

# Courses

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## Undergraduate Courses

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### Accounting (AC)

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#### **AC-161 Financial Accounting**

In this introductory course, we will introduce students to accounting principles and procedures, and to the processes by which financial transactions are recorded, classified, and analyzed to help business decision-makers. Students will learn to prepare and interpret financial statements. 3 credits

#### **AC-162 Managerial Accounting**

An introduction to the use of accounting information by managers. Topics include the use of accounting information for planning and control, performance evaluation, decision-making, and the statement of cash flows, as well as financial statement analysis. P: AC 161. 3 credits

#### **AC-251 Special Topics**

Selected topic studied in-depth within a Business frame of reference. 3 credits

#### **AC-261 Intermediate Accounting I**

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: AC 161, AC 162. 3 credits

#### **AC-262 Intermediate Accounting II**

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: AC 261. 3 credits

#### **AC-263 Cost Accounting**

In this course, we examine the theory and practice of cost accounting techniques and show how they are used in manufacturing businesses. Topics include job order, process costing, standard cost systems, and variance analysis. P: AC 161, AC 162. 3 credits

#### **AC-361 Federal Income Taxation for Individuals**

In this course, we study the theory and procedures of the Federal Income Tax System. Emphasis is placed on individual taxation using a forms-based approach. P: AC 162. 3 credits

**AC-362 Auditing**

This course examines auditing concepts and procedures employed by public accountants for summarizing and analyzing the records and operations of business organizations. Students will use working papers and software programs to examine and evaluate transactions. P: AC 262. Writing Intensive Designation: Major. 3 credits

**AC-363 Advanced Accounting I**

This course will cover the following advanced financial accounting topics: consolidated financial statements for corporations, entries for transactions denominated in foreign currencies, adjustments for market value changes in financial instruments, and accounting for partnerships. P: AC 262 and senior status or permission from the Program Director. 3 credits

**AC-365 Advanced Cost Accounting**

This course will cover the following advanced cost accounting topics: strategic cost management, activity-based management, tactical decision making, absorption and variable costing, responsibility accounting, decentralization, lean accounting, transfer pricing, capital budgeting, and international cost management. P: AC 263. 3 credits

**AC-380 Accounting Internship**

This is a field-based course in which students gain on-site employment experience in a local accounting firm or accounting department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in accounting. 3-12 credits

**AC-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**AC-394 Accounting Theory in Practice**

This course will provide an opportunity to apply the knowledge and skills learned in previous courses in solving real world case problems. Students will complete a critical analysis of accounting, finance, and ethics problems. Through case studies, students will enhance their problem-solving skills by formulating solutions to problems that are encountered in accounting environments. 3 credits

**AC-395      Accounting Capstone**

This course is designed to provide students the opportunity to utilize software programs currently being used in the industry. The course will be interactive with students working on the computer solving accounting problems. Accounting techniques learned in previous classes will be completed with a variety of software programs, including general ledger, audit, and tax packages, as well as Microsoft Excel. P: Senior status. 3 credits

**AC-520      Accounting Concepts**

This course is designed to introduce students to the language of business. Students will learn the conceptual foundation of financial accounting and financial reporting of business activities. Assignments will focus on the development of insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics will include accrual and cash based measurements of profitability and financing, investing, and operating activities of businesses. This course will emphasize accounting for decision-making and the importance of ethics for business and accounting. 3 credits

**AC-550      Special Topics**

Selected topic studied in-depth within an Accounting frame of reference. 3 credits

**AC-590      Independent Study**

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 3 credits

**AC-638      Financial Statement Analysis**

This course will provide students with an understanding of how firms communicate through financial statements. Students will examine the use of financial statement analysis as an integral part of the strategic analysis of firms. In examining financial planning concepts, students will create pro-forma spreadsheets. The regulatory and ethical issues related to financial statement preparation and presentation will be examined. Case studies will be utilized to demonstrate the practical application of financial statement analysis and projections. 3 credits

**AC-650      Advanced Federal Income Taxation**

This course will focus on income tax planning techniques for individuals at a more complex level. Students will examine tax planning through a lifecycle approach that will touch on tax planning strategies individuals can utilize during their lifetimes and even

after death. Topics such as tax planning for small business owners, tax planning during retirement, and tax planning for higher education costs will be covered along with many more throughout the course. Students will also expand their tax research skills as they learn how and why certain tax policies have been created and how they affect individual taxpayers. 3 credits

### **AC-651            Governmental and Nonprofit Accounting**

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. Students will examine the characteristics of governmental and nonprofit accounting with an emphasis on various fund types and account groups. Topics will include reporting, budgeting, and auditing concepts and practices. The ethical and legal issues faced by nonprofit organizations will be examined. 3 credits

### **AC-653            Accounting Information Systems**

This course analyzes the methods used to gather, process, and communicate accounting information in business firms. Students will examine specific business transaction cycles, and manual and computerized accounting systems. Topics will include internal control, auditing techniques, and system documentation. Case studies will be utilized to demonstrate the practical application of various systems. 3 credits

### **AC-655            Ethics for Accounting Professionals**

In this course, students will examine the ethical issues encountered in the accounting field. They will study the professional responsibilities outlined for accounting professionals and examine the ethical principles and practices of businesses. Students will study the regulations created by the passage of the Sarbanes-Oxley Act and discuss the current and potential impact of these regulations. Students will examine codes of conduct, stakeholder theory and the concepts of independence, objectivity, integrity, and public trust. Case studies will be used to illustrate these principles and students will be expected to demonstrate effective written communication skills. 3 credits

### **AC-657            Fraud Investigation**

In this course, students will look at the proactive and reactive areas of fraud auditing and investigation. Students will examine decision making for the prevention, detection, investigation, and reporting of fraud. Different types of management fraud will be covered as well as discussions on consumer fraud, tax fraud, and identity fraud. 3 credits

### **AC-658            Taxation of Business Entities**

In this course, students will examine the taxation of corporations, partnerships, and sole proprietorships. Students will prepare tax returns for business entities and explore the issues involved in tax planning and preparation. Problems will be worked manually and on the computer using tax preparation software. Topics include an overview of the

different forms of business entities and their income tax classifications, gross income, business deductions, and tax liability. 3 credits

### **AC-659 Global Financial Reporting**

This course provides an overview of international accounting and financial reporting practices used in the United States and foreign countries. Students will compare financial reporting standards used by various jurisdictions. Students will examine International Reporting Financial Reporting Standards (IFRS) on a standard-by-standard basis and compare these standards to U.S. GAAP. Students will develop an understanding of these principles and how they are being applied in today's global business world. 3 credits

### **AC-661 Accounting Research Project**

In this course, students will assess their accounting knowledge by completing practice exams from the Uniform Certified Public Accountants Examination. Based on the results, students will independently develop an accounting project focused on an area that needs further development. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. 3 credits

## **Applied Data Science (DAT)**

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### **DAT-111 Introduction to Applied Data Analytics**

This course is an introduction to data science and analytics as well as the application of statistical techniques using R statistics, with a particular focus on problems in the biomedical sciences. The course will use probability models and statistical methods of analyzing data with the object of formulating statistical models and choosing appropriate methods for inference from experimental and observational data and for testing the model's validity. 3 credits

### **DAT-213 Survey of Bioinformatics: Programming and Prediction**

This course will introduce students to bioinformatics analysis and basic programming. Designed for those with little or no prior programming experience, advanced programmers can still learn bioinformatics pipelines and software packages to conduct research. Students will gain hands-on experience working with bioinformatics software, R packages, and functions designed for bioinformatics applications. The course will focus on mass spectrometry-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays and mass spectrometry-based metabolomics. Students will use an open-data science toolchain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. P: DAT 111. 3 credits

### **DAT-391 Applied Data Science Research Capstone**

This is a project-based applied data science (ADS) research class, in which project teams identify a research project under the guidance of a domain expert professor. The research

is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including: (1) define the ADS question, (2) identify, locate, and/or generate the data (3) exploratory data analysis, (4) statistical modeling and prediction, (5) synthesizing the results in the domain context, and (6) creation of reproducible research, including code, datasets, documentation, and reports. P: DAT 111, DAT 213. 3 credits

### **DAT-500      Applied Data Science**

This course will review methods in data acquisition, cleaning, and visualization as well as engage students in the conduct of advanced analyses in R, leading to an exploration of how data and science can be applied to various business contexts, with an emphasis on problem-based learning techniques. DAT 500 is co-listed with DAT 400. Once one course is completed for credit, the other may not be taken for credit at a later time. 3 credits

## **Art (AR)**

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### **AR-111      Drawing I**

An introduction to observational drawing. Development of a personal vision and an individual style through an exploration of the expressive means of drawing: form, line, texture, composition. Various tools and techniques. General Education: Fine Arts. 3 credits

### **AR-113      Three-Dimensional Design**

Provides an analytical approach to design elements and principles with an emphasis on spatial organization and three-dimensional forms using a variety of materials and techniques. This course investigates numerous approaches to understanding the visual world. General Education: Fine Arts. 3 credits

### **AR-114      Graphic Design I**

An introduction to page layout and design as it relates to constructed documents including books, posters, and brochures. Provides an overview of the field of commercial art including advertising, web design, and art direction. 3 credits

### **AR-122      Two-Dimensional Design**

An introduction to the elements of two-dimensional design and study of visual language principles used to organize the plane. Projects are geared to solving visual "problems" with an eye toward elegant and economical solutions. This course will be conducted using the computer as the primary tool and investigating numerous approaches to understanding the visual world. General Education: Fine Arts. 3 credits

**AR-201 Introduction to Computer Art**

An introduction to imaging using windows based tools. The course explores digital bit mapped and vector systems to create two-dimensional works for paper and the web.

General Education: Fine Arts. 3 credits

**AR-211 Drawing II**

A continuation of AR 111 with an emphasis on development of a personal style and drawing as communication and expression. P: AR 111. 3 credits

**AR-212 Figure Drawing**

Figure Drawing is an advanced drawing course. Students enrolled should already have developed a competency in the technical aspects of observational drawing. This course is an introduction to the skills and concepts associated with drawing the nude and clothed human form through creative studio and homework projects. P: AR 111. 3 credits

**AR-213 Color**

This course includes projects analyzing the physical and psychological aspects of color in painting and design with emphasis on theories of color interaction. General Education: Fine Arts. 3 credits

**AR-214 Graphic Design II**

A continuation of AR 114 with a focus on typography, layout, and design for commercial publication. Type specification, production techniques, and digital design tools will be surveyed. The course culminates with a portfolio of publication-ready design. P: AR 114. 3 credits

**AR-216 Arts and Entrepreneurship**

This course introduces students to a variety for students in creative fields within their individual practices, providing business skills, tools, and resources to enable future achievement of their creative goals with an emphasis on professional practice. This course will focus on creating new, self-driven opportunities for creative production. General Education: Fine Arts. 3 credits

**AR-231 Introduction to Ceramics**

Study of the formal elements of shape, volume, color, and texture as they relate to clay and glazes; important historical and contemporary examples; techniques in handling clay, especially hand-building. 3 credits

**AR-232 Ceramics II**

A continuation of AR 231 with more emphasis on various ways of finishing, glazing, and firing hand built as well as wheel thrown clay. P: AR 231. 3 credits

**AR-235 Introduction to Photography I**

Introduces students to the fine art and craft of photography and photographic printmaking. Instruction in camera and darkroom techniques leads to a portfolio with emphasis on visual thinking and photographic seeing. 3 credits

**AR-236 Photography II**

A continuation of AR 235, Photography II develops a personal approach to photography and solving formal and technical problems. P: AR 235. 3 credits

**AR-255 Special Topics**

Selected topic studied in-depth within an Art frame of reference. 3 credits

**AR-311 Painting I**

An introduction to various techniques and approaches to painting with acrylic and/or oils. Regular critiques, gallery visits. P: AR 111, AR 213 or permission of Department Chair. 3 credits

**AR-312 Painting II**

An advanced course in painting. Students will develop their personal style through an in-depth approach toward technical and conceptual problems. P: AR 311. 3 credits

**AR-313 Advanced Painting III**

This course provides the student with the opportunity to explore advanced technical and conceptual work in painting. It allows the student to create one or two thematically linked bodies of work which will be accompanied by supporting research, a written proposal and an Artist's Statement. Students are mentored in the development of an "interview ready" portfolio/binder and other career preparation materials. P: AR 311, AR 312. 3 credits

**AR-314 Advanced Graphic Design I**

Introduction to design for the World Wide Web. Students will create a professional portfolio site for themselves and take it live to the web with their own domain name. P: AR 214. 3 credits

**AR-315 Advanced Graphic Design II**

A semester in company identity and package design. Design to meet the strategic needs of corporate branding and packaging. P: AR 314. 3 credits

**AR-331 Advanced Ceramics I**

An opportunity for further work at advanced levels in the medium. P: AR 231, AR 232. 3 credits



**AR-332            Advanced Ceramics II**

An opportunity for further work at advanced levels in the medium. P: AR 231, AR 232, AR 331. 3 credits

**AR-335            Digital Photography I**

An exploration of photographic color, light, and design using digital tools. Coursework includes scanning into digital image from conventional film. Adobe Photoshop software is utilized to manipulate, edit, collage, and combine digital images. 3 credits

**AR-336            Digital Photography II**

An opportunity to explore advanced coursework in digital photographic editing. Students will pursue a defined project throughout the semester. P: AR 335. 3 credits

**AR-337            Advanced Photography I**

An opportunity for motivated students to pursue more advanced work in still photography including color and large format work. P: AR 235, AR 236. 3 credits

**AR-338            Advanced Photography II**

An opportunity for motivated students to pursue more advanced work in still photography including color and large format work. P: AR 235, AR 236, AR 337. 3 credits

**AR-355            Special Topics**

Selected topic studied in-depth within an Art frame of reference. 3 credits

**AR-380            Art Practicum**

Program of supervised practical experience in museum, gallery, art, or advertising studio related to the student's course of study in art. P: Permission of Department Chair. 2-12 credits

**AR-381            Internship: Art Management**

This is a field based course in which students gain on site experience working in the Art and/or Art Management field for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be at a different location. P: Junior or Senior standing. 3 to 12 credits

**AR-390            Special Problems in Art**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop

the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

### **AR-391          Senior Project**

Includes discussion of current writings on art and art criticism, and a studio project or research paper. Exhibition required of seniors concentrating in studio art; lecture or project required of those concentrating in the history of art. P: Open to Senior Art majors. 3 credits

## **Art History (AH)**

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### **AH-143          Evolution of Art: Ideas and Practice**

This is an art history survey course which encourages active learning through creative studio projects, research, collaborative discussion and problem solving. The course will examine a selection of major visual art forms in various cultures and time periods ranging from the ancient to the contemporary. General Education: Fine Arts. 3 credits

### **AH-217          Creation: Telling the Story, Shaping the World**

This course will examine the human impulse to make sense of the world by becoming a creator. This impulse spans from cave painting and other early art, through stories of myths and heroes, and into contemporary art and mural-making. The course not only provides historical context for creative expression but also requires students to create their own visual and narrative art in conversation with that history. General Education Pathway: Creation & Destruction - Humanities. 3 credits

### **AH-230          Art History Survey I**

A survey of painting, sculpture, and architecture of the Western World from prehistory to the Late Gothic. This course investigates aesthetic and technical developments in art and architecture and their relationship to the social, political, and cultural growth of Western civilization. It is designed to introduce students to new perspectives through the visual language of art history (Prehistoric, Ancient Egyptian, Greek, Roman, Medieval, and Islamic influences on the development of Romanesque and Gothic). General Education: Fine Arts. 3 credits

### **AH-231          Art History Survey II**

A continuation of Art History I, the survey of Western painting, sculpture, and architecture from the 14th century Renaissance to 19th century Neo-Classicism (Renaissance, Baroque, Rococo, Romanticism, Neoclassicism). General Education: Fine Arts. 3 credits

**AH-331      The Museum Experience**

This course provides students with the opportunity to learn art history through the unique lens of travel, exploration, and firsthand experience of original artworks. Through visits to area museums and galleries, students will explore various art movements and styles, and the historical and cultural contexts that shaped them. Throughout the course, students will develop their critical thinking and writing skills, as well as their ability to interpret and analyze works of art. Writing Intensive Designation: Major. 3 credits

**Art Management (AM)**

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**AM-111      Introduction to Art Management**

Through this course, students will gain an understanding of the theory and practice of art management in nonprofit and for-profit organizations. 3 credits

**AM-129      Art Space Management**

This course is designed for students to study and to discover how spaces are managed as facilitators of the promotion of art to the community. 3 credits

**AM-351      Museum and Curatorial Studies**

This course introduces students to the cultural role of museums and galleries, deepening their understanding of the intellectual and practical tasks of curating exhibitions and maintaining collections. Recent scholarship on the origins and functions of the museum will be studied. This course is ideal for students interested in careers in art-related fields, such as studio art, art history, arts management, and art education. 3 credits

**AM-380      Art Management Internship**

Program of supervised practical experience in arts management in a field related to the student's course of study. P: AM 111 and AM 315W. 3 credits

**Art Therapy (AT)**

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**AT-500      Foundations of Art Therapy**

This is a survey course covering the origins of art therapy and its growth as a profession. This course also examines the theories and applications of art therapy in a variety of settings through lecture, reflection, presentations, and discussion. Students will learn how art therapy services are used in various treatment settings by gaining knowledge of the allied health professions (psychosocial rehabilitation disciplines, mental health professions, and other creative arts therapies) with whom art therapists work. 3 credits

**AT-502      Fieldwork in Art Therapy**

Students are placed in "the field" in a therapeutic setting under the supervision of a Registered Art Therapist (ATR) or other licensed professional. This introductory placement experience provides students with an opportunity to understand the duties

and roles of an art therapist through direct observation, and to begin to develop the skills necessary to interact ethically and effectively with individuals, groups, and/or families seeking mental health treatment or support. In addition to a minimum of 100 hours spent at their placement (approx. 7 hours each week), students are required to attend and participate in a weekly seminar class. A minimum of 50 of the total placement hours must be in direct client contact as well as a minimum of 10 supervision hours (approx. 1 hour every other week) during the semester. P: AT 500, AT 504, and AT 508. 2 credits

### **AT-503 Professional Practices: Ethical Standards and Legal Issues**

A seminar designed to promote the development of a professional identity for the art therapist and mental health counselor. Lectures, readings, and discussion will focus on the history and recent developments in ethical and legal responsibility, confidentiality, malpractice, human rights, mental health law, professional organizations, and credentialing and licensing. It is preferable that this course be completed in the first year of the program. 3 credits

### **AT-504 Techniques in Art Therapy**

A didactic and experiential course in the use of art in therapeutic settings. Students will engage in an exploration of art media and specific art therapy processes relating to a variety of populations, assessment, as well as the development of treatment goals and objectives. Students will gain experience in facilitating artistic expression, exploring the form and content of art, while developing skills in the understanding of artwork within various dimensions of personality, psychopathology, and treatment. 2 credits

### **AT-505 Art Therapy with Children/Adolescents**

This course will focus on the theories of cognitive, psychosocial development, and artistic expression in children (ages 2-12). Students will gain an understanding of the role of art materials and effective therapeutic techniques for children; an understanding of the diverse theoretical approaches (e.g., developmental, cognitive, behavioral, psychoanalytic) used for these age groups; and learn to synthesize and apply specific art therapeutic approaches and strategies to age-related problems (e.g., bereavement, abuse, medical disorders, learning disabilities, school adjustment, peer group interactions). 3 credits

### **AT-507 Theory and Practice of Group Art Therapy**

This course provides a theoretical and practical foundation for the integration of sound group therapy practices with a variety of art therapy structural components. Students will utilize both didactic and experiential learning models and be asked to develop skills in recognizing and responding ethically to transference and counter-transference issues that are unique to group therapy process. Emphasis will be on the many aspects of group therapy, including group composition, group process, identifying stages of the group, types of populations, group endings, and their unique applications in the field of art therapy. The class is a group with dynamics of its own, and each student will be asked to

learn by participating in and at the same time observing the unfolding of group dynamics within this class setting. 3 credits

### **AT-508 Cultural Competence Through a Global Framework**

This course provides an exploration of the socio-cultural influences on the creative expressions of major cultural groups in the United States and the student's personal identity as it impacts the therapeutic relationship. Emphasis will be on understanding the mediating role of diversity in the development of the counseling relationship, modes of artistic expression, and the development of multicultural competencies. The instructor will coordinate readings, experiential exercises, and guest lectures to illuminate the importance of multicultural awareness and competency in the practice of art therapy. 3 credits

### **AT-510 Art Therapy in Substance Abuse and Chemical Dependency Treatment**

This course examines the special issues and problems for art therapists and counselors in providing services to clients with alcohol/drug abuse diagnoses and behavioral addictions. Emphasis will be placed on treatment approaches and practices appropriate for psychiatric hospitalization, inpatient rehabilitation programs, day treatment, and outpatient services. 3 credits

### **AT-512 Clinical Assessment Practices**

This course surveys important art therapy assessment tools. Using lecture, discussion and interactive participation, students gain exposure to and will be able to administer at least 6 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. 3 credits

### **AT-513 Art Therapy with Adults/Seniors**

A survey of the developmental and theoretical issues involved in providing counseling and art therapy services to diverse clients across the span of adulthood. Through didactic and experiential means the physical and psychosocial effects of aging will be explored along with a review of various treatment techniques and intervention strategies. 3 credits

### **AT-514 Art Therapy and the Family**

Art Therapy and the Family is designed to provide an overview of the field of family therapy and its various systemic perspectives. It incorporates the hands-on training necessary for gaining the basic professional skills of an art therapist working with diverse family forms. Students will examine their assumptions about what a "family" is, and how it develops within a social/cultural context. Didactic, group, and experiential formats emphasize the importance of the self of the therapist in the family system explored through self-reflection and collaboration. Ethical considerations and multicultural issues will be integrated into the content and process of the course. 3 credits

**AT-520 Trauma Informed Art Therapy and Counseling**

In this combined theoretical and art experiential course, students will understand the concepts of trauma-informed work in art therapy and counseling. Through the creation of their own response artwork, readings, and discussion, students will learn how art-based interventions support the essential features of trauma-informed care and post-traumatic growth: empathy, agency, safety, resilience, and empowerment. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media and trauma informed counseling techniques. Students will develop increased empathy for the client experience of trauma and an improved understanding of the role of the counselor/therapist in trauma treatment. 3 credits

**AT-550 Special Topics**

This elective seminar is structured with a focus on intensive immersion into the art-making process over a weekend, with exploration into a variety of topics relevant to the field of art therapy. Course topics vary each semester and include didactic and experiential learning. 1 credit

**AT-580 Internship Seminar**

The internship placement will provide students with the hands-on training necessary to gain the basic professional skills of an art therapist. Six credits of internship, 625 hours of placement time, are required, and can be completed over three to four semesters. A minimum of 312.5 of the total placement hours needs to be in direct clinical contact using art therapy with individuals, groups, or families. Internship placements will be offered in a variety of settings. A minimum of 63 of the total placement hours needs to be supervision hours. In addition to the supervised hours spent at the placement site, students will meet weekly with an on-campus supervision group to review and process the internship experience. Departmental permission is required. 6 credits over the span of 3 semesters

**AT-581 Internship Seminar I**

This first level of internship provides students with preparatory hands-on training further developing the beginning competencies initiated in their Fieldwork experience. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact using art therapy with individuals, groups, and/or families. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). On-site guidance from the placement supervisor combined with support from the course instructor during weekly class meetings will address the student's experiences and develop their ability to receive and make use of feedback. P: AT 502. 2 credits

**AT-582 Internship Seminar II**

This course initiates the development of advanced competencies. Students are expected to engage fully in most aspects of client care with placement experiences providing

opportunities to integrate theories learned in the classroom. Students will reinforce their practice in applying art therapy services using sound ethical judgement. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). Guidance at the setting will continue to support student learning as well as feedback received during weekly seminar instruction to build upon identified strengths and ongoing opportunities for clinical growth. P: AT 581. 2 credits

### **AT-583                    Internship Seminar III**

The final internship will advance clinical competencies in the areas of professional aptitude. The placement will provide students with the hands-on training necessary to obtain employment after graduation. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). In addition to the supervised hours spent at the placement site, students will attend a weekly seminar course to review and process the internship experience. P: AT 582. 2 credits

### **AT-590                    Independent Study**

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-3 credits

### **AT-599                    Thesis Proposal Seminar**

Each student formulates a research question, develops a thesis proposal, and presents their final proposal to faculty and students. 3 credits

### **AT-600                    Thesis**

Successful completion of AT 599 is required before registration in this course. During this course the student will work with thesis advisors and the course instructor to complete steps toward a final thesis, which will be publicly presented. The thesis must be completed within two years of the date of the thesis proposal approval. P: AT 599. 2 credits

## Biology (BI)

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### **BI-111            General Biology I**

The goal of this course is to familiarize the student with fundamental principles which govern all organisms. Topics introduced include biological themes illustrated throughout the semester, cell structure and physiology, Darwinian evolution, and genetics. To be taken in conjunction with BI 111L. General Education: Science. 3 credits

### **BI-111L            General Biology I Laboratory**

BI 111L uses a series of laboratory exercises designed to provide hands-on experience in addressing various biological principles and to introduce the scientific method of experimental design. To be taken in conjunction with BI 111. 3 hours. 1 credit

### **BI-112            General Biology II**

This course is a continuation of General Biology I with a comparative approach to various organ systems. What is an animal? What are the various modes of nutrition? What evolutionary steps have organisms made to become more efficient at surviving? What organ systems have they exploited? Their physiology, maintenance of homeostasis and the relationships the organ systems have to each other will be explored. To be taken in conjunction with BI 112L. P: Minimum grade of C- in BI 111. 3 credits

### **BI-112L            General Biology II Laboratory**

BI 112L explores the anatomy and physiology of selected organisms through dissection-based activities. To be taken in conjunction with BI 112. P: Minimum grade of C- in BI 111, BI 111L. 3 hours. 1 credit

### **BI-116            The Human Body**

A non-majors course designed to provide a fundamental background in human biology and to serve as a basic introduction to the anatomy and physiology of humans. Emphasis is placed on examining the functions of various systems and their relationships to each other. Hands-on activities may be offered during the course giving the student a chance to experience the wonders of the human body for themselves. General Education: Science. 3 credits

### **BI-206            Human Anatomy & Physiology I**

Part one of a two-course sequence that explores the structure and function of the human body. Topics include a detailed analysis of the components and functions of the primary tissues and the integumentary, skeletal, muscular, and nervous systems. To be taken in conjunction with BI 206L. 3 credits



**BI-206L      Human Anatomy & Physiology I Laboratory**

Laboratory periods involve hands-on coverage and analyses of the structures and functions of the primary tissues and the integumentary, skeletal, muscular, and nervous systems. To be taken in conjunction with BI 206. 3 hours. 1 credit

**BI-207      Human Anatomy & Physiology II**

Part two of a two-course sequence that explores the structure and function of the human body. Topics include the structures and functions of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, immune, and reproductive systems. To be taken in conjunction with BI 207L. P: Minimum grade of C- in BI 206. 3 credits

**BI-207L      Human Anatomy & Physiology II Laboratory**

Laboratory periods involve hands-on coverage and analyses of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, immune, and reproductive systems. To be taken in conjunction with BI 207. P: Minimum grade of C- in BI 206, BI 206L. 3 hours. 1 credit

**BI-215      Microbiology**

This introductory-level course concentrates on fundamental functional and structural characteristics of microscopic organisms, bacteria, viruses, and lower eukaryotic species comprising the fungi, protozoa, and algae. Categorical features related to morphology, genetics, and metabolic processes will be studied. The course also highlights the importance of these groups of organisms as causative agents of infectious diseases and as powerful genetic tools in research. To be taken in conjunction with BI 215L. P: Minimum grade of C- in BI 111 and BI 112, or BI 206. 3 credits

**BI-215L      Microbiology Laboratory**

Students gain experience in basic laboratory techniques that demonstrate the isolation and culturing of microbes, morphological traits of select microorganisms, and the exchange of genetic material between microbial cells. Biochemical assays that differentiate metabolic functions and enzymatic activities of bacterial and fungal species are introduced. The course provides training in the formatting and detailing of laboratory reports that review the experimental exercises. To be taken in conjunction with BI 215. P: Minimum grade of C- in BI 111, BI 111L, BI 112, and BI 112L, or BI-206 and BI 206L. 3 hours. 1 credit

**BI-216      Cell Biology**

This course addresses life at the cellular level. Topics include the composition and physiology of major organelles, signal transduction, cancer, cell migration, and adhesion. To be taken in conjunction with BI 216L. P: Minimum grade of C- in BI 111, BI 112. 3 credits

