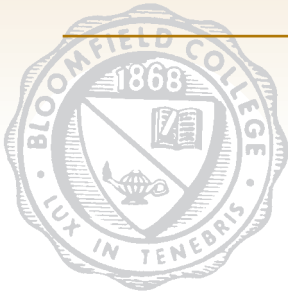




Bloomfield
College
Class of
2022



Non-Discrimination Policy


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

Bloomfield College is committed to the principle of non-

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Introduction



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

The mission of Bloomfield College is:

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

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

empowered, active individuals engaged in renewing themselves, their relationships, their workplaces, and their communities.

Programs are designed to help students think critically and quanti-

establishing Bloomfield College as an independent division of the Seminary. Eight years later, in 1931, the State Legislature approved the change of the institution's name to Bloomfield College and Seminary. In 1958, the College came under the sponsorship of the United Presbyterian Church through its New Jersey Synod, now the Synod of the Northeast.

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

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

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

ACCREDITATION AND AFFILIATION

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

3624 Market Street
Philadelphia, PA 19104.
(267) 284 5020

The Nursing Program at Bloomfield is accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education. The Program is a member of the National League for Nursing. The mailing address and telephone number of the New Jersey Board of Nursing is 124 Halsey Street, 6th floor, P.O. Box 45010, Newark, NJ 07101, (973) 504-6430.

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

BLOOMFIELD COLLEGE STATEMENT OF SHARED VALUES

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

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

Honesty

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

Respect

- *for Person*

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

- *for Property*

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

Commitment to Achieving Excellence

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

Academic Calendar 2013

FALL SEMESTER 2013 August 28–December 16

Freshman Orientation	August 25-27
First Day of Class	August 28
Labor Day--(no Classes)	September 2
Last Day for New Registrations, for Adding Courses or Changing a Section without Instructor's Approval	
Weekday Courses	September 3
Weekend Courses	September 7
Last Day for Changing a Section with Course Instructor's Approval	
Weekday Courses	September 10
Weekend Courses	September 14
Last Date for Removal of Incompletes from Spring & Summer 2013 Terms	September 20
Mid-Term Grades Due	October 18
Last Date to Withdraw from a Course without Permission of Academic Standards Committee	November 4
Advising and Registration for Spring 2014 Begins	November 11
Thanksgiving Recess Begins at 8:00 A.M.	November 27
Classes Resume	December 2
Last Day of Classes	December 9
Final Examination Period	December 10-16
Grades Due in Registrar's Office	December 18

Academic Calendar 2014

SPRING SEMESTER 2014 January 15–May 10

Freshman Orientation	January 14
First Day of Class	January 15
Martin Luther King Holiday	January 20
Last Date for New Registrations, for Adding Courses or Changing a Section without Instructor's Approval	
Weekday Courses	January 21
Weekend Courses	January 25
Last Date for Changing a Section with Course Instructor's Approval	
Weekday Courses	January 28
Weekend Courses	February 1
Last Date for Removal of Incompletes from Fall 2013 Term	February 7
Mid-Term Grades Due	March 7
Spring Break Begins at 8:00 A.M.	March 10
Classes Resume at 8:00 A.M.	March 17
Make-up Day for Martin Luther King Holiday	March 19*
Last Date to withdraw from a Course without Permission of Academic Standards Committee	March 25
Advising and Registration Begins	April 14
Easter Recess Begins at 8:00 A.M.	April 17
Classes Resume at 8:00 A.M.	April 21
Last Day of Classes	May 3
Final Examination Period	May 5-10
Grades Due in Registrar's Office	May 12
Commencement	May 22

**(1) Classes meeting only on Monday will meet on March 19.*

**(2) Classes meeting only on Wednesday will meet on March 19.*

**(3) Classes meeting only on Mon/Wed will meet as usual.*

Accelerated College Calendar 2013-2014

ACCELERATED COLLEGE SESSION I 2013

August	28	First Day of Classes
September	2	Labor Day No Classes (make-up needed)
	3	Last Day for Registration or Adding a Course with Instructor's Approval
	6	Removal of Incompletes
	24	Last Day for Withdrawal without Approval of Academic Standards Committee
October	15	Last Day of Classes
	17	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION II 2013

October	23	First Day of Classes
	29	Last Day for Registration or Adding a Course with Instructor's Approval
November	8	Removal of Incompletes
	23	Last Day for Withdrawal without Approval of Academic Standards Committee
	27-30	Thanksgiving Holiday
December	14	Last Day of Classes
	16	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION III 2014

January	15	First Day of Classes
	20	Martin Luther King Holiday (make-up needed)
	21	Last Day for Registration or Adding a Course with Instructor's Approval
	31	Removal of Incompletes
February	13	Last Day for Withdrawal without Approval of Academic Standards Committee
March	4	Last Day of Classes
	6	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION IV 2014

March	5	First Day of Classes
	10	Spring Break begins 8:00 am
	17	Classes resume at 8:00 am
	19	Last Day for Registration or Adding a Course with Instructor's Approval
	29	Removal of Incompletes
April	11	Last Day for Withdrawal without Approval of Academic Standards Committee
	17-20	Easter Break
May	3	Last Day of Classes
	5	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION V 2014

May	12	First Day of Classes
	16	Last Day for Registration or Adding a Course with Instructor's Approval
	23	Removal of Incompletes
	26	Memorial Day No Classes (make-up needed)
	30	Make-up Day for Memorial Day
June	9	Last Day for Withdrawal without Approval of Academic Standards Committee
	28	Last Day of Classes
	30	Grades Due in Registrar's Office

ACCELERATED COLLEGE SESSION VI 2014

June	30	First Day of Classes
July	4	Independence Day No Classes
	7	Last Day for Registration or Adding a Course with Instructor's Approval
	10	Removal of Incompletes
	31	Last Day for Withdrawal without Approval of Academic Standards Committee
August	16	Last Day of Classes
	18	Grades Due in Registrar's Office

Academic Calendar Summer 2014

INTENSIVE SESSION MAY 12 – MAY 30

First Day of Class	May 12
Last Day for Registration or Adding a Course with Instructor's Approval	May 12
Last Day for Withdrawal without Approval of Academic Standards Committee	May 23
Memorial Day – No Classes	May 26
Make-up Day (for Memorial Day)	May 30
Last Day of Classes	May 30
Grades Due in Registrar's Office	June 2

SUMMER SESSION I MAY 12 – JUNE 26

First Day of Class	May 12
Last Day for Registration or Adding a Course with Instructor's Approval	May 16
Memorial Day – No Classes	May 26
Make-up Day (for Memorial Day)	May 30
Last Day for Withdrawal without Approval of Academic Standards Committee	June 9
Last Day of Classes	June 26
Grades Due in Registrar's Office	June 30

SUMMER SESSION II JUNE 30 – AUGUST 15

First Day of Class	June 30
Independence Day – No Classes	July 4
Last Day for Registration or Adding a Course with Instructor's Approval	July 7
Last Day for Withdrawal without Approval of Academic Standards Committee	July 31
Last Day of Classes	Aug. 15
Grades Due in Registrar's Office	Aug. 18

SUMMER TRIMESTER MAY 12 – AUGUST 15

First Day of Class	May 12
Last Day for Registration or Adding a Course with Instructor's Approval	May 23
Memorial Day – No Classes	May 26
Make-up Day (for Memorial Day)	May 30
Independence Day - No Classes	July 4
Last Day for Withdrawal without Approval of Academic Standards Committee	July 8
Last Day of Classes	Aug. 15
Grades Due in Registrar's Office	Aug. 18

Admission,
Tuition & Fees,
Scholarships &
Financial Aid

Admission

ADMISSION WITH FRESHMAN STATUS

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

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

Office of Enrollment Management and Admission
Bloomfield College
Bloomfield, New Jersey 07003
(973) 748-9000, Ext. 1230
Fax: (973) 748-0916
E-mail: admission@bloomfield.edu.

Applications are also available online at www.bloomfield.edu.

