Materials, and Process**

This course is designed to develop techniques, methods, philosophy and skills in Therapeutic Recreation. Through classroom and practical application, students are provided opportunities to explore methods and materials used on T/R programming. Application to group interactions, leadership, and related intervention techniques will be explored. Prerequisite: TR 101 or permission of instructor.

**TR 401\*: Organizing/Administering Recreation & Leisure Services**

The administration of recreation and leisure services, including marketing and public relation techniques, financial facility, and personnel management. Theories and principles of management. Prerequisite: For majors in Leisure Management, TR 301 for majors in Therapeutic Recreation, permission of instructor.

**TR 402\*: Therapeutic Recreation: Principles and Practices**

An advanced course in therapeutic recreation, focusing on comprehensive program planning and evaluation, the therapeutic recreation process, and activity analysis. Prerequisite: TR 302.

**TR 403\*: Therapeutic Recreation Techniques**

The application of therapeutic recreation techniques to the clinical situation. Establishing a professional helping relationship through effective communication skills. Prerequisite: TR 302.

**TR 404: Conceptual and Contemporary Issues in Therapeutic Recreation**

An overview of current issues in therapeutic recreation which impact service delivery in a variety of settings and agencies. This course examines conceptual, theoretical, and practical issues associated with the organization and delivery of TR services, and students develop awareness for ongoing professional development during the academic program and into their professional careers. Prerequisite: completion of three 300-level TR courses.

**TR 407: Research Methods in Therapeutic Recreation**

This course is intended to provide students majoring in Therapeutic Recreation with a basic overview of the techniques for conducting both qualitative and quantitative research in a clinical setting. The course focuses on the basic concepts, principles, and methods used in therapeutic recreation research from idea formulation through data collection, analysis and interpretation. Prerequisite: TR 302, TR 309, TR 402 and no fewer than 3 Psychology courses.

TR 410\*: Recreation and Leisure Practicum

Supervised experience in a professional setting. Prerequisite: permission of instructor; TR 101, 201, 301, 302, 401 and permission of instructor.

TR 411\*: Internship in Therapeutic Recreation (9 credits)

The assignment of 500 hours, consecutively experienced at one agency with supervision by a Certified Recreation Therapist. Meets requirements for certification by the National Council of Therapeutic Recreation Certification. Prerequisites: TR 101, 201, 301, 302, 402 and permission of instructor. Register no later than Fall of senior year. Not offered during summer sessions.

\*These courses often require practical fieldwork outside of the classroom.

## **THE SCHOOL OF BUSINESS**

The School of Business offers a program of study leading to the degree of Bachelor of Science. The purpose of the business administration curriculum is to prepare students for entrance into the business world, government, the professions, and graduate work.

Ethics, Communication Skills, Experiential Learning and Study Beyond opportunities are the foundation cornerstones for students in the School of Business at St. Thomas Aquinas College. This foundation requires students to integrate social responsibility, effective communication, and application of their education to practical problems across all academic disciplines. The following requirements allow students to meet these expectations.

All majors are required to complete CA 209 Communications Skills in Business, a Study Beyond experience, and an Experiential Learning experience. In addition students majoring in Accounting, Business Administration, Finance, Management and Marketing are required to take ACCT 101 and ACCT 102 in their freshman year.

We also offer a five-year combined Bachelor of Science in Accounting and MBA degree. This program is registered with New York State and meets the education requirements for licensure as a certified public accountant.

Note: Students majoring in accounting must maintain a Grade Point Average of 2.0 or higher in their undergraduate accounting courses or a Grade Point Average of 3.0 or higher in their graduate accounting courses.

## **ACCOUNTING**

The curriculum is designed to prepare students for entry into professional accounting careers or into graduate school. It achieves a balance between an extensive liberal arts curriculum and the study of accounting and other business disciplines. The program seeks to be an integral component in the mission of the College.

Students begin with acquiring a basic understanding of Accounting in two introductory courses and then continue in the program learning more about Cost and Budgets, Federal Income Taxation, Auditing, and even Accounting for Not-for-Profit Organizations.

Accounting students will be able to demonstrate proficiency in skills such as information technology and communication. They will develop the ability to think critically and use problem-solving techniques in strategic decision making. They will achieve an understanding of accounting theory and practical applications. The program will emphasize an ethical perspective of the global economy and prepare graduates to meet the needs of the modern workplace.

## **BUSINESS ADMINISTRATION**

The Business Administration Major seeks to provide students with a strong business foundation while instilling in them an expansive and creative overview of the world of contemporary business. The goal of the program is to prepare students for professional careers in business and not for profit organizations as well as graduate study.

The aspects of management, organization, production, and labor are only a few topics that will be explored by students in this major. Students will have the opportunity to take courses like Entrepreneurship: Managing the Small Business or Business Law to gain further understanding of the practices of not only major corporations, but also the principles surrounding the success of the small firm. Many students who major in business administration complete a minor to prepare for a specific career field.

\*Not available to students entering Fall 2013 and thereafter

## **FINANCE**

The Finance program provides quality and balanced education to the students, empowering them with technical skills and knowledge, and guiding them towards professional and ethical conduct.

The major in finance offers students the opportunity to learn more about the principles and techniques of financial analysis. Students gain knowledge about the capital management, current issues in finance, international finance, and portfolio management.



## **MANAGEMENT**

The Management Major seeks to provide students with a strong foundation in management theory while instilling in them an expansive and creative overview of contemporary organizations. The aspects of management, organization, production, and labor are only a few topics that will be explored by students in this major. Students will have the opportunity to take core required courses as well as electives such as Entrepreneurship, Organizational Behavior, Labor Relations, and Managing Workforce Diversity to gain further understanding of the practices of not only major corporations, but also the principles surrounding the success of the small firm. The management major will prepare students for professional careers in business and not for profit organizations and is an ideal choice for students who have an interest in graduate study in management, or an MBA program.

## **MARKETING**

The Marketing program at St. Thomas Aquinas College provides a marketing education that develops a comprehensive understanding of marketing concepts so as to advance the application of marketing knowledge, skills, and abilities. By effectively educating our diverse student body we strive to develop their abilities in problem solving, critical thinking, communication, ethical leadership, teamwork, and the use of technology. The curriculum is designed to prepare students for marketing careers or graduate programs.

The course offerings at St. Thomas Aquinas provide insight and knowledge in the field of marketing which will help students learn the skills, tools, and strategic techniques needed to survive in the industry.

## **SPORT MANAGEMENT**

A sport management major explores the many dimensions of the sports business, which include marketing and promotions, facility and event management, socio-cultural issues, and law. Learning to engage, assess, and evaluate the role sports play in our culture is a vital component in the field of sport management.

St. Thomas Aquinas College helps you to develop the skills necessary to prepare you to promote sports teams, manage events and facilities at a sport facility, or encourage the potential in youth by directing community sports programs or sports camp director. The graduates from the major will be capable of providing leadership and dealing with changing social values, knowledge, and attitudes as they apply to the dynamic field of sport management.

## **MINORS**

The School of Business offers the following minors:

Business Administration Minor (For Non Business Administration Majors)

Required courses: (6) BUSA 202, BUSA 205, MKT 102, BUSA 121, ACCT 101, ECON 101.

### Economics Minor

Required Courses: (2) ECON 101, ECON 102. Elective courses (4): Choose four from the following: ECON 303, ECON 304, ECON 313, ECON 320, ECON 347, ECON 376H, GEOG 320.