**BI-216L      Cell Biology Laboratory**

This course includes exercises employing methods commonly used in studying areas in cell biology. Laboratory techniques include DNA/protein electrophoresis, bacterial transformation, protein expression, and purification. To be taken in conjunction with BI 216. P: Minimum grade of C- in BI 111, BI 111L, BI 112, BI 112L. 3 hours. 1 credit

**BI-310      Genetics**

This course is designed to introduce the student to DNA and its roles in the forming of genes, heredity, and the variation of organisms. Mendelian genetics, fundamental molecular genetics, and the genetic basis of evolution are included as well. To be taken in conjunction with BI 310L. P: Minimum grade of C- in BI 111, BI 112. 3 credits

**BI-310L      Genetics Laboratory**

Laboratory exercises include DNA/protein electrophoresis, polymerase chain reaction (PCR), restriction enzyme analysis and computer-based image analysis. To be taken in conjunction with BI 310. P: Minimum grade of C- in BI 111, BI 111L, BI 112, BI 112L. 3 hours. 1 credit

## **Business & Economics (BE)**

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**BE-135      Business Communications**

This course will equip students with essential written and verbal communication skills needed for a successful career in business. Students will learn how to effectively tackle common communication challenges, including clearly conveying messages in both written and oral forms, persuading hesitant audiences, maintaining audience engagement, delivering unfavorable news, and promoting themselves through resumes. Additionally, the course will explore how technology can support and enhance both internal and external business communications. 3 credits

**BE-202      Statistics for Business and Economics**

Students will be introduced to the basic principles of statistical analysis that are useful in effective business decision-making. Some topics covered include descriptive statistics, probability and random events, sampling, and estimation. P: MA 111, MA 116, MA 120 or MA 121. 3 credits

**BE-204      Principles of Macroeconomics**

Survey of introductory macroeconomics with a focus on economic growth, unemployment, and inflation. Topics covered include national income, fiscal policy, money, the banking system, and monetary policy. Balance of payments and currency exchange rate issues are analyzed. General Education Pathway: Politics, Philosophy, Economics - Experiential Learning. 3 credits

**BE-205 Principles of Microeconomics**

Microeconomic concepts and tools will be utilized to evaluate the economic behavior of individuals. The "invisible" market forces (price mechanism) and external forces (social, cultural, political, and legal forces) will be explored and examined from personal perspectives as well as their aggregate effect on the economy. General Education: Social Science. 3 credits

**BE-247 Healthcare Finance**

This course will provide an introduction to healthcare finance and the current financial environment in which healthcare organizations function. The course will expand on basic financial accounting concepts, explore financial concepts unique to healthcare, and examine techniques that lead to improved cost-effectiveness in a variety of healthcare organizations. The perspectives of various interest groups will be discussed: providers, insurers, policy makers, patients and the general public. P: AC 161. 3 credits

**BE-248 Business Modeling and Analysis**

This course introduces the modern theory of entrepreneurship as a scientific method. Students learn formal business modeling and analysis methods, focused on the development of a financial and/or social impact model, and on the practice of business model validation. Each student builds and validates their own business idea in this course. P: AC 161, MG 131, MG 231. 3 credits

**BE-251 Special Topics**

Selected topic studied in-depth within a Business frame of reference. 3 credits

**BE-334 Business Law**

In this course, we study the basic legal principles that guide business relationships. Emphasis is placed on examination of the Uniform Commercial Code, contracts, sales, commercial paper, negotiable instruments, and business organizations. 3 credits

**Chemistry (CH)**

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**CH-121 General Chemistry I**

A study of matter and atomic structure, measurements, mass-mole relationships, chemical nomenclature and composition, reaction stoichiometry, solution chemistry including acid-base, redox and precipitation reactions, the theory of gas laws, electronic structure and the Periodic table of elements, covalent bonding and related topics. To be taken in conjunction with CH 121L. P: Background in Mathematics equivalent to Algebra II. General Education: Science. 3 credits

**CH-121L      General Chemistry I Laboratory**

General laboratory incorporating qualitative and quantitative techniques such as titrations, filtrations, basic statistics and graphing, mass-mole relationships, and chromatography will be included. To be taken in conjunction with CH 121. 3 hours. 1 credit

**CH-122      General Chemistry II**

A study of liquids, solids and intermolecular bonding, concentration units and colligative properties, thermochemistry, chemical kinetics, equilibrium in chemical systems, acid and bases, acid-base theory and equilibria studies (including buffers and titrations), precipitation equilibria, coordination compounds, spontaneity of reactions, electrochemistry, and nuclear reactions (time permitting). To be taken in conjunction with CH 122L. P: Minimum grade of C- in CH 121. 3 credits

**CH-122L      General Chemistry II Laboratory**

Laboratory experiments include those related to empirical formulas and reaction stoichiometry. Others will be experiments utilizing basic analytical techniques: titrations, gravimetry, spectroscopy and electrochemistry. To be taken in conjunction with CH 122. P: Minimum grade of C- in CH 121, CH 121L. 3 hours. 1 credit

**CH-207      Chemistry of Nutrition**

The chemical basis of nutrition, grounded in basic chemical and biochemical concepts such as the structure and function of biomolecules important for nutrition and metabolic energy transformations. Fundamental related biological concepts such as digestion, photosynthesis, metabolism of carbohydrates, lipids and proteins, cellular respiration and fermentation are discussed. Current social and health issues such the relation of nutrition to diabetes and other diseases, food technology and fad dieting will be incorporated throughout the course. P: Minimum grade of C- in CH 121, CH 122. Writing Intensive Designation: Major. 3 credits

**CH-221      Organic Chemistry I**

This course focuses on fundamentals of structure and bonding in organic compounds. Study of the structure, properties, preparation, reactions, and reaction mechanisms of organic compounds including alkanes, alkenes, alkynes, alcohols, and alkyl halides. Includes stereochemistry of organic compounds; plus detailed examination of the mechanisms of free radicals and nucleophilic substitution reactions. To be taken in conjunction with CH 221L. P: Minimum grade of C- in CH 121, CH 121L, CH 122, CH 122L. Writing Intensive Designation: Major. 3 credits

**CH-221L      Organic Chemistry I Laboratory**

Introduction to various organic laboratory techniques including distillation, reflux, extractions, recrystallization, chromatography, qualitative analysis, and laboratory safety (and related matters). Experiments include paper and thin-layer chromatography,

elimination, nucleophilic substitution, and addition reactions. To be taken in conjunction with CH 221W. P: Minimum grade of C- in CH 121, CH 121L, CH 122, CH 122L. 3 hours. 1 credit

### **CH-222            Organic Chemistry II**

Study of the structure, properties, preparation, and reactions of organic compounds including alkadienes, arenes, organometallics, alcohols, ethers, aldehydes, ketones, carboxylic acids, amines, and various other derivative groups. Electrophilic aromatic substitution, Grignard, Fischer Esterification and other major organic reactions. Application of organic reactions using principles of retrosynthesis. Basic theory of spectroscopic methods NMR, UV-Vis, IR, and MS will be introduced and spectral interpretation of organic compounds emphasized. To be taken in conjunction with CH 222L. P: Minimum grade of C- in CH 221W, CH 221L. 3 credits

### **CH-222L        Organic Chemistry II Laboratory**

Experiments will incorporate spectroscopic analysis (NMR, UV, IR and MS) with synthesis and organic reaction experiments such as oxidation-reduction, esterification, saponification, and nucleophilic substitution reactions. To be taken in conjunction with CH 222. P: Minimum grade of C- in CH 221W, CH 221L. 3 hours. 1 credit

### **CH-231            General Organic Biochemistry**

This course focuses on measurements, atomic and molecular structure, energy, gases, solutions, chemical quantities and reactions, acid and base chemistry, nuclear chemistry, an introduction to the different classes of organic compounds applicable to biochemistry and their reactions, the structure and function of biological molecules, and the metabolic pathways involved in energy production. To be taken in conjunction with CH 231L. 3 credits

### **CH-231L        General Organic Biochemistry Laboratory**

This course will be experimental work providing hands-on experience with concepts in fundamental chemistry. To be taken in conjunction with CH 231. 3 hours. 1 credit

### **CH-241            Introduction to Analytical Chemistry I**

This course includes the analysis of data in analytical chemistry, basic statistics, stoichiometry, titrations, chemical equilibrium, acids, bases and buffers, gravimetry, complexometry, redox, and principles of spectrophotometry. Some experiments may be mini-projects. To be taken in conjunction with CH 241L. P: Minimum grade of C- in CH 222, CH 222L. 3 credits

### **CH-241L        Introduction to Analytical Chemistry I Laboratory**

Laboratory experiments will incorporate lecture material emphasizing data collection (and statistical analysis) and analytical techniques including titrations, gravimetry and

spectrophotometry. To be taken in conjunction with CH 241. Some experiments may be mini-projects. P: Minimum grade of C- in CH 222, 222L. 3 hours. 1 credit

### **CH-242            Introduction to Analytical Chemistry II**

Introduction to theory and use of modern chemical instrumentation techniques including titrations (acid-base, complexometric), spectroscopy (UV, IR, AAS), electrochemistry, chromatography (GC, HPLC), and other techniques. To be taken in conjunction with CH 242L. Some experiments may be mini-projects. P: Minimum grade of C- in CH 241, CH 241L. 3 credits

### **CH-242L          Introduction to Analytical Chemistry II Laboratory**

Laboratory experiments will incorporate lecture material including titrations, spectrophotometry, electrochemistry and chromatography. To be taken in conjunction with CH 242. P: Minimum grade of C- in CH 241, CH 241L. 3 hours. 1 credit

### **CH-321            Physical Chemistry I**

A study of the theoretical principles underlying the areas of thermodynamics, statistical mechanics, chemical equilibrium, and properties of gases. To be taken in conjunction with CH 321L. Some experiments may be mini-projects. P: Minimum grade of C- in CH 241, CH 241L, CH 242, CH 242L, MA 122. SC 131, SC 132 are strongly recommended. 3 credits

### **CH-321L          Physical Chemistry I Laboratory**

Laboratory experiments will incorporate lecture material relating to equilibrium, gas laws, acid-base chemistry, thermochemistry and kinetics. To be taken in conjunction with CH 321. P: Minimum grade of C- in CH 241, CH 241L, CH 242, CH 242L, MA 122. SC 131, SC 132 are strongly recommended. 1 credit

### **CH-322            Physical Chemistry II**

A study of the theoretical principles underlying the areas of phase equilibria, properties of mixtures, electrochemistry, kinetics, quantum chemistry, basic spectroscopy, macroscopic and microscopic structures. To be taken in conjunction with CH 322L. Some experiments may be mini-projects. P: Minimum grade of C- in CH 321, CH 321L. SC 131, SC 132 are strongly recommended. 3 credits

### **CH-322L          Physical Chemistry II Laboratory**

Laboratory experiments will incorporate lecture material relating to viscosity, equilibrium, kinetics, and electrochemistry. To be taken in conjunction with CH 322. P: CH 321, CH 321L. 1 credit

**CH-324 Biochemistry**

Study of the structure and function of complex macromolecules such as proteins, nucleic acids, lipids, and carbohydrates. Intermolecular interactions and regulatory mechanisms that control these interactions will be examined. Cellular metabolism and a quantitative analysis of certain biochemical reactions will also be covered. To be taken in conjunction with CH 324L. P: BI 112, BI 112L, CH 222, CH 222L. BI 216 is strongly recommended. 3 credits

**CH-324L Biochemistry Laboratory**

Laboratory experimental techniques in this laboratory course are aimed at developing skills in characterization of proteins. Techniques will include protein extraction, quantification proteins, purification and analysis using a combination of chromatographic, electrophoretic, and immunobiological methods. Students gain proficiency in operating equipment and instruments commonly found in a biochemical laboratory. To be taken in conjunction with CH 324. P: BI 112, BI 112L, CH 222, CH 222L. BI 216 is strongly recommended. 1 credit

**College Course (CC)**

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**CC-101 Preparation for College Study**

This course is recommended for any Accelerated Degree Program student who has not taken a college level course or any student who would like to enhance their skills in the areas of self-management, learning techniques, time management, using eLearning and MyAlbertus. An emphasis will be placed on methods for managing the unique challenges experienced by adult learners. 3 credits

**CC-102 College Success Seminar**

A course designed to introduce incoming traditional undergraduate students to the concept of a Liberal Arts education and to assist students in making a successful transition into the Albertus Magnus College community. Through discussion and reflection, this course will identify campus resources and strategies for success that will help students develop their academic and personal goals. Students will participate in activities both in and out of the classroom that will help prepare them to become lifelong learners and vibrant members of the Albertus Magnus community. Required for incoming traditional undergraduate, first-year students. 1 credit

**CC-113 Transfer Professional Development Seminar**

All traditional undergraduate students are required to develop an ePortfolio aligned with the benchmarks in core skills of the College's general education Insight Program. In this course, the transfer student will create an ePortfolio to demonstrate learning over time, reflect on personal strengths and weaknesses, practice responsible use of digital technologies, and prepare for meaningful careers. Required for all transfer students in their initial semester. 1 credit

**CC-213 Professional Development Seminar**

A course designed to support students in the midpoint of their academic experience through continued development of their general education ePortfolio in Handshake, as well as career exploration and preparation. Through selection and reflection upon academic and co-curricular work, students will identify personal strengths and weaknesses, practice responsible use of digital technologies, and prepare for meaningful careers. Required for all traditional undergraduate students with sophomore standing. 1 credit

**CC-255 Special Topics**

Selected topic studied. 1.5-3 credits

**Communications (CO)**

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**CO-121 Introduction to Mass Communication**

Survey of basic content and structural elements of mass media and their functions and influences on society. Examines social, economic, political, and cultural changes from the perspective of mass communication theory and practice. General Education: Fine Arts. 3 credits

**CO-125 Podcast Writing & Development**

This course introduces students to the digital audio production process. The course will provide students the opportunity to plan, script, and produce short audio programs. Topics include: surveying the proper equipment for the production, arranging recording sessions, techniques for mixing, and editing sessions. 3 credits

**CO-139 Introduction to Digital Video & Audio**

This course focuses on concepts and techniques associated with digital video production with a focus on internet distribution. Topics include introductory video production and post-production principles, introductory animation principles, documentary best-practices, pre-production planning, and both on-location and studio production. Through a combination of planned location shoots, group projects, and individual creative production students will be exposed to principles and practices associated with both field and studio production. General Education: Fine Arts. 3 credits

**CO-141 Public Speaking**

A skills-based course focusing on the theory and practice of public speaking with emphasis on content, audience analysis, organization, language, delivery, critical evaluation of messages and listening skills. Emphasis is on student performance emphasizing original thinking, effective organization and direct communication of ideas. General Education: Fine Arts. 3 credits



**CO-161            Human Communication**

A study of communication principles and processes as they relate to interpersonal communication, intrapersonal communication, small group and team communication, culture and communication, communication in organizations, and mediated communication. Students engage in practical and ethical application of concepts to their professional and personal lives. 3 credits

**CO-210            Creative Copywriting**

This course will study core strategies for the commercial application of creative writing. Students will develop original copywriting skills, study their implementation, and analyze their effectiveness. 3 credits

**CO-229            Introduction to Digital Communications**

This course will provide students with a detailed critical introduction to the field of digital communications. Topics will include practical applications of digital communication across disciplines: communications studies, journalism, public relations, advertising, media and cinema studies, and communication technology. The class will offer students a glimpse of these disciplines and allow them to integrate them all together. Additionally, this course will provide an entry point for students who have had little experience with either digital technology or communication courses. 3 credits

**CO-230            Interactive Marketing on Social Media**

In this course, students will learn about key concepts, and strategies that make advertising on social media lucrative. From understanding the theories of digital media and advertising to creating a campaign from scratch while learning about strategic planning, audience analysis to content management/creation, this course will explore how modern marketing revolves around social media. Students will get the opportunity to apply course concepts, utilize the skills, and expand their professional portfolios by participating in a service learning project that will cover all the steps as that of an industry grade project, collaborating with and working on a local business. 3 credits

**CO-239            Digital Video & Audio I**

A continuation of AR/CO 139, this course provides support for students to develop and complete an intermediate project using digital video and audio tools. Students will carry individual projects through pre-production, production, post-production and distribution. Students will further be required to assist with the productions of their peers. P: AR 139 or CO 139. 3 credits

**CO-255            Special Topics**

Selected topic studied in-depth within a Communications frame of reference. 3 credits

**CO-261      Public Relations**

This course focuses upon the informational and promotional roles that public relations plays in commercial and non-profit sectors. In addition to developing a student's writing skills, we will address employee communication, community relations, media relations, government relations, and social responsibility. Problem solving and PR expressive skills are emphasized. Highly recommended for those students interested in corporate communications. 3 credits

**CO-263      Social Media Storytelling**

How do you tell a story in 280 characters or a series of pictures? This course will teach storyboarding for social media platforms, how to use text, pictures, and hashtags to create a story on social media. 3 credits

**CO-267      Social Media Journalism**

This course explicitly studies journalistic practice in a social media environment. Students will study contemporaneous new media works of journalism while developing, writing, disseminating and analyzing their own original factual content. 3 credits

**CO-301      Organizational Communications**

Bureaucracies and large-sized organizational structures abound in modern America. Frankly, there is no escaping this reality. Organizational Communications takes historical, structural and ethical perspectives in examining the nature and role of communications within the organizational framework. Direct attention will be given to applying these perspectives to the phenomenon of the modern sports industries, but comparative and contrasting attention will be given to large, midsize, and small businesses; and to those organizations that exist in the not-for-profit sector. Organizational Communications is highly recommended for all students interested in better understanding and affecting the dynamics involved in effective communications within any organizational framework. General Education: C. 3 credits

**CO-339      Digital Video & Audio II**

A continuation of AR/CO 239, this course provides support for students to develop and complete an advanced project using digital video and/or audio tools. Students will carry individual projects through pre-production, production, post-production and distribution. Students will further be required to assist with the productions of their peers. P: AR 239 or CO 239. 3 credits

**CO-341      Film Appreciation**

As an introduction to the study of cinema, this course focuses upon the theories, principles, and expressive skills associated with film analysis. Through the examination of selected early film classics, major motion picture narratives, and film shorts, the student will learn to apply classical, auteur, and genre approaches to film criticism. The student is expected to view movies outside of class meetings and to write several, short

analytical reviews. The emphasis is upon "film literacy" and the ability to "read" a motion picture. 3 credits

### **CO-362          Persuasion**

In this interactive course, students will learn the key theories, concepts, and strategies that define persuasive communication. Students will start from the basic theories of audience analysis and measuring attitudes and use them to craft and evaluate persuasive messages, especially for social media. Students will also get the opportunity to apply course concepts, utilize persuasive skills, and expand their professional portfolios by participating in a community-based campaign and experiential-learning project. General Education Pathway: Trauma Studies - Experiential Learning. 3 credits

### **CO-365          Writing for Interactive Media**

Despite the changing media landscape, good writing skills are a necessity for professional communication. Students in this class use written modalities to create, develop, and hone a distinct, searchable written voice within varied media environments. Much of professional media work involves creating a consistent voice or presence for a person, organization, or company. In this course, participants focus on how to accomplish (or enhance) this process using effective compositional techniques. Writing Intensive Designation: Major. 3 credits

### **CO-375          Core Concepts in Critical Theory**

This course introduces students to critical theoretical lens that they could apply to other courses in the pathway and in their major. Students start with essential critical theories including Marxist criticism, Feminist criticism, Queer theory, Standpoint theory, which leads them into culture industries of Adorno and Horkheimer, theories of ideology by Althusser, and Hall and Foucault's theories on language and power. This course will emphasize accessible readings and active learning components to help students engage with these works comprehensively. At the end of this course, students will be able to recognize how to apply the critical lens to their study and work in whatever field it may be. General Education Pathway: Power, Equity, Justice - Humanities. 3 credits

### **CO-380          Internship**

Communications internships offer the opportunity for students to be placed at professional, media related sites in either the profit or not-for-profit sectors. These on-the-job experiences allow students to gain "real world" experience and skills while earning college credit. Internships require that the student complete 40 hours of site service for every credit received for the experience. 1-12 credits

### **CO-390          Independent Study**

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage

new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-3 credits

### **CO-391      Communications Capstone**

In the Communications Capstone students develop a specialized project and portfolio focused on learning from their Communications courses in a comprehensive manner. The National Communication Association (NCA) standards of communication competence provide the grounding for the course. As part of the course, students are asked to demonstrate mastery or excellence in following NCA communication competencies: (1) communication theory and practice (ability to explain, synthesize, apply, and critique theories and concepts), (2) communication inquiry (ability to apply appropriate analytical tools to answer a question or solve a problem), (3) audience adaptation (ability to adapt messages, oral and written, to the diverse needs of an audience), and (4) critical thinking (ability to listen to messages actively, evaluate messages thoughtfully, and respond to messages mindfully). P: Senior status. 3 credits

### **CO-394      Social Media Capstone**

The capstone project will have the student culminate the coursework they have completed in the major. They will run a real-time project based on the theories they have learned and test their skills on social media platforms. 3 credits

## **Computer Information Systems (CIS)**

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### **CIS-110      Contemporary Issues in Computer Information Systems**

This course will introduce students to a range of current issues experienced by technology and information systems leaders in a variety of industry sectors. By taking advantage of guest speakers and research into emerging technology challenges, students will gain an appreciation of the scope of the technology industry and the potential opportunities they will encounter through the CIS program and in their future careers. This course will offer potential CIS majors an introduction to the field and offer existing CIS students a broad perspective on the ways in which technology affects businesses. 3 credits

### **CIS-112      Introduction to Cybersecurity**

This course provides an essential introduction to current cybersecurity topics. Topics include high-level discussions concerning cyber hygiene, common security pitfalls, and security solutions for individuals and businesses. Career opportunities and certification programs will be addressed as well as case studies of actual criminal hacking attacks, cyber warfare, and similar events. Students will also be introduced to Hypervisor technology and Open-Source Intelligence (OSINT) tools and techniques which will

provide useful computing and research skills that may apply in many settings. This course is beneficial for anyone curious about digital security, planning for Cyber/CIS careers, or criminal justice majors interested in the cyber aspects of law enforcement. 3 credits

### **CIS-115      Computer Essentials**

A general description of the use of computers in business and an introduction to solving practical business problems using the microcomputer. Topics include basic computer architecture, input/output devices, and storage devices. Microcomputer topics concentrate on five areas: word processing, spreadsheets, databases, graphics, and communications. Microsoft Office is used. This course is designed for those who feel they need an introductory computer course. 3 credits

### **CIS-150      Computer Hardware Fundamentals**

This course will provide a hands-on exploration of the various hardware components that make up modern computers. It is essential that CIS and Cyber students have a firm foundation of the internal workings of computers, as well as confidence with regards to replacement and upgrading of key physical components. This course will provide students with both the background knowledge of computer hardware functions as well as hands-on experiences with computer equipment. Hardware architecture of peripheral equipment such as printers, modem/router, external storage, and pointing devices are also discussed. Students will also be exposed to basic troubleshooting and recovery tools and techniques. 3 credits

### **CIS-160      Programming with Python**

As one of the most popular scripting languages, this course presents an opportunity for students to explore the fundamentals of programming with Python. As a stand-alone language, Python is powerful - but when integrated with other software tools such as Microsoft Excel, or as part of A.I. software development, its impact can rapidly scale up. Python is useful in both I.T. fields and Cybersecurity, providing users a variety of functions to automate processes and increase efficiency. This course would also be useful for students majoring in finance, accounting, data analytics, supply chain management, or other related fields since Python is such a widely used language. 3 credits

### **CIS-171      Business Spreadsheet Development**

A detailed description of the use, design, and development of complex spreadsheets to solve business problems. Topics include graphing, macro development, and other advanced spreadsheet features and techniques. Principles of good spreadsheet design are emphasized throughout the course. Special emphasis will be placed on accounting software applications. Microsoft Excel is one of the packages used in this course. 3 credits

**CIS-172 Database Development**

A detailed description of the use of databases in business and practical instruction in the development of databases on the microcomputer. Topics include table creation, sorting, indexing, and reporting. Students develop an understanding of the uses of databases in business and the management of a database on a microcomputer. Microsoft Access is used. 3 credits

**CIS-210 Data Privacy and Digital Security**

This course will explore a variety of topics relating to online privacy, digital safety, digital citizenship, and the protection of personal information in the increasingly digital world. Students will engage with topics such as data brokering, facial recognition technology, personally identifiable information, government regulation, industry oversight, and the responsibility of organizations and individuals to act in an ethical manner across a range of disciplines and contexts. 3 credits

**CIS-221 Security Auditing and Risk Assessment**

This course covers the foundational methods of security auditing and presents the key elements of security risk assessment for organizations. Students will get a practical view of the primary risk assessment methods and exposure to tools commonly used in the process of conducting security audits. Topics to be covered will include risk mapping, security risk remediation and ongoing audit methods to ensure the integrity of organizational data. 3 credits

**CIS-231 Legal Issues in Cybersecurity**

This course will focus on practical and legal issues affecting organizational leadership within the IT sector. The topics covered in this class will include compliance with federal and industry-specific protocols, protecting the rights of stakeholders, employee oversight and privacy laws, establishment of business policies, and analysis of the changing legal frameworks for Cybersecurity professionals. 3 credits

**CIS-240 Defensive and Offensive Cybersecurity Fundamentals**

This course introduces students to the building blocks of information security. Key concepts and definitions are explained through lecture and hands on lab exercises as well as critique of real-world hacking incidents. The first half of the course focuses on Cybersecurity best practices for home and office which are taught in the classroom and reinforced in the lab setting. In the second half of the course, students are afforded an opportunity to work with offensive security tools and tactics based on Kali Linux. Training will cover the basic sequence of penetration testing including reconnaissance, enumeration, gaining access, maintaining access, and covering tracks. 3 credits

**CIS-250 Windows Operating System**

This course is an introduction to the Windows computer operating system. This course teaches techniques for setting up files and directories, backing up files, managing Active

Directory, and organizing programs on a computer using Windows. This course will also explain the essential security concepts involved with these operating systems and set the stage for later course work in the program which involves use of Windows. Students will need access to a Windows computer with administrator permissions. 3 credits

### **CIS-252      Special Topics**

Selected topic studied in-depth within a Computer Information Systems frame of reference. 3 credits

### **CIS-261      The Power and Pitfalls of Artificial Intelligence (A.I.)**

This interactive, interdisciplinary course will allow students to explore a range of topics related to the role of Artificial Intelligence (A.I.) in our lives. By learning the foundations of how A.I. actually works, examining its growing influence and impact on business, medical fields, the arts, social structures, and legal and ethical frameworks, students will learn about the immense power of A.I. - and also recognize the dangers and pitfalls that it presents. Through a combination of hands-on experiences, active inquiry, and weekly topics, students will learn to produce, evaluate, critique, and assess the impact of A.I. tools on their current and future lives. General Education Pathway: Creation & Destruction - Experiential Learning. 3 credits

### **CIS-270      Linux Operating System**

This course is an introduction to the Linux computer operating system. This course teaches techniques for setting up files and directories, backing up files, and organizing programs on a computer using Linux/UNIX. This course will also explain the essential concepts involved with these operating systems. 3 credits

### **CIS-276      Systems Analysis and Design**

An introduction to analyzing and designing computer systems for business. Topics include cost benefit analysis, input/output design, file design, data flow diagramming, and project management. Students will learn to work effectively as a member of a project team designing a complex computer system. 3 credits

### **CIS-282      Computer Networks**

A study of the hardware and software used in local area networks. Includes study of the use and maintenance of network operations systems. 3 credits

### **CIS-286      Internet and Web Publishing**

This course covers the basics of web design, including search engine optimization, website layout, navigation, calls to action and other essentials of effective design for the World Wide Web. Students create their own websites with multiple related pages, links to other sites, and complex graphics and photographs. 3 credits

**CIS-301      Technology and the Arts**

This course includes all forms of creative expression, and their evolution through digital technology. It demonstrates the connection between the arts, humanities, and technology that continue to influence today's digital society. 3 credits

**CIS-315      Healthcare and Information Systems**

Information technology is transforming the delivery, management, and economics of healthcare. This course will explore the technologies that support healthcare information systems, such as software applications; system analysis and design; data management; networks and data communication; and system standards and security. Particular attention will be paid to the benefits and challenges of information technologies in medical record keeping; remote diagnosis and treatment; and improving efficiency and quality of care. 3 credits

**CIS-320      Computer Forensics I**

This course is designed as an introduction to computer forensics. It will cover the basic concepts of cybercrime and information systems forensics, and provide a solid foundation for more advanced computer forensic concepts. It will include the processes involved in searching hardware, computer programs and data for evidence. 3 credits

**CIS-321      Computer Forensics II**

This continuation course will introduce students to advanced information systems forensics techniques. It will include the processes involved in searching hardware, computer programs, and data for evidence. P: CIS 320. 3 credits