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

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

1. A completed application for admission.
2. A \$40 non-refundable application fee made payable to Bloomfield College.
3. An official transcript of all high school work completed, including courses, grades and rank in class if applicable. Candidates should direct their Guidance Department to forward transcripts directly to the Office of Enrollment Management and Admission. Normally, transcripts must

indicate the completion or expected completion of at least fourteen academic units, which should include: English, mathematics, history, and laboratory science. Foreign language is strongly recommended but not required.

4. Scholastic Assessment Test (SAT-I) or American College Test (ACT) scores. Bloomfield College continues to consider only the critical reading and math sections of the SAT and/or ACT exams in admission decisions.

You can obtain information about SAT/ACT test dates from your high school Guidance Department.

5. Two letters of recommendation. You must submit statements concerning your potential for college study from your high school guidance counselor, principal or teachers.
6. All freshman applicants are required to submit a graded essay/term paper (preferred) or write an essay on one of the following topics:
ESSAY 1-Write your own recommendation. What makes you different from other applicants? Evaluate your strengths and weaknesses. Where do you see yourself personally and professionally 5 years from now?
ESSAY 2-Describe your educational experiences over the past three years. Be sure to mention any circumstances that have had a special influence on your education.
7. Interview is strongly recommended.

Students are encouraged to visit the College's website:

www.bloomfield.edu

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

Office of Enrollment Management and Admission
Bloomfield College
Bloomfield, NJ 07003
(973) 748-9000, Ext. 1230
(800) 848-4555

E-mail: admission@bloomfield.edu
Fax: (973) 748-0916

FRESHMAN ENRICHMENT PROGRAM

Educational Opportunity Fund (EOF)

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

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

- Must submit a Bloomfield College application, high school transcript, two letters of recommendation, a personal essay and SAT or ACT scores for admission.
- Must be a legal resident of New Jersey for at least one year.
- Must be from a low-income family demonstrating historic poverty and meet the financial guidelines established by the State of New Jersey.
- Must be interviewed by the EOF Admission Counselor.
- Must participate in an intense six-week residential summer program if accepted to the program.



ADMISSION WITH TRANSFER STATUS

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

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

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

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

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

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

World Education Services, Inc.
P.O. Box 5087, Bowling Green Station
New York, NY 10274-5087
Tel: 212-966-6311, Fax: 212-739-6100, or
E-mail: info@wes.org

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

for adult applicants to provide recommendations from high school teachers or a guid-

DIRECT TRANSFER PROGRAM

Candidates with A.A., A.S., A.A.S./RN (only for students seeking BSN), B.A., B.S., or M.A., degrees from regionally accredited institutions will have the general education courses of the approved transfer programs accepted by the College as stated in the NJ Transfer Articulation Agreement. Grades accepted in the major are subject to a minimum grade requirement. See page 56. This program presupposes that a candidate has received the degree with a cumulative average of 2.0 or better. Students who have not received a degree will be considered on an individual basis. It should be noted that because of program requirements and course cycling, the College cannot guarantee that those who enter with junior standing will complete degree requirements in two years.

NEW JERSEY TRANSFER

Bloomfield College is a participating institution in New Jersey Transfer, an online program that provides detailed information on articulation agreements and course equivalences for New Jersey's two-year and four-year colleges. Students enrolled at, or planning to attend, a New Jersey community college can plan a seamless transfer into Bloomfield College by choosing a program of study and selecting courses that have been pre-approved for transfer. New Jersey Transfer is an initiative of the State of New Jersey Commission on Higher Education and evolved from the Rutgers University transfer pilot program, ARTSYS. For more information visit www.njtransfer.org.

ADMISSION FOR ADULT/ NON-TRADITIONAL STUDENTS

An adult student is one that is 25 years of age or above at the start of their first term. This includes first-time freshmen that have acquired a high school diploma or GED and students transferring from another two or four-year college or university. The admission procedure at Bloomfield College is more flexible for adult/non-traditional applicants. Freshmen applicants are not required to submit SAT or ACT scores, nor is it necessary

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

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

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

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

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

ADMISSION TO ACCELERATED COLLEGE

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

Program offerings: 56 iraZZYJYRRkSWloRgS_RzWdRrkSWcRmSaRkSWadbRuSbRllSbRsJRbcR•SiSbR

ADMISSION TO THE MASTER'S DEGREE IN ACCOUNTING

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

Applicants with a bachelor's degree in accounting

- GMAT minimum score of 450 for applicants with an accounting degree
OR
- GMAT +(200 x GPA) of 1000 or higher

Applicants with a bachelor's degree in a non-accounting business degree, non-business field

- GMAT minimum score of 450 for applicants with an accounting degree
OR
- GMAT +(200 x GPA) of 1000 or higher
- Prerequisite courses completed follows:
 - Non-accounting degree:
 - Cost Accounting
 - Taxation I
 - Intermediate Accounting I and II
 - Auditing
 - Non-business degree:
 - Cost Accounting
 - Taxation I
 - Intermediate Accounting I and II
 - Auditing
 - Business Law
 - Microeconomics
 - Macroeconomics
 - Statistics
 - Introduction to Finance

International Applicants

- GMAT minimum score of 450 for applicants with an accounting degree
OR
- GMAT +(200 x GPA) of 1000 or higher
- TOEFL score of 550 or higher on the paper-based test, 213 or higher on the computer-based test, 79 or higher on the Internet-based test
- Prerequisite courses completed (determined by degree)

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

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

- Prerequisite courses:
 - Cost Accounting
 - Taxation I
 - Intermediate Accounting I and II
 - Auditing
 - Business Law
 - Microeconomics
 - Macroeconomics
 - Statistics
 - Introduction to Finance

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

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

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

Types of Admission Decisions:

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

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

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

NOTIFICATION AND TUITION DEPOSIT

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

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

PLACEMENT TESTS

All Freshmen are required to take English placement and Mathematics diagnostic tests for advising and registration purposes unless their SAT scores are 550 or higher on both the Critical Reading and Math sections of the SAT test will be opted out of both placement tests. Students that score a 550 or higher on the Critical Reading section and a 450-540 on the Math section will be opted out of the English test only. Finally, students that score a 550 or higher on the Math section and a 450-540 on the Critical Reading section will be opted out of the Math test only.

Transfer students who have not successfully completed the required English/Mathematics courses at their prior institutions will be required to take the appropriate placement test (s).

Test scores will expire after 2 years.

REACTIVATING AN APPLICATION

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

FORMER BLOOMFIELD COLLEGE STUDENTS

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

NON-MATRIC POLICY

Students who apply to credit bearing programs and are deemed not eligible for admission will not be allowed to enroll as a non-matriculated student at Bloomfield College.

HEALTH SERVICES OFFICE—REQUIRED IMMUNIZATION

The State of New Jersey requires all students enrolled in a program leading to a degree to submit proof of immunity to measles, mumps and rubella (MMR) and Hepatitis B. Two doses of MMR and three doses of Hepatitis B or blood titers are necessary to document immunity. Students born before 1957 are exempt from the MMR requirement. All students must be vaccinated for Hepatitis B within nine months of attendance as a condition of continued attendance at Bloomfield College.

Medical Exemptions

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

Other Exemptions

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

Resident Students

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

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

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

Tuition & Fees

Bloomfield College is a private, non-profit, Presbyterian-related college. Each student pays tuition and other fees which cover only a portion of the educational costs. The balance of the educational expense derives from the

income of a small endowment, the gifts of churches, state and federal grants, and the contributions of corporations and individuals who believe in the purpose of the College.

GENERAL TUITION AND FEES*

TUITION

Traditional Undergraduate

Full-time Students (3-5 course units)	\$ 12,340	per semester
Part-time Students (less than 3 course units)	\$ 3,085	per course
Audit	\$ 1,542.50	per course

ACCELERATED UNDERGRADUATE, GRADUATE, AND SUMMER PROGRAM

Full and Part Time Students	\$ 2,300	per course
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FEES

Comprehensive Fee

Full-time Traditional Undergraduate	\$ 600	per semester
Part-time Undergraduate Students	\$ 150	per course
Accelerated Undergraduate, Graduate, and Summer Program	\$ 100	per course

Student Medical Insurance

(All Full-Time Students)	TBD	per semester
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International Student Medical Insurance

	TBD	per semester
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ROOM AND BOARD – 225 Liberty	\$ 5,950	per semester
ROOM AND BOARD – University Center	\$ 5,700	per semester
ROOM AND BOARD – Clee, Schweitzer, Theme Houses	\$ 5,450	per semester

* General fees are exclusive of special fees required for certain courses. See course fees section (page 21) for these amounts. All fees are effective September, 2013.