### International Business Minor

Required courses: (4) BUSA 325, BUSA 327, BUSA 329, and BUSA 331 (Note: BUSA 202, Fundamentals of International Business, is a prerequisite for all the above courses.) Elective courses (select any two): GEOG 202, GEOG 301, POLS 301, POLS 402, FR 202 (or FR 211), ITAL 202 (or ITAL 211), SPAN 202 (or SPAN 211), ECON 347, BUSA 400, or BUSA/ECON 375.

### Management Information Systems Minor

Required courses: (4) MIS 325, MIS 330, MIS 420, Object Oriented Language. Elective courses: (2) Choose two from the following: BUSA 208, BUSA 381, MIS 300, CAIS 150, CAIS 250, CIS 207, CIS 435, Second Programming Language, or as advised.

### Human Resource Management Minor

Required Business Courses (12): Four courses from: BUSA 215, BUSA 340, BUSA 345, BUSA 401. Required Psychology (3): One course from: PSYC 313 or PSYC 334. Elective (3): One course from: BUSA 315, BUSA 330, or required Business above.

### Management Minor

Required Courses: (2) MGT 121, MGT 317. Elective courses (4): Choose four from the following: MGT 210, MGT 327, MGT 330, MGT 340, MGT 345, MGT 401, ECON 304, MIS 330.

### Marketing Minor

Required Courses: (2) MKTG 102 and MKTG 211 OR MKTG 203. Elective courses (4): Choose four from the following: MKTG 203, MKTG 211, MKTG 307, MKTG 317, MKTG 325, MKTG 330, MKTG 401, MKTG 406, MKTG 407, MKTG 423.

### Sport Management Minor

Required Courses: (5) SPM 101, BUSA 205, SPM 305, SPM 307, SPM 401. Elective courses: (1) Choose one from the following: SPM 200, SPM 202, SPM 209, SPM 214, SPM 300, SPM301, SPM 303, SPM 314, MKTG 102, MKTG 305

## **SCHOOL OF BUSINESS COURSES**

All courses listed below are 3 credits unless otherwise noted.

### **Accounting Courses**

ACCT 100: Accounting Lab (0 credits)

Practical applications of accounting theory and practice. Corequisite: ACCT 101, ACCT 102

ACCT 101: Principles of Accounting I

Accounting principles and practices; accounting cycle; accounting for a merchandising enterprise; deferrals and accruals; accounting systems; cash, receivables, inventories and plant assets; concepts and principles. Corequisite: ACCT 100.

ACCT 102: Principles of Accounting II

Partnership and corporation accounting; introduction to cost accounting & procedures for manufacturing firms; budgetary control; cost and revenue relationships for management; management reports and special analysis. Accounting principles and practices; partnerships and corporations; long-term liabilities and investments; cost accounting & budgetary control; management reports; & financial statement analysis. Prerequisite: ACCT 101. Corequisite: ACCT 100.

ACCT 203: Intermediate Accounting I

An intensive study of generally accepted accounting principles and their application to financial reporting. Emphasis is placed on accounting theory and on pronouncements made by leading accounting authorities. Prerequisite: ACCT 102.

#### ACCT 204: Intermediate Accounting II

An intensive study of generally accepted accounting principles and their application to financial reporting. Emphasis is placed on accounting theory and on pronouncements made by leading accounting authorities. Continuation of ACCT 203. Prerequisite: A grade of "C" or better in ACCT 203.

#### ACCT 205: Cost and Budget Control

A study of the planning and control functions of a business enterprise. It investigates the decision-making implications of the elements of cost and revenue in the manufacturing process. In addition, consideration is given to the interaction of material, labor, and overhead in both process and job order cost systems. The impact of standard cost procedures, utilizing predetermined rates and variance analysis as well as other established and experimental cost techniques on inventory valuation, income determination and performance evaluation are also investigated. Prerequisite: ACCT 102.

#### ACCT 300: Special Topics

Offered occasionally. Topics vary with each offering.

#### ACCT 303: Advanced Accounting I

An advanced study of specialized topics including: the partnership, business installments, combination and consolidated statements, installments, consignments, branch operations. Prerequisite: A grade of "C" or better in ACCT 204.

#### ACCT 304: Advanced Accounting II

Continued study of specialized topics including: bankruptcies, multinational companies, fiduciary accounting, leases, and pension plans, intangible assets, replacement cost and fair value accounting. Emphasis on current accounting pronouncements. Prerequisite: ACCT 303 or permission of the instructor.

#### ACCT 401: Federal Income Taxation

The theory and application of the Internal Revenue Code and Regulations with emphasis on individual taxation. Returns, rates, gross income exclusions and inclusions, basis for gains and losses, allowable deductions, and principles of tax accounting. Prerequisite: ACCT 101, 102.

#### ACCT 402-Advanced Federal and State Taxation

This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

#### ACCT 403: Auditing I

The selection, scope and application of auditing standards and procedures in examination of business accounts. The role of management, the independent public accountant, and the internal auditor in the examination of evidential matter and the internal control system. The ethics and legal responsibilities of the accounting

profession. The course includes a study of auditing and the public accounting profession as they relate to the contemporary business environment. The course also covers the study and evaluation of internal control, both from a conceptual point of view and from a practical viewpoint. Prerequisite: A grade of "C" or better in ACCT 204.

**ACCT 404: Auditing Practice**

This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

The following are not scheduled during the catalog period but may be offered if student demand is sufficient:

ACCT 310 Accounting for Not-for-Profit Organizations

ACCT 402 Advanced Federal and State Taxation

ACCT 404 Auditing Practice

ACCT 406 Advanced Accounting Theory.

**Business Administration Courses**

**BUSA 101: Introduction to Business Administration**

Business functions, the aspects of management, organization, production, labor, accounting, data processing, marketing, finance and ethics. Recommended as an elective for non-business majors. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

**BUSA 202: Fundamentals of International Business**

The purpose of this course is to provide students with an overview of the field of international business. Students will develop an awareness of the challenges facing U.S. firms conducting business beyond national borders. They should be able to explain the strengths and weaknesses of common trade theories. They will also gain some familiarity with foreign exchange operations. At the conclusion of the course, students should be able to conduct basic analyses of the attractiveness of foreign markets. In addition, this course is intended to increase the participants' multicultural awareness.

**BUSA 205: Business Law I**

An introduction to the American legal system, with emphasis on the law of contracts, agency and real property. The Uniform Commercial Code. Specific study of areas of particular importance to business, including contracts, torts, constitutional law, ethics, agency and other aspects of the law related to business. This course is intended to serve as a basis for your understanding of the legal system and legal processes as well as legal reasoning. Recommended as an elective for non-business majors.

**BUSA 206: Business Law II**

Specific study of areas of particular importance to business, including contracts, torts, constitutional law, ethics, agency and other aspects of the law related to business. This course is intended to serve as a basis for your understanding of the legal system and legal processes as well as legal reasoning. Recommended as an elective for non-business majors. Corporations, partnerships, personal property, bailments, sales, commercial paper, and bankruptcy. Prerequisite: BUSA 205.

#### BUSA 208: Data Analysis and Presentation

A course in which students utilize quantitative methods to explore data sets. The course will use the tools of today (the computer) and familiar software (spreadsheets). The student will use the tools to analyze what the data is and use charts to visualize relationships. The class will use such techniques as descriptive statistics, time series, forecasting methods, and regression analysis.

#### BUSA/FIN 207: Personal Financial Management

(Also offered as FIN 207) This course provides an overview of the consumer and his/her need for informed personal financial decisions & judgments. Topics include: money management and planning, budgeting, tax planning credit and borrowing, saving and investment, housing, taxes, and retirement and estate planning. Recommended for non-business majors. Not available as a finance elective for finance majors.

#### BUSA 300: Special Topics

Offered occasionally. Topics vary with each offering.