**CIS-325      Data Communications**

This course is designed to provide students with an understanding of the technologies and products related to communications systems. It will include management issues related to network planning, implementation, and administration. Among the topics covered are: distributed data processing, communication techniques, network design, and security. 3 credits

**CIS-330      Issues in Computer Ethics**

An introduction to ethical decision-making as it relates to computer technology. This course includes the investigation of Internet-related and on-the-job issues. Items addressed include privacy and freedom of speech issues, intellectual property rights, the creation and maintenance of computer databases, and computer-related criminal activities. Writing Intensive Designation: Major. 3 credits

**CIS-331      Incident Management and Response**

This course addresses the methods by which an IT professional can manage cybersecurity incidents and follow up procedures to be conducted immediately after an event. Topics



to be covered include analysis of the extent of the infiltration, incident containment, root cause analysis, evaluation of the scope of the data breach, and strategies to engage in constructive dialogue with stakeholders. 3 credits

### **CIS-379            Management of the Information Systems Function**

In this course, students study the principles of managing an information systems service function in business. Topics include: objectives, organization, client relations, cost allocation, computer center operations, legal issues, and the application development process. 3 credits

### **CIS-380            Internship**

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in the Computer Information Systems, Business Administration, Management, and Sport Management Department plus junior or senior standing. 3-12 credits

### **CIS-385            Information Systems Security**

A study of security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include operating system models and mechanisms for mandatory and discretionary controls; data models, concepts, and mechanisms for database security; basic cryptography and its applications; security in computer networks and distributed systems; and control and prevention of viruses. Concentration will be placed on the related legal issues. 3 credits

### **CIS-390            Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

### **CIS-393            Senior Computer Project**

The graduating senior undertakes a major research project in the field of CIS, which includes on-site inquiry and the writing of a senior thesis on the basis of research. P: Senior standing. 3 credits

## **Criminal Justice (CJ)**

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### **CJ-111 Introduction to the Criminal Justice System**

Students will review the origins and foundations of our American system of policing, the relationship between the individual citizen and the state/federal governments' police powers. Included in this section of the course will be an overview of the Fourth Amendment, the Fifth Amendment, and the Sixth Amendment. Students will also review the judicial system, and become familiar with the procedures followed in a criminal trial. Finally, the students will examine sentencing issues and the sanctions available against a criminal convict, including incarceration in jail or prison, probation, and parole. General Education: Social Science. 3 credits

### **CJ-231 Deviance and Criminology**

An examination of the social construction of the categories of "crime" and "deviance" with a focus on data and theories used in Sociology and Criminal Justice Studies. P: CJ 111 or SO 111. 3 credits

### **CJ-232 Juvenile Delinquency**

Investigation of delinquency as a social category, including theories of construction and causation, patterns of delinquency, and the working of the juvenile justice system. P: CJ 111 or SO 111. 3 credits

### **CJ-233 Corrections**

Examination of philosophy, theory, and practice of criminal punishment and of the processes which characterize arrest, prosecution, trial, and sentencing. Formal and informal operation of law enforcement agencies are studied, with special attention to patterns of differential treatment accorded different social and economic groups. P: CJ 111 or SO 111. 3 credits

### **CJ-234 Contemporary Issues in Criminal Justice**

This course is designed to challenge students' ability to discern the complexities of some of the fundamental issues faced by criminal justice professionals today, including the consequences of our nation's "war" on drugs; the possible consequences of the legalization of drugs; gun control; the insanity defense; the development of the victim's rights movement; predicting juvenile delinquency; and probation and parole. P: CJ 111. 3 credits

### **CJ-238 Criminal Evidence**

This course is designed to introduce students to the rules of evidence which govern the conduct of criminal trials. Starting out with an explanation of direct and circumstantial evidence, students will then examine the hearsay rule and its many exception, privileges, and the standards which govern expert and lay testimony. Finally, students will finish the

course with an examination of how the courtroom rules affect police officers in the field as they investigate criminal behavior. P: CJ 111. 3 credits

### **CJ-239            National Security & Civil Liberty**

In this course, students will explore the complex problems faced by our nation as we attempt to balance the conflicting need to maintain our national security with the need to ensure individual civil liberty. Topics covered include: subjecting civilians to military justice, martial law declaration, suspending habeas corpus, designating persons as unlawful combatants, and law enforcement scrutiny of lawful political protest. In addition, students will review how the events taking place during various time periods in our history, such as the Civil War, the Cold War era, and the 1960s shaped our government's policies toward balancing security needs with the guarantee of civil liberties we enjoy. 3 credits

### **CJ-248            Correctional Administration**

This course is designed to familiarize the student with issues currently being faced in the correctional field. We will address such areas as: correctional history, prisoner reentry, managing sex offenders, mass incarceration, the death penalty, and gender issues. 3 credits

### **CJ-250            Police & Community Relations**

This course will familiarize students with the role of the police in a democratic society. The curriculum will discuss police discretion, community policing, and other contemporary issues. 3 credits

### **CJ-255            Special Topics**

Selected topic studied in-depth within a Criminal Justice frame of reference. 3 credits

### **CJ-280            Criminal Justice Practicum**

Fieldwork experience with approval of Program Director. P: CJ 111 plus 15 hours in Criminal Justice. 3 credits

### **CJ-335            The U.S. Constitution & Bill of Rights**

In this course students will examine the founding documents of the American republic: the Declaration of Independence, the Articles of Confederation, the Constitution, and the Bill of Rights. Students will first review the promises of individual freedom contained within the Declaration of independence. This will be followed by reviewing the Articles of Confederation before moving onto the Constitution's structure wherein our national government was divided among three branches: legislative, executive, and judicial. Students will become familiar with the concepts of 'natural rights,' 'separation of powers,' 'limited' government, 'states' rights,' and the 'amendment' process. 3 credits

**CJ-338 Criminal Evidence**

This course is designed to introduce students to the rules of evidence which govern the conduct of criminal trials. Starting out with an explanation of direct and circumstantial evidence, students will then examine the hearsay rule and its many exception, privileges, and the standards which govern expert and lay testimony. Finally, students will finish the course with an examination of how the courtroom rules affect police officers in the field as they investigate criminal behavior. P: CJ 111. Writing Intensive Designation: Major. 3 credits

**CJ-345 Criminal Law and Procedure**

This course is designed to introduce students to the development of substantive and procedural due process, focusing on the ancient roots of criminal law from Medieval England up to the present day. Various topics such as criminal responsibility, causation, attempts, crimes and criminal procedure will be analyzed. P: CJ 111. 3 credits

**CJ-380 Internship**

Fieldwork experience approved by the Program Director. P: Junior or senior status. 3 credits

**CJ-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**CJ-391 Senior Seminar: Ethics**

In this seminar-based course, students in Criminal Justice will study the difficult ethical issues faced by criminal justice practitioners on a daily basis and how the ethical challenges faced by police, prosecutors, judges, and corrections officers can be effectively addressed. 3 credits

**CJ-510 Criminology**

This course examines the development and application of theories of crime causation and social deviance. The course includes an assessment of the issues and problems involved in controlling crime and deviance in society. Students learn about the reason why some behavior is considered deviant and criminalized while other behaviors are not. 3 credits

**CJ-512 Contemporary Issues in the Criminal Justice System**

This course examines current issues facing the American criminal justice system. The course explores controversial topics such as the police use of force and discretion, as well as access to the justice system, organizational and legal issues related to decision-making within the criminal justice system, the role of the courts and the correctional system. 3 credits

**CJ-514 Research Methods and Statistics**

This course examines the research process and is designed to provide students with an understanding of the principles and practices of criminal justice empirical research. More specifically, methods of research and data analysis, as applied to the field of criminal justice, are presented. The application of these methods to criminal justice practice is demonstrated through various exercises. To better prepare capable professionals, students are taught both the language of scientific discourse and the ability to critically appraise empirical studies. To better prepare practitioners who are fair and respectful toward individuals from diverse backgrounds, research ethics and sensitivity to populations-at-risk are promoted. 3 credits

**CJ-516 Criminal Justice Ethics**

This course focuses upon constitutional and ethical issues as they affect the operation of the criminal justice system. Topics examined include: legal issues related to punishment, and the ethical responsibilities of criminal justice agents. 3 credits

**CJ-521 Probation, Parole and Community-Based Corrections**

More than 8 million adults in America (1 in 30) are under some form of correctional supervision, be it probation, jail, prison, or parole. Even those who are confined to high security prisons will eventually be paroled and supervised by professionals in the field of community-based corrections. This course examines the issues faced by correctional administrators seeking to punish and rehabilitate offenders, while trying to keep the communities in which they reside safe. 3 credits

**CJ-530 Issues in Correctional Supervision**

There are many issues facing correctional officers, including inmate mental health issues, use of force, sexual conduct, rape, narcotic abuse, inmate violence and gangs. Corrections supervisors, responsible for the conduct of their officers, need to understand the legal issues involved in supervising officers and inmates in the correctional setting. Students will confront the issues by examining real cases that led to allegations of federal civil rights abuses against officers and supervisors in the correctional environment. 3 credits

**CJ-536 History and Future of American Corrections**

This class will address the history and future of American correctional systems. The first half of the class will discuss the history of corrections in America beginning as soon as the first English settlers arrived in 1607. From the Jamestown settlement to

today, correctional efforts have been marked by the best of intentions and the worst of abuses. The second half of the class will cover how America enters the twenty-first century and how the prison industry, which had been a growing industry for decades, is shrinking alongside state budgets. The issue presented by this problem is how well corrections professionals can respond to the growing demand to tighten budgets while improving ways to supervise and control released inmates in the community, many of whom continue their criminal careers. 3 credits

### **CJ-661 Criminal Justice Thesis**

This is the program's capstone course. Student works with a faculty mentor to develop a research project that culminates in a thesis, which includes the following: 1) original research on a specific topic, 2) a critical review of relevant literature, 3) development and testing of a hypothesis (if applicable), 4) selection of the methodology (if applicable), 5) results of research, and 6) summary of the research findings and conclusions. 3 credits

## **Drama (DR)**

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### **DR-245 History of the American Musical Theatre**

This course explores musical theatre in America and its relation to the continually changing social milieu. We briefly examine the precursors of the American musical - minstrel shows, vaudeville, and operetta - to arrive at the "birth" of a new concept, integrating multiple disciplines (script, dance, music, themes, social/cultural contexts) into a genre whose appeal has spanned decades. Through chronological organization of presented materials, the student will be able to follow the evolutions of musical theatre from its beginnings through its heyday to its current iterations. General Education Pathway: Creation & Destruction - Experiential Learning. 3 credits

## **Education (ED)**

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### **ED-170 Health Education for Teachers**

This course familiarizes students with the topics of nutrition, first aid, disease, community health, mental health, youth suicide, child abuse, and alcohol and drug abuse, as well as other health considerations, as they may impact school success. The course includes discussion and practice of methods for instructing young people about these health-related topics. 2 credits

### **ED-190 Orientation to the Schools**

A weekly seminar including an overview of major events and court decisions that have affected public schools during the nation's history, and a consideration of social, political, and legal issues on individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write brief weekly papers and keep reflective journals, as well as to participate in electronic discussion forums. Attention is given to the process of developing a professional

Teaching Portfolio. This course includes a field experience requirement consisting of forty hours spent in a school environment under the supervision of a site supervisor. 2 credits

### **ED-212 History and Philosophy of Education**

Overview of why and how we educate children. Topics include implicit and explicit goals of education, social reproduction theory, an analysis of selected educational systems in recorded human history, the history of education in the United States, and contemporary educational philosophies. 3 credits

### **ED-222 Learning**

Whenever experience changes our behavior in a lasting way, learning has taken place. Learning includes acquisition of knowledge, mastery of concepts, cultivation of skills, and development of habits. This course surveys what is known about key forms of learning, emphasizing classical conditioning, operant conditioning, observational learning, verbal learning, and information processing models of memory. Major theories that attempt to explain these processes and how these theories are applied to real world concepts, such as education, will be covered. P: PY 111. 3 credits

### **ED-227 Special Education for the Classroom Teacher I**

Teacher candidates in the undergraduate teacher preparation program will understand the diverse needs of all students, especially those likely to be enrolled in inclusion classes, and will gain skills to differentiate instruction in all classes. They also will have understanding of CT and Federal legislation pertaining to exceptionalities (such as IDEA, 504 Plans, RtI/SRBI, Pupil Planning and Placement Team process, Individualized Educational Plan (IEP) development, and accommodations/modifications) to ensure their compliance with current regulations and policies. This course requires a 15 hour field experience in a school. 3 credits

### **ED-228 Special Education for the Classroom Teacher II**

Teacher candidates in the undergraduate teacher preparation program will acquire an understanding of the diverse needs of all students, especially those likely to be enrolled in inclusion classes. They will acquire skills and strategies to meet special needs of students by devising various activities and assignments within the classroom. Specifically, those enrolled in this course will acquire special education knowledge and skills related to instruction in reading comprehension and content-specific literacy needed for success in classes across the curriculum. The course also includes instruction in the detection and recognition of dyslexia, and develops candidates' skills in providing structured literacy interventions for students with dyslexia. Also, as they learn to differentiate instruction, teacher candidates will acquire skill in the use of assistive technology to meet the learning needs of students with a variety of special needs. Additionally, students will become knowledgeable in strategies for addressing social and emotional needs of students in the general classroom. An important component of this course focuses on

teacher candidates' reflection on their own cultural competencies, and the strengthening of these competencies in preparation for the diverse population who will be part of the school community in which they will teach. P: ED 227. 1 credit

### **ED-229      Psychology of the Exceptional Child**

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavior modification) will be covered. Specific language and academic skills disorders, autistic-spectrum disorders, mental retardation, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention also will be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. This course includes a fifteen-hour field experience. This course does not fulfill the required special education courses for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses. P: PY 111 and PY 211 or PY 330. 3 credits

### **ED-242      Educational Psychology**

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It provides students with opportunities to develop their problem solving skills in the context of education and psychology. Some of the topics the course covers are development and individual differences, learning theories, problem solving, instructional objectives and methods, motivation, behavior management, and assessment. P: PY 111. 3 credits

### **ED-251      Special Topics**

Selected topic studied in-depth within an Education frame of reference. 1-8 credits

### **ED-320      Teaching Reading and Writing Across the Curriculum**

Emphasis in this course is on the essential importance of including instruction in reading and writing in every class as a means of enabling students to understand and articulate concepts and vocabulary related to content area studies. By becoming familiar with current ILA Standards, as well as with the RTI (SRBI) approach to effective instruction of all students, those enrolled in the course research, observe, and practice techniques and strategies for effective instruction of verbal literacy as an integral part of content



instruction at both the middle and high school levels. Effective differentiated instruction, including instruction for English language learners, is an important component of this course. Also, part of the course is a fifteen-hour field experience, spread over the entire semester. This field experience, that takes place at a local school, enables the teacher candidate to assist with classroom reading and writing instruction, and affords familiarization with working with English language learners. 3 credits

### **ED-321 Curriculum and Methods of Teaching**

This course addresses both curriculum and methods of instruction at both the middle and secondary levels. Attention is given to planning and organization of lessons and study units, effective strategies for classroom teaching, including classroom management techniques, differentiated instruction, and use of appropriate means of assessment. A field experience of at least 20 hours, spread over the entire semester, is a component of this course. Teacher candidates are placed with teachers at the level and in the content area in which they anticipate seeking endorsement. Taken during the same semester as ED 322. 3 credits

### **ED-322 Technological Applications in Classroom**

This course introduces students to educational technology currently available for classroom use and considers various ways in which teachers employ such technology as effective teaching tools. Student projects and class presentations are central to activities in this course. Taken during the same semester as ED 321. 2 credits

### **ED-330 Child Development**

An examination of the major theories, issues, and research related to the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. This course is not required for those who seek initial teacher certification at the middle or secondary level. P: PY 111. 3 credits

### **ED-341 Adolescent Psychology**

This course examines the development of the individual during the period of transition from childhood to adulthood, including physical changes, personality development, and the influence of family, school, and culture on adolescents. P: PY 111. 3 credits

### **ED-390 Independent Study**

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating

investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

### **ED-391 Teaching Practicum**

This course consists of a weekly seminar that introduces teacher candidates to edTPA, the student teacher assessment used in Connecticut. In addition, a field experience of at least twenty-four hours spread over the entire semester enables the teacher candidate to prepare for the student teaching experience by observing a highly qualified teacher in a classroom setting at the middle or secondary school level. The teacher candidate will write journals reflecting on the relationship between effective instructional strategies and student learning. As part of the field experience, opportunity is provided for the candidate to engage in limited teaching experiences under the supervision of the classroom teacher. P: Minimum grade of C in ED 321. 3 credits

### **ED-392 Student Teaching**

Concentrated and full-time classroom teaching, under the supervision of a cooperating teacher and a supervisor from the college's Education Programs Department. This experience enables teacher candidates to experience how theory is applied to practice for the purpose of successful teaching and learning. To be taken in conjunction with ED 393. P: Minimum grade of C in ED 391. 9 credits

### **ED-393 Student Teaching Seminar**

This course consists of a weekly seminar that teacher candidates take in conjunction with ED 392 Student Teaching. The course focuses on discussing issues and current practices in education as well as providing support for completing the Student Teaching Performance Assessment, a summative program requirement. Through readings and class discussions, teacher candidates will understand best practices for planning, instructing, and assessing student learning, as well as understand educational policies and issues that impact the teaching profession. Through a series of focused in-class workshops, teacher candidates will be supported as they complete all required elements of the Student Teacher Performance Assessment. To be taken in conjunction with ED 392. P: Minimum grade of C in ED 391. 2 credits

### **ED-436 Teaching Literacy in the Primary Grades**

This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers. Offered as part of the Albertus Magnus College/ Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 3 credits

**ED-436L English Language Arts Integration Field Lab IV**

This language arts field lab is taken in conjunction with ED 436 and ED 466. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 1 credit

**ED-458 Teaching Science in the Primary Grades**

This course focuses on the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 3 credits

**ED-466 Teaching Social Studies in the Primary Grades**

This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 2 credits

**ED-468 Teaching Mathematics in the Primary Grades**

This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 3 credits

**ED-468L Primary Math and Science STEM Field Lab III**

This STEM field lab is taken in conjunction with ED 458 and ED 468. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are

required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 458/ED 468. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 1 credit

### **ED-503            Capstone Research Practicum I**

This course begins by addressing the problem students identified in ED 501. Students will research literature on STEM pedagogy, curriculum, and educational technology that will help them work toward resolving the problem. The course focuses on guiding students through a rigorous review of the literature on their educational problem and potential solution. Students will leave the course with an annotated bibliography and literature review, which will become the first part of their capstone. 3 credits

### **ED-504            Japanese Lesson Study I**

The Japanese Lesson Study process is a tool that teachers can use to develop/improve lessons and units in any academic discipline. One cycle of the process involves teams of teachers collaboratively planning a lesson, implementing the lesson while other team members observe, and then engaging in a post-lesson discussion to garner feedback about how the lesson can be improved. This course will focus on providing the history, rationale, and documented effectiveness of lesson study as a teaching/professional development tool, as well as providing detailed instruction on how to engage in lesson study most effectively. As part of the course, candidates will form lesson study teams and collaboratively develop a lesson (ideally an interdisciplinary one) to be taught, observed, and discussed during the academic year. Candidates will share these lessons and their lesson study experiences in Japanese Lesson Study II, the second course in this sequence. 3 credits

### **ED-505            STEM: Beyond the Acronym**

This course examines the acronym of STEM with an integrated lens. Candidates will learn pedagogical tools for STEM teaching and learning with an interdisciplinary approach across subject areas. They will engage in individual and collaborative work to develop interdisciplinary STEM lessons as part of a unit that could be used in their classrooms. Candidates will observe diverse lessons and reflect on learner outcomes and apply the engineering design process to improve teaching. 3 credits

### **ED-510            Curriculum and Methods of STEM**

This course seeks to answer two main questions—What is STEM, and what is its purpose? Topics that will be considered include what the different STEM disciplines are, how the disciplines fit together, what engineering by design is and why it is important, strategies that support inquiry and problem-solving skills, and student-centered instructional methods used in STEM. Another focus of the course will include an emphasis on STEM jobs and careers, as well as why students should be choosing and preparing themselves for STEM-related fields, particularly those with underrepresented populations. 3 credits

**ED-512 Foundations of Blended, Remote & Online Learning**

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

**ED-530 Curriculum and Methods of STEM - Certificate Track**

This course seeks to answer two main questions-What is STEM, and what is its purpose? Topics that will be considered include what the different STEM disciplines are, how the disciplines fit together, what engineering by design is and why it is important, strategies that support inquiry and problem-solving skills, and student-centered instructional methods used in STEM. Another focus of the course will include an emphasis on STEM jobs and careers, as well as why students should be choosing and preparing themselves for STEM-related fields, particularly those with underrepresented populations. 3 credits

**ED-551 Special Topics**

Selected topic studied in-depth within an Education frame of reference. 3 credits

**ED-604 Engaging Diverse Audiences**

Given the increasingly multicultural student population in American schools of the twenty- first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course to draw parallels and contrasts between their own culture and a variety of other cultures. 3 credits

**ED-607 Principles of Technology/STEM and Assessment**

This course focuses on the various technological tools that can be used to enhance instruction and better evaluate student learning in STEM courses. Candidates will be introduced to various free and commercially available software as well as internet sources. These technological tools will bolster teachers' curricula (e.g., scientific modeling/simulations, lesson plans at NASA-for Educators), professional development, and ability to adaptively select formative and summative assessments to gauge student learning and inform subsequent instruction. 3 credits

**ED-610 Engaging Diverse Audiences - Certificate Track**

Given the increasingly multicultural student population in American schools of the twenty- first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course

to draw parallels and contrasts between their own culture and a variety of other cultures.  
3 credits

### **ED-611            Techniques for Accessibility and Inclusion - Certificate Track**

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research based-strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

### **ED-612            Principles of Technology/STEM and Assessment - Certificate Track**

This course focuses on the various technological tools that can be used to enhance instruction and better evaluate student learning in STEM courses. Candidates will be introduced to various free and commercially available software as well as internet sources. These technological tools will bolster teachers' curricula (e.g., scientific modeling/simulations, lesson plans at NASA-for Educators), professional development, and ability to adaptively select formative and summative assessments to gauge student learning and inform subsequent instruction. 3 credits

### **ED-623            Gamification and Learner Motivation**

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

### **ED-628            Techniques for Accessibility and Inclusion**

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research based-strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

### **ED-675            Japanese Lesson Study II**

Students in this course and those incoming students in Lesson Study I will be combined, and candidates in Lesson Study II will take on a leadership role. First, students in this course will share their lessons/lesson study experiences that took place during the academic year following their Lesson Study I course. That will be used as a springboard for these students and the instructors of this course to co-teach those in Lesson Study I about the lesson study process and how to conduct it. Lesson Study II students will split time between revising the lesson that they developed during the academic year and providing Lesson Study I support and leadership as the new cohort engages in the lesson study process for the first time. P: ED 504. 3 credits

**ED-677 Leadership in STEM**

This course occurs close to the end of the program and will help graduates to become agents of change in communities of which they are members (school, district, state, etc.). Some of the topics that will be examined include a review of local and non-local STEM programs as well as how to initiate a school/district STEM program (shaping policy and providing advocacy); provide professional learning for colleagues (mentor beginning STEM teachers, becoming a STEM instructional coach, help to form teacher learning teams); network (with other programs and leaders); disseminate/publish ideas, observations, and materials; and how to search for/apply for funding, to name a few. 3 credits

**ED-680 Capstone Research Practicum II**

Each student enrolled in this course will work with an advisor and will select a project related to STEM instruction in the general education classroom. They will use the problem and research they did in previous courses to write a grant proposal to bring a STEM-related project/ curriculum into their classroom. 3 credits

## English (EN)

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**EN-106 Written Expression I**

Through the study of the basic strategies of the composing process, students employ written expression as a vehicle of critical thinking as they are trained in the craft of expository writing and coached in skills necessary for producing clear, concise, and coherent essays. General Education: Writing Intensive. 3 credits

**EN-106E Written Expression I: Extended Practice**

This course introduces students to the principles and practices of college-level expository writing. Through extended instruction and guided practice, students develop their skills in reading analytically, thinking critically, and writing clearly and effectively. Emphasis is placed on generating and organizing ideas, crafting coherent paragraphs and essays, and refining grammar and mechanics. With additional time for workshops, feedback, and revision, students gain the confidence and competence needed for academic writing across the curriculum. General Education: Writing Intensive. 4 credits

**EN-107 Written Expression II**

Continuing EN 106, the second semester builds upon students' fundamental knowledge of expository writing and increases proficiency in reading and writing, particularly argument, persuasion, and research. An introduction to the major literary genres provides a context for written response. General Education: Writing Intensive. 3 credits

**EN-109 Elements of Effective Writing**

This course is designed for the student who needs intensive practice in the techniques of effective writing. Through a focus on the writing process, this course aims to further

develop students' abilities to express themselves in persuasion, argument, and some research writing. 3 credits

### **EN-143 Introduction to Creative Writing**

A writing course designed as a general introduction to the strategies of literary composition. Through sustained and systematic practice in the techniques that stimulate and refine creative writing, students will exercise and develop intuitive and critical abilities essential to significant artistic achievement. 3 credits

### **EN-151 Special Topics**

Selected topic studied in-depth within an English frame of reference. 3 credits

### **EN-170 Foundations of Literary Study**

This course introduces students to essential concepts and skills in the discipline of English. Students will develop their skills as readers and writers through the practice of close reading and making literary arguments. They will also learn to work with secondary sources to enrich their understanding of literature in its historical and cultural contexts. General Education Pathway: Power, Equity, Justice - Writing Intensive. 3 credits

### **EN-220 The Short Story**

A study of the thematic and stylistic range of the short story, with a concentration on the work of several English-language masters of the genre, such as Hawthorne, Poe, James, Crane, Joyce, Hemingway, O'Connor, and Oates. General Education: Literature. 3 credits

### **EN-227 Masterworks of British Literature I**

Introduces students to the treasures of British literature: the tales of Chaucer; sonnets of Shakespeare; poems of Sidney, Spenser, Donne, Marvell, Milton, Dryden, Pope; essays of Swift and Samuel Johnson. Making use of some of the most beautiful and suggestive literary texts in English, this course helps students to become confident and responsive readers of literature. General Education: Literature. 3 credits

### **EN-228 Masterworks of British Literature II**

The second half of Masterworks of British Literature explores selections from among the prose and poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats; the works of Tennyson, Arnold, the Brownings, Ruskin, Mill, Newman, Carlyle, Pater; and such modern poets as Yeats, Eliot, Auden, and Heaney. General Education: Literature. 3 credits

### **EN-235 Voices of Freedom, Equality and Justice**

On July 5, 1852, Frederick Douglass gave a speech in Rochester, New York, demanding an answer to the meaning of the 4th of July to the American Negro. He insisted any celebration of American freedom was a sham unless it also included African Americans,



most of whom at the time were legal slaves. Exactly 20 years later, Susan B. Anthony, in a famous speech, reminded her listeners that the Preamble to the United States Constitution began, "We the People," but "People" did not include women. Cesar Chavez, also in New York, in 1968, railed about the exploitation of farmworkers who labored under brutal working conditions in America, for less than minimum wage. These are but a few of the individuals whom we will study and whose voices and ideas we will explore in this course. Designed to introduce the student to individuals from a broad range of backgrounds, Voices of Freedom, Equality, and Justice, offers an in-depth look at activists whose messages of urgency raised issues of basic human rights, equality, and social justice. Their example, their refusal to look away, their insistence on speaking out and taking action, resulted in reforms that have improved the lives of millions of Americans. The format of the course will include reading primary sources ranging from speeches, to excerpts from autobiographies, to essays and historical documents. There will be discussion, student-centered problem-based learning (PBL), group work, research, and writing. This course seeks to develop students' knowledge of how culture informs one's understanding of self, society, and the world. Furthermore, this course offers the student an opportunity to engage in different and, at times, opposing viewpoints and to explore ethical dimensions while considering the nature of self and self's relation to the world. General Education Pathway: Power, Equity, and Justice - Humanities. 3 credits

#### **EN-244A      Creative Writing: Poetry, Short Fiction, Short Theater Pieces**

This course invites students with a serious interest in writing to compose various forms of poetry, short fiction, and/or theater pieces. Through weekly writing and class workshops, this course helps students discover material, find and develop an authentic voice, and experiment with different kinds of writing. 3 credits

#### **EN-244B      Creative Writing: Poetry, Short Fiction, Short Theater Pieces**

This course invites students with a serious interest in writing to compose various forms of poetry, short fiction, and/or theater pieces. Through weekly writing and class workshops, this course helps students discover material, find and develop an authentic voice, and experiment with different kinds of writing. 3 credits

#### **EN-245      The Composing Process**

Making use of class exercises, workshops, and individual conferences, this course will guide students to discovering materials, affecting audiences, and writing creatively with clarity and power. General Education Pathway: Creation and Destruction - Humanities. 3 credits

#### **EN-250      Special Studies in Literature**

Topics are interdisciplinary and/or may focus on literature in translation. 3 credits

**EN-251          Young Adult Literature**

This course centers on different kinds of literature read by young adults. It is particularly useful to future teachers. General Education: Literature. 3 credits

**EN-255          Special Topics in British and American Literature**

These courses focus on specific themes, periods, genres, or groups of writers in British and/or American literature. 3 credits

**EN-268          Nature and American Literature**

This course is an historic and contemporary look at the interplay between wilderness, nature, and civilization in American culture. The course represents a study of how writers imagine and represent nature and wilderness in American literature, and which genres are most effective. Readings are drawn from writers ranging from Henry Thoreau, John Muir, Sarah Orne Jewett, and Willa Cather to Theodore Roethke, Gary Snyder, Stephanie Mills, Barry Lopez, Wendell Berry and Leslie Marmon Silko. The class may also consider artistic themes of nature and wilderness, such as paintings from the Hudson River School and American Impressionism to more contemporary visions of the American landscape. General Education Pathway: Mission Earth - Writing Intensive. 3 credits

**EN-283          Shakespeare I**

This course explores the literary and theatrical genius of one of the world's greatest and most controversial artists. We will read, discuss, and watch performances (both film and live) of Shakespeare's major plays. This course focuses on the turbulent history plays (Richard II, Henry IV Part I and Part II, Henry V); sparkling romantic comedies (A Midsummer Night's Dream, As You Like It); and two of the most popular and poignant tragedies (Romeo and Juliet, Hamlet). General Education: Literature. 3 credits

**EN-284          Shakespeare II**

This course explores the literary and theatrical genius of one of the world's greatest and most controversial artists. We will read, discuss, and watch performances (both film and live) of Shakespeare's major plays. This course focuses on three great tragedies (Macbeth, Othello, King Lear); two mind-bending, problematic plays (Antony and Cleopatra, Measure for Measure); and the fascinating and beautiful final plays (The Winter's Tale, The Tempest). General Education: Literature. 3 credits

**EN-293          From Adultery to Apocalypse: Five Amazing Plays**

This course focuses on such crucial issues as Heroism; Love in a Violent World; War and Anti-Capitalism; Apocalypse. We explore plays of different countries, cultures, centuries, and languages. We develop the skills to understand, inhabit, and carefully analyze selected plays both as literary texts and as theatrical events. This course offers students an opportunity to engage in creative and critical dialogue with the plays, their

characters, and their authors as well as with each other, and to articulate that experience both orally and in writing. General Education: Literature. 3 credits.