SPECIAL TUITION RATES

Alumni

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

Senior Citizens Program*

- Age 65 and over: a 35% discount on tuition

Bloomfield Police, Fire and Emergency Personnel

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

COURSE FEES

AFS 113, 216, 224	\$ 100
BIO 115, 209, 210, 211	85
All other BIO Labs	115
CHM 100	85
All other CHM Labs	115
CMP 102, 104	50
CMP 100	75
All other CMP Labs	90
The following Creative Arts & Technology courses have a fee of	75
CAT 125, 231, 249, 251	
CAT 108, 116, 118, 124, 190, 191, 192, 195, 203, 204, 211, 213, 216, 224, 230, 232, 233, 235, 243, 248, 266, 289, 299, 313, 340, 343, 399, 403, 404	100
CAT 189	110
CAT 101, 120, 200, 201, 202, !ecrgSUT5 , cour_is!CPUUVcf\$WKVTQCSCbTbTCSCSCbC_WCVTyLP	

ATI Nursing Testing Fee	Per Semester	125
Admission Application Fee (non-refundable)		40
Admission Deposit		150
Deferred Payment Charge		50
Deferred Payment Late Fee (per month)		40
Housing Cancellation Fee		500
ID Card–Replacement Charge		10
Late Registration Fee		25
Late Clearance Fee		100
Life Learning Assessment Fee		275
Nursing Malpractice Insurance		15
Parking		100
Refundable Security Deposit for Housing		100
Residence Program Fee/Semester		50
Returned Check Charge		35
Schedule Changes (following registration)		
During first week of classes	No Charge	
Subsequent Changes, per Change		10
Transcripts (official)		5
Transcripts (official-same day)		8

RESIDENCE FEE

Double rooms are available for students on campus. Resident students must engage their rooms for a full academic semester and participate in one of the available meal plans. The combined residence and food service fee is \$5,450 per semester except for 225 Liberty Street which is \$5,950 per semester and \$5,700 per semester for the University Center. Some single rooms are available at an additional \$150 per semester.

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

Students who withdraw their housing application within two weeks prior to the beginning of a semester will forfeit the deposit.

SCHEDULE OF PAYMENTS

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

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

Entering students must pay a tuition deposit of \$150 on or before May 1. This deposit is applied to tuition charges and is not refundable should the candidate withdraw after that date. All resident students must pay a housing deposit of \$100 on or before May 1. Students admitted to the Fall term after May 1, or to the Spring or Summer term, pay the deposit within two weeks of admission.

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

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

STUDENT MEDICAL INSURANCE

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

Medical Insurance brochures are available in the Office of Student Financial Services or Health Services Office. The waiver form is available at ww.studentplanscenter.com, select Bloomfield College/Forms/2013-2014 Student Accident & Sickness waiver. Complete the form and bring it to the Office of Student Financial Services.

If you do not have your own insurance, you must take the school's insurance (State of New Jersey requirement).

TUITION ADJUSTMENT

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

- During the first week
100% of tuition only
- During the second week
75% of tuition only
- During the third week
50% of tuition only

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

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

made if a student withdraws. (See page 26 for financial aid refund policy).

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

In the event of withdrawal all general, special and course fees as well as bookstore charges will be billed at 100%.

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

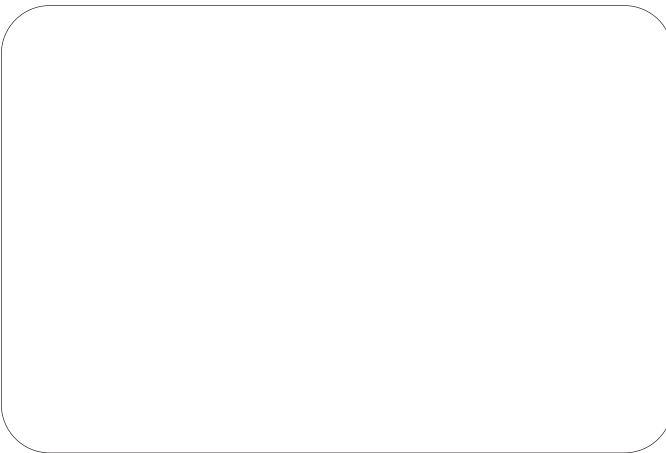
In the event of withdrawal from the College, the food service fee is prorated. The dormitory fee is not refundable in any part after registration.

FINANCIAL OBLIGATION

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

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

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



Scholarships & Financial Aid

HOW TO APPLY

Bloomfield College recognizes that many families need assistance in meeting the cost of a college education. While the College expects that students and their parents will contribute to the fullest extent of their ability from their income and assets, the financial aid programs administered by Bloomfield College can provide financial assistance to students who would be unable to attend college without it. Students are encouraged to seek advice and assistance from the Student Financial Services Office whose staff can provide detailed information regarding federal, State and College financial aid programs. The Student Financial Services Office is located in Knox Hall and can be reached at (973) 748-9000, Ext. 1212 or 1383.

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

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

HOW BLOOMFIELD COLLEGE DETERMINES ELIGIBILITY

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

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

Using the information you supply on the FAFSA, the federal processor determines your Expected Family Contribution (EFC).

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

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

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

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

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

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

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

Tut

- Students will not be eligible to receive financial assistance from any source (federal, state and college) if they are in default on a student loan received through any federal program (Federal Perkins Loan, Federal Direct Student Loan, and/or Federal PLUS Loan).
- Students awarded grants/scholarships from Bloomfield College may not receive total grants/scholarships from all sources (institutional, federal, state and external aid) in excess of the total cost of tuition, and, if applicable, room and board. **In no case, can a student's total aid package from all sources (grants/scholarship, loans, and/or Federal Work-Study) exceed the student's total cost of education.**

4. *State of New Jersey Grant(s) Recipients*

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

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

5. *Financial Aid—Withdrawal from Bloomfield College*

If you fail to enroll or to begin attendance for the award period indicated on your financial aid award letter, the Office of Student Financial Services must cancel all financial aid that was offered to you. Upon your re-enrollment, you can request financial assistance again, but any assistance you receive will be based on the availability of funds at the time.

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

6. *Treatment of Bloomfield College Financial Aid for Total Withdrawal*

Adjustments to institutional financial aid follow Bloomfield College's policy on refunds for tuition due to withdrawal.

If you withdraw from all courses on or before completing 60 percent of an academic term, your financial aid will be reviewed to determine whether funds must be adjusted in accordance with college, state, and federal policies governing total withdrawals. Office of Student Financial Services calculates your refund of tuition for total withdrawals according to the college's policy.

The policies on treatment of financial aid for total withdrawals, however, are specific to each designated fund program and are applicable only if you were awarded that particular type of fund. If you were awarded various types of financial aid, more than one policy may apply in determining your revised aid eligibility.



FEDERAL PROGRAMS

Federal Pell Grants

Eligibility for a Pell Grant is based on the Expected Family Contribution that is calculated from the information provided on the Free Application for Federal Student Aid (FAFSA). The Central Processor sends the student a Student Aid Report in response to the submission of the FAFSA. The Expected Family Contribution is listed on the Student Aid Report if the FAFSA was properly completed. A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are restricted to student pursuing their first undergraduate degree and are prorated if a student is enrolled for fewer than 12 credits each semester. A student may not receive a Pell Grant from more than one college for the same period of time. Funding for the Pell Grant program is subject to congressional appropriations. Therefore, the range of specific award amounts may change each academic year. Beginning July 1, 2012, students are limited to 12 semesters of Pell Grant eligibility during their lifetime.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study Program

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

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

FEDERAL DIRECT LOAN PROGRAMS

Federal Direct Loan Program (Subsidized)

This loan program enables students enrolled on at least a half-time basis to apply for loans up to \$3500 yearly for students in the first year of study, \$4,500 for the second year of study, and up to \$5,500 for students in their third or fourth year of study.