#### BUSA 302: Business Statistics

Statistical analysis in various business situations. Topics include: descriptive statistics, use of the normal curve, statistical inference, correlations and regression analysis, nonparametric methods and use and interpretation of computer statistical packages. Prerequisites: MATH 108 or higher and CIS 101 or higher, or permission of instructor.

#### BUSA 310: Principles of Real Estate I

The objective of the course is to familiarize the student with the basic principles of real estate practice, sales, leasing, property management, valuation, appraisal, financing and taxation. Emphasis will be placed on identifying the stages of a typical real estate transaction and the roles of the various participants in the transaction. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

#### BUSA 313: Money and Banking

(Also offered as ECON 313) Money and monetary standards; commercial banking and the development of specialized banking institutions; evolution and functions of the Federal Reserve system and the operation of credit and monetary contracts; foreign exchange practices and contemporary issues. Students are expected to get

significant knowledge and awareness of the most pivotal current economic and finance problems, the impact of Monetary Policy, its central role in the macro-management of the economy and understand the interplay of parameters and forces that determine economic outcomes. Moreover, they should acquire the appropriate analytical and technical skills to form their own valuations. Prerequisite: ECON 101.

#### BUSA 331: International Law

This course is intended to introduce students to the basic concepts and problems of public international law and of the international legal system. The course will cover the traditional major topics in this field such as the sources and subjects of international law, the jurisdiction of states, international law and the use of force, and the relationship between international law and the internal law of states. It will also address newer themes in international law such as the international law of human rights and international criminal law. The course will review and discuss a number of international law cases decided by national and international tribunals, as well as certain treaties, resolutions and other international legal instruments of importance. Prerequisite: BUSA 202.

#### BUSA 332: Environment & Law I

Introduction to environmental laws and regulations, their applicability and enforcement, with the objective of increasing awareness of environmental problems and their application in decision making, utilizing ethical, legal and business factors. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

#### BUSA 376H: Ethical Issues in the World Economy

(Also offered as ECON 376 and PHIL 376) Ethical implications of the global economy. The philosophical basis for contemporary ethical theories and the application of ethical theories to moral decisions made in world economics. Ethical analysis of specific practices and cases in international business and industry and related governmental policies. (Honors Program students only)

#### BUSA 381: Operations Research

(Also offered as MATH 381) An introduction to operations research techniques: topics in integer, nonlinear and dynamic programming; queuing theory; Monte Carlo techniques and applications of the game theory. Prerequisite: MATH 108 and CIS 101 or permission of instructor.

#### BUSA 400: Internship

An opportunity to gain first hand experience in a business environment under the guidance and supervision of an appropriate faculty member. Requires approval of Dean of School of Business.

#### BUSA 490: Business Strategies

This is a challenging capstone course that provides students with the opportunity to focus their business expertise on complex cases, collaborate with colleagues in

order to analyze and evaluate alternatives, provide solutions, and present and defend findings to an audience of their peers. Students work in teams and must integrate knowledge from the business core curriculum, their specific majors and the current business environment to construct and communicate strategic plans and implementation actions. Prerequisite: Seniors only, ACCT 102, FIN 201 and 9 credits in specialization area.

## **Economics Courses**

### **ECON 101: Principles of Macroeconomics**

This course studies macroeconomic principles and their applications. Macroeconomics is the study of economic phenomena at the aggregate level. The focus of the course will be the components of national income, economic growth, aggregate supply and demand, inflation, business cycles, unemployment and monetary and fiscal policy. Appropriate tools and models will be introduced and developed in order to understand how economic events affect the macroeconomy. Aggregate economic theory including an analysis of the determinants of national income, employment, price levels, and economic growth.

### **ECON 102: Principles of Microeconomics**

This course studies the basic principles of microeconomics, which explores how firms and individuals make decisions to meet unlimited wants and needs with limited resources. Microeconomics studies the processes underlying such decisions, and how they are aggregated into markets for goods and services within different contexts: that of perfect competition, monopoly, and of monopolistic competition. We also study the effects of various government policies, such as taxation, and their effect on the well-being of market participants, and consider the welfare implications. Price and distribution theories. Analysis of pricing and production by firms and industries and the distribution of their incomes to the factors of production.

### **ECON 300: Special Topics**

Offered occasionally. Topics vary with each offering.

### **ECON 301: Economics of Sport**

Economics of Sports will use the world of sports to illustrate basic economic concepts. We will study the industrial organization of sports and discuss why sports leagues exist, antitrust issues associated with sports and finding the competitive balance. Also, we will study the impact of both public economics and labor economics in the world of sports including covering the topics of why players earn such high wages and why players organize themselves into unions. We will finish the semester with discussion surrounding collegiate sports. Prerequisite: ECON 102

### **ECON 303: Comparative Economic Systems**



This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

#### ECON 304: Managerial Economics

In this course we will study the decisions and interaction of consumers and businesses, resulting in an understanding of the process by which prices and quantities are determined in a market setting. Forms of industrial organization such as competition, monopoly, and oligopoly are explored. Also studied are the markets for labor and other factors of production. Application of microeconomic theory in solving business problems. The analysis of internal operations and optional decision making, especially in areas of resource allocation and price formulation.

Prerequisite: ECON 102.

#### ECON 313: Money and Banking

(Also offered as BUSA 313. Students are expected to get significant knowledge and awareness of the most pivotal current economic and finance problems, the impact of Monetary Policy, its central role in the macro-management of the economy and understand the interplay of parameters and forces that determine economic outcomes. Moreover, they should acquire the appropriate analytical and technical skills to form their own valuations. Prerequisite: ECON 101.

#### ECON 320: Monsoon Asia

(Also offered as GEOG 320) A study of South, East, and Southeast Asia concentrating on the demographic, social, political, environmental and economic challenges faced by Asian nations. Of particular interest is the rapid evolution of this dynamic region and its prospects at the turn of the millennium. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

#### ECON 347: The Global Economy

Examination of current global economic issues and institutions. Potential topics: the bases for, impediments to, and effect of international trade, balance of payments and capital flows, the impacts of regional economic integration, and operations of the IMF, World Bank and WTO.

#### ECON 376H: Ethical Issues in the World Economy

(Also offered as BUSA 376 and PHIL 376.) Ethical implications of the global economy. The philosophical basis for contemporary ethical theories and the application of ethical theories to moral decisions made in world economics. Ethical analysis of specific practices and cases in international business and industry and related governmental policies. (Honors Program students only.)

### **Finance Courses**

#### FIN 201: Principles of Managerial Finance

The objective of the course is to develop an understanding of the financial applications needed in managing a corporate enterprise. The fundamental concepts and applications of profit planning, cash flow, financial statement analysis, cost of capital, capital budgeting, and working capital management are examined. Students are responsible for mastering the financial analysis techniques employed in management decision making for the purpose of maximizing the value of the corporate enterprise. Prerequisite: ACCT 102 Principles of Accounting II.

#### FIN 202: Investment Analysis I

Recognition and analysis of the different types of securities and markets. Basic risk analysis and valuation are studied. Among the other topics studied are market indexes and returns, risk and diversification, stock and bond trading, derivative securities, portfolio management, and mutual funds. Prerequisite: ACCT 102.

#### FIN 207: Personal Financial Management

(Also offered as BUSA 207) This course provides an overview of the consumer and his/her need for informed personal financial decisions & judgments. Topics include: money management and planning, budgeting, tax planning credit and borrowing, saving and investment, housing, taxes, and retirement and estate planning. Recommended for non-business majors. Not available as a finance elective for finance majors.