### **EN-321            The Athlete and Sport Across Popular Media and Culture**

This course will explore the athlete in sport by examining various representations of sports, the mind/body connection for the athlete, and socio-cultural factors and implications of sports, across a variety of media, including film, television, and the memoir. This inter- and multi- disciplinary course will draw upon literature from media studies, psychology, sociology, and philosophy to examine various narratives and theories of the athlete's journey, and sport in general. We will cover a variety of topics including narratives of greatness, injury, race, gender, ability, class, embodiment, setbacks, and institutions. General Education Pathway: Trauma Studies - Experiential Learning. 3 credits

### **EN-345A          Seminar in Composing Autobiography**

This seminar uses readings, class exercises, and workshop activities to help students begin the process of exploring different versions of writing one's self as a literary text. Issues addressed include becoming the "author" of oneself; autobiography as the "rewriting" of the self; confession and deception as "autobiographical" impulses; the relation between autobiography and fiction. Students compose autobiographical poems or narratives as their final portfolio project. Recommended: EN 143. 3 credits

### **EN-345B          Seminar in Composing Autobiography**

This seminar uses readings, class exercises, and workshop activities to help students begin the process of exploring different versions of writing one's self as a literary text. Issues addressed include becoming the "author" of oneself; autobiography as the "rewriting" of the self; confession and deception as "autobiographical" impulses; the relation between autobiography and fiction. Students compose autobiographical poems or narratives as their final portfolio project. Recommended: EN 143. 3 credits

### **EN-356            Studies in American Literature**

This course will introduce students to major themes in American literature with an emphasis on the diversity of America's literary traditions, including African-American and Indigenous American writing. General Education: Literature. 3 credits

### **EN-360            Literature of Love**

This course focuses on the literature of love. As we read selected works from the early Greek poet Sappho to contemporary American poets, we will explore the various meanings love takes on in different cultures, centuries, and contexts-and we will consider the possibility that writing itself can be a way of loving. If you think that love poetry is sentimental or predictable, this seminar will surprise you! General Education: Literature. 3 credits

**EN-361 Literature of the Immigrant**

Immigration is always two stories: a leaving and an arrival. This course considers the American immigrant experience through the perspective of literature. Novels, short stories, poetry, essays, and memoirs are read to gain understanding of the struggle of creating new lives in an unfamiliar culture. General Education: Literature. 3 credits

**EN-380 Internship**

Field work experience open to senior majors. Requires permission of Department Chair, with whom hours and credits are to be arranged. 3-6 credits

**EN-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**EN-391 Senior Seminar in British and American Literature**

This is the culminating seminar for English majors which invites in-depth study of selected seminal literary texts. Past seminars have focused on the question: How does reading and knowing poets of the past relate to our reading and knowing of poets of our own time? Writing Intensive Designation: Major. 3 credits

**EN-500 Writing Portfolio**

This course serves as the central mentoring experience for M.F.A. students, in which the student develops a body of work from classes and in preparation for the Master Project. An individual advisor guides the writer in the process of honing the craft and developing the writing portfolio. Through guided revision, students will emerge from the program with a portfolio of work reflecting their strengths as writers. Students will also benefit from responses from other students in the program through periodic workshop meetings that will build a community of writers. 1 credit. Students are required to complete 4 credits throughout the program.

**EN-521 Readings in Fiction**

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published short stories, novellas, and novels. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, the controversy over "cultural appropriation" sparked by Lionel Shriver's 2016 speech and the #ownvoices

movement. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

### **EN-522 Readings in Poetry**

In this course, students will take measure of the contemporary poetry scene by extensive and intensive reading of recently published poetry, including major prize-winning collections (Pulitzer, National Book Award, etc.) and anthologies like the Best American Poetry series. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the ongoing debates in the poetry world- for example, the question of accessibility and whether rhymed and metered verse is still relevant. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

### **EN-523 Readings in Nonfiction**

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published essays, memoirs, and journalism. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, questions of ethical representation in nonfiction. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

### **EN-541 The Creative Process**

An examination of the creative process including the stages, elements, and the products. Students learn ways to explore levels of creative unconsciousness and how and why the creative process works. Topics include: inspiration, authenticity, vision, voice, "performativity." How do creative individuals achieve their ends? Students will develop a critical understanding of their own deepest level of imaginative experience. Also in this course, they will begin to consider an original and artistic approach that will culminate in a directed writing (Master) project in EN 692. 4 credits

### **EN-543 Seminar in Poetry I**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

**EN-544 Seminar in Fiction I**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-545 Seminar in Nonfiction I**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-551 The Literary Marketplace**

This is a course that centers on the methodology of publicity and promotion and commonly used tools and techniques that can be employed by writers to attract readers. Students will engage in an analysis of the contemporary writer's market, from major publishers, to independent presses, to the Internet. By researching trends and developing an understanding of how their writing fits into market categories and compares with similar works, students will develop an understanding of how to frame writing projects for agents and publishers. A strong focus is placed on website and social media techniques for self-promotion. This course may include visits from guest publishers and authors. 4 credits

**EN-643 Seminar in Poetry II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

**EN-644 Seminar in Fiction II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-645 Seminar in Nonfiction II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-692 Master Project**

The Master Project is the culminating product of the M.F.A. in Writing. Students will begin in the fall of the first year, and continue throughout the program, to create, revisit, develop, and refine a body of substantial work in their chosen genre. Drawing on extensive background reading of relevant literary works, each student will prepare a manuscript that meets program standards for professional work in one of the following forms: a book-length manuscript of collected poems; a book-length collection of short stories; a completed novel; a book-length manuscript of non-fiction (autobiography, memoir, a sequence of personal essays). Master Projects will be housed in the Albertus Magnus College Library upon completion and final approval. 8 credits

**Finance (FIN)**

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**FIN-220 Personal Finance**

This course is an examination of personal finance and the many tools available in the preparation of a personal financial plan. Areas of discussion include the following: banking, products and services offered by typical banks and credit unions, credit and credit repair, home finance and understanding various mortgages, financial planning including IRA and retirement planning, annuities, life insurance, long term care, making a will, estate planning and trusts, taxes, and an understanding of the role of stocks, bonds and mutual funds. 3 credits

**FIN-227 The Stock Market**

As stock markets take on a more important role in the investment plans of individuals, it becomes essential to know the fundamentals of how Wall Street and other financial centers work. In this course we will examine the various types of securities traded on Wall Street, including stocks, bonds, mutual funds, and futures and options. Students will also learn to understand financial news and to design and manage their own stock portfolios. 3 credits

**FIN-251 Special Topics**

Selected topic studied in-depth within a Business frame of reference. 3 credits

**FIN-265 Corporate Financial Management**

Students will study the financing, valuation, and organization of business firms. Topics include: financial analysis, capital budgeting, valuation of corporate assets, long and short-term sources of funding, and cost of capital. P: AC 162. 3 credits

**FIN-322 International Finance**

This course will cover topics applicable to global financial markets. Students will learn concepts pertaining to exchange rates, international currency flows, transaction exposure for multinational firms, interest rate differentials, country risk, and the international debt and equity markets. P: AC 161, BE 204. 3 credits

**FIN-325 Money and Banking**

In this course we will study monetary systems and the role of money and banks in supporting the economy. Topics will include the structure and operation of financial markets, the behavior of interest rates, the operation of the banking industry, and the structure of the Federal Reserve System. 3 credits

**FIN-366 Investment Analysis**

This course will focus on advanced investment issues. Students will learn concepts pertaining to behavioral finance, technical and fundamental analysis, equity and bond valuation, portfolio management, professional money management, derivative securities, alternative investments, and portfolio analysis. P: FIN 227, FIN 265. Writing Intensive Designation: Major. 3 credits

**FIN-380 Finance Internship**

This is a field-based course in which students gain on-site employment experience in a local finance firm or finance department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in finance. 3-12 credits

**FIN-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**FIN-550 Special Topics**

Selected topic studied in-depth within a Finance frame of reference. 3 credits



**FIN-590 Independent Study**

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 3 credits

**FIN-612 Financial Theory**

In this course, students will study the tools and methodologies utilized by financial managers. Students will analyze financial information with emphasis on utilizing this information to make effective and ethical managerial decisions. Topics will include forecasting and planning, investment and financing decisions, cash flows, and financial markets. Students will demonstrate advanced understanding of these topics by analyzing case studies based on real world situations. P: AC 520. 3 credits

**FIN-629 Advanced Corporate Financial Management**

This course will cover advanced topics in corporate finance. Topics will focus on financial projections and modeling, capital structure optimization, equity and debt financing, capital budgeting, cash flow analysis, dividend policy, valuation, and corporate governance issues. P: FIN 612. 3 credits

**FIN-631 Banking & Financial Markets**

This course will cover topics relevant to the financial markets and the banking system in the U.S. Topics will include an assessment of monetary policy, fiscal policy, regulatory policy, the money markets, currency markets, debt markets, and the capital markets. There will be an emphasis on the relationship between government policies and the behavior of financial markets. P: FIN 612. 3 credits.

**FIN-633 Derivatives Markets & Risk Management**

The course will provide an in-depth understanding of the markets for derivatives. Topics will include the following: stock option pricing and strategies, valuation of forward and futures contracts, credit default swaps, arbitrage, Value at Risk (VAR), and advanced forms of risk management. P: FIN 612. 3 credits

**FIN-649 Essentials of Personal Financial Planning**

This course will introduce all the primary financial planning topics that will be tested on the Personal Financial Specialist examination. Students will learn about the fundamentals of financial planning, insurance planning, income tax planning, investment planning, retirement planning, and estate planning throughout this course. Students will also work

on practical case studies in order to fully grasp the financial planning concepts discussed and see how each area of planning is connected to one another. 3 credits

## **Global Studies (GL)**

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### **GL-111 Introduction to Global Studies**

Globalization refers to the processes which are pulling everyone on the planet together. In Introduction to Global Studies, we will look at politics, history, economics, and ecology to understand both the compression of the world and the rise of consciousness of the globality of human experience. Topics will include terrorism; migration from poor to rich countries; human rights; the flow of jobs and money around the world; human trafficking; transnational smuggling of drugs, weapons, and art; and the impact of human beings on the biosphere. General Education Pathway: Mission Earth - Writing Intensive. 3 credits

## **Healthcare Administration (MH)**

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### **MH-512 Ethical Issues in Healthcare**

In this course, students explore a wide variety of ethical issues presented in a healthcare setting through the use of case studies. The course will challenge students to refine their own values and moral principles in relation to healthcare issues, consider the impact of various professional codes of ethics, and apply the four principles of healthcare ethics to resolve ethical conflicts. 3 credits

### **MH-514 Statistics for Healthcare Managers**

In this course, students will learn how to apply advanced statistical methods to assist in making business decisions in a healthcare setting, including one-, two- and k-sample problems, regression, elementary factorial and repeated measures designs, and covariance. Students will also be introduced to the application of statistical methods used in behavioral science, including multiple regression and related multivariate techniques. 3 credits

### **MH-536 Strategic Management of Healthcare Organizations**

This course examines how healthcare organizations can achieve a competitive advantage in an environment disrupted by unpredictable legislative and regulatory shifts, technological change, competition from rivals, and other economic, social, and political challenges. 3 credits

### **MH-660 Healthcare Administration Capstone**

This course will be a faculty-supervised project that is team-based. Students will prepare a project report based on a real-world healthcare problem that demonstrates competence in all five HLA domains of healthcare administration and make an oral presentation of their recommendations for addressing the problem. 3 credits

## History (HI)

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### **HI-111            Western Civilization I**

A survey of European cultures since the Renaissance designed to give an understanding of the major forces and events which have shaped the modern world. This course covers the period from the Renaissance to the French Revolution, including the Reformation, the age of religious wars, the rise of absolutism, and the Enlightenment. General Education: History. 3 credits

### **HI-112            Western Civilization II**

A survey of European cultures since the Renaissance designed to give an understanding of the major forces and events that have shaped the modern world. This course covers from the era of the French Revolution to the present, including romanticism, nationalism, industrialization, imperialism, fascism, and the two world wars. General Education: History. 3 credits

### **HI-121            United States History I**

This course covers United States history through Reconstruction, including the colonial era, the age of the American Revolution, the early republic, and the sectional conflict. General Education: History. 3 credits

### **HI-122            United States History II**

This course covers United States history from Reconstruction to the present, including social and economic development in the late nineteenth century, populism, progressivism, the two world wars and the interwar period, as well as developments in American life since 1945. General Education: History. 3 credits

### **HI-125            Power, Politics, and History**

This course uses an historical approach to introduce students to concepts that are fundamental to Political Science: power, ideology, and politics. Through an intensive exploration of various historical periods and events, students will come to understand the various ways that power operates on individuals and groups; the ways that ideologies impact how we think, see, and act; and how different understandings of politics have come to define our world. Through extensive use of simulations and experiential learning, students will immerse themselves in the unfolding of politics, and the deployment of power throughout history. General Education: History. 3 credits

### **HI-150            Rights, Slavery and Revolution**

This course will analyze the period in world history where calls for human rights and freedom existed alongside a social and economic system of racial slavery. After situating European slavery in the context of the global economy, the course analyzes the French Revolution as a moment when the issue of human rights emerges in the West. The tension between slavery and human rights culminates with the Haitian Revolution, the

first full-scale revolution for independence. The course concludes by asking questions about the place of that revolution in contemporary historical narratives. How does minimizing the Haitian revolution impact our understanding of that period, ideas of freedom and rights, and the idea of revolution itself? General Education: History. 3 credits

### **HI-252                    Topics in Historical Study**

A course in European, American, or World History which will focus on a single topic or theme. 3 credits

### **HI-253                    Topics in Historical Study**

A course in European, American, or World History which will focus on a single topic or theme. 3 credits

### **HI-304                    History through Biography**

This course will focus on biography as a form of historical inquiry, presenting examples of biography from diverse eras and with various approaches as well as subjects with distinctive problems. Additional readings from historians and writers will also help each student clarify a position on the nature of biography. General Education Pathway: Trauma Studies - Humanities. 3 credits

### **HI-320                    History of Colonial America**

A survey of early America from the late fifteenth century to the mid-eighteenth century. The course looks at Native American peoples and their initial contact with explorers and settlers and the continuing interactions of Americans, Europeans, and Africans throughout the era. Particular attention is given to comparative analysis of selected colonies and the types of social, economic, political, and cultural institutions that emerged. 3 credits

### **HI-330                    History of Immigration**

Why do Americans often view new cohorts of immigrants with fear and suspicion despite our being a nation of immigrants? This course will trace the experiences of various groups of immigrants to North America from the Colonial period to the present. The course will examine the push factors that compel immigrants to emigrate and the pull factors present in the United States that encourages them to immigrate. This course will also examine the reception of, struggles of, and pressures facing new groups of immigrants. 3 credits

### **HI-334                    The Sixties: From Kennedy to Vietnam**

A study of the domestic and foreign policies of the Kennedy, Johnson, and Nixon administrations with attention to the social, economic and cultural changes of the decade. Major emphasis is given to the question of economic prosperity and its impact upon society, the rights revolutions, youth culture, and Great Society programs. The

course concludes with a study of American withdrawal from Vietnam, Watergate, and stagflation.3 credits

### **HI-335            Genocide in the Modern World**

This course will analyze why and how genocides occur. We will examine how existing prejudice and intolerance connected to nation and nationalism can go from small acts of injustice to wholesale violence against a specific group. From Armenia to Rwanda, we will analyze various instances of modern genocide which involved the systematic attempt to exterminate an ethnic group or people, through direct (concentration camps, starvation, torture and medical experiments) or delayed (sterilization, deportation, marriage obstruction) action. We will also look at forced deportation, economic and political subjugation of one group by another and efforts to obliterate the religious traditions and/or cultural heritage of a group as forms of genocide. Our comparative approach will analyze patterns of inclusion, exclusion, citizenship and community. The aim of this course is to raise awareness regarding the dangers of stigmatization, 'othering' and discrimination and to foster respect for human rights. General Education Pathway: Trauma Studies - Humanities. 3 credits

### **HI-341            World Revolution in the Twentieth Century**

A study of the major revolutions of the twentieth century with special attention to the theoretical approaches to the nature of revolution. Primary attention will be given to the Mexican Revolution of 1910, the Russian Revolution of 1917, the Chinese Revolutions of 1911 and 1949, and the Great Proletarian Cultural Revolution. 3 credits

### **HI-344            African Slavery in the Atlantic World**

The development of slavery in the Atlantic basin from its fifteenth-century beginnings through the nineteenth-century era of abolition with particular emphasis on the development of the slave trade, the evolution of slave cultures, economies, and societies in the New World and the impact of these on the Old World. The course will also explore the development of anti-slavery movements and demise of slavery. General Education: History. 3 credits

### **HI-355            Special Topics**

Selected topic studied in-depth within a historical frame of reference. 3 credits

### **HI-380            Practicum**

Fieldwork experience initiated with permission of the Department Chair. 2-12 credits

### **HI-385            Historiography**

An examination of the nature of the historical enterprise and historical methodology as well as prominent interpreters and interpretations of the past. Much of this seminar style course is devoted to critical analysis of the writings of historians and the preparation

of a historiographic essay. P: Senior status. History majors only. Writing Intensive Designation: Major. 3 credits

### **HI-390                    Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

### **HI-391                    Senior Research Seminar**

Required of all senior majors, students will research and write a significant essay based upon primary source material to the degree possible, in which they will demonstrate their mastery of the craft of History. P: HI 385. 3 credits

## **Human Services (HS)**

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### **HS-101                    Introduction to Human Services**

An overview of the principles and practices of human services, including: concept of "cradle-to-grave" care and its implications; components of the human services delivery system; nature and current status of the various human services professions; social, occupational, and professional outlook for the near future; and personal and ethical issues involved in choosing to enter the human services field. 3 credits

### **HS-255                    Special Topics**

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

### **HS-256                    Mental Health and the Criminal Justice System**

The course focuses on central topics that exist within the intersection of mental health and the criminal justice system. This includes the rates and types of mental illness experienced by those involved in the criminal justice system, civil commitment (inpatient and outpatient), competency to stand trial, criminal responsibility, diversion programs, mental health court, and the provision of mental health treatment in correctional settings. Finally, we will discuss how the criminal justice system might better address the needs of people with mental health illnesses. 3 credits

### **HS-280                    Human Services Practicum I**

A field experience with a Human Services agency. Students who intend to take Practicum I must see their academic advisor at the beginning of the semester. Practicum must be arranged through the Office of Career & Professional Development. This should be done

no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career & Professional Development during the semester before beginning their on-site work. 3 credits

### **HS-281            Human Services Practicum II**

A field experience with a Human Services agency. Students who intend to take Practicum II must see their academic advisor at the beginning of the semester. Practicum must be arranged through the Office of Career & Professional Development. This should be done no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career & Professional Development during the semester before beginning their on-site work. 3 credits

### **HS-311            Issues in Human Services**

An in-depth examination of professional and personal issues relative to the human services professional. Consideration will be given to the position of human services organizations in government policy and the place of human services professionals in both public and private education, health care, and social welfare systems. Attention will also be given to the personal challenges faced by human services professionals, including typical occupational stressors and their impact, the importance of professionally ethical behavior, and ethical dilemmas that may be encountered. P: HS 101, HS 280, HS 281. Writing Intensive Designation: Major. 3 credits

### **HS-504            Writing in the Social Sciences**

This is a required course in the program, which assists students to improve their professional writing skills in the field. It is a foundational course, training students in human services professional writing. The course includes reading, summarizing, and evaluating several professionally published articles in the field of Human Services. Appropriate sentence construction, grammar, critical thinking and proficiency with APA format and proper citation are expected. In addition, students are required to write a major paper, demonstrating the skills acquired throughout the mod. 3 credits

### **HS-530            Ethical and Legal Issues in Human Services**

This course focuses on ethical and legal issues relevant to the delivery of human services. Topics include ethical principles and ethical issues in human services; professional codes of ethics related to human service managers and human service delivery systems; the U.S. legal system and its role in human service delivery systems; and the legal and ethical issues related to vulnerable populations, behavioral interventions, self-determination and self-advocacy, confidentiality, and professional boundaries. 3 credits

**HS-531 Theory, Practice, Trends and Multicultural Issues in Human Services**

This course focuses on the range of populations served and needs addressed by human services. Topics include diversity issues related to clarifying expectations, dealing effectively with conflict, societal context, ethical behavior, techniques for building rapport in diverse groups, problem-solving, decision-making, and predicting outcomes. 3 credits

**HS-550 Special Topics**

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

**HS-580 Field Experience**

This course will provide students with a field-based experience in a private or public human service agency under the supervision of agency staff as well as a college faculty member. Students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive part or all of the field experience. If the field experience is waived, the student must choose an action research project (PY 581) or one to two additional three credit courses related to human services. Either course is an onsite course and runs for a full semester. 3-6 credits.

**HS-660 Capstone Project**

Students choose a relevant human services issue (substance abuse, homelessness, domestic violence etc.) to research. Students will extensively review the professional literature and describe four programs or agencies in Connecticut that serve this specific population. In addition, students will perform a thorough and in-depth evaluation of a separate program related to this issue, including recommendations for improvement in services. 3 credits

## Humanities (HU)

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**HU-108 The Examined Life I**

In the first semester, students begin to develop critical habits and thinking skills. Inspired, in part, by the "see, judge, act" method of analysis central to the tradition of Catholic Social Teaching, the course is composed of three major units 1) Who am I? 2) How should I think?; and 3) What should I do? In Unit 1.1 ("Who am I?") the endeavor begins with giving an account of oneself-historicizing one's experience, location, identity, aspirations, and convictions. Unit 1.2 ("How should I think?") has the goal of examining oneself by learning how to question assumptions and presuppositions. This involves both attitude and skill-a "courage to think for oneself" coupled with methods for doing so in a well-reasoned way. Unit 1.3 ("What can I do?") rounds out a "pursuit of truth that is practical in its application" and responsive to today's "ethical challenges" by arriving at the goal of justice-seeking. Here, students will learn how the critical dispositions and



skills infused in the Liberal Arts tradition can and have been applied to address urgent contemporary problems. 3 credits

### **HU-109            The Examined Life II**

In the second semester, students apply the critical habits and skills developed in the first semester. In unit 1, students will identify the knowledge and skills from the first semester that are central to engaging with complex real world issues. After this brief introduction, individual instructors select two real-world "problems" that students in their section will familiarize themselves with and address in a collaborative and partially self-guided way. Mirroring the development of critical habits and skills in the first semester, students are invited to formulate crucial questions, identify and conduct necessary lines of research, schematize past, existing, and imaginable responses, critically evaluate possible courses of action, engage in experiences inside and outside of the classroom, produce events and artifacts that demonstrate the fruition of their work and conclusions drawn, and reflect on the learning experience and the merits of what has been accomplished. 3 credits

### **HU-390            Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. Writing Intensive Designation: Major. 1-12 credits

### **HU-399            Senior Humanities Seminar**

A course of intensive writing and reading from a variety of sources, designed to provide a forum for reflection and conversation regarding what it means to live life well. This required course is part of the general education curriculum. General Education: Writing Intensive. 3 credits

## **Instructional Design/Technolog (IDT)**

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### **IDT-500            Introduction to Curriculum Design**

The Introduction to Curriculum Design course will equip students with the foundational skills and knowledge required of instructional designers. With a focus on principles of curricular alignment, design of learning outcomes, and various curriculum formats, this course offers students the opportunity to engage with the core aspects of instructional design. 3 credits

**IDT-512 Foundations of Blended, Remote & Online Learning**

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

**IDT-523 Principles of Curriculum Assessment**

The inclusion of both formative and summative assessments in learning environments is an essential component of effective course and training delivery, helping to gauge learner progress and competency with the materials. Principles of Curriculum Assessment will provide students with the skills and knowledge to develop, design, and administer assessment instruments and methods in learning environments. Topics will include assessment methods, promoting integrity of learner assessment, reliability, validity, and alignment with course objectives. 3 credits

**IDT-534 Collaborative Project Management**

Collaboration and management of projects are essential skills required of instructional design teams. This course will give students the opportunity to develop skills of collaboration, management of project scope, and adherence to deadlines, while using current project management technology to create deliverables for clients. Emphasis will be placed on effective communication and collaboration using common project management software and techniques. 3 credits

**IDT-542 Developing Multimedia Content**

Developing rich, interactive content for courses and training environments is an essential skill of instructional designers. Working with subject matter experts, and utilizing a variety of advanced multimedia software, students will design and develop a range of engaging multimedia content for learning environments and online courses. In addition, this course will focus on best practices for creating multimedia content, including issues of accessibility and content formats. 3 credits

**IDT-550 Special Topics**

Selected topic studied in-depth within an Instructional Design and Learning Technology frame of reference. 3 credits

**IDT-611 Designing for Accessibility and Inclusion**

It is imperative that training and course content be designed in a way which enables learners of all backgrounds and abilities to access it. This course will introduce students to best practices around accessibility, reaching audiences with diverse needs, and promoting equity within course design. Concepts such as universal design for learning, differentiated instruction, and course accommodations will be covered. 3 credits

**IDT-623      Gamification and Learner Motivation**

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

**IDT-637      Engaging Diverse Audiences**

The role of instructional designers often includes the design and delivery of professional development and learning activities. This course will focus on methods to engage and connect with learners from diverse backgrounds and areas of expertise. In addition to developing skills of public speaking and designing effective training materials, students will learn how to foster an environment of inclusion and equity in their instructional design work. 3 credits

**IDT-650      Future Directions of Learning Design**

Adaptive learning platforms, augmented reality, artificial intelligence, learning analytics, and other progressive concepts are the future of educational design and delivery. This course will expose students to a broad range of tools and techniques that are being developed to progress learning design and delivery in new and novel directions. Students will be encouraged to think critically and creatively about the effectiveness, ethical issues, and potential societal impacts of the tools that will drive learning in the future. 3 credits