All students applying for a Direct Student Loan must file the Free Application for Federal Student Aid (FAFSA). Undergraduate students demonstrating financial need are eligible for a federally subsidized loan for the entire period of at least half-time study and throughout a six month grace period. The loan matures six months after a student ceases at least half-time study and is repayable in minimum installments of \$50 monthly over a period of up to ten (10) years. The annual interest rate as of July 1, 2011 is fixed at 3.4%.

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

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

Federal Direct Loan Program (Unsubsidized)

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

Payment is due on interest only after the institution has received the first loan disbursement, unless the borrower has requested that the interest be capitalized. Students begin repayment on principal six months after a student ceases at least half-time study. The annual interest rate is fixed at 6.8%.

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

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

Federal Direct PLUS Loan Program

Federal Plus loans are available to parents of dependent undergraduate students who have a **valid FAFSA on file, are enrolled at least half-time, and are maintaining satisfactory academic progress**. Parents must be a U.S. Citizen or eligible non-citizens. The interest rate is fixed at 7.9% and borrowers are responsible for all interest on the loan. Please be advised that there is an origination fee on these loans. Repayment generally begins 60 days after the second disbursement on this loan, however, principal and interest can now be deferred. Please be advised that these loans are subject to credit approval.

Please visit our Plus Loan web link for more information.

STATE OF NEW JERSEY PROGRAMS

Grants Based on Need

New Jersey Tuition Aid Grant (TAG)

The Tuition Aid Grant is awarded to New Jersey residents of at least twelve (12) consecutive months. The parent(s) of a dependent student must also be New Jersey Residents for the prescribed period of time. In addition, recipients must be or intend to be enrolled as full-time undergraduates and must demonstrate financial need. TAG awards are renewable annually and are set by the state the summer prior to the new academic year. Students are notified of their award by the HESAA. You may receive the award for nine (9) semesters if financial need is demonstrated. You must reapply to HESAA for funds each year by submitting a Free Application for Federal Financial Aid (FAFSA) by June 1 for renewal students and October 1 for new students. In addition to answering additional questions by directly linking off the FAFSA or by visiting www.hesaa.org, you must be working towards your first undergraduate degree.

Educational Opportunity Fund (EOF)

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

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

Financial eligibility for EOF is based on the size of the student's household and the total family income. Please refer to the state's website listed below to determine income eligibility.

<http://www.nj.gov/highereducation/EOF/EOFEligibility.htm>

State Scholarships Not Based on Need

Edward J. Bloustein Distinguished Scholars Program

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

New Jersey World Trade Center Scholarship

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

Urban Scholars

Additional high achieving students attending public secondary schools in the State's urban and economically distressed areas (Type A and B school districts as defined by the New Jersey Department of Education) may be selected as Edward J. Bloustein Distinguished Scholars under funding provided through the Urban Scholars Program. Students who rank in the top 10% of their class and have a grade point average of at least 3.0 (on a 4.0 or equivalent scale) at the end of their junior year are considered for Urban Scholar awards. An Academic Index (AI) for each of these students is computed based on class ranking and grade point average, and offers are made to candidates with the highest AI. Each participating Type A and B school receives a share of the total awards available based on class size.

Scholarship offered under the Urban Scholars Program are valued at \$1,000 annually without regard to financial need.

NJCLASS Loan Program

New Jersey College Loans to Assist State Students (NJCLASS) is a loan program intended for the middle-income families of college undergraduate or graduate

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

BLOOMFIELD COLLEGE PROGRAMS

Institutional Need Based Aid for All Students

Bloomfield College Tuition Scholarships

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

Bloomfield College Study Abroad Grants

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

Non-Need Based Aid for All Students

Family Scholarships

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

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

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

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

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

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

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

Children of Alumni Scholarships

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

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

BLOOMFIELD COLLEGE PROGRAMS

Institutional Scholarships and Grants Not Based on Need

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

Trustees Scholar Awards

Annual awards from \$8,000–full tuition are available to students in the top quarter of their high school class with a minimum high school grade point average of 3.6, 900 SAT scores, College Prep Curriculum 4 + AP and/or Honor courses. Students must be admitted to Bloomfield College as full-time traditional undergraduate freshmen. Bloomfield College continues to consider only the critical Reading and Math sections of the SAT and/or ACT. Students for admission decisions must be U.S. citizens or permanent residents of the United States. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for

Federal Student Aid (FAFSA) before the awards are presented. The Trustee Scholar Awards are renewable for up to four years (eight semesters) of full-time study at Bloomfield College. Recipients must maintain a cumulative grade point average of 3.0 or better, show evidence of good citizenship in the Bloomfield College community and demonstrate satisfactory progress toward the bachelor's degree.

Presidential Scholar Awards

Annual awards from \$6,000–18,500 are available to students in the top third of their high school class with a minimum high school grade point average of 3.0, SAT score of 900 or higher, College Prep Curriculum 2 + Honor or AP. Students must have been admitted to Bloomfield College as full-time traditional undergraduate freshmen and must be U.S. citizens or permanent residents of the United States. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the awards are presented. The Presidential Scholar Awards are renewable for up to four years (eight semesters) of full-time study at Bloomfield College. Recipients must maintain a cumulative grade point average of 3.0 or better, show evidence of good citizenship in the Bloomfield College community and demonstrate satisfactory progress toward the bachelor's degree.

Leadership Scholarships

Annual awards of up to \$11,000 are available to high school seniors demonstrating leadership qualities while in high school. Demonstration of leadership qualities while in high school must be listed on transcript or detailed throughout letters of recommendation. Students must have been admitted as full-time traditional undergraduate freshmen. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the awards are presented. The Leadership Scholarship is renewable for up to four years (eight semesters) of full-time study. Award recipients must maintain a 3.0 GPA for renewal.

Community Service Scholarships

Annual awards of up to \$5,000 are available to high school seniors with a commitment to community service. Students must submit a journal or 2-page essay detailing their community involvement and documentation from organization or school acknowledging experience. In addition, students must have been admitted to Bloomfield College as full-time traditional undergraduate freshmen. Candidates are not required to demonstrate financial need; however they are required to file the Free Application for Federal Student Aid (FAFSA) before the funds are presented.

Transfer Scholarships

Annual awards from \$5,000—full tuition to full-time traditional undergraduate transfer students from two-year colleges who present a grade point average of at least 3.0. Students must have earned 30 credits and must be admitted to the College. Renewal of the scholarship (maximum of six semesters of full-time study) requires a minimum 3.0 grade point average. Students with a previous bachelor's degree are not eligible. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before awards are presented.

Renewal of the Awards:

The Community Service Scholarships are renewable for up to four years (eight semesters) of full-time study at Bloomfield College. Candidates must complete and document a minimum of 25 hours of community service per semester. Students must also show evidence of good citizenship in the Bloomfield College community and demonstrate satisfactory progress toward the bachelor's degree.

Phi Theta Kappa Transfer Scholarships

Annual awards of up to full tuition are available to traditional undergraduate transfer students from two-year colleges who present a grade point average of at least 3.5 and are members of Phi Theta Kappa, the international honor society of the two-year colleges. Students must have earned an Associate in Arts or Associate in Science degree and must be admitted to Bloomfield College and enrolled immediately following receipt of their degree from the two-year college.

Renewal of the scholarship (maximum of six semesters of full-time study) requires a minimum 3.0 grade point average. Part-time students and students with a previous bachelor's degree are not eligible. Candidates are not required to demonstrate financial need; however, they are required to file the Free Application for Federal Student Aid (FAFSA) before the awards are presented.

Cicely Tyson School of Fine and Performing Arts Scholarships

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

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

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

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

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

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

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

Bloomfield High School Scholarship

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

Award Amounts:

Full Tuition and Books—

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

Full Tuition—

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

\$4,500—

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

\$2,500—

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

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

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

Bloomfield College Athletic Scholarships

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

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

BLOOMFIELD COLLEGE PROGRAMS

Merit Scholarships for Continuing Students

Bloomfield College President's Scholarship

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

Deans' Scholarship

This award recognizes academic excellence and service. To be eligible, a student must have a minimum cumulative grade point average of 3.8, have achieved at least sophomore status, be enrolled full-time in the traditional undergraduate program and have demonstrated service in an area of appropriate need, be it to family, community or College.