#### BUSA 300: Special Topics

Offered occasionally. Topics vary with each offering.

#### FIN 303: Principles of Corporate Finance

The methods used to attain corporate objectives through capital financing. The underlying principles and techniques of equity financing, bond floatation, return on investments, cost of capital dividend policy, security underwriting, warrants and options; mergers and acquisitions; corporate reorganization and liquidation. Prerequisite: FIN 201.

#### FIN 305: Current Issues in Finance

The course deals with special topics in finance such as wealth accumulation and concentration, capital flows and capital mobility, risk management, arbitrage, mergers and acquisitions, Hedging etc. The emphasis in these topics, to a significant degree, will be dictated by the most important events and developments, as they occur, in the international financial markets and economies. Prerequisites: Math 101 or higher.

#### FIN 329: International Finance

Theories of international trade and international monetary systems. The effects of various factors on international finance, including foreign exchange markets, capital markets, international financial institutions, investment criteria and international liquidity. Prerequisite: BUSA 202.

#### FIN 411: Financial Institutions and Markets

The course is a study of financial institutions and instruments in a global market place. It will survey the factors related to the administration and management of assets and liabilities of financial intermediaries, commercial banks and other savings institutions and their role as suppliers of short and long-term funds and their impact upon individuals, corporations, institutions, governments and the world economies in general. Prerequisites: FIN 201 & ECON 101.

#### FIN 412: Investment Analysis & Portfolio Management II

Theory and techniques basic to control investment risks and to optimize investment returns. Security analysis, distribution of securities, regulation, and functional operation of the securities markets. Prerequisites: FIN 202.

#### FIN 421: Financial Statement Analysis

The techniques used in the interpretation of financial and operating statements. Analysis of the profit and loss statement, balance sheet, source and use of funds, profit plans and return on investment. Financial concepts such as solvency, quality of earnings, portfolio and leverage theory and analysis of financial analysis for use in management decision making. The course studies the theories and basic techniques utilized to control risk and optimize investment returns. Security analysis, distribution of securities, regulation and functional operation of the securities markets are examined. Among the other topics studied are market efficiencies, market indexes and returns, risk and diversification, stock and bond trading, derivative securities, portfolio management and mutual funds. Prerequisite: ACCT 102.

This courses are not scheduled during the catalog period, but may be offered if student demand is sufficient:

#### FIN 414: Public Finance

FIN 422: Mergers and Acquisitions. Prerequisite: FIN 303.

### MANAGEMENT

#### MGT 121: Management and Organization

A study of current management theory and practice. An introduction to the management functions of planning, decision-making, organizing, leadership and controlling. An understanding of the basic tasks of a manager in establishing the work environment, setting strategy, allocating resources in all types, sizes and levels of organization. The course will provide students with an understanding of the changing environment of managers and management practice in a dynamic global environment.

#### MGT 210: Entrepreneurship: Managing the Small Business

The fundamental approaches and techniques necessary to successful small business ownership. Sound principles of planning, structuring, financing, and promoting the small firm. Management controls and sound management practices. A study of the theory and practice of entrepreneurship including entrepreneurial opportunities, developing the business plan, small business marketing, managing small business operations, and financial management.

#### MGT/PSYC 215: Industrial and Organizational Psychology

(Also offered as PSYC 215) An introduction to the field of industrial/organizational psychology, applying methods, facts, and principles of human behavior to people at work. Specific areas include employee selection, performance evaluation, training, effective leadership, integration of individuals and organizational goals, impact of the style of the organization on working life, theories of organizations, conditions of work, and the future of industrial psychology.

#### MGT 315: Labor Relations

Labor Relations is a survey course designed to expose students to “the core elements of union-management relationships.” The course has a broad focus which includes labor history, NLRB impact on labor relations, mergers, changes and updates on today’s union’s and the impact of labor laws, grievances and mediation with special attention to public sector and international organizations. Prerequisite: MGT 121 or permission of instructor.

#### MGT 317: Business Ethics

This course is an introduction to ethical decision making in business with an examination of individual, organizational, and macro level issues in business ethics. This course does not determine correct ethical action, but is designed to assist you as a potential businessperson to make more informed ethical decisions on a daily basis. To accomplish this objective, both descriptive and normative models of unethical and ethical decision making in business are analyzed. In most situations there are not absolute right or wrong solutions. Dilemmas, real life situations, and cases provide an opportunity for students to use concepts in the assignments and to resolve ethical issues. Critical thinking and informed decision making are emphasized.

#### MGT 327: International Management

This course focuses on problems that managers encounter when they cross international boundaries. At the conclusion of the semester, students should be able to: Identify cross-national differences in ethical views and practices. Describe how cultural values can affect employee attitudes about work. Diagnose and explain some of the causes of cross-cultural conflict. Describe the ways that organizations structure their international operations and the respective strengths and weaknesses of these structures. Describe how effective cross-cultural motivation strategies can be developed. Identify options for staffing international operations as well as their pros and cons. Identify problems in appraising performance and

providing feedback about performance levels to people in different cultures.  
Prerequisite: BUSA 202.

#### MGT 330: Organizational Leadership

Theory and research on leadership in formal organizations; practical issues of on-the-job leadership experiences. Qualities of effective leaders. The complexity of the leadership process from the perspective of: individual leaders, peers, and followers; the social and work groups to which organizational members belong; the organization and its internal and external environments. Prerequisite: MGT 121.

#### MGT 340: Managing Workforce Diversity

This course has been designed to enlighten students about the demographic changes in the United States workforce, including the attitudes, values, and behavioral changes that are likely to impact behavior in organizations, and the organizational response to these changes. We will study the impact of gender, race, ethnicity and other dimensions of a diverse workforce on organizations and management. We will develop knowledge, sensitivity, and skills in managing a diverse workforce, and clearly define diversity as a strategic business issue. We will focus on leading an effective work team, and understanding the impact of diversity on individual behavior in organizations, team development and effectiveness, and organizational change and effectiveness. Prerequisite BUSA 101 or MGT 121.

#### MGT 345: Organizational Behavior

To introduce students to the discipline called organizational behavior-the study of individuals and groups in organizations. Today's students must find career success as individual contributors, team members and group leaders or managers. The new workplace is a meeting ground for diverse viewpoints, new ideas, problem-solving and interactive teamwork. Organizational behavior is essential for careers in business, government, education or public service. It stresses that all employees must be prepared to work in organizations challenged by uncertainty, continuous change and the innovations of technology. The course presents the basic foundations of OB through discussions of core theories, concepts and issues. Each unit of the course will translate theory-into- practice by using actual work situations. This introduction to OB will help students to face the challenges of tomorrow's workplace, not yesterday's workplace. Prerequisite: MGT 121 or permission of instructor.

#### MGT/PSYC 401: Human Resource Management

(Also offered as PSYC 401) The roles of managers and administrators in dealing with personnel. Job analysis and evaluation, recruitment and training, discipline and grievance procedures, incentive, and wage administration. This course will provide you with the basics of Human Resource Management. Whether you intend to work in Human Resource Management or not, most of this course will affect you at some point in your career. For example, you will have your performance appraised. Therefore, it is important for you to understand how evaluations should work and their potential problems. Prerequisite: MGT 121.

## **Management Information Systems Courses**

See course descriptions listed under the same course number in the Computer Information Science section (CIS).

MIS 101: Introduction to Data Processing  
(Also offered as CIS 101)

MIS 111: BASIC Computer Programming  
(Also offered as CIS 111)

MIS 207: Data Structures  
(Also offered as CIS 207)

MIS 211: Software Topics  
(Also offered as CIS 211)

MIS 300: Special Topics  
Offered occasionally. Topics vary with each offering.