**IDT-660      Capstone Portfolio**

As a culminating course in the Instructional Design program, the Capstone course serves as an opportunity for students to demonstrate their cumulative learning, skills, and knowledge regarding effective design. Working with faculty and subject matter experts, students will design and develop an interactive, multimedia project to serve as their capstone. Student work and projects will incorporate aspects of the program curriculum, including elements of accessibility, multimedia, project management, and learning assessment. P: Students must have completed 21 credits or more in the program to enroll in the Capstone course. 3 credits

## **Languages & Cultures (LC)**

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**LC-111      Elementary Italian I**

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. General Education: Languages & Cultures. 3 credits

**LC-111S Elementary Spanish I**

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. General Education: Languages & Cultures. 3 credits

**LC-112I Elementary Italian II**

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. P: LC 111I. General Education: Languages & Cultures. 3 credits

**LC-112S Elementary Spanish II**

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. P: LC 111S. General Education: Languages & Cultures. 3 credits

**LC-211S Intermediate Spanish I**

A continuation of the study of the essentials of grammar and pronunciation, with continued emphasis on oral performance. Includes increased practice in composition and reading. P: LC 111S, LC 112S. 3 credits

**LC-212S Intermediate Spanish II**

A continuation of the study of the essentials of grammar and pronunciation, with continued emphasis on oral performance. Includes increased practice in composition and reading. P: LC 211S. 3 credits

**LC-217S Human Rights and Religious Witness in Latin America: a Film Course**

The Americas - North, Central, and South - are the product of European colonial conquest of the Western Hemisphere five hundred years ago. This film course explores the consequences of this colonial origin and examines the cycle of oppression and resistance to oppression in Latin America, more specifically, in Mexico and Central America, from the conquest to the contemporary period. Eight films will dramatize the tragic, beautiful, and epic story of Latin America yesterday and today. Students will report on the films and their relationship to the context of globalizing forces of the Spanish conquest, colonialism, Christianity, trade, American hegemony in the western hemisphere, the Cold War, immigration, and human rights. For each of these globalizing forces, we will employ a twofold approach: (a) identify the actions of the colonial or governmental power and (b) describe the reactions of the Church and of the people. Associated with this approach, we will ask two sets of questions: (a) What justification did the colonial powers use to conquer, dominate, and enslave people? Likewise, in the postcolonial era, what justification did the independent governments use to suppress the people? (b) On the other side of the conflicts, what motivated the champions of human rights, who rose up in every age of this history to defend the indigenous peoples and the

peasants? Their examples will lead us to a consideration of Liberation Theology. One benefit of this course is the ability to see a continuity of history: the actions of rulers and the reactions of the ruled follow recurring patterns through time. Students will be asked to describe this continuity. The past isn't dead; it isn't even past. (William Faulkner). A question for students to contemplate is this: How is the past living on in the present? 3 credits

### **LC-230S      Advanced Spanish Conversation and Composition**

Intensive review of Spanish language structure with emphasis on composition and conversation. The course prepares students for more advanced study of Spanish and Latin American cultures through extensive readings and in-class analysis. P: LC 211S, LC 212S. 3 credits

### **LC-231S      Conversational Spanish**

A course that builds students' conversational skills in Spanish. While all four vital skills of language (speaking, listening, reading and writing) are targeted, the course emphasizes proficiency in oral communication skills. Students are required to practice Spanish through class discussions, presentations and reports. P: LC 211S, LC 212S and two years of successful high school Spanish. 3 credits

### **LC-244I      Italian Culture & Civilization**

This course offers a review of basic elements of Italian culture. Students develop an appreciation and awareness of contrasts and comparisons with their own heritage. General Education: Languages & Cultures. 3 credits

### **LC-244S      The Cultures and Civilizations of the Spanish Speaking World**

This course explores the various civilizations and cultures that contribute to the Spanish-speaking world. Students will gain knowledge of the Spanish/Latino/a/x individual through dialogue, readings, course assignments, and student-directed research. This course is designed to help the student gain a true global perspective and to realize the beauty in the diversity of Spain and Latin America, which is one of the underlying missions of Albertus Magnus College. Offered by the Department of Languages and Cultures, this course fulfills one semester of the College's language requirement and/or a minor in Global Studies or Spanish & Latin American Studies. This course fulfills one semester of the Spanish major or minor as well. The course will be taught in English with frequent references and proper names in Spanish. The course integrates the four basic skills of foreign language acquisition-reading, writing, speaking, and listening-in addition to cultural awareness of the Spanish-speaking world. General Education: Languages & Cultures. 3 credits

### **LC-261S      20th & 21st Century Spanish and Latin American Film**

Students will view and critically analyze several important Latin American and Spanish films from the early 1980s - 2011. Emphasis will be placed on our on-line discussions

and essay writing. The learning objectives for this course include developing a precise vocabulary for cultural studies; developing a deeper understanding of the diverse history, art, and cultures of Central America, Latin America, and Spain; and developing speaking, listening, and writing abilities at an advanced level. Because of its fast pace and intense writing demands, preparation in advance is essential. Offered in English or Spanish.

General Education: Literature. 3 credits

### **LC-290S      Independent Study in Spanish or Latin American Literature**

An individualized program of study at the advanced intermediate level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

### **LC-341S      Major Writers of Latin American Literature**

A study of the major works of Latin American literature from modernismo, through the "Boom" and the contemporary period. Students learn of the rise of independent forms of cultural expression from the diverse genres of poetry, prose, and theater. Writers studied include Rubén Darío, José Martí, Jorge Luis Borges, Alfonsina Storni, Juan Rulfo, Gabriel García Márquez, Julio Cortázar, Carlos Fuentes, and Antonio Skármeta. General Education: Literature. 3 credits

### **LC-343S      The Short Stories of Borges, Kafka and Poe**

Students will read several short stories from Argentine writer, Jorge Luis Borges. Borges' short narratives will be studied in depth and compared/contrasted with the narrative works of Franz Kafka and Edgar Allan Poe. This is a W course with a strong written component. Students are expected to research and write several shorter papers along with one final research paper (MLA format and Bibliography). This course will be conducted in English and/or in Spanish and is highly recommended for students majoring or minoring in Spanish. Native speakers are encouraged to register as well. General Education Pathway: Creation and Destruction - Writing Intensive. 3 credits

### **LC-354S      Special Topics in Latin American Literature**

A study of significant areas of Hispanic culture through the exploration of a particular theme rather than genre or period. Topics ranging from year to year may include Women Writers of Latin America, Poetry and Politics, Social Drama, Creolization and Literature in the Caribbean. May be taken more than once for credit if topics differ. 3 credits.

### **LC-360S      Issues of Anxiety & Assimilation in Puerto Rican and Nuyorican Literature**

Students will read and critically analyze several important Puerto Rican novels, short stories, essays, films and music from the 20th century to see how they influence (or are influenced by) national identity or history. Julia de Burgos, Willie Perdomo, Pedro Pietri, Tato Laviera, Lin Manuel Miranda, Antonio Pedreira, Rosario Ferré, Piri Thomas, Ana Lydia Vega, Esmeralda Santiago, and Jack Agüeros figure among the influential writers

that we will read this semester. Emphasis will be placed on digital literacy, written and oral communication. General Education: Languages & Cultures. 3 credits

### **LC-390S Independent Study in Spanish or Latin American Literature**

An individualized program of study at the advanced level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

### **LC-391S Practicum**

Supervised practical experience. With the approval of the Department Chair, a limited number of students may be placed in a variety of positions where the student's principal activity centers on communication in Spanish. Suggested practica may include teaching practice at area schools or business internships with a focus on Spanish language usage. Student's minoring in Spanish and Spanish and Latin American Studies are strongly encouraged to do a practicum. P: 18 credit-hours in Spanish and permission of the Department Chair. 3-12 credits

### **LC-395S Departmental Seminar**

An integrated study of a particular theme, topic, or genre. Possible topics include the Renaissance in Spain, Existentialism in the Contemporary Novel, Cervantes and the Rise of the Novel, among others. P: Spanish proficiency and permission of the Department Chair. Writing Intensive Designation: Major. 3 credits

## **Liberal Studies (LS)**

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### **LS-210 Aquinas Program Project I**

This course focuses on identifying and refining a research topic that will culminate into a final research paper to be completed the following semester. This course aims to instill foundational knowledge on scholarship and research. Students will complete an annotated bibliography to gain a deep understanding of the subject matter and its relevance/application to today's society. Additionally, through participation in cultural events and activities students will be given the opportunity to reflect on the value of a liberal arts education. 4 credits

### **LS-211 Aquinas Program Project II**

This course aims to instill foundational knowledge on scholarship and research. It is the second part of the Aquinas Scholars program. This semester will culminate in a final research paper and presentation to the college. Additionally, through participation in cultural events and activities students will be given the opportunity to reflect on the value of a liberal arts education. 4 credits

**LS-380 Internship**

Students undertake a significant experiential learning opportunity, typically with a company, non-profit, governmental, or community-based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. 3 credits

**LS-390 Independent Study**

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. Writing Intensive Designation: Major. 3 credits

## **Management (MG)**

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**MG-131 Principles of Management**

Students are introduced to the basic functions of planning, organizing, leading, and controlling the organization effectively and efficiently. Additional topics include social responsibility of the organization, decision-making, interpersonal skills, and organizational change. 3 credits

**MG-142 Introduction to Project Management**

This course will introduce students to the principles, practices, and techniques of project management. Students will be provided with entry-level information on each knowledge area of the Project Management Book of Knowledge. Topics covered include project planning, scheduling, budgeting, risk analysis, stakeholder engagement, quality control, procurement, managing project work, and project termination. This course will also introduce students to a variety of project management software frameworks. 3 credits

**MG-217 Shakespeare for Business Managers**

In this course, students will close read several Shakespeare plays in tandem with Harvard Business School case studies focusing on the characters who tell us something about how to manage people, organizations, risk, and strategy. Shakespeare's characters, from Claudius to Portia; from Richard II to Henry V are great storytellers. Their stories will help us explore the art of persuasion, abuse of power, ethics, the role of mavericks, negotiation, crisis management, risk analysis, and how leaders truly build and motivate teams. 3 credits



**MG-228 International Business Management**

Students analyze foreign environment elements and the role of each element as firms select market entry options. Specific emphasis is given to ethical strategic planning of human resources, marketing, finance, and the relationship between the corporation and its host country in establishing the international business operations. P: MG 131. 3 credits

**MG-231 Principles of Marketing**

This course introduces students to common methods of planning and implementing decisions with respect to product, price, promotion, and channels of distribution, as organizations strive to satisfy the needs and wants of the market while achieving the goals of the organization in a dynamic environment. 3 credits

**MG-235 Healthcare Management**

Students are introduced to the various types of healthcare facilities and the vital role of utilizing people effectively to meet the organizational objectives. The course emphasizes the managerial functions of planning, organizing, leading, and controlling in the healthcare environment. 3 credits

**MG-240 Social Entrepreneurship**

This course focuses on social entrepreneurship, including for benefit business formation and the idea of a b-corp, grant-writing, and the values-based pitch. Students develop an idea for a nonprofit or mission-based enterprise, and learn to use social impact as a success metric. 3 credits

**MG-241 Marketing Research and Strategy**

This course will utilize marketing research tools, processes, and results to assist managers, particularly marketing managers, in the decision-making process as it relates to developing a cohesive marketing strategy for a particular market and/or business. It will also examine the critical relationship between research and the function of market planning and overall business strategy. A strong Internet focus allows students to gather market research data efficiently and effectively. Topics include research design, sampling methods, collecting both primary data (via questionnaires, interviews, and focus groups) and secondary data, interpreting data, and presenting results. P: MG 231. 3 credits

**MG-251 Special Topics**

Selected topic studied in-depth within a Management frame of reference. 3 credits

**MG-255 Sourcing and Operations**

This course provides an overview of sourcing and operations. It is divided into two parts. In the first part, students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs buy decisions and supplier relationships. In the second part, students will learn both the Lean Inventory methodology and the Six Sigma

methodology. This will allow them to improve supply chain operations. Students will have the opportunity to apply this knowledge to a product of their choosing. Lastly the course will be supplemented by guest lecturers who have significant experience in supply chain management. 3 credits

### **MG-261      Project Planning**

This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time. Students will learn how to balance them in order to create a plan which is realistic and achievable. Students will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. P: MG 142. 3 credits

### **MG-270      Moral Leadership: Defining the Character of Individuals in Organizations**

Students will explore two important and related topics: leadership and ethics in business. Questions that will be explored include: What is business leadership? Does it have an impact on organizational performance? Where are leaders in organizations and what are their roles? What roles do leaders play in shaping the culture of right and wrong within the organization? 3 credits

### **MG-308      Ethical Issues in Healthcare**

From biomedical research to clinical practice to policy and planning, healthcare managers face ethical issues in every aspect of their work. In this course, students explore their own values and moral principles in relation to healthcare; consider various professional codes of ethics; and apply systematic approaches to ethical decision-making to cases related to healthcare access; client self-determination; privacy; cultural and religious diversity; and the economics of the healthcare system. Writing Intensive Designation: Major. 3 credits

### **MG-309      Business Ethics**

This course will examine ethical issues in the business world from both theoretical and applied points of view. Students will learn to use ethical theories to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group in a variety of domestic and global business settings. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. 3 credits

### **MG-315      Nonprofit Fundraising and Introduction to Foundation Grant Writing**

Through this course, students will gain insight into best practices in nonprofit fundraising, including an introduction into the world of foundation grant writing. Topics covered include: history of charitable giving, rationale for donor giving, legal and organizational aspects of a nonprofit corporation, Internal Revenue Code requirements

related to charitable giving, creating a plan of development, creating a case statement, the donor cycle, and an introduction to private foundation grant research, writing, and submission. The course generally includes an experiential component in which students prepare and submit a grant application to a local foundation. 3 credits

### **MG-320            Product Development**

In this course, students will experience a "hands-on" practical application of researching and developing a product from idea generation through the various stages to commercial introduction. Management and control of the product through the product cycle will be discussed as well as an examination of product successes and failures. P: MG 231. 3 credits

### **MG-322            Promotional Marketing**

This course allows students to experience designing, managing, and evaluating an organization's promotion program: advertising, sale promotion, personal selling, and publicity. Students create complete promotion programs for a product and a service and analyze the integration of the promotional elements as well as examine the influence the 4P's have on their promotional decisions. P: MG 231. 3 credits

### **MG-328            International Marketing**

This course teaches students to conduct a strategic analysis of world markets in terms of their respective cultural, economic, political, financial, legal, and competitive forces to determine various entry options available to multinational companies. Development of the particular marketing strategy and the 4 P's in the international arena will be explored. P: MG 231. 3 credits

### **MG-329            Global Issues**

This course introduces students to the concept of culture and allows them to discover how aspects of culture have formed who they are and how cultural value orientations drive assumptions and behaviors in ourselves and in others. Globalization, one of the most debated topics in social sciences, will be discussed and analyzed. Current and critical global business issues will be analyzed from a variety of viewpoints. General Education: Languages & Cultures. 3 credits

### **MG-335            Human Resource Law**

In this course students examine the American labor force, the laws and regulations that protect it, and the federal agencies involved in enhancing worker's rights. Union structure, operation, and relations will be discussed as well as employee relations in non-union organizations and in the public section. 3 credits

**MG-336      Healthcare Law**

An examination of the laws and regulations which protect and govern healthcare facilities and programs. Special attention is paid to the rights and protection afforded to users of healthcare facilities. 3 credits

**MG-337      Human Resource Recruiting and Selection**

This course introduces the student to the importance of planning and conducting a needs assessment for effective and efficient recruiting. Students will also examine how and where to recruit, as well as the legal aspects of gathering a pool of potential candidates. Students will also learn the techniques of screening candidates to acquire those who best fit the organization's needs. The course is a combination of theory and practical application. P: MG 362. 3 credits

**MG-339      International Human Resource Management**

Students will study the vital role of utilizing people effectively to meet the multinational corporation's foreign country objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation in the foreign country, as well as the foreign legal and social context in which human resource management must operate. P: MG 362. 3 credits

**MG-350      Forecasting and Logistics**

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts: forecasting and logistics. In the first segment, we cover the three major building blocks of logistics networks: transportation, warehousing, and inventory. After completing this section, you will be able to differentiate the advantages and disadvantages of different modes of transportation and understand what goes into designing and setting up a warehousing facility. In the second segment, we cover planning and forecasting. You will master different forecasting techniques essential for building a sales forecast and build the tools and techniques to analyze demand data and construct different forecasting techniques. 3 credits

**MG-362      Human Resource Management**

In this course, students study the vital role of utilizing people effectively to meet organizational objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation, and the legal and social context in which human resource management must operate. P: MG 131. 3 credits

**MG-365      Issues of Small and Family Business**

This course introduces students to the issues that confront small and family businesses, and explores how to create a new small business. The study of small businesses allows students to study organizations in a more holistic manner. P: MG 131, MG 231, AC 161. 3 credits

**MG-367 Strategic Management**

Students will analyze the concepts and formulation of business strategy in the complete business environment. Roles and actions of top management in developing and implementing policy and strategy will be examined and analyzed in diverse industries, various types and sizes of organizations, and in a variety of situations. P: MG 131. 3 credits

**MG-370 Project Execution, Monitoring & Control, Implementation & Closure**

This course will prepare students for the unforeseen challenges and changing priorities that accompany any project. Students will be exposed to the various ways a manager can promote trust and conviction in processes and personnel. Students will also learn project execution, monitoring / control, implementation / handover, DevOps, and project closure techniques. P: MG 142, MG 261. 3 credits

**MG-380 Management Internship**

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in management. 3-12 credits

**MG-382 Entrepreneurship Internship**

In this supervised internship, students work to develop their business idea into an actual business operation or business plan, using the college's co-working space or an outside co-working space as their base of operations. P: 12 credits in management. 3-12 credits

**MG-383 Healthcare Management Internship**

This is a field-based course in which students gain on-site employment experience in a local healthcare or healthcare-related business for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in management. 3-12 credits

**MG-389 Directed Readings in Management and Leadership**

This course will be a common, but directed read and discussion of a selected texts that offer management and leadership lessons for contemporary business operations. Each week, students will be introduced to moral, political, even metaphysical ideas that can help guide the management of organizations that consist of human beings who come together to achieve a shared set of objectives. Through a close reading of original texts---and not books about or excerpts of---those texts, students will become (hopefully) more careful readers, more effective communicators, and more leaders with a genuine sense of self awareness. P: Junior or senior status. Instructor approval. 3 credits

**MG-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**MG-391 Business Capstone**

The objective of this capstone course is to provide the student with the opportunity to integrate knowledge gained from all other business courses through the analysis of case studies and simulations. Students learn to formulate strategic decisions that guide the future direction of the organization. P: Senior standing and completion of AC 161, BE 205, MG 131, MG 231, and 5 courses in the student's concentration. Writing Intensive Designation: Major. 3 credits

**MG-392 Healthcare Management Capstone**

This capstone course is designed to integrate knowledge and skills from previous coursework and field experiences. Focus will be on key issues impacting the management of today's healthcare organizations and students will develop an individual research project that explores how those issues impact the delivery of care. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. P: MG 348. 3 credits

**Management/Organization Lead. (MOL)**

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**MOL-501 Leadership in Theory and Practice**

Leadership in Theory and Practice introduces students to the study of leadership and management and differentiates between the two disciplines. The course examines seminal and contemporary theories with a focus on the need for and application of both in an organizational setting. Research skills for graduate school are also introduced and explored with students beginning to formulate research ideas which can be developed throughout this graduate program. 3 credits

**MOL-505 Moral Leadership: Defining the Character of Individuals in Organizations**

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where are leaders in organizations, and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and

wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and implemented by individuals, we will focus primarily on practical aspects of leadership and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. 3 credits

### **MOL-506      Organizational Behavior**

This course examines the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. Students will investigate the interrelationships between the individual, the group, and the organization. The course will emphasize managerial practices needed in a variety of settings and the application of these methods to realistic situations. Students will be required to demonstrate effective communication skills throughout the course. 3 credits

### **MOL-507      Critical Thinking and Decision Making**

Developing leadership competencies to manage quality processes for organizations today is essential for sustaining longterm growth and competitiveness in all industries. To do this effectively, solid critical thinking skills must be utilized. Course participants will evaluate their personal and team decision-making skills that will assist in making effective decisions that link to the overarching quality management philosophies of the organization. The psychology of decision making will also be explored emphasizing the biases and motivations which may prejudice decision-making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. 3 credits

### **MOL-508      Servant Leadership**

This course is designed as a study of the theory and practice of Servant Leadership. It is also an exploration of how students can apply Servant Leadership in their own lives. Students will explore the gulf between those who lead in order to serve others, and those who lead in order to serve self. This exploration will be undertaken from a variety of angles. Students will trace the origins of the Servant Leader concept and will explore modern-day examples of Servant Leadership in action through the writings of top management thinkers. Students will tie it all together by constructing practical applications of the Servant Leader theory to be used at work, school, and/or in their personal lives. 3 credits

### **MOL-512      Leading an Inclusive Workplace**

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking at issues from the viewpoint of a leader. Critical thinking will be essential when it comes

to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. 3 credits

### **MOL-514      Conflict Resolution**

The meaning of conflict resolution adopted in this course is focused on peaceful, nonviolent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. We will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution manner, effort, and achievement. 3 credits

### **MOL-601      Coaching and Talent Management**

In an era where organizational success hinges on effective talent management and transformative coaching, this course offers a deep dive into cutting-edge strategies and practices. This course is designed for talent leaders or individual contributors who aspire to excel in talent development and organizational growth. MOL 601 combines theoretical foundations with real-world applications, fostering a dynamic learning environment where students will explore strategic talent management, the psychology of coaching, coaching techniques, and the use of data driven decision making in assessing and designing talent management initiatives 3 credits

### **MOL-630      The Capstone: Practical Leadership**

In the Capstone Course for the Master of Science in Management and Organizational Leadership students will apply what they have learned throughout their program to practice. Utilizing the FLIGBY Leadership Simulation students will take on the persona of the new General Manager of an organization and will lead their team to high levels of performance and job satisfaction. Through various assignments and discussions students will reflect on their master's program and will also look ahead towards their future by developing a Personal Development Plan that will guide them in further cultivating and practicing their leadership. 3 credits

### **MOL-632      Organizational Development and Change**

This course will focus on issues of business strategy and planning, with an emphasis on organizational structures and processes. Topics will include change management, team development, and continuous improvement practices and experiences. Case studies will be utilized to demonstrate the transformation of business policies and procedures to effectively achieve strategic goals. 3 credits



## Master Business Administration (MB)

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### **MB-507 Business Analytics**

This course introduces students to the science of business analytics while casting a keen eye toward the artful use of numbers found in the digital space. The goal is to provide businesses and managers with the foundation needed to apply data analytics to real-world challenges they confront daily in their professional lives. Students will learn to identify the ideal analytic tool for their specific needs; understand valid and reliable ways to collect, analyze, and visualize data; and utilize data in decision-making for their agencies, organizations, or clients. 3 credits

### **MB-512 Ethical Issues in Business**

This course examines business ethics from both theoretical and applied points of view. Students will utilize fundamental ethical theory to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group, an organization, and society as a whole. Ethical issues in a variety of business areas will be considered; such as finance, marketing, human resources, and international. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. 3 credits

### **MB-515 Managerial Economic Analysis**

This course explores the basic concepts of macroeconomics and microeconomics with an emphasis on applying these theories to management decision making. Students will examine issues involved in operating effectively in a market-oriented economy and the measurement of economic performance. Topics include: national income and aggregates, fiscal and monetary policy formation, and price and output determination under various competitive situations. Through course assignments, students will demonstrate analytical skills as well as effective communication skills. 3 credits

### **MB-518 Marketing Concepts and Strategies**

This course introduces students to the techniques and processes of planning, creation, valuation, distribution, and sale of products and services. Students will learn how to segment markets and to identify target markets, survey markets, and interpret data. Students will explore the challenges and ethical issues facing marketing managers. During this course, students will analyze strategic marketing cases that will allow students to exhibit the ability to describe and integrate the key activities of marketing and demonstrate effective analytical, oral presentation, and written communication skills. 3 credits

**MB-550 Special Topics**

Selected topic studied in-depth within a Management and Business frame of reference. 3 credits

**MB-580 Internship**

The MBA Internship provides an opportunity for MBA students to complete an internship with a community nonprofit or for-profit organization under the supervision of a faculty member. The MBA Internship requires completion of MB 660 and the approval of a business plan developed to address a management-related issue or opportunity in which students apply principles and frameworks from the MBA curriculum. The MBA Internship serves as a transition for students from education to professional career. Internship is not eligible to students who hold an F-1 Student Visa. P: MB 512, MB 515, MB 516, MB 518, MB 611, MB 614, MB 636, MB 638, MB 660. 3 credits

**MB-611 Quantitative Research for Managers**

This course focuses on the application of quantitative analysis in the business environment. The concepts covered include probability distributions, decision analysis, regression analysis, forecasting techniques, linear programming, sensitivity analysis, project management, and simulation models. These concepts provide quantitative skills for research used in completing the capstone project. 3 credits

**MB-614 Information Systems Issues for Managers**

This course examines the principles and issues of managing an information systems service function in a business. Current technologies available for computing and communicating will be explored from the viewpoint of a manager. Students will develop an understanding of how to select the most appropriate technology to meet a particular information need. Topics to be considered include training, evaluation, security, and ethical issues. Case studies will be used to provide examples. 3 credits

**MB-636 Legal Issues in Business**

In this course, students examine the legal and ethical aspects of business decision making. The current business environment will be examined in relation to domestic and international law, federal and state regulations, as well as local statutes and ordinances. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. 3 credits

**MB-646 Healthcare: Law, Policy and Systems**

This course will examine the history and structure of the U.S. healthcare system as well as current trends and issues. The course will assess the impact on stakeholders within the healthcare system of legal, regulatory and health policy developments. Legal oversight, government regulation and health policy will be viewed from within the provider, payer and patient system perspectives, with case studies utilized to allow students the

opportunity to assess the changing relationships among these stakeholders within the changing and dynamic health care industry. 3 credits

### **MB-647 Financial Management of Healthcare Organizations**

In this course, students will be taught and asked to apply a variety of financial tools and techniques that they will commonly encounter in the healthcare field. These analytical exercises will be the foundation for teaching students how to make financial decisions within a healthcare setting as a provider organization, payer source or managed care entity. Case studies will be used to give students the opportunity to apply their learning in the areas of company valuation, pricing and risk-sharing arrangements. 3 credits

### **MB-648 Healthcare Informatics**

This course will focus on the role of information technologies and systems in the healthcare field. Students will explore the history and development of I.T. applications in a healthcare setting and the impact of those applications on the quality of patient care. Topics will include telemedicine, electronic medical records, and Big Data applications. Students will also focus on information systems more broadly and their relationship to healthcare industry trends. 3 credits

### **MB-660 Management and Business Strategy Capstone**

In this course, students will integrate the skills and knowledge learned in previous courses and apply these to developing effective and ethical business strategies and to integrate it with data-driven decision-making. The course will involve a major team-based analytics project with an organizational sponsor. The project will involve both technical analytical skills and strategic thinking for formulating and implementing effective business strategies. P: DAT-500, MB-507 MB-512, MB-515, MOL-516, MB-611, MB-614, MB-636, AC-638. 3 credits

## **Mathematics (MA)**

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### **MA-100 Introduction to College Math**

This course will teach students the skills necessary for further study in most disciplines and includes the algebra necessary for the next level of mathematics courses. Students will be encouraged to reason mathematically, so that they can enhance their abilities to learn mathematics. 3 credits

### **MA-111 Mathematical Ideas**

Various mathematical concepts (e.g., graphs, probability) will be discussed for their own sake and as applied to concrete problems. Connections between various parts of mathematics will be stressed when feasible. P: MA 100 or its equivalent. General Education: Mathematics. 3 credits

**MA-116 College Mathematics**

A course in college mathematics including mathematical applications of solving equations and inequalities, linear programming, probability and combinatorics, as well as exponents. P: MA 100 or its equivalent. General Education: Mathematics. 3 credits

**MA-117 Biostatistics: Math for Healthcare**

This course introduces the application of statistical techniques to the biological and health sciences. Topics include data collection and presentation, numerical descriptive measures, probability rules, random variables, probability distributions, the central limit theorem, sampling distributions, confidence interval estimation, hypothesis testing, and regression. P: MA 100 or its equivalent. 3 credits

**MA-120 Pre-Calculus**

For students who require review and extension of mathematical background before undertaking the more advanced calculus courses. Topics include numbers, functions, graphing, exponential functions, logarithmic functions, and trigonometry. P: MA 100 or its equivalent. General Education: Mathematics. 3 credits

**MA-121 Calculus I**

Presentation of the fundamental concepts of functions, limits, and differential calculus with an introduction to integral calculus. Techniques and applications of differentiation and calculating areas as limits are explored. Serves as a first course for mathematics and science majors. P: MA 120, its equivalent or permission of the instructor. General Education: Mathematics. 4 credits