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

Division Scholarships

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

Residence Life Scholarship

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

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

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

Applicants who meet the qualifications in addition to College scholarship requirements will be considered for scholarships from these funds. All financial aid applicants are considered for restricted scholarships. However, those receiving need-based aid are subject to the College's financial aid packaging policy as well as regulations governing the awarding of federal and state programs. Therefore, receipt of a restricted scholarship may result in the reduction of previously awarded aid. Awarding of restricted scholarships is based on the availability of funds.

Joseph Alexander Foundation Scholarship

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

Elizabeth J. Ballard Annual Scholarship

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

C.R. Bard Scholarship

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

Katherine and K. Roald Bergethon Financial Aid Fund

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

Bestfoods Educational Foundation Endowed Scholarship

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

Bloomfield College Alumni Association Annual Scholarship Fund

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

S. Jervis Brinton Annual and Endowed Scholarships

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

Katherine E. Carretta Endowed Nursing Scholarship

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

John L. Carey Scholarship

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

Raymond and Theresa Castro Annual Scholarship

Scholarships are awarded to full-time undergraduate Social and Behavioral Science majors based on financial need, academic merit and community service. Recipients must have completed at least 50 hours of community service over the past 12 months with documentation.

Lester H. Clee Scholarship

The purpose of the Clee Scholarship is

Alice Marilyn Cross Scholarship for Psychology Students

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

Dendrite Endowed Scholarship

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

Dr. Ernst Derendinger Scholarship

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

Drinker Biddle and Reath/Bernard M. Shanley Endowed Scholarship

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

Josean Fernandez '06 Annual Scholarship

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

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

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

Ambrose and Ida Frederickson Foundation Scholarship

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

Clarence Fuller Endowed Scholarship

The Clarence Fuller Endowed Scholarship is awarded to full-time undergraduate

students based on financial need and academic merit. Preference will be given to students enrolled in the Study Abroad Program.

Lucy C. Galioto Scholarship

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

Gilmore Family Scholarship

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

Glasser Family Scholarship Fund In Honor of Esther and Melvin Glasser

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

Grandy Endowed Scholarship

Scholarships are awarded to full-time undergraduate students majoring in Finance and enrolled in the Honors Program with preference given to those on the Bloomfield College Fed Challenge Team.

Maureen Grant Endowed Scholarship

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

William Randolph Hearst Endowed Scholarship

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

Cyrus H. Holley Scholarship

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

Angelina and Salvatore Iannelli Endowment

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

Alfred and Rosemary Iversen Freshman Scholarship

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

Alfred and Rosemary Iversen Study Abroad Scholarship

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

Investors Savings Bank Foundation Annual and Endowed Scholarship Funds in Memory of Patrick Grant

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

Scott H. Kaplan '02 Endowed Scholarship

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

Dr. Martin Kellman Memorial Scholarship

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

Gertrude and Raymond Levao Endowed Scholarship

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

Ronald Levao and Susan Wolfson Endowed Scholarship

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

William Limmer Scholarship

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

C.E. Lummus-William P. Orr Scholarship

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

Martin and Toni McKerrow Endowed Scholarship

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

William Kerr McKinney Scholarship

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

Richard C. Larsen '66 Endowed Scholarship

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

Dr. Maryann Mercer '69 Annual Scholarship

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

P. Henry Mueller Scholarship

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

Dr. Kurt Munchheimer Endowed Scholarship

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

Eleanor G. Nensteil '34 Endowed Nursing Scholarship

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

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

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

John F. Noonan Endowed Scholarship

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

William A. Olson Scholarship

Scholarships have been established for students in the teacher education program. Awards will be given to juniors and seniors with a minimum GPA of 3.0 and are based on financial need and academic merit.

Mabel E. Pennick '95 Annual Scholarship Fund

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

Dr. Maxwell Platt Fund

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

Presbyterian Church of Upper Montclair Annual Scholarship

Annual scholarships will be awarded to students with funds provided by the Presbyterian Church of Upper Montclair. Preference will be given to single parents who reside in Essex County. Students must have a minimum GPA of 3.0 and demonstrate financial need and academic merit.

Presbyterian Nursing Alumnae Scholarship

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

Alice W. Price Endowed Scholarship Award

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

Provident Bank Foundation Endowed Scholarship

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

PSEG Endowed Honors Scholarship

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

Rath Family Scholarship

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

Glenn M. and Marilyn B. Reiter Endowed Scholarship Fund

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

Max Roach (H'93) Endowed Scholarship

This scholarship was endowed to honor legendary percussionist/composer and Bloomfield College friend Max Roach. Awards are to assist motivated students on the basis of merit and need. Students must have a minimum grade point average of 2.5.

Donald A. Ross '52 Annual Athletic Scholarship

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

Donald A. Ross '52 Endowed Scholarship

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

Alfred E. Rowe Scholarship

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

Sarah, Earl and Donald Ryan Memorial Scholarship

This memorial scholarship awards students based on merit and need.

Alice Ann Saylor and Frank V. Zaccaria Pre-Chiropractic Endowed Scholarship

Scholarships are awarded to part-time or full-time pre-chiropractic students with a

minimum GPA of 2.75 and have completed a minimum of two science classes required for the pre-chiropractic major.

Elena J. Scambio Annual Scholarship

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

Schering-Plough Scholarship

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

Renee '82 and Ralph Selitto Annual and Endowed Scholarships

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

Mern Shafman Memorial Nursing Scholarship

A \$500 scholarship will be awarded to a junior nursing major who is in good academic standing and has financial need. The scholarship is renewable during the senior year, provided the recipient continues to make normal progress toward a degree.

Karen Elizabeth Stager Upper Class Emergency Fund

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

Dr. Bobby Short (H'90) Scholarship

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

Arthur A. Simon Endowment

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

John B. Skowronski '91 Annual Scholarship

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

Dorothy A. Snyder Nursing Endowment Scholarship

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

St. John's Episcopal Church Scholarship

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

Walter and Louise Sutcliffe Foundation Nursing Scholarship

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

Adebola A. Taiwo '09 Annual Scholarship

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

Sandra and Monroe Trout Scholarship

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

Board of Trustees Scholarship

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

Alan Turteltaub Endowed Scholarship

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

Union County Endowed Scholarship

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

Robert V. Van Fossan Scholarship

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

Edward and Stella Van Houten Memorial Nursing Scholarship

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

Joel M. Weiner '66 Annual Honors Program Scholarship

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

Joel M. Weiner '66 Annual Scholarship

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

Westminster Foundation Annual Scholarship

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

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

Scholarships are awarded to part-time or full-time undergraduate students majoring in education during the semester in which s/he is engaged in college-sponsored student-teaching. Preference will be given to students who are student-teaching or intend to pursue a teaching career in districts that are currently or were formally designated as Abbott.

OTHER SCHOLARSHIPS AND FINANCIAL AID

Programs Offered Through the Independent College Fund of New Jersey

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

UPS Scholarship

The Office of Student Financial Services at Bloomfield College will identify a recipient based on financial need. Full-time enrollment and a 2.0 grade point average is required. Awards are valued at \$3,500.

Pfizer/Pharmacia Scholarship

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

BD Scholarship

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

Coca-Cola Foundation First Generation Scholarship

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

PROGRAMS OFFERED OUTSIDE BLOOMFIELD COLLEGE

National Presbyterian College Scholarships

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

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

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

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

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

Awards

Alpha Chi-Edward L. Davis Memorial Award

This award is presented in the spring to the student who has given the most service to the Bloomfield College chapter of Alpha Chi, a national honor society.

William P. and Carolyn A. Anderson Fund

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

Bloomfield College Educational Opportunity Fund Awards

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

Bloomfield College Freshman Achievement Award

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



Bloomfield College Music Award

The Bloomfield College Music Award is given in the spring to the student who has made a significant contribution to the student body through his or her outstanding work as a musical performer.

Bloomfield College Non-traditional Student Award

This award is presented each spring to a non-traditional student who has achieved academic excellence while managing either full-time employment or other challenging positions outside of the College.