MIS 320: Programming with Assembler  
(Also offered as CIS 320)

MIS 325: Business Data Communication and Networks  
(Also offered as CIS 325) This course provides an introduction to the applications and infrastructure in networked computing, providing information in the general application categories, hardware and software. This information is directed toward making the right technological and organizational decisions in working with developers to design or acquire effective computer telecommunication solutions. Prerequisite: CIS 101 or equivalent.

MIS 330: Information Systems Theory and Practice  
(Also offered as CIS 330) A conceptual study of information systems in organizations and the exploitation of the critical resource information. The course is broadly defined to include standard operations, information systems for management control, information systems for strategic management, decision support systems, office information systems and knowledge worker support systems. It views the information system as a support system for an organization to furnish a firm with a competitive advantage in the marketplace. Computer-based information systems to support organizational processes, the staffs, tools, and methodologies involved in their development and implementation, and the goals of the system's stakeholders. Prerequisite: one semester of a computer language.

MIS 420: Database Analysis Design and Implementation

(Also offered as CIS 420) An introduction to theories and applications of database management. Topics include: physical storage, conceptual and external views, and implementation issues regarding traditional file manipulation as well as database. Comparison of network, hierarchical and Relational databases with particular emphasis on the Entity-Relationship model and SQL query language. Prerequisites: one semester of a computer language and either CIS 320 or MIS 330 or permission of instructor.

MIS 430: Structured System Analysis and Design  
(Also offered as CIS 430)

MIS 435: Theory of Operating Systems  
(Also offered as CIS 435)

MIS 440: Applied Software Development  
(Also offered as CIS 440)

The following three credit courses are not scheduled during this catalog period, but may be offered if student demand is sufficient:

MIS/CIS 202 COBOL Computer Programming

MIS/CIS 302 Advanced COBOL.

### **Marketing Courses**

MKT 102: Principles of Marketing

This course provides a decision-oriented overview of marketing management in modern organizations. We will study the process of creating and distributing goods and services, in response to consumer wants and needs. Forecasting, target markets, consumer behavior, product mix, pricing, channels of distribution, selling, and market control will be focused on. The total marketing function will be reviewed including internal and external influencers and how they affect the achievement of organizational goals.

MKT 203: Fundamentals of Selling

This course provides a decision-oriented overview of personal selling and assists the student in gaining an understanding of personal selling as a major function within the marketing and promotional mix of a firm, and orients the student in the principles of selling. The sales job will be examined, followed by the important role of selling in helping organizations reach their objectives. Important social, ethical, and legal sales issues will be reviewed. Students will be asked to prepare and present a sales presentation by visual, verbal, and nonverbal communication of information, using the selling skills developed in class and from our text.

Prerequisite: MKTG 102.

MKT 211: Consumer Behavior

This course examines the role of the consumer in the marketing process. We will examine what motivates consumers to buy and how behavior influences buying

decisions. We will also look at the global impact of marketing and how firms need to adjust their marketing strategies to appeal to different cultures. Prerequisite: MKT 102 or permission of instructor.

#### MKT 305: Sport Marketing

This course will teach students how to apply marketing principles to the many aspects of the sports industry, including sporting events, facilities, teams and various sports products. The following marketing strategies will be emphasized: product, price, distribution, sponsorships, promotions, advertising, consumer behavior, public relations and branding. We will also explore the current economic and social issues facing the sports industry today, and we will identify the various career opportunities that exist in this field. Prerequisite: MKTG 102.

#### MKT 307: Sales Management

This course provides a decision-oriented overview of sales management in modern organizations. We will study the function of executives in charge of sales management activities and the motivation of sales force personnel toward achievement of objectives. The selection, supervision, and training of sales personnel will be reviewed and the methods used by companies to gain their share of the market evaluated. The interaction of the sales department with other departments within the enterprise will be covered. We will focus on planning, organizing, staffing, training, directing, and evaluating sales performance. The total sales function will be reviewed including internal and external influences and how they affect the achievement of organizational goals, including the ethical and legal responsibilities of sales managers. We will critically review sales force management concepts and their implementation using a decision making perspective. Functions of executives in charge of sales management activities and the motivation of sales force personnel toward achievement of objectives. The selection, supervision and training of sales force personnel; the methods used by companies to gain their share of the market and the interaction of the sales department with other departments within the enterprise. Prerequisite: MKT 102.

#### MKT 317: Retail Management

This course provides a decision-oriented overview of the role of the retailer and strategic retail management. We will study the types of retail establishments, merchandising, and store operation. Retail management techniques essential to planning, organization, effective control and profitable operation are covered. Situation analysis, targeting customers, gathering information, and choosing a store location will be reviewed. Promotional strategy, consumer behavior, pricing, and operations management will be focused on. Social, legal, and ethical issues and responsibilities will be studied. Prerequisites: BUSA 121 and MKT 102.

#### MKT 325: Global Marketing

An introduction to the application of marketing principles and techniques in a global environment with emphasis on the development of strategy in the areas of product,



pricing, channel and promotion decisions. In addition, this course is intended to increase the students' multicultural awareness. Prerequisite: BUSA 202.

#### MKT 330: E-Commerce and Internet Marketing

This course addresses the challenges of e-commerce and marketing on the Internet, and understanding the best combination of marketing variables to carry out a firm's strategy. Specifically, this course seeks to develop your skills in applying the analytic perspectives, decision tools and concepts of marketing in the following areas: understanding and using this internet for marketing communications functions and the impact of e-commerce tools, developing an e-commerce strategy, evaluating current web sites, and analyzing web page design. Prerequisite: MKT 102

#### MKT 340: Social Media Marketing

Examines the life cycle of the social media marketing and communications process—from strategy to implementation to program monitoring and measurement; addresses the applications of social media through hands-on experience, developing skills in the most widely used social platforms. (Also offered as CA 340.)

#### MKT 401: Marketing Management

Managerial and operational problems involved in planning, organizing, coordinating, and controlling a total market program. Product development and distribution, promotional and pricing strategy. This course will disseminate and develop knowledge and skills in the essential aspects of marketing management, marketing strategy, and emerging New Economy marketing applications, with a focus on the development and execution of programs, audits, and plans.

Prerequisites: BUSA 121 and MKT 102.

#### MKT 406: Marketing Analytics

This course will expose the student to market research as a tool of management. It will cover the data collection techniques of sampling, interviewing, field methods, questionnaire construction, and computerized databases. Marketing research as a tool of management. The data collection techniques of sampling, interviewing, field methods, questionnaire construction, and computerized data analysis. Application of these techniques to a variety of marketing problems and discussion of alternate solutions. Prerequisites: BUSA 302, MKT 102, 211 and CIS 211.

#### MKT 407: Services Marketing

The growth of services in the U.S. economy. Social, cultural, and economic forces that have turned the market place from product- dominated to service- dominated. Techniques, concepts, and methodologies that need to be addressed and adjusted to best serve the interests of service markets. Prerequisite: MKT 102.

#### MKT 423: Integrated Marketing Communications

This course will take a practical, managerial perspective on advertising/promotion. It will expose you to the principles necessary to understand the advertising

/promotion process; including but not limited to identifying consumer needs, to communicating effectively and motivating consumers to act/think consistent with managerial goals. Promotion and its history; its impact on society and the economy. Consumer and product research. Consumer response and advertising appeals. The comparative effectiveness of the various media, agency management and operation. Prerequisite: MKT 102.