**MA-122 Calculus II**

Further extensive study of the fundamental concepts of differential and integral calculus. Topics include logarithmic, exponential and trigonometric functions, integration techniques, applications of the definite integral, and infinite series. P: Minimum grade of C- in MA 121 or its equivalent. General Education: Mathematics. 4 credits

**MA-215 Differential Equations**

An intermediate follow-on course to the calculus sequence building on much of that subject matter and hence highlighting the use and importance of calculus. The course is designed to develop a tool kit of solution techniques which can be used to solve ordinary differential equations including first order equations and higher order linear equations. Topics include first order equations, higher order linear equations, Laplace transforms, systems of equations, power series solutions, numerical methods, and practical applications to science. P: Minimum grade of C- in MA 122. 3 credits

**MA-230 History of Mathematics**

A study of dominant trends in the historical development of mathematics. Study of the growth of various branches of mathematics will be supplemented by historical background material, biographies of mathematicians, and translations of original sources. P: Minimum grade of C- in MA 111, MA 116, MA 120 or MA 121. Writing Intensive Designation: Major. 3 credits

**MA-232 Advanced Calculus**

Continuation of MA 121 and MA 122 leading to an introduction to differential and integral calculus for functions of several variables. Topics include infinite series, vectors, vector functions, surfaces in three-dimensional space, partial differentiation, multiple integration, and vector calculus, implicit function theorem, and Green's and Stokes' Theorems. P: Minimum grade of C- in MA 121, MA 122. 4 credits

**MA-233 Linear Algebra**

The study of mathematical systems with emphasis on vector spaces, linear transformations, and matrices including geometric interpretations and applications. Topics include systems of linear equations, vector spaces, linear mappings, determinants, and eigenvalue problems. P: Minimum grade of C- in MA 121. 3 credits

**MA-242 Linear Optimization**

An introduction to the application of linear mathematical models used for optimization and to support decision-making processes. Emphasis will be on formulating mathematical models of various problems encountered by decision-makers, developing and solving spreadsheet models, and interpreting their solutions. Topics include linear programming, sensitivity analysis, integer programming, network modeling, multiple objective programming, regression analysis, and time series forecasting. Computer analysis is utilized. P: Minimum grade of C- in MA 233. 3 credits

**MA-315 Geometry**

The study of Euclidean and non-Euclidean geometry. The history of geometry, structure of geometry, relationships between various parts of geometry, relationships between theorems, styles, and techniques of proofs will be studied. P: Minimum grade of C- in MA 233. 3 credits

**MA-345 Probability**

The basic concepts of probability will be covered to form the foundation for statistical methods and applications. Topics include data collection and presentation, numerical descriptive measures, probability rules, discrete and continuous random variables, probability distributions, the central limit theorem, sampling distributions, and confidence interval estimation. P: Minimum grade of C- in MA 120 or MA 121. 3 credits

**MA-351 Statistical Methods**

A mathematical development of statistical procedures that builds upon the topics covered in probability and introduces concepts of estimation, confidence intervals, hypotheses testing, contingency tables, goodness of fit, analysis of variance, correlation, regression, nonparametric methods and their applications. Emphasis is on practical applications of the statistical methods using statistical software. P: Minimum grade of C- in MA 345. 3 credits

**MA-391 Senior Seminar**

Topics may vary. Typically, a topic will be chosen that pulls together previous courses, e.g., Differential equations (calculus & linear algebra). P: Minimum grade of C- in MA 122, MA 233. 3 credits

**Music (MU)**

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**MU-111 Introduction to Music**

Discussion and demonstration of music as a means of emotional expression and communication throughout various historical eras. The course deals first with musical basics such as instruments of the orchestra, elementary theory, musical structure, and syntax. These skills will then be applied to a deepened understanding of the evolution of musical styles from the Renaissance to the present with class and outside-of-class listening to recordings of representative masterworks. General Education: Fine Arts. 3 credits

**MU-112 Fundamentals of Music**

This beginning course in music theory will focus on understanding and applying fundamental concepts of music. Pitch and rhythm notation, scales and key signatures, intervals, and triads will all be covered as the basic knowledge needed to understand music. General Education: Fine Arts. 3 credits

**MU-122 Chorus I**

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

**MU-123 Chorus II**

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

**MU-212 Jazz: The American Heritage**

Historical and aural examination of America's indigenous music. This course will trace the genesis of the early New Orleans style of Jazz, listen to work songs and blues, and follow the musical changes to the present. General Education: Fine Arts. 3 credits

**MU-255 Special Topics**

Selected topic studied in-depth within a musical frame of reference. 3 credits

**Nursing (NR)**

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**NR-170 Certified Nursing Assistant (CNA) Hybrid Course**

This course provides students with the foundational knowledge and practical skills necessary to become a Certified Nursing Assistant (CNA). Through a combination of online modules and clinical rotations at our partner clinical site, students will learn essential patient care techniques, including assisting with daily living activities, monitoring vital signs, and providing mobility support. The course emphasizes hands-on experience in a healthcare setting, preparing students for certification and immediate employment in a variety of clinical environments. Upon successful completion, students will be eligible to take the CNA certification exam. To promote the professional image of nursing, a dress code is in place for the safety, comfort, and asepsis needs of the client and student. Therefore, each student is required to purchase and wear scrubs. Space is limited to 8 students. 3 credits

**NR-213L Health Assessment Laboratory**

This hands-on course focuses on nursing health assessment skills that include obtaining a client health history, vital signs, documentation, and a full head-to-toe assessment for the purpose of reducing the likelihood that clients will develop or exacerbate health problems. P: Acceptance into the Nursing Program. 2 credits

**NR-223 Foundational Nursing**

Didactic instruction about the importance of comfort, basic nursing care, and the performance of activities of daily living is linked with direct nursing care and simulation experiences. To be taken in conjunction with NR 223C. P: Acceptance into the Nursing Program. 3 credits

**NR-223C Foundational Nursing Clinical**

Didactic instruction about the importance of comfort, basic nursing care, and the performance of activities of daily living is linked with direct nursing care and simulation experiences. To be taken in conjunction with NR 223. P: Acceptance into the Nursing Program. Pass/No Pass only. 3 credits

**NR-224T Transition LPN-to-BSN**

The Transition to Professional Nursing Practice course is designed for Licensed Practical Nurses (LPNs) transitioning to a Bachelor of Science in Nursing (BSN) degree program. This intensive and comprehensive course provides a robust foundation in fundamental nursing concepts, skills, and professional responsibilities necessary for successful integration into the BSN program. Emphasizing critical thinking, evidence-based practice, and ethical decision-making, this course equips LPNs with the knowledge and

skills required to excel in complex healthcare environments. P: Acceptance into the Nursing Program. 3 credits.

### **NR-226L      Nursing Skills Laboratory**

This hands-on course focuses on essential nursing skills with an emphasis on protecting clients and health care personnel from health and environmental hazards by employing established and emerging principles of safety, enhanced quality care, and minimizing risk of infection. P: NR 213L, NR 223. 2 credits

### **NR-237      Community Nursing**

Didactic instruction about community health is linked with direct nursing care experiences within the outpatient, clinic, public health sectors, or local government entities for the improvement of equitable population health outcomes by responding to a complex system of health care. To be taken in conjunction with NR 237C. P: NR 213L, NR 223, NR 223C. 3 credits

### **NR-237C      Community Nursing Clinical**

Didactic instruction about community health is linked with direct nursing care experiences within the outpatient, clinic, public health sectors, or local government entities for the improvement of equitable population health outcomes by responding to a complex system of health care. To be taken in conjunction with NR 237. P: NR 213L, NR 223, NR 223C. Pass/No Pass only. 3 credits

### **NR-243      Nursing Informatics**

Information and communication technologies are the focus of this didactic course as they are utilized to provide care, gather data, drive decision making, and support health professionals with a focus on the delivery of safe, high-quality, and efficient health care services in accordance with best practice, professional, and regulatory standards. P: NR 213L, NR 223. 3 credits

### **NR-251      Special Topics in Nursing**

Selected topic studied in-depth within a Nursing frame of reference. P: Permission of Nursing Program Director. 3 credits

### **NR-256      Mental Health**

Didactic instruction regarding acute and chronic mental illness is linked with direct mental health nursing care that promotes and supports the emotional, spiritual, mental, and social well-being of the client. To be taken in conjunction with NR 256C. P: NR 226L, NR 237, NR 237C, NR 243. 3 credits



**NR-256C      Mental Health Clinical**

Didactic instruction regarding acute and chronic mental illness is linked with direct mental health nursing care that promotes and supports the emotional, spiritual, mental, and social well-being of the client. To be taken in conjunction with NR 256 or NR 256T. P: NR 226L, NR 237, NR 237C, NR 243. Pass/No Pass only. 3 credits

**NR-256T      Transition Mental Health**

This comprehensive course is designed for Licensed Practical Nurses (LPNs) transitioning towards a Bachelor of Science in Nursing (BSN) degree, with a special focus on the complexities of mental health care. The course emphasizes the integration of theoretical principles with clinical practice, underscoring the importance of evidence-based interventions, critical thinking, and pharmacological understanding in addressing the unique challenges of mental health care. Learners will gain hands-on experience, applying theoretical knowledge in real-world scenarios to improve patient outcomes in mental health settings. To be taken in conjunction with NR 256C. P: NR 224T. 3 credits

**NR-261      Nursing Pathophysiology**

This course explores the pathophysiology behind unexpected responses, health emergencies, and metabolic imbalances to manage and provide care for clients with acute and chronic physical health conditions. P: NR 226L, NR 237, NR 243. 3 credits

**NR-271      Medical-Surgical Nursing I**

Didactic instruction about disease prevention and management is linked with direct nursing care and simulated experiences of adult clients with chronic diseases for the prevention of negative sequelae; regenerative or restorative care, which includes complex acute care, exacerbations of chronic conditions, and treatment of physiologically unstable clients. To be taken in conjunction with NR 271C. P: NR 256, NR 256C, NR 261. 3 credits

**NR-271C      Medical-Surgical Nursing I Clinical**

Didactic instruction about disease prevention and management is linked with direct nursing care and simulated experiences of adult clients with chronic diseases for the prevention of negative sequelae; regenerative or restorative care, which includes complex acute care, exacerbations of chronic conditions, and treatment of physiologically unstable clients. To be taken in conjunction with NR 271 or NR 271T. P: NR 256 or NR 256T, NR 256C, NR 261. Pass/No Pass only. 3 credits

**NR-271T      Transition Medical-Surgical Nursing I**

This course is specifically tailored for Licensed Practical Nurses (LPNs) transitioning to a Bachelor of Science in Nursing (BSN) degree, focusing on advanced knowledge and skills required for managing adult patients in acute and chronic care settings. The course integrates theoretical foundations with practical applications, emphasizing evidence-

based practices, critical thinking, pharmacology, and leadership skills in complex healthcare scenarios. To be taken in conjunction with NR 271C. P: NR 256T. 3 credits

### **NR-282            Nursing Pharmacology**

The focus is safe administration of medications and parenteral therapies across the lifespan. This didactic course also offers practical application of medication mathematics. P: NR 256, NR 261. 4 credits

### **NR-327            Maternal Child Nursing Care**

Didactic instruction about reproduction across the lifespan and pediatric health is linked with direct nursing care and/or simulated experiences focusing on childbearing and pediatric development and nursing care. To be taken in conjunction with NR-327C. P: NR 271, NR 271C, NR 282. 3 credits

### **NR-327C          Maternal Child Nursing Care Clinical**

Didactic instruction about reproduction across the lifespan and pediatric health is linked with direct nursing care and/or simulated experiences focusing on childbearing and pediatric development and nursing care. To be taken in conjunction with NR 327. P: NR 271, NR 271C, NR 282. Pass/No Pass only. 3 credits

### **NR-338            Evidenced-Based Practice with Nursing Research**

This research class introduces synthesis, translation, application, and value of dissemination of nursing knowledge to improve health and transform health care. Students discover evidenced-based research and plan for a practical application. P: NR 271, NR 282. Writing Intensive Designation: Major. 3 credits

### **NR-350            Medical-Surgical Nursing II**

Adult Medical Surgical Nursing II builds upon the foundational knowledge from Adult Medical Surgical Nursing I and focuses on complex medical-surgical nursing care concepts. Emphasis is placed on critical thinking, clinical reasoning and clinical judgement, and evidence-based practice in the management of adults with acute and chronic health conditions. P: NR 271 or NR 271T, NR 271C, NR 282. 3 credits

### **NR-350C          Medical-Surgical Nursing II Clinical**

Adult Medical Surgical Nursing II builds upon the foundational knowledge from Adult Medical Surgical Nursing I and focuses on complex medical-surgical nursing care concepts. Emphasis is placed on critical thinking, clinical reasoning and clinical judgement, and evidence-based practice in the management of adults with acute and chronic health conditions. P: NR 271 or NR 271T, NR 271C, NR 282. Pass/No Pass only. 3 credits

**NR-375 Professional Nursing Practice**

Didactic instruction about cultivation of a sustainable professional nursing identity, accountability, leadership, collaborative disposition, and comportment that reflects nursing values is linked with direct nursing care experiences in a variety of health care settings. To be taken in conjunction with NR 375C. P: NR 327, NR 327C, NR 338, NR 350. 3 credits

**NR-375C Professional Nursing Practice Clinical**

Didactic instruction about cultivation of a sustainable professional nursing identity, accountability, leadership, collaborative disposition, and comportment that reflects nursing values is linked with direct nursing care experiences in a variety of health care settings. To be taken in conjunction with NR 375. P: NR 327, NR 327C, NR 338, NR 350. Pass/No Pass only. 3 credits

**NR-391 Nursing Leadership**

This didactic course prioritizes nursing student self-reflection to foster personal health, resilience, and well-being, lifelong learning, and supports the acquisition of nursing expertise. Students obtain the skills of delegation, conflict resolution, and prioritization in this course as well. P: NR 327, NR 338, NR 350. 4 credits

**Philosophy (PH)**

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**PH-111 Critical Reasoning**

Today perhaps more than ever, we need to be able to assess the claims and arguments we encounter on our media landscape. What makes an argument strong, or weak? How can rhetoric make an argument more compelling, or be used to hide flaws in an argument? In this course, students acquire the tools to assess the claims and arguments of others and build strong arguments for their own views. We skirt the complexities of formal, symbolic logic and dive into the "art" of critical reasoning. General Education: Philosophy. 3 credits.

**PH-211 Ancient Greek Thought**

A survey of ancient Greek thought, especially as represented by Socrates, Plato, and Aristotle. We begin from the pre-Socratics: Thales, Anaximander, Anaximenes, Pythagorus, Heraclitus, and Parmenides. We then turn to Socrates, as portrayed in Plato's *Apology* and other dialogue, and look at how Plato, a student of Socrates, developed his teacher's way of thinking. On this basis we turn to the work of Aristotle, a student of Plato, including readings from his *Nicomachean Ethics* and *Politics*. General Education: Philosophy. 3 credits

**PH-224 Modern Philosophy**

This course explores the impact that the development of the modern world, including the scientific revolution, the building of nation states, and the exploration of the natural

world, has had on shaping our understanding of ourselves and our capacity to know and appreciate the world(s) in which we live. By drawing on the work of prominent modern philosophers, students will endeavor to understand and critically evaluate the modern understanding of the self and its place in the world. General Education: Philosophy. 3 credits

### **PH-225 Contemporary Philosophy**

If the modern period was one of optimism in which people came to believe that through the use of reason and the advances of science it would be possible to build a better world, the postmodern age is one in which such dreams are viewed with skepticism. On the other hand, we find in postmodernity an invitation to think differently and to thereby discover new ways of being in the world and with one another. This course provides an opportunity to explore these new paths of thinking by drawing upon the works of such 19th and 20th century thinkers as Nietzsche, Marx, Kuhn, Heidegger, Foucault, Butler, and Irigaray, thinkers who encourage us to reappraise human beings' relation to themselves, nature, society, and the divine. General Education: Philosophy. 3 credits

### **PH-235 Black Radical Thought**

How has philosophy shaped struggles for black liberation? This course surveys several currents of intellectual and political activity aimed at forms of the black struggle for liberation that lie outside of the political mainstream. Students are first introduced to the philosophies of G.W.F. Hegel and Karl Marx. Then, they trace the way this tradition's themes have served as both an important influence and a point of contestation in the writings of 20th- and 21st-century black writers, activists, and movements. Examples include W.E.B. Dubois, Aime Cesaire, C. L. R. James, Martin Luther King, Jr., Frantz Fanon, Angela Y. Davis, black and Third World feminisms, black nationalism, the black power movement, pan-Africanism, the Women of Color movement, black labor movements, black socialism, Black Lives Matter, and the prison abolition movement. General Education Pathway: Politics, Philosophy, and Economics - Humanities. 3 credits

### **PH-237 Capitalism and Society**

How does capitalism promote the principles of freedom and equal dignity that define a democratic society? How does it organize relations between labor, capital, and governments? In this course, students learn about the origins of the capitalist system in Europe and its global diffusion through the system of European colonialism. Through primary texts, they become familiar with historical debates among political philosophers from the 17th-century to today about the advantages and disadvantages of capitalism (John Locke, Adam Smith, Thomas Malthus, Karl Marx, Friedrich Hayek, John Maynard Keynes, Milton Friedman, Joseph Stiglitz, David Harvey, and others). Then, they trace the influence of these debates on approaches to contemporary social, political, and economic issues such as inequality, poverty, global economic development, race, the women's movement, housing, economic migration, indigenous sovereignty struggles, neoliberalism, neoimperialism, climate change, and labor trends. General Education Pathway: Politics, Philosophy, Economics - Humanities. 3 credits

**PH-251      Special Topics**

Selected topic studied in-depth within a philosophical frame of reference. 3 credits

**PH-276      Housing and the Right to the City**

"Housing and the Right to the City" examines the complexities of housing in urban environments. This course offers a dynamic exploration of the critical issues surrounding housing, shedding light on why it matters for diverse populations and delving into the complex web of challenges and solutions. From the nuanced examination of homelessness, including LGBTQ homelessness, to dissecting racial discrimination in housing, students will engage with timely and essential topics for understanding social justice. The course navigates the landscape of US affordable housing policies, critically assessing their impact and exploring potential avenues for reform. By investigating the proactive role of cities in shaping housing outcomes through zoning, transportation, and planning and by studying grassroots initiatives championed by communities, students will develop a comprehensive understanding of the multifaceted nature of housing in urban spaces. The purpose of the course is to empower students to actively contribute to creating inclusive, equitable, and thriving urban environments. General Education: Philosophy. 3 credits

**PH-315      Environmental Ethics**

How do we best understand humanity's relationship to the environment, and what actions and policies should follow from that understanding? This course will focus on the responses of various ethical traditions and will consider ways that traditional anthropology and cosmology and even theology are being transformed in response to perceived environmental degradation. General Education: Philosophy. 3 credits

**PH-321      Modern Art and Architecture**

This course introduces students to the Modernist movement in art and architecture and the currents that came after it. Capitalizing on our proximity to fine examples of Modern art and architecture in New Haven, students are given opportunities to learn beyond the classroom. Visual art movements covered include impressionism, expressionism, Dada, surrealism, abstract expressionism, pop art, conceptual art, minimalism, Earthwork, site-specific art, and video art. In architecture, students become acquainted with Le Corbusier, Frank Lloyd Wright, the Bauhaus, the International Style, Postmodern innovators from Phillip Johnson and Frank Gehry, and recent artists who cross boundaries between art and architecture, such as Olalekan Jeyifous and Patricia Johanson. Aesthetic tropes are examined and evaluated, including realism, disorder, fragmentation, the sublime, irony, pastiche, surface, depth, ruins, and everydayness. As an interdisciplinary course bridging Art History and Philosophy students are also introduced to theorists of art, culture, and architecture who have not only observed these movements but in some cases shaped them. They range from Charles Baudelaire and Friedrich Nietzsche to Theodor Adorno, Walter Benjamin, Roland Barthes, Susan Sontag, Frederic Jameson, Jean Baudrillard,

Jean Francois Lyotard, Robert Venturi, Charles Jencks, and others. General Education: Philosophy. 3 credits

### **PH-351            Special Topics**

Selected topic studied in-depth within a philosophical frame of reference. 3 credits

### **PH-352            Approaches to Global Justice**

In this course, students become familiar with theories of global justice inspired by John Stuart Mill, Immanuel Kant, John Rawls, and others. In addition to classic texts, they read contemporary scholarship in political philosophy, ethics, and economics that engages such issues as global poverty, immigration, inequality, climate change, war, refugees, religious conflict, and nation-state conflict. Students learn to evaluate and apply different approaches to these issues. General Education: Philosophy. 3 credits

### **PH-390            Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

### **PH-393            Final Project I**

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

### **PH-394            Final Project II**

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. Writing Intensive Designation: Major. 3 credits

## **Physical Science (SC)**

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### **SC-105            Science Topics**

This is a non-majors course designed to study and discuss areas of current scientific interest. Topics will vary and may include the environment, health & disease issues, human genetics, biotechnology, and the chemistry or physics of everyday phenomena.

Students will gain an understanding of the scientific method along with techniques in data analysis and presentation. General Education: Science. 3 credits

### **SC-108            Frontiers of Science**

This is a non-majors course that introduces general principles of biology through the examination of issues and concerns of current importance to the general public. Topics studied include, but are not limited to, biotechnology, genetic engineering, human health, and disease. Through the exploration of highly debatable subjects, students gain an understanding of how the scientific method is applied to resolving questions and unanswered problems. General Education: Science. 3 credits.

### **SC-114            Nutrition for Health and Fitness: The Science of Wellness**

This course provides a comprehensive introduction into the vital role nutrition plays in enhancing one's health and fitness. Throughout the course students will be exposed to current research and literature along with practical activities. Topics studied will include, but are not limited to, the basic principles of nutrition, our energy systems and energy yielding nutrients, vitamins, minerals and body weight loss/gain through proper nutrition and exercise. This course will also provide insight on nutrition for fitness as well as throughout the life cycle. General Education: Science. 3 credits

### **SC-118            Ecology of Long Island Sound**

This is a non-majors course that introduces students to the Biology and Ecology of Long Island Sound (LIS). Topics may include the different habitats found throughout LIS, the organisms found in those habitats, current environmental issues and fundamental marine research approaches. The course may involve field trips to various LIS locations. General Education: Science. 3 credits

### **SC-131            General Physics I**

The study of selected topics, e.g., motion, force, work, energy and thermodynamics, using algebra and trigonometry. Laboratory exercises will illustrate these principles. This course is a requirement for students preparing for teaching certification in Biology or Chemistry. To be taken in conjunction with SC 131L. P: High school physics, algebra or departmental permission. 3 credits

### **SC-131L          General Physics I Laboratory**

This course illustrates selected topics including motion, force, work, energy and thermodynamics, using algebra and trigonometry through hands-on work. To be taken in conjunction with SC 131. 3 hours. 1 credit

### **SC-132            General Physics II**

The study of the fundamental principles of sound, electricity, magnetism, optics and atomic physics. Laboratory exercises will illustrate these principles. To be taken in conjunction with SC 132L. P: Minimum grade of C- in SC 131, SC 131L. 3 credits

**SC-132L      General Physics II Laboratory**

This course illustrates selected topics including sound, electricity, magnetism, optics and atomic physics through hands-on work. To be taken in conjunction with SC 132. P: Minimum grade of C- in SC 131, SC-131L. 3 hours. 1 credit

**SC-302      Practicum/Internship**

Supervised practical experience in an external setting related to students' interest. P: Permission of Department Chair. 1-6 credits.

**SC-351      Senior Science Seminar I**

This is a capstone course designed to help Biology and Chemistry seniors integrate the knowledge they have obtained throughout their undergraduate studies and prepare for advancement either to employment or graduate school. Students will analyze primary scientific literature and communicate research findings from the literature. P: Senior status. 1 credit

## **Political Science (PO)**

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**PO-112      American Politics and Government**

American Politics and Government examines the institutions, values, and issues that define the American political community. In particular, it will focus on the ideals that continue to animate American political culture—equality, liberty, and democracy—and how these principles are and are not realized in practice. The course also covers the structure of American government, including Congress, the Presidency, the courts, and bureaucracy. General Education: Social Science. 3 credits

**PO-115      Introduction to Urban Studies**

Urban Studies examines urban social issues, urban planning strategies, and urban cultural movements. This course introduces to practical, historical, and theoretical approaches to the field of Urban Studies as an interdisciplinary program of study that addresses the way cities shape and are shaped by race and class, inequality, built environments and infrastructures, housing, community services, entrepreneurship, economic development, local governance, and urban art and culture. Applying knowledge of classic and contemporary texts in Urban Studies, students participate in experiential learning activities, including a class project that engages a current problem or project underway in the City of New Haven. Toward completion of the project, students visit sites in the city and meet with government officials, local non-profit directors, and community organizers. General Education: Social Science. 3 credits

**PO-203      Urban Gardens Studio**

In this course, students will learn how forces such as public policy, market imperatives, and global logistics affect food production and distribution. What specific challenges to food production, circulation, and consumption, emerge from urbanization and what



kind of initiatives and organizations have arisen to address these issues, and ensure adequate food for all. Service learning projects will give students first-hand exposure to the specific ways the New Haven community has worked to address these issues. Paying specific attention to urban agriculture, students will see how many urban farms make use of complex multifunctional urban spaces, forcing us to rethink the urban environment in novel ways. Lastly, the course will examine the connections between cultivated urban spaces and cultural expression and meaning, with specific attention paid to the connection between urban gardening and various diaspora communities that are found in urban environments. General Education Pathway: Mission Earth - Experiential Learning. 3 credits

### **PO-230 State and Local Government**

This course looks at the practical workings of government at the local and state level in the United States. Particular attention will be paid to the ways in which Federalism and separation of powers has shaped politics in these areas, as well as the ways in which democracy, social movements, and political parties shape the process and outcomes of state and local government. General Education Pathway: Politics, Philosophy, Economics - Writing Intensive. 3 credits

### **PO-231 Constitutional Law**

An introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving constitutional priorities and its response to basic governmental and political problems. The course examines the nature of the Constitution and various theoretical approaches to interpreting it. Special emphasis is given to close textual analysis of various Supreme Court decisions. 3 credits

### **PO-252 Topics in Political Science**

Selected topic studied in-depth within a Political Science frame of reference. 3 credits

### **PO-257 International Relations**

An introduction to the political interaction of nations and non-national actors on the global stage. The course focuses on strategies nations employ in pursuit of national security, economic development, and global influence. Attention is given both to theories of international relations such as realism, idealism, and neo-realism as well as specific case studies. 3 credits

### **PO-274 Modern Political Theory**

An examination of Western political thought through the writings of important modern political theorists: Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. A central focus of the course is the nature of liberalism, and the meaning of concepts such as rights, justice, freedom, equality, and democracy. 3 credits

**PO-322 Politics Through Film**

This course focuses on film as a medium for the presentation of political events and ideas and as a means of shaping political opinion. 3 credits

**PO-325 Democracy and Its Critics**

This course examines the theoretical and practical development of democracy from ancient Athens to the present by reading key thinkers and critics of democracy. Concepts to be addressed include majority rule, representation, participation, democratic citizenship, among others. Authors may include Rousseau, Marx, Dewey, Schmitt, Schumpeter, Dahl, Held, among others. General Education Pathway: Politics, Philosophy, Economics - Writing Intensive. 3 credits

**PO-329 Global Social Movements**

This course examines various social movements from around the world in order to better understand the underlying dynamics of these powerful driving forces in the contemporary world. The course will investigate central questions such as: Why do social movements emerge? What sustains social movements? Why do some movements succeed where others fail? General Education Pathway: Power, Equity, and Justice - Experiential Learning. 3 credits.