Bloomfield College Award in Psychology

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

Bloomfield College Award in Political Science

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

Bloomfield College Award in Sociology

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

Bloomfield College Service Award

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

Bloomfield College Residence Life and Resident Advisor Awards

These awards are presented in the spring to those resident students and resident advisors who have demonstrated excellence in service and leadership.

Bloomfield College Scholar Athlete Award

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

CRC Press LLC Freshman Chemistry Achievement Award

The Chemistry Department selects an outstanding freshman Chemistry student each spring to receive this award.

Charles Gross Award for Outstanding Work in Science

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

Excellence in Science Award

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

George E. Jones Creative Writing Award

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

Gibson Dallah Memorial Award in Developmental Mathematics

This award was established to honor the memory of an outstanding member of the staff of the Center for Academic Development. The award is presented in the spring to two students who have demonstrated significant progress in the area of Developmental Mathematics.

Ella Handen Humanities Award

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

Steve Golin History Award

Established in honor of Professor Steve Golin's 32-year teaching career at Bloomfield College, this award is given annually to a History major. Recipients are selected by Professor Golin and members of the History faculty.

New Jersey Institute of Chemists Award

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

New Jersey League for Nursing Award

The New Jersey League for Nursing presents at the Spring Awards Ceremony a special honorary membership in its organization to a nursing graduate who has demonstrated involvement in student activities and community projects (particularly those related to the area of consumer health), as well as a knowledge of legislation which affects nursing education and the profession as a whole. The recipient must reside in the state of New Jersey.

Joyce Carol Oates Award for Outstanding Work in Creative Writing

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

Outstanding Peer Tutor Award-Center for Academic Development

On the basis of student evaluations, evaluation by tutorial supervisor and staff recommendations, the award is given in the spring to a graduating senior with a minimum of one year's service as a Learning Support tutor and/or a graduating senior with one semester's experience, but an extraordinary level of service.

Albert E. Roberts, Jr. Memorial Award

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

Student Organization Award

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

Wall Street Journal Award

The Wall Street Journal Award is presented in the spring to a business student who has demonstrated outstanding achievement as judged by the Business Division.

Emil R. and Tamar Weiss Prize for Creative Arts

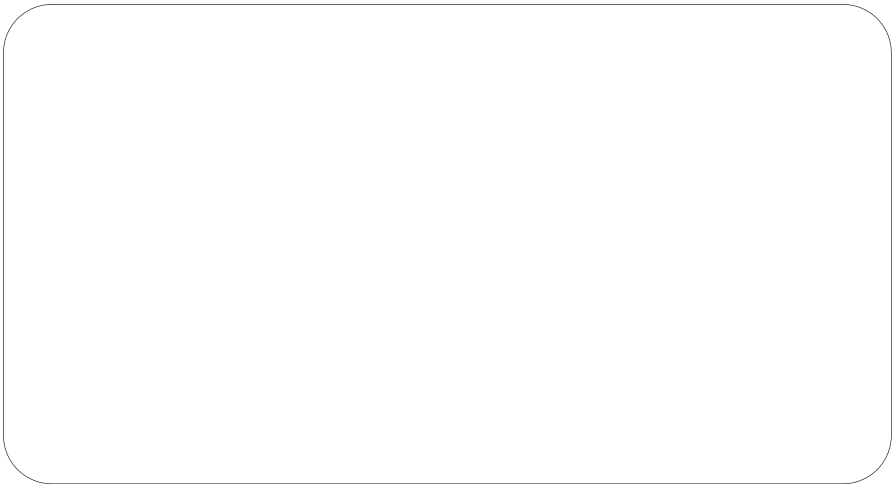
Each year, a student is selected based on his or her general competence, achievement, and promise in an artistic area. Students receiving this award undertake an independent creative project during the senior year, and make an appropriate public presentation of the results of the project.

Martha and Irving Weinberg Award

A prize of \$500 will be awarded in both fall and spring semesters to a CAT major who presents a senior project that meets the highest professional standards. Projects will be judged on creativity, daring, originality, and technical and aesthetic merit.

Who's Who Among Students in American Universities and Colleges

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



The Educational Program

The Educational Goals of the College

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

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

effectively. They must also develop specific career-oriented skills.

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

ACADEMIC FREEDOM FOR FACULTY AND STUDENTS

The freedom of instructors to organize their courses according to the highest academic standards of pedagogical excellence is basic to the academic freedom of both faculty and students.¹

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

A. *Protection of Freedom of Expression*

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

B. *Protection against Improper Academic Evaluation*

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course.²

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

ACADEMIC INTEGRITY

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

Any attempt by a student to communicate misleading and false information as to the student’s achievement and understanding of the course work is an act of plagiarism and a violation of academic integrity. The full policy is outlined on page 266.

¹ “*Academic Freedom in its teaching aspect is fundamental for protection of the rights of the teacher in teaching and of the student in learning.*” See AAUP 1940 *Statement of Principles, Academic Freedom and Tenure*.

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

Competencies Across the Curriculum

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

1. Aesthetic Appreciation

The capacity to understand, interpret, and appreciate the value of art through its many forms of expression to “The ability to engage and connect with a creative work as a complex, multi-layered, and transformative experience.”

2. Communication Skills

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

3. Community Orientation and Citizenship

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

4. Information Literacy

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

5. Multi/Transcultural and Global Awareness

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

6. Problem Solving and Critical Thinking Skills

The ability to examine, analyze and interpret information, to question assumptions; to use inductive and deductive reasoning; to use informal logic to develop arguments; and to apply logic and reasoning to understand relationships, develop values, draw verifiable conclusions, and develop a viable solution to an identifiable problem.

7. Professional Skills

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

8. Scientific and Technological Skills

The awareness of advances in science and technology and the ethical and social understanding of the implications of these advances; the understanding of quantitative analysis, scientific methodology and concepts; the development of research skills; and the awareness of the general functions, capabilities and impact of technology.

These competencies are the central theme of the Education Program. Bloomfield College courses and student activities are designed to reflect or address one or more of these competencies, and students are expected to demonstrate proficiency in the competency areas.

Academic Programs

MAJOR PROGRAMS

Bloomfield College offers major programs in the following disciplinary areas:

BACHELOR OF ARTS (B.A.)

Creative Arts & Technology
Education
English
History
Interdisciplinary Studies
Philosophy
Political Science

BACHELOR OF SCIENCE (B.S.)

Accounting
Allied Health Technologies
Applied Mathematics
Biology
Business Administration
Chemistry

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

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

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

The following programs are available through the Accelerated College:
Certificate in Gerontology
Certificate in Network Engineering
Certificate in Supply Chain Management
Post-Baccalaureate Teacher Education

CERTIFICATE PROGRAMS

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

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

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

- **Digital Media**
- **Diversity Training**
- **Game Design**
- **Game Programming**
- **Gerontology**
- **Supply Chain Management**

CLASS STANDING

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

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

CONCENTRATION

A concentration is an area of specialization within a major.

CO-CONCENTRATION (EDUCATION MAJOR)

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

THE CONTRACT MAJOR

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

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

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

COURSE LOAD

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

During the fall and spring semesters, students with a minimum GPA of 2.75 will be allowed to take a maximum of 5 course units (c.u.) per semester.

Students with a GPA below 2.75 and in good academic standing (GPA of at least 2.0) will be required to meet with an academic advisor. These students will be permitted to take 5 course units (c.u.) only upon receipt of the course overload form indicating current GPA, midterm grades and an endorsement from the academic advisor. Students who are on probation will not be permitted to take more than 4.5 course units (c.u.) per semester.

During the summer, the maximum number of course units (c.u.) for all students is four, including all courses taken in the trimester and seven-week sessions. Students who seek to take more than the maximum number of courses, but not to exceed five course units (c.u.) in any one semester, must receive permission from the Registrar. Permission is granted on the basis of academic and/or class standing.