## **Sport Management Courses**

### **SPM 101: Foundations of Recreation and Sport**

Social, psychological, historical and economic influence on the role of therapeutic recreation, recreation, play, and leisure in contemporary American society. Trends and scope of the American recreation movement. The forces and factors affecting therapeutic recreation, play preferences, practices, and behavior. An introduction to the field of therapeutic recreation and leisure studies and a general leisure education course for non-majors.

### **SPM 103: Health and Wellness**

The importance of maintaining one's physical well-being. Strategies for teaching behavioral interventions, methods of calculation of caloric intake and the relationship of exercise to health and physical fitness.

### **SPM 120: Sport in America**

The social context of sports. The impact of sports on players, coaches, parents of athletes, owners and managers of teams, officials, writers, spectators, etc.

### **SPM 201: Recreation Activities**

Current methods for leading recreation and athletic programs with all ages and populations. Programming active games, special events and groups, outdoor athletics, recreation and social activities in a variety of settings.

### **SPM 202: Principles of Coaching**

Principles of coaching assimilated from sports psychology, sports pedagogy, and sports physiology. The history of coaching, comparing and contrasting a variety of techniques, theories, and philosophies.

### **SPM 209: Planning, Design and Management of Athletic Facilities**

Sports facilities are changing at a rapid pace. Sport facility management represents one of the fastest growth areas in the sport industry. With new arenas, stadiums, health clubs, convention centers, and other facilities popping up all over the nation, numerous job opportunities are available in this discipline. This course provides an overview of sport facility planning and management. Key learning outcomes focus on understanding managerial issues related to various sport facilities including stadiums and arenas, sports facility planning, design and construction, sport facility finance and project feasibility.

#### SPM 214: Sport Psychology

(Also offered as PSYC 214) An introduction into the study of sport and sport related behavior from the psychological perspective. The history of sports psychology; the methods of inquiry used in the study of sports and sport related behavior; the behavior, motivation, personality and performance of the individual within the context of sport participation. Prerequisite: PSYC 103.

#### SPM 301\*: Leadership and Supervision of Recreation

Group processes, leadership & supervision in recreation. Analysis of leadership techniques, methods and styles. Fundamental supervisory and personnel management functions. Prerequisite TR or SPM 101 or permission of instructor.

#### SPM 303: Sport and Society

This course is designed to study sport in relation to social change perspectives taking into account global issues of race, religion, substance abuse, the law, gender, and money. The course will also examine the effect sports have on the youth of today. This course emphasizes the many aspects of sports and how they are affected by the mores, values and general cultures of our nation and the world.

#### SPM 305: Sport Management

The essential elements of administration and management of physical education and athletic programs. Organizing and structuring a school or other organization to achieve the objectives of physical education and athletics. Management functions such as personnel management and supervision, program development, facility management, fiscal and budget management, the purchase of supplies and equipment, legal liability, public relations and office management. Prerequisite: SPM 101.

#### SPM 306: Leisure Education

Leisure education philosophies, concepts and models, and strategies. Counseling and helping techniques, service system development, research and trends as they pertain to overall leisure life-style enhancement. Prerequisite: SPM 101 or permission of instructor.

#### SPM 307: Sport Law and Ethics

Sports Law and Ethics will use the world of sports to incorporate and reinforce traditional legal concepts such as agency, contracts, torts and criminal law. The course will also include a discussion of ethical issues, constitutional issues, labor, alternative dispute resolution and religion in the context of sports. The practical aim of the course is to explore various ethical issues that arise in sport practice.

Prerequisite: BUSA 205

#### SPM 314: Sport Media

An overview of the coverage of sports by all media; print, radio, television and electronic. The students will have the opportunity to study sports coverage and its effects on life through class lectures, writing assignments, debates, video, field trips and guest speakers. (Also offered as CA 314)

**SPM 401: Organization and Administration of Recreation and Athletics**

This course analyzes the administration of athletic and recreation services, including the principles and theories of management. Students will gain knowledge of those skills which are most vital to the successful deliverance of athletic and recreation services. This will include the implications that management philosophy and technique (i.e.: facility, personnel, financial, safety, legal as well as marketing and promotion) has to that success.

**SPM 405: Senior Seminar in Sport Management**

This course is an integrated study of the knowledge, concepts and professional skills gained from prior coursework and current practical experience in sport management. Strategies for sport industry career determination and implementation are emphasized.

**SPM 412: Sport Management Internship (6 credits)**

The practicum is designed to offer a variety of opportunities in which to apply recreation techniques, sport management techniques and administrative skills in a school and after school setting. This field placement experience builds upon each individual's knowledge and skills as it integrates competencies of the program with both individual and professional needs. Participants are required to complete 240 hours of fieldwork in an approved setting.

\*These courses often require practical fieldwork outside of the classroom.

## **THE SCHOOL OF EDUCATION**

In collaboration with the broader St. Thomas Aquinas College community and the professional community in schools surrounding our college, the teacher education program seeks to prepare educators who are able to meet the challenges of teaching in the twenty-first century. It is the vision of the teacher education program to prepare knowledgeable, caring educators who are dedicated to their students' intellectual growth and overall well-being.

### **Mission of the School of Education**

The mission of the St. Thomas Aquinas College School of Education is to prepare knowledgeable and caring educators who are passionate about teaching and learning. We strive to prepare our graduates to make informed decisions that will result in effective, inclusive learning opportunities for diverse learners; to prepare future educators to become effective communicators and collaborators who have a strong understanding of their disciplines and the assessment practices that drive their instruction; and to develop reflective, life-long learners who will have a positive effect on student achievement and will become master teachers and instructional leaders.

To achieve our mission, the St. Thomas Aquinas College teacher education program creates a caring, challenging environment for learning that supports each

candidate's development as an educator. In this learning environment, learning is a collaborative endeavor in which candidates speak and write about what they are learning, and question, analyze and discuss ideas with others who are at varying levels of expertise.

The learning experiences we design for candidates are cumulative in nature and move them from novice performance toward expertise. As they move through our program, candidates assume increasing responsibility for teaching in their field experience classrooms. Their college classroom learning experiences are enriched by opportunities to implement teaching strategies and techniques during directed field experiences in settings that serve students from diverse backgrounds. The support and feedback from both classroom teachers and college faculty, along with the candidate's reflection and analysis of the experiences blend the study of research and theories of learning with the implementation of those theories in contemporary classrooms.

Admission to the School of Education (SOE) requires a separate application and review process, which is usually completed in the sophomore year. Information on the application process and criteria is available in the SOE office and online. For admission, students must have a minimum grade point average of 2.5 in general studies, at least a 2.5 in the major or concentration, and at least a 2.75 in education courses. Teacher education candidates must maintain these minimum grade point averages throughout the program.

All Teacher Education candidates must complete courses in general education, teacher education, and a liberal arts or sciences major or concentration. Prospective elementary teachers who complete the Childhood Program requirements receive a B.S.Ed degree which would make them eligible for Grade 1-6 certification. Dual certification in childhood education and special education is available for candidates who complete additional specialized study. Prospective secondary school teachers complete a major in one of the following: English, Spanish, social studies, mathematics, or science (Biology or Chemistry) in addition to the requirements for grades 7-12 certification. Prospective Art teachers complete a major in Art and requirements for K-12 certification. Candidates can also complete a baccalaureate degree with teacher certification in select disciplines and a masters in special education in five years.

Prospective elementary school teachers can apply for Middle Childhood Extension, grades 7-9. Prospective secondary school teachers can also qualify for Middle Childhood Extension, grades 5-6.

The teacher education program is field based, requiring all candidates to spend up to 30 hours per semester in local elementary or secondary schools and agencies, to work with classroom teachers, to attend meetings of school boards, to tutor children, etc., throughout the program. Candidates must complete a minimum of 100 hours of fieldwork, 30 of these in a diverse setting and 15 in a special education

setting, prior to student teaching. Placements may be secured by signing up in the Professional Resource Center (Borelli Hall).