**PO-331 Jurisprudence**

This course will introduce students to competing answers to the question, "What is law?" This question may very well be the essential question we can ask ourselves as human beings. As such, searching for the best answer to that question will require us to think carefully about the relationship of law, morality, and politics. We will search for answers primarily through a close read of Plato's *Laws*, a text that poses the very question that concerns us in this course and which will enable students to assess competing theories of law. 3 credits

**PO-333 Theory and Practice of Public Administration**

This course offers a foundational understanding of the theory and practice of public administration, examines the roles of public administrators in all three sectors (public, non-profit, and private), and explores the various public service options beyond the public sector, such as volunteerism and advocacy. Students should think of this course as an opportunity to familiarize themselves with the principles, contemporary issues, and methods of public administration and public service. 3 credits

**PO-380 Internship**

Fieldwork experience initiated with permission of the Department Chair. 3-12 credits

**PO-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**PO-391 Political Science Seminar**

This course provides the political science major an opportunity for creative research. The goal is to expose students to the various ways of acquiring knowledge of politics and to philosophical problems involved in social inquiry, as well as to train them in the use of the scientific method. This course is required of political science majors and is to be taken either in the junior or senior year. It is open to any junior or senior social science major. Writing Intensive Designation: Major. 3 credits

## **Psychology (PY)**

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**PY-111 Introduction to Psychology**

Introduction to the major areas, theories, concepts, and methods of contemporary psychology. Topics may include ways of perceiving, learning, and thinking about the world; emotions; motivation; the relationship between brain events and inner experience; child development and adult personality; self-concept; attitudes toward others and behavior in social situations; stress, coping, and the diagnosis and treatment of mental disorders. Special attention will be paid to the application of scientific methods to the study of human cognition and behavior. General Education: Social Science. 3 credits

**PY-205 Ethnic and Gender Issues in Mental Health**

This course will explore the perception and interaction of cultural relevance and gender sensitivity as a necessity in case management and clinical work. Students will explore the mental health needs and norms of several ethnic groups in the United States including European, Native-American, African American, Latino/Latina, Asian American, Jewish and Arab American clients. Students will also gain an understanding of the role ethnicity and gender has in mental health and substance abuse treatment. In addition, they will examine the impact of oppression on women and other minority groups. Students will design a cultural collage and research their own ethnic, cultural and gender norms to gain a better understanding of themselves in relation to others. 3 credits

**PY-210 Behavior Modification**

Application of learning principles to human behavior and its modification in clinical settings, business environments, the classroom, and everyday life. Examines methods

of determining the triggers for problem behaviors and the role of rewards. A number of approaches to changing old behaviors and establishing new behaviors will be discussed, such as token economies, self-monitoring, contracts, cognitive-behavioral techniques, shaping, differential reinforcement, and extinction. P: PY 111. 3 credits

### **PY-211            Abnormal Psychology**

Psychological functioning is said to be abnormal when it is atypical and causes distress to the individual or to other members of that person's community. Viewed through a medical lens, these behaviors are regarded as signs of psychopathology (mental illness). This course provides a thorough grounding in the psychiatric diagnostic classification system, covering most of the major categories of mental disorder: anxiety, depression, schizophrenia, and more. Theories explaining the various forms of mental disorder, research findings on their social, psychological, and biological correlates, and treatment options are also considered. P: PY 111. 3 credits

### **PY-213            Counseling Techniques**

A didactic-experiential course addressing contemporary procedures for counseling clients with emphasis on acquiring interviewing skills and understanding the counselor-client dyad as an effective working relationship. P: PY 111, PY 211. 3 credits

### **PY-214            Death and Dying**

The study of the theories relating to the process of dying and bereavement. Topics include: factors that influence the needs of patients and survivors; theories of attachment; stages of grief; suicides; and living wills. P: PY 111. 3 credits

### **PY-218            Statistics for Behavioral Sciences**

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. This course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. 3 credits

### **PY-222            Learning**

Whenever experience changes our behavior in a lasting way, learning has taken place. Learning includes acquisition of knowledge, mastery of concepts, cultivation of skills, and development of habits. This course surveys what is known about key forms of learning, emphasizing classical conditioning, operant conditioning, observational learning, verbal learning, and information processing models of memory. Major theories that attempt to explain these processes and how these theories are applied to real world concepts, such as education, will be covered. P: PY 111. 3 credits

**PY-229 Psychology of the Exceptional Child**

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavior modification) will be covered. Specific language and academic skills disorders, autistic-spectrum disorders, mental retardation, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention also will be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. This course includes a fifteen-hour field experience. This course does not fulfill the required special education courses for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses. P: PY 111 and PY 211 or PY 330. 3 credits

**PY-232 Organizational Psychology**

Concerns the application of psychological principles in organizational settings. Some topics which will be explored include: decision making, group and team dynamics, leadership, motivation, and stress in the workplace. Students will learn what makes for an effective workforce and how to best encourage it. P: PY 111 or MG 131. 3 credits

**PY-234 Brain and Behavior**

The study of the anatomy and physiology of the brain and peripheral nervous system and their relation to behavior. Topics will include the neural basis of sensation, motivation, and learning, and the effects of traumatic brain injury and neurological disorders. P: PY 111 or BI 111. 3 credits

**PY-235 Drug and Alcohol Abuse**

An introductory survey covering a variety of issues in the addiction arena, including the psychology of addiction, biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: PY 111 or SO 111. 3 credits

**PY-236 Motivation**

An exploration of human and animal motivation and factors influencing the direction and magnitude of behavioral responses. The course considers the roles played by instincts, drives, arousal modulation, and incentives, while emphasizing behavioral and social learning approaches to reinforcement. Both lower-level biological motives (e.g., hunger) and higher-level acquired motives (e.g., achievement) will be covered. The distinction

between intrinsic and extrinsic motives and the applied topic of work motivation will receive special attention. P: PY 111. 3 credits

### **PY-237 Cognitive Psychology**

This course is the study of how humans think, how we represent and process information in the mind/brain. Topics that may be covered include sensation and perception, attention, the representation of knowledge, memory, the nature and development of expertise, mental imagery, problem solving, creativity, language and reading, and individual differences. The course will have an applied focus where theories of how we represent and process information will be used to help solve real world problems in diverse areas such as education, medicine, sports, and law. Another focus will be to have students develop their understanding of the types of questions that cognitive psychologists ask and how they answer those questions; this will be developed through reading primary literature, in class demonstrations, and individual and/or group experiments and/or presentations. P: PY 111. 3 credits

### **PY-239 Close Relationships**

This course examines intimacy and how relationships (romantic, familial, platonic) develop. The theories and research findings reviewed are based on the empirical study of behavior and cognition as they relate to our interpersonal relationships. Topics such as what is love, attraction, communication in relationships, satisfaction, jealousy, and relationship dissolution, will be addressed. Upon completion of this course you should have a better understanding of how relationships work, and how to succeed in them. 3 credits

### **PY-242 Educational Psychology**

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It provides students with opportunities to develop their problem solving skills in the context of education and psychology. Some of the topics the course covers are development and individual differences, learning theories, problem solving, instructional objectives and methods, motivation, behavior management, and assessment. P: PY 111. 3 credits

### **PY-248 Cultural Psychology**

This course examines the importance of cultural factors in explaining and understanding human behavior, providing students with a cross-cultural framework to evaluate the relevance of traditionally held beliefs and theories to different cultural groups. Students will explore the role of culture in development, cognition, gender, emotion, language and communication, personality, abnormal psychology, development of self and identity, and interpersonal and intergroup relations. To develop a better understanding of self in relation to the world, students will research their own cultural background and norms in comparison to mainstream society in the United States. Finally, students will develop

a deeper, more complex understanding of the nature of culture, its relationship to the psychological processes, and the differences and similarities between cultures in our increasingly globalized world. 3 credits

### **PY-250            Community Psychology**

A multidisciplinary approach emphasizing the prevention and treatment of psychological problems in a community setting. P: PY 111. 3 credits

### **PY-251            Special Topics**

Selected topic studied in-depth within a psychological frame of reference. 1-3 credits

### **PY-253            Trauma Studies: A Holistic Approach to Understanding Stress and Trauma**

This interdisciplinary course explores trauma impact on individuals across the lifespan. Through integrating perspectives from psychology, sociology, neuroscience, and public health, students will gain a comprehensive understanding of trauma's definition, prevalence, and diverse manifestations. Students will learn about historic and novel treatment approaches, with a particular focus on holistic interventions that address the intrinsic mind-body connection and trauma-informed practices that can be used to foster inclusive environments across diverse disciplines. #General Education Pathway: Trauma Studies - Writing Intensive. 3 credits

### **PY-255            Risk and Resilience in Children and Families**

When individuals and families are faced with adversity, what factors predict how well they will cope with the disturbance? Why do some individuals and families overcome challenges while others become overwhelmed leading to dysfunction? This provides a comprehensive exploration of risk and resilience factors that help us understand how individuals and families respond to adverse events. Guided by an ecological systems framework, students in this course will examine the dynamic interplay between individual, family, community, and societal influences on adaptive and maladaptive outcomes. Students will also critique extant interventions and recommendations for increasing individual and family resilience. Particular emphasis will be given to contemporary and recent issues faced by families such as adjusting to life after the COVID-19 pandemic, divorce, domestic violence, and mass violence. P: PY 111 recommended. General Education Pathway: Trauma Studies - Writing Intensive. 3 credits

### **PY-260            Self-Empowerment and Social Change**

This course will conduct an in-depth analysis of implicit biases to enhance students' awareness of the profound influence of these biases on human behaviors, decisions, and relationships, often without their knowledge. It explains how many actions that appear deliberate can originate from unconscious cognitive processes, possibly resulting in decisions contrary to self-interests and inadvertently perpetuating injustices within the community. Throughout the course, the students will be empowered to actively practice

identifying biases, acknowledging their existence, and refraining from acting upon them. While recognizing that biases are inherent to human nature, students will also understand that this recognition does not justify excusing systemic cognitive errors. Failing to address these errors can devastate the community and the world we shape. The course concludes by inspiring students to engage in critical self-reflection to take tangible steps toward becoming proactive advocates for justice. General Education Pathway: Power, Equity, Justice - Experiential Learning. 3 credits

### **PY-263            Creativity and Genius**

Creativity may broadly be defined as the discovery and elaboration of novel, appropriate solutions to problems. These may involve any of the arts and sciences, social or legal issues, engineering, manufacturing, or agricultural innovations, or everyday activities like cooking and cleaning. Creativity has been vital to the success of the human species. Contemporary society places especially high value upon the ability to adapt and innovate to changing circumstances. Much of what is written about creativity is based on little more than guesswork, but there is a body of empirical research on the subject. We will study these theories and investigations into creativity and conduct some of our own. General Education Pathway: Creation & Destruction - Writing Intensive. 3 credits

### **PY-280            Practicum**

A field-based experiential practicum involving approximately 8-10 hours per week on site. Sites may include schools, clinics, community agencies, corporations, or laboratories depending on the student's interest and area of concentration. P: Second semester Junior status, senior status or permission of Department Chair. 3 credits

### **PY-290            Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-3 credits

### **PY-311            History and Systems of Psychology**

A study of the philosophical and scientific antecedents of contemporary psychology, the major theorists and research methods in the early years of psychological science, and their influence on current developments and controversies in the field. P: PY 111. 3 credits



**PY-312      Psychotherapy**

Psychotherapy involves the treatment of mental illness and/or the facilitation of people's coping with life problems using psychological (as opposed to biomedical) methods. Evidence indicates that a variety of psychotherapeutic approaches can be effective, depending in part on the nature of the presenting problems. This course surveys the principal schools of thought in psychotherapy, including psychodynamic, humanistic, behavioral, and cognitive therapies. P: PY 111, PY 211. 3 credits

**PY-321      Personality**

Personality involves the study of the consistent patterning underlying the day-to-day variability in human thoughts, feelings, and behaviors. Influential personality theories will be critically evaluated and applied, testing their abilities to cast light on individual differences in self-concept and relational style. P: PY 111. 3 credits

**PY-323      Social Psychology**

The study of individual and group behavior, this course addresses classical and contemporary issues and research on a number of topics, including person perception, social cognition, attitudes and attitude change, conformity, obedience, prejudice, gender, and interpersonal relationships and attraction. P: PY 111. 3 credits

**PY-325      Experimental Methods and Research Design**

An introduction to experimental methods and research design in psychological research. Includes hands-on experience with design, implementation of data collection, data coding and analysis, and the interpretation and communication of results. Students will learn and use APA style format in a research paper describing their research findings. P: PY 111, PY 218 and Junior or Senior status. Writing Intensive Designation: Major. 3 credits

**PY-330      Child Development**

An examination of the major theories, issues, and research related to the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. This course is not required for those who seek initial teacher certification at the middle or secondary level. P: PY 111. 3 credits

**PY-340      Psychological Assessment**

Psychological assessment involves the systematic appraisal of cognitive abilities, personality traits, social attitudes, interests, values, and other characteristics. Methods include interviews, self-report measures, projective techniques, and performance appraisals. This course covers the basic principles of test construction and validation used by psychologists and educational measurement specialists. It also covers the administration, scoring, and interpretation of selected psychological tests along with a critical evaluation of their qualities. P: PY 218 and open only to psychology majors with Senior status. 3 credits

**PY-341            Adolescent Psychology**

This course examines the development of the individual during the period of transition from childhood to adulthood, including physical changes, personality development, and the influence of family, school, and culture on adolescents. P: PY 111. 3 credits

**PY-350            Adulthood and Aging**

An overview of adulthood, maturity, and old age from both physical and psychological perspectives. Personal adjustment and psychological changes over the chronology of adult experience will be emphasized. Topics will include family, career, personality continuity and change, sexuality, and the processes of aging, death, and bereavement. P: PY 111. 3 credits

**PY-371            Introduction to Art Therapy**

The role of art therapy in the psychotherapeutic process as a diagnostic, developmental, and remedial tool, including the theoretical bases of this modality. P: PY 111 and either PY 211 or PY 321. 3 credits

**PY-372            Theory and Practice of Art Therapy**

Continued study of various psychological theories, concepts, and methods of psychotherapeutic art. Focus on actual case materials and workshop experiences. P: PY 111, PY 211, PY 371 and either PY 312 or PY 321. 3 credits

**PY-380            Internship**

A field-based experiential internship in the Child Development and Counseling, and Mental Health concentrations requiring a commitment of 16 -24 hours per week to the placement site. P: PY 280 and departmental permission. May, with special permission of the Department Chair, be taken over the course of two semesters. Upon registering for PY 380, students should immediately meet with the Office of Career & Professional Development and Experiential Learning (Rosary Hall). This should be done by the middle of the semester prior to actually beginning the placement. 6-9 credits

**PY-391            Senior Seminar**

In-depth study of selected topics in psychology. P: Open only to psychology majors with senior status. 3 credits

**PY-528            Life-Span Human Development**

In this course, the development of the individual is examined from birth through the final stages of life in old age. The major developmental and psychological tasks for each stage of development are explored, as well as the family/psychosocial challenges that may present during those critical periods. An emphasis will be placed on the role of cultural context throughout development and prominent theoretical perspectives in the field. 3 credits

**PY-530 Theories of Counseling**

This course provides a survey of major theories of counseling, including the principal psychodynamic, humanistic, and cognitive-behavioral approaches. In addition to covering traditional schools of thought, emphasis is placed on contemporary developments in the area of time-limited treatment and the special difficulties inherent in this change in standard and clinical practice. 3 credits

**PY-533 Psychopathology**

This course provides an overview of abnormal psychology, including cognitive-behavioral, psychodynamic, and neuropsychiatric, and socio-cultural perspectives as well as descriptive psychopathology. The course also entails a thorough grounding in the official psychiatric diagnostic classification system (currently DSM-IV) that is used by all hospitals, clinics, and rehabilitation facilities as per requirements of third-party payers and treatment review boards. 3 credits

**PY-534 Research Methods and Quantitative Analysis**

This course includes an examination and explanation of basic research strategies and statistical procedures. Students are required to read and interpret current research in art therapy, plan an empirical study, analyze and explain data, and write in APA style. Ethical standards for research as stated by the American Psychological Association will also be reviewed. 3 credits

**PY-535 Career Counseling**

Through an examination of career development theories and decision-making models, the student will gain an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles will also be explored. 3 credits

**PY-536 Case Management**

This course examines concepts and principles of case management practice with special populations such as older adults, children and families, persons with serious and persistent mental illness, substance abuse, and persons with chronic disease and those facing end of life decisions. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability, and empowerment. 3 credits

**PY-537 Counseling Techniques**

This course is an intensive practical experience in counseling techniques to help students attain competency in the application of theory in the counseling relationship. 3 credits

**PY-538 Social and Cultural Issues in Counseling**

Social position (including socioeconomic status and gender identity) and cultural identity affect one's understanding of psychological disturbances and response to treatment. In an increasingly multicultural, multiethnic, multigendered society, counselors need to develop the cultural literacy necessary to work effectively with clients from varied backgrounds. This course strives to develop awareness and competence in these areas. 3 credits

**PY-539 Program Evaluation**

This course provides knowledge, theory, and skills needed for the systematic assessment of the effectiveness of psychosocial intervention programs: evaluation of outcomes of treatments provided by human services agencies. Emphasis will also be placed on program planning and evaluation models that are widely used in human services. 3 credits

**PY-540 Organizational Behavior and Group Dynamics**

This course examines the theoretical assumptions of organizational behavior and the issues and challenges which arise when managing and leading. Students investigate the relationships between the individual, the group, and the organization. Students also explore the various stages of groups, including pre-group assessment and screening of group members, group development, the initial stage, the transition stage, the working stage, and the ending stage of groups. Ethical and multicultural issues as they apply to groups are examined. 3 credits

**PY-541 Addictions Counseling**

This course provides an examination of the major approaches to understanding and treating substance-related disorders. It also examines the classifications of drugs, their pharmacological action, the process of addiction and recovery, treatment resources, and the legal and ethical guidelines for working with substance abusers. 3 credits

**PY-542 Career Counseling and Vocational Rehabilitation**

Through an examination of career development theories and decision-making models, the student gains an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles are also explored. Students are also introduced to counseling theories related to vocational rehabilitation. 3 credits

**PY-544 Group Dynamics and Counseling**

This didactic-experiential course will both familiarize students with major theories of group dynamics (e.g., how groups form and evolve over time, different types of groups, etc.) and the methods of leading or facilitating counseling groups (e.g., psychoeducational sessions, encounter-style groups). 3 credits

**PY-545 Professional, Ethical, and Legal Issues Seminar I**

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental health care providers generally and counselors in particular. 1.5 credits

**PY-546 Professional, Ethical, and Legal Issues Seminar II**

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental health care providers generally and counselors in particular. 1.5 credits

**PY-547 Spiritual Issues and Religious Identity in Counseling**

Both religious identification (a social-cultural phenomenon) and personal spirituality influence how we lead our lives, how we respond to conflict and stress, and how we construct meaning in life. Counselors should develop competence in appreciating and working with their clients' various approaches to spirituality. This course introduces theories and methods for integrating spirituality (e.g., meditational practices, prayer, and faith-based healing traditions) into the counseling process. 1.5-3 credits

**PY-548 Trauma and Crisis Intervention**

Stress can be a source of learning and growth, but also of anxiety and turmoil; most mental disorders result, at least in part, from unmanageable levels of life stress. Extreme stress can produce traumatization and result in lasting changes to mental and neurobiological functioning. This course addresses the nature of stress and trauma as well as methods of counseling people who are confronted with acute crisis or the aftermath of traumatic experiences. 1.5 credits.

**PY-549 Addiction and Recovery**

This course provides an overview of addictive behaviors (emphasizing substance use disorders) and methods of counseling individuals who are abusing or dependent on psychoactive drugs or other forms of addiction. It is geared toward counselors who do not intend to specialize in this area, but who recognize the need to be prepared to work with the large numbers of potential clients whose clinical presentation includes substance abuse. 1.5 credits.

**PY-550 Special Topics**

Selected topic studied in-depth within a psychological frame of reference. 3 credits

**PY-551 Clinical Assessment I: Understanding and Utilizing Appropriate Instruments**

This course will familiarize students with the general theory of testing (psychometrics) and with various standardized and unstandardized assessment methods. Clinical and structured interviews, commonly used self-report measures (such as the 16PF), and some simpler performance-based tests (such as sentence completions) will be covered. Students will develop interviewing skills and master the basic scoring and interpretation of selected tests. Ethical standards governing the development and use of tests and measures will be covered. The course will contribute to the development of clinical skills and critical acumen, enabling students to evaluate clients, tests, and test reports effectively. 3 credits

**PY-553 Clinical Assessment II: Personality Dynamics**

Theory and practice of assessing affective functioning. Students will learn to administer, score, and interpret the results of several widely used instruments. These will include self-report inventories (such as the MMPI-2) and performance-based (or "projective") tests (such as the Thematic Apperception Test). Also included will be observer-rated instruments (such as the CBCL-R or BASC) and clinical rating scales based on structured interviews (such as the Hamilton Rating Scale for Depression). Students will also learn to integrate personality theories with test results. Report writing, application of test findings to intervention plans, and the therapeutic use of assessment will also be discussed. 3 credits

**PY-554 Advanced Counseling and Psychotherapy I: Cognitive-Behavioral Methods**

Cognitive-Behavioral Therapy (CBT) has become the most widely practiced group of psychotherapies. These are empirically supported treatments; extensive clinical research demonstrates their efficacy. Students will learn to apply several of these approaches, such as Ellis' Rational-Emotive Behavior Therapy (REBT), Aaron T. Beck's approach, Dialectical Behavior Therapy (DBT), stress inoculation training, and/or mindfulness-based techniques. The emphasis will be on mastery of theory and technique in a few approaches, rather than on broad (but necessarily superficial) coverage. 3 credits

**PY-555 Advanced Counseling and Psychotherapy II: Couples and Family Therapy**

Using a learning-centered educational approach, students will be introduced to systemic models of couple and family therapy including both foundational theories and integrative, common factors approaches. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from these theories. Students will be introduced to course concepts and demonstrate their grasp of course material through a combination of lecture, videos, class discussions, role plays, reflection, and writing activities. Additionally, students will be asked to apply concepts to their own lives and

experiences to enhance their self-awareness as developing mental health counselors. 3 credits

### **PY-556      Advanced Counseling and Psychotherapy III: Integrative Techniques**

In this course, one specific theoretical approach is selected for semester-long immersion as the common basis for all students. Each student will then select a theory of his/her own choice to work on integrative skills throughout a series of experiential labs, role-play exercises, case analyses, and presentations. Throughout the semester, each student will benefit from integrating two theoretical approaches in the application of counseling skills and case conceptualization. 3 credits

### **PY-570      Counseling Practicum**

This initial field experience will enable students to observe and participate in assessment and treatment of cases in a community-based clinic or other agency. A minimum of 120 hours on site is required (equivalent to 8-10 hours per week). In addition to on-site professional supervision, students will meet regularly with a faculty member. All practicum sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week. Students may register for practicum only with the permission of the program director. 3 credits

### **PY-577      Advanced Seminar in Case Conceptualization**

In this course, students will develop increased skill in the process of integrating data from multiple sources (such as interviews, tests, and experiences in therapy) with theoretical concepts (such as cognitive distortions, defense mechanisms, and relational styles) to form deeper understanding of the individuals with whom they engage in treatment. The class will draw on case material (both cases prepared by the instructor and cases being seen by student interns) to practice these skills, which enable therapists to move beyond mechanistic modes of treatment in favor of a richer, more personalized approach. 3 credits

### **PY-579      Counseling Internship I**

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director. 3 credits

**PY-580      Counseling Internship II**

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director. 3 credits

**PY-581      Action Research Project**

Students conduct original empirical research, typically evaluating the effectiveness of a specific human services program. This program may be designed by the student or be part of the usual psychosocial interventions provided by an agency. This course may be taken in lieu of 6 credits of field experience by students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive the field experience. who have extensive experience in a human services agency. 6 credits

**PY-583      Drugs and Behavior I: Basic Science**

This course addresses the nature of psychoactive drugs and their modes of action on the functions of the human brain. Anatomy and localization of function in the brain will be reviewed. Major topics will include neurochemistry (e.g. neurotransmitters and receptor mechanisms), psychopharmacology (e.g. pharmacokinetics and pharmacodynamics), the therapeutic uses of psychotropic medications, and basic psychological processes involved in drug self-administration or abuse (e.g. opponent process theory, reinforcement, and classical conditioning). 3 credits

**PY-584      Ethical and Professional Issues in Addiction Counseling**

This course concerns ethical, legal, and administrative issues that confront substance abuse counselors. The use of values to inform ethical decision-making in ambiguous situations will be practiced. General principles (e.g., beneficence, professionalism in relationships, confidentiality and its limits, and recognition of the boundaries of one's expertise) as well as specific regulatory guidelines (e.g., rules governing credentials, reimbursement, appropriate documentation, and liability) will be discussed. Case material will be used extensively to promote reflection and discussion. 1.5 credits

**PY-585      Drugs and Behavior II: Applications**

This course concerns the roles played by psychoactive drugs in human lives, both individually and in society. Topics include the epidemiology of substance use and



misuse, diagnostic criteria for substance-related disorders, signs and symptoms of intoxication and withdrawal for different classes of drug, interactions of substance use with other disorders (medical or psychiatric), and the effects of substance use on the adaptive functioning and well-being of users, family members, and the wider community. Substances covered include alcohol, nicotine, caffeine, opiates, stimulants, sedatives, cannabinoids, hallucinogens, inhalants, and less common varieties. 3 credits

### **PY-586      Culture, Gender, and Special Populations in Addictions**

This course concerns the many ways in which the background or identity of a client affects behavior, thinking, and emotion relative to substance use and its disorders. Cultural and religious norms and attitudes toward alcohol and other drugs, gender differences, sexual orientation issues, the presence of co-occurring disorders (e.g., MICA), and medical problems (e.g., HIV) will be considered. In addition to their impact on substance use, attention will be paid to the ways in which these factors may affect the process of counseling and the relationship between counselor and client. 1.5 credits

### **PY-587      Addiction Counseling I: Core Concepts and Competencies**

This course begins the process of combining general counseling competence with specific knowledge and expertise in the domain of substance abuse. Different models of substance abuse or addiction as well as associated treatment approaches will be studied, compared, and evaluated. These will include broadly medical, psychological, and quasi-spiritual modalities. Counseling goals and strategies will be understood in terms of stages of change and client readiness. Standard interviewing techniques, psychoeducational interventions, and group dynamics will be considered. Attention also will be paid to practical issues such as record keeping, case management, and consultation with members of other helping professions. 3 credits

### **PY-588      Clinical Assessment of Substance Use Disorders**

This course concerns routine and specialized procedures for assessment of substance use and co-occurring disorders, beginning with the elicitation of informed cooperation from clients and selection of appropriate measures. Instruments covered will include clinical and structured interviews, behavioral observation, clinician rating scales, mental status examinations, and standardized self-report and observer-rated measures of symptoms and personality traits. The use of assessment data in case formulation, the synthesis of clinical findings into clear, useful written reports, and the therapeutic presentation of assessment feedback to clients also will be emphasized. 1.5 credits

### **PY-589      Addiction Counseling II: Advanced Techniques**

This course will introduce students to specific techniques used by substance use counselors, with primary emphasis on evidence-based treatments. Didactic and theoretical presentations will be interspersed with practical demonstrations and supervised practice of skills. The approaches taught may vary, but will include some of the following: motivational interviewing, the community reinforcement approach (with

family involvement), relapse prevention training, cue exposure methods, and standard psychoeducational interventions (e.g., BASICS and/or values clarification). 3 credits

### **PY-591            Treatment Planning and Evaluation in Addictions Counseling**

This course concerns the integration of diagnostic and other assessment findings into individualized treatment plans, the sensitive presentation of recommendations to clients, the collaborative development of treatment goals with clients, the translation of broad goals into a sequence of potentially attainable, measurable objectives, and the selection of appropriate interventions. Methods of monitoring client progress toward objectives, modifying objectives based on results or new findings, and evaluating the success of individual cases or treatment programs also will receive attention. 1.5 credits

### **PY-597            Thesis Research Project I**

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

### **PY-598            Thesis Research Project II**

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

## **Public Administration (MP)**

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### **MP-355            Special Topics**

Selected topic studied in-depth within a public administration frame of reference. 3 credits

### **MP-500            Introduction to Public Administration**

This course is a basic introduction to public administration. The course will introduce students to the theory and practice of the administration and management of nonprofit and public sector organizations and operations as well as politics, policy, and the bureaucracy. Topics include the role of bureaucracy in the political process, theories of

public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. 3 credits

### **MP-504 Labor-Management Relations**

In this course students will be introduced to the basic issues that arise in the public sector collective bargaining process. Students will explore the evolution of labor-management relations and learn the importance of establishing and maintaining a strong, productive relationship between labor and management. 3 credits

### **MP-507 Urban Policy**

In this course students will examine unique policy challenges in cities. Students will analyze how public policies have helped address, compounded or been adapted to those challenges. Students will learn how to evaluate policy outcomes through the utilization of such concepts as sustainability, resilience and environmental justice. 3 credits

### **MP-511 Politics and Public Policy**

This course will enable students to examine the political processes that influence the formation of public policies. Students will explore current issues in the public policymaking process and how partisan politics play a role in the formulation and implementation of policies at all levels of government. 3 credits

### **MP-512 Ethical Issues in Public Administration**

This course explores how ethical considerations are integrated in public policy choices. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. The course will also treat the legal, regulatory and political obstacles to ethical policy choices. The impact of technology on ethical decision-making will be addressed as will achieving an "ethical consensus" in the policy-making process when society is divided by differing values and polarized political opinions. 3 credits