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

COURSE VALUE

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

DOUBLE MAJOR

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

ELECTIVES

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

GEOGRAPHIES OF EXPERIENCE (GEO)

Geographies of Experience: Culture, Art, Science, Self (GEO) is Bloomfield College's interdisciplinary first-year experience required of all incoming First Year students. Based on experiential learning and the integration of field trips with classroom work, GEO will provide a common immersion experience in culture, art and ecology. By exposing students to the richness of the physical and cultural landscapes of the region, GEO is intended to broaden students' knowledge, stimulate their curiosity and spark their imaginations. Students will learn not only about peoples and their histories, religions, music, cultures and art, but also about the natural environment, other life forms (both plant and animal) and other elements of the universe. Philosophical inquiries into the nature of knowledge, the nature of the universe and the nature of the self will be woven into class discussions and student journals.

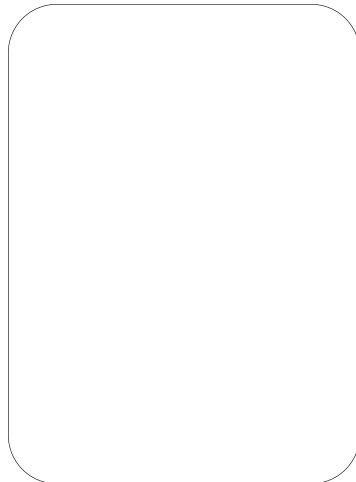
The GEO Curriculum emphasizes the development of student skills and literacies (especially, reading and communication, aesthetic, critical thinking, scientific and cultural), in order to make the most out of both field and classroom components. The field component includes field assignments, journal writing, and other forms of documentation. The classroom component includes lectures, discussions, films, and projects. Together the courses emphasize creative expression, scientific logic, reading, writing, seeing, reflecting, synthesizing, interpreting, and transcultural and global awareness and sensitivity.

MINOR

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

NON-DEGREE PROGRAMS

- P-3 Certification in Early Childhood, including Specialized Alternate Route
- Post Baccalaureate Certification Programs in Elementary Education, Early Childhood, and Secondary Education/Subject Area
- Post Baccalaureate Special Education Endorsement on an existing instructional certification



Academic Advising/Coaching & Registration

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

ACADEMIC ADVISING/COACHING

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

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

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

REGISTRATION

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


Official registration includes:

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

Failure to complete the above procedures will result in the student receiving no credit for courses. If a student attends class without having completed these procedures, even if he/she has completed assignments, credit will not be awarded. Late registration or total change of academic program is possible only during the first week of the semester.

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

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



Bloomfield College operates on a twelve-month schedule. Summer Session is an integral part of the College program. The Summer Session permits the evening student to complete degree requirements in the traditional four-year time span. Day students have the opportunity to accelerate their progress toward completion of their degree. The Summer Session consists of two consecutive seven-week sessions, and a full fourteen-week session running from May to August. These sessions provide flexibility for students to arrange their summer schedule.

Students may enroll in up to two c.u.s in each short Summer Session and up to four c.u.s over the entire summer. During registration, students are encouraged to integrate the Summer Session into long-range plans ll inessioQ'KatLb-sC-MSHVKrLTWaKmeLVKntsL-VKoLVKfLPuAVSCPTQSY_C-CKintLcu

Graduation Requirements for Undergraduate Programs

I. COURSE REQUIREMENTS

All degree candidates must successfully complete at least 32 course units (c.u.s) at the 100 level or above. At least 16 of these course units must be at an advanced level (200 or above).

These course units include General Education Core Courses, General Education Electives, Required Major and Minor Courses and other Electives. It is possible that some majors or combinations of majors may need more than 32 course units for successful completion of degree requirements.

II. GENERAL EDUCATION PROGRAM

At the heart of Bloomfield College's educational program is the General Education Program. This program challenges students to engage in intellectual discovery and fosters a passion for life-long learning.

Through the General Education Program, students will be prepared to evaluate and apply new information, to make reasoned judgments about the complex and diverse contemporary world, to express ideas effectively, and to be public citizens. The College's General Education Program is built around two elements:

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

The Core is dnuqjplluqjplRdeGRjllujpluqjplnqndmRmRtRinqodor-eonnuqjplnmldeomqdsnnrdysRd

B. GENERAL EDUCATION ELECTIVES:

9 course units

- Candidates for the Bachelor of Arts (B.A.) degree must take:
 - Two course units addressing the Aesthetic Appreciation competency.
 - One course unit addressing the Communication Skills competency.
 - Two course units addressing the Multi/Transcultural and Global Awareness competency.
 - Three course units addressing the Problem Solving and Critical Thinking competency or two course units addressing the Problem Solving and Critical Thinking competency and one course unit addressing the Citizenship and Community Orientation competency.
 - One course unit addressing the Scientific and Technical Skills competency.
- Candidates for the Bachelor of Science (B.S.) degree must take:
 - One course unit addressing the Aesthetic Appreciation competency.
 - One course unit addressing the Communication Skills competency.
 - Two course units addressing the Multi/Transcultural and Global Awareness competency.
 - Three course units addressing the Problem Solving and Critical Thinking competency or two course units addressing the Problem Solving and Critical Thinking competency and one course unit addressing the Citizenship and Community Orientation competency.
 - Two course units addressing the Scientific and Technical Skills competency.
- Restrictions on and exemptions from General Education Electives:
 - Two course units may be from the major's list of requirements and will count as two general education electives. *When basic competencies are clearly taught and practiced throughout the student's major discipline course, students in that major may have substitutions for similar courses of general education credit.*
 - One course unit must be a lab science.
 - Four course units must be at the 200-level or above.

- Many students, depending upon their major, may have additional substitutions for General Education Electives.
 - Students in the three-year plus programs may count two of the course units in their list of major requirements as general education electives.
- Writing Intensive Requirements:
 - Two course units must be Writing Intensive (WI).^{*} These courses can be in the General Education Electives, the list of Major/Minor requirements and/or the electives students take to complete 32 c.us. For students in the three-year plus programs, only one course unit must be Writing Intensive (WI).^{*}

COURSES APPROVED FOR PROGRAM

AESTHETIC APPRECIATION

CAT	230	History of Animation
ENG	213	Oral Interpretation of Literature
ENG	216	The Short Story (0.5 c.u.)
ENG	246	Literature into Film
ENG	251	The Art of Fiction [*]
ENG	252	The Art of Drama
ENG	258	Gothic Literature

COMMUNICATION SKILLS

ENG	120	Introduction to Creative Writing
ENG	122	Public Speaking
ENG	150	Introduction to Western Literature
ENG	200	Advanced Grammar/History of English
HIS	215	History & Problems of Globalization

COMMUNITY ORIENTATION & CITIZENSHIP

EDC	200	Introduction to Education (0.5 c.u.)
EDC	201	Foundations of Special Education
EDC	217	Understanding Family & Community
HIS	102	Introduction to Public History
PSC	200	American Politics

MULTI/TRANSCULTURAL & GLOBAL AWARENESS

HIS	105	Introduction to Africana Studies
HIS	106	Introduction to Geography
HIS	227	Global History I
HIS	237	Global History II
HIS	254	American History II
PSC	230	American Political Thought
PSY	235	Multicultural Psychology
PSY	335	Psychology of Gender
REL	110	Ways of Understanding Religion
REL	201	Old Testament
REL	204	New Testament
REL	211	Religion in Society
REL	237	Introduction to Buddhism
REL	333	Special Topics in Religion
REL	340	Mythology

PROBLEM SOLVING/ CRITICAL THINKING

BUS	107	Personal Financial Planning
ECN	200	Introduction to Economics (0.5 c.u.)
EDC	120	Robotics
HIS	207	African/American History I
HIS	216	Colonial Americas*
HIS	219	Writing History*
HIS	225	African/American History II
HIS	226	Modern Latin American/ Caribbean
HIS	233	Selected Topics in History
HIS	244	American History I
PHL	100	Introduction to Philosophy
PHL	101	Contemporary Moral Issues
PHL	110	Effective Reasoning
PHL	200	Logic
PHL	226	African American Philosophy
PHL	227	Harlem Renaissance
PSC	100	Introduction to Political Science
PSY	100	Introduction to Psychology
PSY	230	Social Psychology
SOC	100	Introduction to Sociology
SOC	230	Social Psychology
SOC	234	Social Inequality
SOC	235	Urban Sociology
SOC	251	Gender & Globalization

SCIENTIFIC/TECHNOLOGICAL SKILLS

BIO	115	Selected Topics in Biology: Biology for the Changing World
BIO	115	Selected Topics in Biology: Infectious Diseases
BIO	115	Selected Topics in Biology: Nutrition
BIO	211	Human Biology
CHM	100	Chemistry for Everyone
SCI	100	Basic Science
SCI	101	Applied Science I
SCI	102	Applied Science II
SCI	103	Astronomy
SCI	200	Introduction to Forensic Science

III. GRADE REQUIREMENTS

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

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

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

To remain in the Education Programs students must maintain a cumulative 2.75 grade point average and must earn a “C” or better in all education courses.