All teacher education programs are approved and registered by the N.Y.S. Board of Regents. These programs include the following:

Childhood Education Grades 1-6  
Childhood & Special Education Grades 1-6 (dual certification)  
Adolescent education programs, Grades 7-12: English; mathematics; social studies; Spanish; biology; chemistry  
Art Education certification program: Grades K-12

Dual degree (B.A./B.S. & M.S.Ed.) 5 Year Programs:  
Childhood and Special Education 1-6; Mathematics and Students with Disabilities 7-12; Social Studies and Students with Disabilities 7-12; Spanish and Students with Disabilities 7-12.

Candidates who have met the standards of the teacher education program and who have successfully completed student teaching may be recommended for certification. The final decision regarding recommendation is reserved to the Dean of the School of Education, in consultation with the SOE faculty.

### **NEW YORK STATE CERTIFICATION EXAMINATIONS**

The New York State Education Department (NYSED) requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). Candidates are responsible for obtaining information about these exams from the School of Education office. Candidates are required to complete state certification exams prior to student teaching.

College's Pass Rate for New York State Certification Examinations:

<b>Test Category</b>	<b>2013-2014</b>	<b>2012-2013</b>	<b>2011-2012</b>
LAST	100%	100%	100%
ATS-W	99%	100%	100%
CST (Childhood)	90%	90%	88%
CST (Adolescent)	89%	88%	91%

### **COOPERATING SCHOOL DISTRICTS (Partial List)**

New York: BOCES, Clarkstown Central School District, East Ramapo Central School District, Haverstraw-Stony Point Central School District, Monroe-Woodbury School District, Nanuet Union Free School District, Nyack Union Free School District, Pearl River Union Free School District, Ramapo Central School District, Ridge Street Elementary School, South Orangetown School District, New York City - District 11.

New York - Private Schools: Albertus Magnus High School, St. Anthony's Elementary School, Saint Gregory Barbarigo Elementary School, Immaculate Conception Elementary School, St. Paul's Elementary School.

New Jersey School Districts: Bergenfield, Closter, Cresskill, Demarest, Dumont, Emerson, Englewood, Harrington Park, Mahwah, Montvale, Northvale, Old Tappan, Paramus, Park Ridge, Ramsey, Ridgewood, River Vale, Tenafly, Westwood, Woodcliff Lake.

New Jersey - Private Schools: Bergen Catholic High School, Immaculate Heart Academy.

### **NCATE ACCREDITATION**

St. Thomas Aquinas College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

## **SCHOOL OF EDUCATION COURSES**

All courses listed below are 3 credits unless otherwise noted.

### **Education Courses**

#### **ED 206: Child Psychology**

A comprehensive and scientific study of children from the prenatal period through adolescence; practical application of child development research and its relevance to the lives of children and their families; contemporary social conditions which influence their lives. Fieldwork required.

#### **ED 208: Adolescent Psychology**

This course, based upon established theories of development, research findings, and clinical data, presents a balanced account of adolescence as a critical transition from childhood to adulthood, as a positive and significant period of human growth and a vital period of personal development; biological, sexual, cognitive, psychosocial and cultural variables; implications with respect to education are addressed. Fieldwork required.

#### **ED 212: Educational Psychology**



A study of learners, learning and teaching. Theories of cognitive development and pedagogy, diverse abilities and varied cultural expectations; students will identify strategies to achieve equity in the classroom, and use technology for gathering and presenting information. Prerequisite: ED 206 or 208.

#### ED 213: Issues in Education

History, philosophy, and role of education. Sociological factors affecting equal educational opportunity and diverse student populations, including English language learners. Reform issues, multiculturalism, technology, and teacher professionalism. Field visits required. Not open to freshmen. Prerequisite: ED 206 or 208.

#### EDAT/EDEL/EDSP/EDSC 415: Supervised Student Teaching (9 credits)

Supervised participation on a full time basis for a minimum of one semester to demonstrate competencies developed in methodology courses. Assignments made according to level and area of certification. Graded on a Pass/Fail basis. Prerequisites: Admission to student teaching, all education courses.

#### EDAT/EDEL/EDSP/EDSC 420: Seminar on Reflective Teaching

Culminating seminar taken concurrently with student teaching designed to encourage students to reflect on their experience. Issues such as professionalism, human relations in the classroom, conflict resolution, parent involvement, physical and mental health in youth preventing alcohol, drug abuse, AIDS, sources of stress in teaching, resources for professional development, coping strategies, the hiring process and portfolio presentations are discussed. New York State required seminars on Identification and Reporting of Child Abuse and Violence Prevention are provided.

### **Art Education Courses**

#### EDAT 332 Art Methods for Elementary School

Through active participation in visual arts projects in drawing, painting, sculptures and selective crafts, students will engage in making while learning methods of teaching art at the elementary school level. The course includes lectures, studio experiences, collaborative assignments, demonstrations, and introduction to art education theory. Adaptation of instructional methods, and enrichment for students with special learning needs and students from diverse backgrounds. Fieldwork required. Prerequisite: ED206, ED212 admission to the teacher education program, permission of instructor. Fee: \$75.00

#### EDAT 333 Art Methods for Middle/Secondary School

Through active participation in visual arts activities in drawing, painting, sculptures and selective crafts, students will engage in making products while learning methods of teaching art at the Middle and Secondary level. The course includes lectures, studio experiences, collaborative assignments, demonstrations, and introduction to art education theory. Candidates will study curriculum and develop

a responsible pedagogical approach for all students. Fieldwork required.  
Prerequisite: EDAT 332, admission to teacher education program and permission of instructor. Fee: \$75.00

### **Childhood Education Courses**

**EDEL 232: Literature for Children and Adolescents**  
(Also offered as ENG 232) Children's and young adult literature is studied. Students are involved in literary criticism and the study of illustrations and artists with a focus on the multicultural contributions to the genre.

**EDEL 240: Curriculum for Inclusive Classrooms**  
Introduction, analysis, practice and demonstration of various materials, technological resources, and strategies used in the elementary schools. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork required. Prerequisites: ED 212, admission to the teacher education program.

**EDEL 312: Social Studies Methods for Inclusive Classrooms**  
Curriculum content, including technology, and instructional methodology in social studies for the elementary schools. Differentiated instruction and materials for students with special learning needs and student from diverse cultural and language backgrounds. Fieldwork required. Prerequisites: EDEL 240 and admission to the teacher education program.

**EDEL 313: Mathematics Methods for Inclusive Classrooms**  
This course will prepare the prospective elementary teacher to teach mathematics through the use of the Common Core Content and Mathematical Practices Standards. Focus is on the psychology of learning mathematics, the role of language, use of manipulatives, curriculum materials, content-specific pedagogy and differentiated instruction. Fieldwork. Prerequisites: EDEL 240, two liberal arts mathematics courses, and admission to the teacher education program.

**EDEL 314: Science Methods for Inclusive Classrooms**  
Curriculum content, methods, and strategies for teaching inquiry science to students in grades 1-6 based on the New York State and the Next Generation Science standards. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Integration with technology, engineering and mathematics. Field work. Prerequisites: EDEL 240, two liberal arts science courses, and admission to the teacher education program.

**EDEL 326: Literacy: Reading Methods for Inclusive Classrooms**  
Integrated and interactive approach to teaching and assessing language acquisition and literacy development, including technology, by native English Speakers and

students who are language learners. Skill in developing listening, speaking, reading, and writing skills, with particular emphasis on reading instruction, of all students in elementary schools. All instruction is based on the Common Core Standards.

Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork:

Prerequisite: EDEL 240; admission to the teacher education program.

#### **EDEL 327: Literacy: Writing Methods for Inclusive Classrooms**

Language acquisition and literacy development by native English speakers and students who are English language learners – and skill in developing the listening, speaking reading, and writing skills of all students, with emphasis on the writing process, including technology. All instruction is based on the Common Core Standards. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Field work. Prerequisite: EDEL 240; admission to the teacher education program.

### **Early Childhood Education Courses**

#### **EDEC 301: Curriculum and Instruction, Birth-Grade 2 (3 Credits)**

This course is designed to give students an orientation to curriculum design in early childhood classrooms. The focus is on a general planning framework that can be applied to planning in specific content areas. Students will learn how to build both individual lessons and larger units. The course will provide information on more informal areas of the curriculum including effective use of routines and transitions and the integration of movement, art, and literacy activities into the curriculum. Fieldwork is required.

#### **EDEC 302: Emergent Literacy: Language and Reading Development (3 credits)**

This course focuses on theory and research that establishes best practices for teaching young children, B - 2, to develop oral, reading, and writing language literacy skills and strategies. Focuses include phonemic awareness, phonics and decoding text, sight word acquisition, vocabulary development, fluency, comprehension, and creating a respectful learning environment that values all cultures, languages, individual differences, family contexts, and community. This course is based on National Association of the Education of Young Children Standards and Common Core State Standards for Early Childhood Education. Fieldwork is required.

### **Special Education Courses**

#### **EDSP 241: Exceptional Children**

Historical foundations and major legislation that underlie special education practice with a focus on the IEP process and current issues. Characteristics of children with special needs (i.e., disabilities, giftedness) in each of the following areas of development: biological, cognitive, language, perceptual, and social-emotional and

the implications of those characteristics for educational intervention. Fieldwork required. Prerequisite ED 206 or ED 208.

#### EDSP 344: Strategies for Behavior Management

Research-based best practices for effective management of classroom behavior and the development of social skills. Assessment of behavior and the development of a behavior management plan. Use of proactive strategies to reduce challenging behaviors. Prerequisite: EDSP 241; admission to the teacher education program. Field experiences required.

#### EDSP 345: Autism and Low-Incidence Disabilities

Characteristics of students with Autism Spectrum Disorder and other low-incidence disabilities in the following areas of development: biological, cognitive, language, perceptual, and socio-emotional. Examination of assessment, identification, and placement procedures, curriculum and instructional approaches, specialized techniques and assistive devices with an emphasis on teaching functional skills and adaptive behavior to students who require moderate to intensive levels of support. Fieldwork Required. Prerequisite EDSP 241 and admission to the teacher education program.

#### EDSP 347: High-Incidence Disabilities

Characteristics of students with high-incidence disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Examination of assessment, identification, and placement procedures, curriculum and instructional models/approaches with an emphasis on theories underlying effective instructional practice. Fieldwork Required. Prerequisite: EDSP 345; admission to the teacher education program.

#### EDSP 350: Issues & Strategies in Assessment

Basic statistical concepts used in educational assessment. Use of formal and informal assessment procedures in special and regular education. Using of assessment information to develop IEP goals and objectives. Communication of assessment results to parents and professionals. Prerequisite: EDSP 241; admission to the teacher education program. Field experiences required.

#### EDSP 412: Teaching Methods: High Incidence Disabilities

Application of research-based strategies for teaching reading, writing, math skills, and learning skills; for monitoring students' academic progress. Prerequisites: EDSP 347 and EDSP 350. Field experiences required.

### **Middle Childhood Extension Courses**

EDMS 301: Psychology of the Middle School Student

This course examines established theory, research findings and clinical data on the middle childhood stage of development and integrates these findings with practical application. The physical, cognitive, affective and social- moral development of children in this transition stage will be explored. Prerequisites: EDEL240 /EDSC 218 (Curriculum for Inclusive Classrooms/Secondary Classrooms) and one additional methodology course.

#### **EDMS 302: Middle School Curriculum and Instruction**

This course examines curricula and instructional strategies for the middle school grades. Topics of study include interdisciplinary curriculum, personalized instructional strategies for diverse classrooms, learning communities, and instructional technologies. Field experience required. Prerequisite: EDMS 301/GED 1501: Psychology of the Middle School Student.

### **Adolescence Education Courses**

#### **EDSC 218: Curriculum for Inclusive Secondary Classrooms 7-12**

Introduction to the history, theories, methodology and materials of the secondary school. Students will actively engage in the analysis, practice, and demonstration of various teaching materials, methods, and strategies. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork. Prerequisites: ED 208, ED 212; admission to the teacher education program.

#### **EDSC 320: Math Methods for Inclusive Classrooms 7-12**

Introduction to Common Core Content and Mathematical Practices Standards for teaching and learning mathematics in grades 7-12. Developing instructional strategies that enable learners to achieve the benchmarks of these standards, curriculum based assessment, use of technology. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork required. Prerequisites EDSC 218; admission to the teacher education program.

#### **EDSC 321: Science and Technology Methods for Inclusive Classrooms 7-12**

Introduction to New York State Regents and the Next Generation Science standards for teaching and learning science and technology in grades 7-12. Developing instructional strategies that enable learners to achieve the benchmarks of these standards; curriculum based assessment. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork required. Prerequisites: EDSC 218, liberal arts science course and admission to the teacher education program.

#### **EDSC 322: Social Studies Methods for Inclusive Classrooms 7-12**

Focus on New York State Regents standards for the secondary social studies curriculum, instructional strategies, criteria for selection of historical texts

appropriate for adolescents, curriculum based assessments, differentiated instruction and materials to accommodate diverse student needs. Integration of technology. Fieldwork required. Prerequisites: EDSC 218; admission to the teacher education program.

#### EDSC 323: English Methods for Inclusive Classrooms 7-12

Focus on New York State Regents and Common Core ELA standards for secondary English curriculum, instructional strategies, criteria for selection of texts appropriate for adolescents, enhancing literacy and composition, assessment, differentiated instruction and materials to accommodate diverse student needs, curriculum based assessment, integration of technology. Fieldwork required. Prerequisites: EDSC 218; admission to the teacher education program.

#### EDSC 324: Spanish Methods for Inclusive Classrooms 7-12

Focus on New York State Regents standards for the foreign language curriculum, instructional strategies and materials for teaching Spanish to non-native speakers of this language; curriculum based assessment, differentiated instruction and materials to accommodate diverse student needs, integration of technology. Fieldwork required. Prerequisites: EDSC 218; admission to the teacher education program.

#### EDSC 326: Reading in Content Areas

Teaching reading across the curriculum to adolescent learners in all content areas. Strategies for increasing comprehension; expanding word identification, vocabulary; and spelling; locating and using a variety of informational sources, including technological sources; using multiple genres; developing reading/writing /listening/speaking connections; differentiated instruction. Based on the New York State English Language Arts, standards and International Reading Association. All instruction is based on the Common Core Standards. Fieldwork required. Prerequisites: EDSC 218; admission to the teacher education program.

#### EDSC 327: Writing Across the Curriculum

Introduction to the writing process and to its implementation across all content areas in grades 7-12. Based on the New York State English Language Arts standards, the content includes the steps in the writing process, assessment formats, techniques for expository and narrative pieces; differentiated instruction for special learners in inclusive classrooms and for learners whose primary language is other than English; and utilizing technologies in the process. All instruction is based on the Common Core Standards. Fieldwork required. Prerequisites: EDSC 218; admission to the teacher education program.