### **MP-521 Performance Measurement and Management**

The course focuses on how performance is becoming increasingly important in public and non-profit settings and explores performance-based management approaches. Students will learn how to identify appropriate measures and how implement a performance measurement system and manage for performance in the public sector. Emphasis will be placed on establishing performance measurement systems, identifying, collecting, and analyzing performance information, presenting performance analysis results, and utilizing performance information. Management tools covered will include benchmarking, performance dashboards, and balanced scorecards. 3 credits

### **MP-550 Special Topics in Public Administration**

Students will explore contemporary topics in public administration, the public policymaking process, and leadership. The focus will be placed on the development of

practical skills that can be adapted to any public service setting. Examples of special topics include Performance Measurement and Management in public administration. 3 credits

### **MP-581      Implementing Public Policy**

This course will investigate how domestic policy, especially social welfare policy, is implemented, tracing policy from federal laws to administrative agency regulations and the local implementation of the program. This course is intended to expose the student to practical problems of implementing policy and the solutions required at a grassroots level to assure success. Students will be required to apply concepts by analyzing policy implementation in a public or non-profit setting of their choice. 3 credits

### **MP-611      Research Methods in Public Administration**

This course examines various methods for designing and conducting empirical research in the field of Public Administration. Students will follow a straightforward step-by-step procedure for starting a social science research project within the field of public administration with topics ranging from formatting a viable research question to creating practical plans for sampling, data collection, data analysis, and dissemination of results. At the end of the course, students will have a complete research proposal that they will implement in their final MPA course, MP 630- Applied Research Project. 3 credits

### **MP-630      Applied Research Project**

The culminating project for the Master of Public Administration allows MPA students to integrate the knowledge and skills acquired throughout the curriculum by engaging in a practical project or case study. This project will demonstrate their mastery of core competencies in public administration. The course is structured as a project-based seminar where students work individually with guidance from the professor while also providing feedback and support to one another. By completing and presenting their capstone projects, students will demonstrate their skills in six key areas of public service that align with the core competencies of the MPA program: 1) Strategic problem-solving; 2) Effective communication; 3) Analysis and implementation of public policies and programs; 4) Having a results-driven mindset; 5) Fostering public-private partnerships, and 6) Upholding ethical principles in public management and leadership. Specifically, students may use their projects to identify solutions to a public policy problem, recommend improvements to public or non-profit programs, or develop potential legislation and determine the coalition needed to support its passage. Students are encouraged to use their current workplaces or build upon research conducted in other classes or internships for their projects, if applicable. 3 credits

### **MP-630      Capstone Seminar in Public Administration**

The culminating project for the Master of Public Administration allows MPA students to integrate the knowledge and skills acquired throughout the curriculum by engaging in a practical project or case study. This project will demonstrate their mastery of core

competencies in public administration. The course is structured as a project-based seminar where students work individually with guidance from the professor while also providing feedback and support to one another. By completing and presenting their capstone projects, students will demonstrate their skills in six key areas of public service that align with the core competencies of the MPA program: 1) Strategic problem-solving; 2) Effective communication; 3) Analysis and implementation of public policies and programs; 4) Having a results-driven mindset; 5) Fostering public-private partnerships, and 6) Upholding ethical principles in public management and leadership. Specifically, students may use their projects to identify solutions to a public policy problem, recommend improvements to public or non-profit programs, or develop potential legislation and determine the coalition needed to support its passage. Students are encouraged to use their current workplaces or build upon research conducted in other classes or internships for their projects, if applicable. 3 credits

## Public Health (PHS)

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### **PHS-211 Introduction to Public Health**

This course introduces the traditional public health system, its evolution, and the basic responsibility of assessing and promoting the health of groups and communities within a diverse population. Students explore historical and contemporary public health approaches to promoting health behaviors, responding to emerging diseases, identifying environmental risk factors, preparing for and managing disasters, and alleviating health disparities across populations. This course discusses the core public health disciplines of epidemiology, biostatistics, environmental health, and social and behavioral health. It gives a brief description of health policy, system, and management. 3 credits

### **PHS-310 Epidemiology**

This course discusses epidemiology, a basic science of public health, and applies its basic principles to address current serious public health issues. It discusses all stages of the scientific method, used in identifying and describing a health issue, formulating a hypothesis about the etiology, selecting the research study design, analyzing and interpreting results, and applying the latter in preventing and controlling the public health issue. It describes the challenges that affect research validity, such as chance, information bias, and confounding. It provides ways to minimize the impact of these challenges. This course also presents social epidemiology and discusses the impact of socio-economic factors on health outcomes within communities and populations. P: MA 117. 3 credits

### **PHS-311 Population Health**

This course discusses the modern concept of population health, as reflected in "Healthy People 2030" initiatives, which address health issues through a broad range of interventions, from traditional public health activities, community mobilization, healthcare delivery systems, and up to public policies. Population health takes a life-cycle approach and considers the effects of an aging and changing population. It uses an evidence-based method focused on defining problems, determining causes, making

recommendations, implementing interventions, and evaluating outcomes. The course employs case studies that help illustrate real-world population health challenges and solutions. 3 credits

### **PHS-312      Global Health**

Global Health examines the socioeconomic, biological and environmental causes and the consequences of disease. In an increasingly interconnected world, students consider the impact of infectious diseases; poverty and hunger; violence and war; environmental disruption; natural disasters and humanitarian crises for local and global health and well-being. Students explore their possible roles in solving global health crises, such as promoting human rights; applying new technologies, and financing and managing international agencies, NGOs, philanthropy, and emerging public and private healthcare systems. 3 credits

### **PHS-380      Public Health Internship**

Fieldwork experience initiated with permission of the Department Chair. 3-12 credits

### **PHS-388      Public Health Capstone**

This capstone course is designed to integrate knowledge and skills from previous coursework, case studies, and field experience. A Research Project will focus on one or more public health issues. The student will develop an individual research project that will explore the impact on the community and/or the population, evaluate current interventions, and may suggest alternative ones. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. 3 credits

## **Reading & Language Arts (RLA)**

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### **RLA-501      Theory and Practice in the Fundamentals of Language and Literacy**

This course, one of the three core courses in the initial summer of the AAP Program for Literacy Specialists in Reading/Language Arts, focuses on the interplay between oral language and print-based language development that reading specialists need to understand and apply in everyday practice. More specifically, the course focuses on the study of evidence-based theory about the major evidence-based components of reading and their development that include: phonological awareness, phonics, word recognition, fluency, vocabulary, syntax, comprehension processes, and morphology. As a major part of the course, students are asked to read, understand, and critically evaluate empirical research that focuses on how the aforementioned components contribute to reading success and the impact that learner differences (e.g., students with reading disabilities) have on the development of those component skills.

**RLA-502      Assessment, Test Interpretation, and Program Planning in Reading and Language Arts**

Candidates learn basic psychometric concepts; administration, scoring, and interpretation of evidence-based components of reading development; the selection of appropriate literacy assessments for specific purposes such as monitoring student progress and program efficacy; and how to articulately present assessment findings to various constituencies.

**RLA-503      Literacy Coaching**

In this course, candidates will increase their self-knowledge about their motivation, problem-solving skills, and responses to conflict; learn how to adapt their behavioral and communication style to work more effectively with others; and explore and discuss facilitation and presentation skills and the use of protocols.

**RLA-550      Fall Seminar Series**

Participants in the Fall Seminar Series engage in four separate five-hour Saturday seminars. Fall seminar topics include diversity & equity, digital literacy, intervention & tutorial, and K-5 elementary literacy best practices. Students engage in a deep exploration of each topic, growing their content knowledge, and reflecting on their application of new learning.

**RLA-551      Spring Seminar Series**

Participants in the Spring Seminar Series engage in five separate five-hour Saturday seminars. Spring seminar topics include dyslexia, English Language Learners, Writing instruction, new initiatives in reading, and Grade 6-12 Secondary best practices. Students engage in a deep exploration of each topic, growing their content knowledge, and reflecting on their application of new learning.

**RLA-554      Clinical Dyslexia Tutorial**

Participants in the Clinical Dyslexia Tutorial use the Japanese Lesson Study and Diagnostic Tutorial models to co-plan literacy tutorial lessons based on prior student behavior, engagement, learning, and process. All tutorial lessons are based on cognitive and achievement strengths and weaknesses, prior knowledge, learning profiles and passions and employ research-based methods and materials to teach phonological processing, phonic decoding and encoding, syntactic structures, morphology and other semantic markers. Each group debriefs as soon as possible after the research lesson ends and uses the data to plan the next lesson. The roles of teacher, facilitator, recorder, and final commentator rotate through the small groups.

**RLA-555      Clinical Dyslexia Tutorial II**

Participants in the Clinical Dyslexia Tutorial use the Japanese Lesson Study and Diagnostic Tutorial models to co-plan literacy tutorial lessons based on prior student behavior, engagement, learning, and process. All tutorial lessons are based on cognitive

and achievement strengths and weaknesses, prior knowledge, learning profiles and passions and employ research-based methods and materials to teach phonological processing, phonic decoding and encoding, syntactic structures, morphology and other semantic markers. Each group debriefs as soon as possible after the research lesson ends and uses the data to plan the next lesson. The roles of teacher, facilitator, recorder, and final commentator rotate through the small groups.

### **RLA-580 Collegial Coaching**

Candidates collaboratively develop and coach a colleague's literacy project with supervision by clinical faculty. At the end of the practicum, candidates submit a descriptive and reflective final paper.

### **RLA-581 Comprehensive Tutorial**

Building on the experience from the dyslexic tutorial, candidates tutor a student with reading challenges from their home district with supervision by clinical faculty. As with the dyslexic tutorial, candidates begin with a review of previous testing and teacher reports and plan a tutorial program; however, this tutoring program is much longer and therefore involving more progress monitoring with appropriate data analysis and a comprehensive written tutorial report.

### **RLA-582 Professional Project**

During the final, culminating Capstone Project the candidates consolidate their foundational knowledge with their teaching, assessment, and coaching knowledge and practice by researching, planning and presenting full-day professional development workshops with daily supervision from the AAP Instructional Coordinator. The educators who attend these seminars are members of the beginning cohort, former AAP completers, and invited guests of the presenters.

## **Religion (RS)**

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### **RS-210 Spirit and Nature**

This course provides an introduction to religious practice and belief in relation to the natural world. We will consider how religious traditions have understood creation, humanity's relationship to nature, and environmental justice. Although these themes will be framed by Catholic Social Teaching on the environment, we will consider examples from a variety of religious traditions, including Christianity, Judaism, Islam, Buddhism, Shinto, and indigenous religion. To do so, we will examine accounts of religious life in theology, anthropology, journalism, and the arts. Through site visits and assignments that invite students to engage with their surroundings, students will also reflect upon their own experiences of the natural world. General Education Pathway: Mission Earth. 3 credits



**RS-223 Religion and Popular Culture**

This course examines the many ways that religion and popular culture intersect today. It begins by examining the origins of the concept of popular culture, its historical developments in the eras of mass media and digital culture, and the rise of Cultural Studies as an intellectual approach to the study of working-class culture, race and racism, gender and sexuality, and the politics of representation. Students then learn about foundational texts and issues in Religious Studies before applying their learning across these two disciplines to such things as sports, hip hop, yoga, graphic novels, film and television, music videos, video games, and social media. General Education: Religion. 3 credits

**RS-226 Catholic Intellectual Tradition**

This course invites students to engage and debate the Catholic intellectual tradition from Augustine to the present. Focus is placed on the relationships between faith and reason and between the Church and the world. The course consists of two units. Unit 1 surveys the work of authors from early Christianity to the start of the modern period, including Augustine of Hippo, Thomas Aquinas, Dante Alighieri, Meister Eckhart, Teresa of Avila, and John of the Cross. Unit 2 is concerned with recent materials, exploring the tension between the Church and "the modern world" from the French Revolution up to the Second Vatican Council in the 1960s and the new spirit of "dialogue" in subsequent years. A wide range of authors is studied, including Jacques Maritain, Dorothy Day, Elizabeth Johnson, Pope Francis, and others. General Education: Religion. 3 credits

**RS-235 Religion and the City**

This course examines the relationship between religious practice and the city. We will consider how the urban context shapes religious communities and in turn how religious communities influence the built environment, civic life, and activism. To do so, we will engage accounts of urban religious life in ethnography, oral history, urban design, and geography theory. We will focus in particular on religious responses to pressing issues in the contemporary city, such as housing, gentrification, racism, immigration, and environmental justice. Students will have the opportunity to research local faith-based approaches to issues of justice and peace in New Haven. General Education: Religion. 3 credits

**RS-236 Women in the Bible**

A survey of named and unnamed female figures in the TANAK/Old Testament and New Testament through primary and secondary readings, writing, and discussion. Students will explore the place of women in the biblical world, both the world of history and the world of the text. We will also discuss the contemporary implications of the portrayal of women in the Bible. This will include issues of power and authority, sexuality, motherhood, reproduction, violence, and the understanding of the divine. General Education: Religion. 3 credits

**RS-237 Theology of the Civil Rights Movement**

This course explores the role of religion in the civil rights movement, both at the movement's height in the 1950s and 1960s and in the continued struggle for civil rights in the US from the 1960s to today. The course surveys the work of a series of luminary contributors to the movement and its legacy: Howard Thurman, Martin Luther King, Jr., Malcolm X, James Baldwin, James Cone, Ta-Nehisi Coates, and others. We also study key events in the history of the civil rights movement, including in Montgomery, Birmingham, and Washington, DC. The course is designed to offer a thorough "history of the present" of debates in the US around issues of race and the role of religion in the ongoing struggle for racial justice. General Education: Religion. 3 credits

**RS-242 The Spiritual Life**

What is the spiritual life? How do practitioners of various spiritual and religious traditions live out and develop their spiritual life? The course addresses these questions through two units of study, the latter including a focus on practice and experiential learning. Unit 1 surveys the history of spirituality, including in both Western and Eastern traditions and the work of significant authors, including Ralph Waldo Emerson, Vivekananda, William James, Thomas Merton, and others. Unit 2 considers more recent texts and movements concerned with the spiritual life and students experience spiritual practices first-hand, including mindfulness practice, meditation, and yoga. Where possible local practitioners are invited to share their expertise. General Education: Religion. 3 credits

**RS-244 Religions of Asia**

This course explores the major religious and ethical traditions of Asia. It consists of five units. After being introduced to some basic theory and method in the study of religion, students survey of Hinduism, including a reading of the Bhagavad Gita, and consider the major traditions of China: Confucianism and Taoism, including readings of Confucius' Analects and the Tao Te Ching. Finally, they focus on Buddhism, surveying some of the tradition's major teachings and features, focused especially on the practice of meditation and the Zen and Tibetan traditions. The course concludes with a reading of the Dhammapada. The course includes elements of experiential learning where possible and focuses especially on the ethical significance of the teachings and practices of these traditions. General Education: Religion. 3 credits

**RS-252 The Gospels**

Reading and discussion, informed by contemporary criticism, of one of the four gospels of the canonical Christian scriptures. General Education: Religion. 3 credits

**RS-253 Selected Topics**

Selected topic studied in-depth within a religious frame of reference. 3 credits

**RS-275 History of Christianity**

This course surveys the history of Christianity from its origins to the present day. Unit 1 focuses on the early Church up through the Council of Chalcedon in 451, including a reading of the Gospel of Mark. Unit 2 looks at the Middle Ages and the Renaissance, considering the development of the Church in various areas of Europe and the Middle East, the influence of scholasticism, the split between Eastern and Western churches, and the emergence of Christian humanism. Unit 3 turns to the Protestant Reformation and Catholic Counter-Reformation, up to the wars of religion in the seventeenth century. Unit 4 starts from the Enlightenment period, considering the significance for Christian history of the revolutions of that period and the decades following as well as the missionary movements that flourished at the end of the nineteenth century. Unit 5 presents the period from 1914 to the present, considering the impact on Christianity of the World Wars and counterculture movements of the 1960s and concluding by considering the shift of energy in the Church from the West to other parts of the world. Students engage with primary source readings throughout the course. General Education: Religion. 3 credits

**RS-277 Bible and Culture**

An introductory survey of select literature in the Christian Bible, and of various methods and approaches used when studying the Bible academically. The course (i) surveys the history underlying the Bible's content, composition, canonization, transmission, translation, and reception; (ii) explores the various theologies (i.e., religious ideologies) reflected throughout the first and second Testaments; and (iii) considers the implications for understanding both the literature of the Bible and the response of various readers and communities to that literature. General Education: Religion. 3 credits

**RS-283 Religion and Society**

This course introduces students to the methods and approaches used by scholars and students of Religious Studies as an academic discipline. Students learn how to think critically about religion by examining it historically, anthropologically, and sociologically. Beginning with 19th-century anthropologists such as E. B. Tyler and J. G. Frazer, the course uses primary and secondary readings to chart the development of the discipline through works by Karl Marx, Sigmund Freud, Emile Durkheim, Max Weber, William James, Mircea Eliade, Claude Levi-Strauss, Clifford Geertz, and others. Students are introduced to texts by important contemporary authors and to key debates in the field today regarding relationships between religion and such things as global conflict, the rise of fundamentalism, contemporary US culture and politics, and issues of race, class, gender, and sexuality. General Education: Religion. 3 credits

**RS-323 Islam and the West**

Is the West, especially America, under siege from Islam? Is conflict between America and Islam inevitable? Or is there common ground? What has Islam contributed to the world and to the West? This course provides an overview of the relationship between Islam and the West, including the basics of the religion and civilization of Islam, the

relationship of Islam to the West, and considerations concerning Muslims in Western countries, including America. The course takes an interdisciplinary approach, combining elements of history, religion, and culture. 3 credits

**RS-351            Special Topics**

Selected topic studied in-depth within a religious frame of reference. 3 credits

**RS-352            Special Topics**

Selected topic studied in-depth within a religious frame of reference. 3 credits

**RS-373            The Question of God in Modern World**

A historical study of the impact of the "Modern Revolution" on Christian belief in the West, and an examination of the pluralistic landscape of belief in contemporary Postmodern culture. P: Sophomore standing or permission of the instructor. General Education: Religion. 3 credits

**RS-390            Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

**RS-393            Final Project I**

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

**RS-394            Final Project II**

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. Writing Intensive Designation: Major. 3 credits

## Social Work (SW)

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### **SW-504      Social Welfare and Social Policy**

This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It covers the formation of the social work profession and its role in the creation and implementation of social policy and its tradition of advocacy, social action, and reform. Students take steps to engage in policy practice to advance social and economic justice. P: Approved for participation in the Albertus Magnus College/Quinnipiac University MSW Pathway Agreement. Albertus Magnus College awards undergraduate credit for this course. The course is only transferable for graduate credit to Quinnipiac University's MSW Program. 3 credits

### **SW-511      Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families**

Using a person-in-environment framework, this course provides an understanding of the relationship between the major theories of individual and family functioning among biological, social, psychological and spiritual dimensions as they affect and are affected by human behavior and family life. Students examine the role that culture and intersectionality play in human development, within the context of biological and social systems, psychodynamic, ecological, social constructionist, humanistic, cognitive and behavioral theories. P: Approved for participation in the Albertus Magnus College/Quinnipiac University MSW Pathway Agreement. Albertus Magnus College awards undergraduate credit for this course. The course is only transferable for graduate credit to Quinnipiac University's MSW Program. 3 credits

### **SW-512      Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities**

Using an ecosystems framework, this course provides an understanding of the major theories that explain the structures, functions, and dynamics of groups, organizations and communities. Students master core ideas of theories that provide the conceptual base for engaging in interventions that occur in the macro social environment. The course focuses on utilizing theories that promote empowerment of key stakeholders within groups, organizations and communities and that address social and economic injustice. P: Approved for participation in the Albertus Magnus College/Quinnipiac University MSW Pathway Agreement. Albertus Magnus College awards undergraduate credit for this course. The course is only transferable for graduate credit to Quinnipiac University's MSW Program. 3 credits

## Sociology (SO)

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### **SO-111 Introduction to Sociology**

This course invites you to see the world through the sociological imagination. We will examine culture, social structure, race, class and gender inequality, social institutions and socialization from a sociological perspective. General Education: Social Science. 3 credits

### **SO-121 Contemporary Social Problems**

This course focuses on how social institutions and social organization generate problems for people and for society. Particular attention will be paid to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. 3 credits

### **SO-211 Introduction to Cultural Anthropology**

This class will introduce students to the practice of ethnography, the craft of writing about other cultures, and will provide a concrete introduction to cultural anthropology, which is the comparative study of human societies. General Education: Languages & Cultures. 3 credits

### **SO-212 Social Work: History and Practice**

This course reviews the history of Social Work in the United States, and examines the practice settings of social work as a profession: case work, group work, community organization and advocacy, and policy and planning. Includes the study of the values and assumptions of social work with an eye towards problem-solving applications with specific populations, as well as social welfare policy critique. 3 credits

### **SO-213 Social Work: Populations and Policies**

An examination of the populations and policies that are the current focus of Social Work in the United States. We will further explore the special needs of specific populations such as families, youth, the elderly, and the poor, with a focus on how social inequalities create challenges for people that Social Workers must mitigate through social welfare policy and practice. Establishing a knowledge base as well as effective communication techniques will be stressed. 3 credits

### **SO-218 Statistics for Behavioral Sciences**

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. This course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. 3 credits

**SO-219            Research Methods**

This course is a "hands on" approach to research in which the student will learn to design and carry out field observations, experiments, content analyses, or surveys. 3 credits

**SO-225            Sociology of Sport**

This course will provide a systematic analysis of sport in North America, with special attention devoted to the interrelationships between sport, social institutions, social processes, and the critical analysis of sport in contemporary society. 3 credits

**SO-230            Technology, Society & the Individual**

A consideration of 20th century technological change with particular interest in its impact on individuals, families, work and social organizations. 3 credits

**SO-235            Drug and Alcohol Abuse**

An introductory survey covering a variety of issues in the addiction arena, including the social construction of addiction, social psychological and biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: SO 111 or PY 111. 3 credits

**SO-241            Urban Sociology**

This course examines the effects of the urban environment on social institutions and populations and explores the modern crises of urban living with an eye towards understanding how to make cities livable, sustainable, and equitable. P: SO 111. 3 credits

**SO-242            Race, Ethnicity and Racism**

This course examines the positions of race and ethnic groups in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups in unequal social systems. 3 credits

**SO-245            Sociology of Gender and Intersectionality**

This course explores the social and cultural meanings of gender in society and familiarizes students with key issues, questions and debates in the field. General Education Pathway: Power, Equity, Justice - Writing Intensive. 3 credits.

**SO-246            Introduction to African American Studies**

This course is an introduction to the study of people of African descent in the United States. We will explore why people of African descent have occupied an oppressed position in the US and globally, and how they have resisted this oppression through culture and the creation of social change. We will examine key historical periods in African American history, with a concern for how race, gender, and class shape the lives of people of African descent, and how Black struggles for citizenship shape the ongoing development of democracy in the US and globally. 3 credits

**SO-255 Special Topics**

Selected topic studied in-depth within a sociological frame of reference. 3 credits

**SO-310 Sociology of Law and Social Control**

This course explores the social processes of law and social control in the social context of the United States. Discusses major theories of law and considers the role of law as both a cause and effect of social change. P: CJ 111 or SO 111. 3 credits

**SO-371 Classical Sociological Theory**

We will examine the theories of Marx, Weber, Durkheim, DuBois, Addams and other important founders of the sociological discipline and perspective. P: Junior or Senior status. 3 credits

**SO-372 Contemporary Sociological Theory**

This course familiarizes students with contemporary developments in social thought that influence sociological research in the current period. Draws connections to classical theory and offers an overview of the main outlines of recent sociological theorizing. P: Junior or Senior status. 3 credits

**SO-373 Sociological Theory**

An exploration of social theory as a set of organizing logics for asking and answering questions about social interaction and institutions. The course will explore the underlying conceptual framework of sociology past and present in order to understand that what sociologists know is shaped by how they know it. Focus on theories of social structure and inequality, micro and macro theories, and the socio-historical context of theory production. P: Junior or Senior status. 3 credits

**SO-374 Qualitative Methods**

This course will examine strategies for gathering and analyzing qualitative data using approaches such as participant observation, content analysis, focus groups, and interviews. The focus of the course will be on understanding what types of questions are best answered through qualitative research methods, and will highlight how social theory is tested and applied through social research. P: SO 373. 3 credits

**SO-380 Internship**

Fieldwork experience. P: SO 111 plus a minimum of 15 hours in Sociology and Senior status. 3-9 credits

**SO-390 Independent Study**

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student



not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

### **SO-391          Senior Seminar**

Consideration of a social problem with an eye to utilizing the "sociological imagination" and skills gained through the prior major courses, both required and elected. This course should be a culminating experience for those who have chosen this major, resulting in a heightened awareness of the sociological perspective. P: Senior status and Sociology or Social Science major. Writing Intensive Designation: Major. 3 credits

## **Sport Management (SM)**

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### **SM-140          Introduction to Sport Management**

This course explores the global nature, historical aspects, trends as well as the role of the sports industry in society. Topics include, but are not limited to, organizational structure, management, public relations, marketing, financial/economic, intercollegiate athletics, legal and ethical principles of sport administration and management. 3 credits

### **SM-143          Introduction to Esports Management**

This course will introduce students to the history of competitive gaming and will explore its ecosystem. Since esports is one of the fastest growing industries, attracting 450 million viewers and generating over \$1 billion in revenue in 2020, students will get firsthand experience in analyzing it. Students will also navigate esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

### **SM-202          Sports Marketing & Promotion**

The business of sport is experiencing rapid growth all over the world, especially in America. Sports marketing and sports media are intrinsically linked in American culture. Sports Marketing and Promotion will explore a variety of topics including: Why are sports more popular today than ever before? Why have sports on a professional and collegiate level become "big business"? How does one construct a marketing plan for a professional or collegiate team? How can solid promotion of athletes, organizations, and events leverage the success of sports around the world? This course will focus on advertising and promotion as well as other marketing functions involved in the multi-billion-dollar sports industry. In addition to readings, case studies, and regular assignments, students will prepare a marketing plan for a professional or collegiate athletic team or program. 3 credits

**SM-203 Sports Information & Media**

Modern sports and mass media are intrinsically linked. Whether it is a major or minor league team, a collegiate athletic program, or even high school athletics, sports media and the ability to communicate with fans and sponsors can be an integral part of the success of teams and programs. Increasingly, media outlets are presenting amateur, professional, and collegiate sports contests live, or reporting on the results of the contests on a regular basis. Sports Information and Media prepares students to work in different aspects of the sports communications industry, giving students an introduction to sports information and media relations as well as sports broadcasting. In this course, there will be an emphasis on developing skills essential for sports communication professionals, including writing and interviewing, handling media interactions across platforms, social media and other technology, and the introduction of new media into the sports industry. 3 credits

**SM-301 Ethics in Sport Management**

This course examines major ethical theories and their relation to the development of personal and professional ethics in sport and recreational management. The course is designed to develop a theoretical framework that will lead to a moral course of action and personal philosophy needed to meet the challenges and issues of modern athletics. The application of ethical decision making and problem solving in sport and recreation will be explored. An integrative study of current industry and ethical issues facing sport leaders. P: MG 131 or SM 140. 3 credits

**SM-302 Legal Aspects of Sport Management**

This course explores the legal principles of the sport industry and provides a basic knowledge of the legal statutes that relate to various dimensions of sport business. It includes legal principles that affect the prudent performance of all those involved in sporting events and will look at federal legal legislation as it affects program development. Major focus is on a review of judicial opinions in the areas of tort liability (risk management), agency and contract law, labor and employment law and antitrust issues. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, negligence, gender equity, sport labor relations, and selected current issues. P: MG 131 or SM 140. 3 credits

**SM-303 Sport Venue and Event Management**

This course examines the principles and fundamentals of managing and financing sport, recreational, and entertainment venues. Course content focuses on knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Students will gain an understanding of planning, implementation, and evaluation of sport events in addition to the design, maintenance, and full utilization of athletic facilities.

Principles for effective management of sport events and facilities in both human and physical resources are stressed. P: MG 131 or SM 140. 3 credits

### **SM-304            Sport Finance**

This course examines the financial management and analysis of the sports industry as it pertains to different aspects of sports, including player compensation, labor relations, facility development, broadcast rights, and competitive structure employed in managerial decision making in amateur and professional sports. Focus is on understanding the developing and management of budgets and financial strategies, including debt service, ticket and concession sales, corporate sponsorship and licensed sport merchandise. Examines financial challenges related to current and future sources of revenue for the sport enterprise. P: AC 161, MG 131, SM 140. 3 credits.

### **SM-381            Sport Management Internship**

This is a field based course in which students gain on-site employment experience in the Sport Management field for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in the Business Administration, Management and Sport Management Department plus junior or senior standing. 3-12 credits