The nursing major also has a different set of standards:

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

IV. RESIDENCY REQUIREMENTS

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

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

V. MAJOR REQUIREMENTS

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

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

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

VI. ELIGIBILITY TO PARTICIPATE IN COMMENCEMENT

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

VII. WRITTEN COMMUNICATION COMPETENCY STANDARD

A Written Communication Competency is required for graduation. Students in WRT 107 are expected to pass an Exit Essay Exam.

Students who transfer in credit for WRT 106 and WRT 107 will not have to take the Exit Essay Exam.

Academic Programs & Majors

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

Index to Academic Majors & Concentrations

DIVISION OF ACCOUNTING, BUSINESS, COMPUTER INFORMATION SYSTEMS & ECONOMICS

MISSION To prepare the professional area of the program to provide the student with the necessary skills and knowledge to succeed in the business world.

Undergraduate

Accounting

General Accounting

Business Administration

Economics

Finance

Human Resource Management

Human Resource Training

International Business Management

Management

Management Information Systems

Marketing

Supply Chain Management

Computer Information Systems

E-Commerce

Applications: Design

Applications Programming

Support & Implementation

Network Engineering

Graduate

Accounting

DIVISION OF CREATIVE ARTS & TECHNOLOGY

MISSION To provide a program that prepares students for careers in the creative arts and technology fields.

Creative Arts & Technology

Animation

(2D or 3D)

Digital Video

Game Development

(Game Design

or Game Programming)

Graphics for Print & Digital Media

Interactive Multimedia &

the World Wide Web

Music Technology

E-Commerce

Applications: Design

Applications Programming

Support & Implementation

DIVISION OF EDUCATION

MISSION To provide quality education for all students...

Elementary & Early Childhood

- Biology
Chemistry
Chemistry (Physical Science)
English
History
Mathematics
Philosophy
Political Science
Psychology
Religion
Sociology

Elementary with Subject Matter Specialization

- Biology
Chemistry
Chemistry (Physical Science)
English
History
Mathematics

Special Education & Early Childhood

- Biology
Chemistry
Chemistry (Physical Science)
English
History
Mathematics
Philosophy
Political Science
Psychology
Sociology
Visual & Performing Arts

Subject Area/Secondary

- Biology
Chemistry
Chemistry (Physical Science)
English
History
Mathematics

DIVISION OF HUMANITIES

MISSION To provide quality education for all students...

English*

- Communication
Broadcast Journalism
Literature
Writing

History*

Philosophy*

Religion*

DIVISION OF NATURAL SCIENCE & MATHEMATICS

MISSION To provide a program of education for students who are interested in the study of the natural world and the application of scientific principles to the solution of practical problems. The program is designed to provide students with a strong foundation in the basic sciences and mathematics, and to prepare them for careers in a variety of fields.

Allied Health Technologies

Biology*

- General Biology
- Pre-Chiropractic Studies
- Pre-Podiatry Studies

Chemistry*

- Biochemistry
- General Chemistry

Clinical Laboratory Sciences

- Cytotechnology
- Medical Laboratory Science
(formerly Medical Technology)

Mathematics*

- Applied Mathematics

Pre-Med Program

DIVISION OF NURSING

MISSION To educate nursing students to provide safe, effective, and compassionate care to patients. The program is designed to provide students with a strong foundation in the basic sciences and nursing practice, and to prepare them for careers in a variety of settings.

Generic Nursing Program

RN/BSN Track

DIVISION OF SOCIAL & BEHAVIORAL SCIENCE

MISSION To provide a program of education for students who are interested in the study of human behavior and the social sciences. The program is designed to provide students with a strong foundation in the basic social and behavioral sciences, and to prepare them for careers in a variety of fields.

Political Science*

- General Political Science
- Human Services Studies
- Public Administration
- Public Policy

Psychology*

- General Psychology
- Human Services Studies

Sociology*

- Criminal Justice
- General Sociology
- Human Services Studies

Minors

DIVISION OF ACCOUNTING, BUSINESS, COMPUTER INFORMATION SYSTEMS & ECONOMICS

Computer Information Systems
Network Engineering

DIVISION OF CREATIVE ARTS & TECHNOLOGY

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

DIVISION OF HUMANITIES

Creative Writing
English
French
History
Philosophy
Religion
Spanish

DIVISION OF NATURAL SCIENCE & MATHEMATICS

Biology
Chemistry
Mathematics

DIVISION OF SOCIAL & BEHAVIORAL SCIENCE

Psychology
Public Policy
Sociology

INTERDISCIPLINARY STUDIES

Latino/Latin American & Caribbean Studies
Women's Studies

INTERDISCIPLINARY PROGRAMS

Africana Studies
Honors Program

Latino/Latin American & Caribbean Studies
Women's Studies

CERTIFICATE PROGRAMS

Digital Media
Diversity Training
Game Design
Game Programming

Gerontology
Network Engineering
Supply Chain Management

DISCIPLINARY PROGRAMS

Anthropology
Economics
Interdisciplinary Studies

Physical Education
Physics
Science

Departmental Academic Programs

A Guide to the Departmental Academic Programs

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

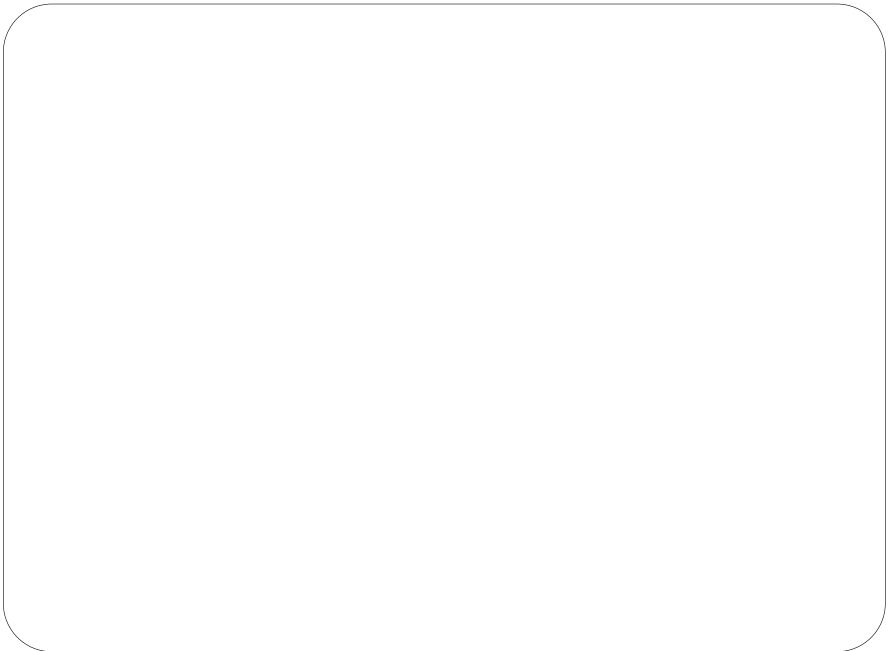
Each course has a three-digit course number. Courses below 100 level are pre-college and do not carry degree credit.

First Digit Designation

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

Courses listed with an asterisk (*) after the course title require an additional fee. See Special Fees in the Index.

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



Accounting

DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
INFORMATION SYSTEMS
& ECONOMICS

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 114 Precalculus with Algebraic
Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
- Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(2 c.u.s)

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

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

The required courses are:

- ACC 201 Principles of Accounting I
ACC 204 Principles of Accounting II
ACC 301 Intermediate Accounting I
ACC 302 Intermediate Accounting II
ACC 318 Taxation I
ACC 323 Cost Accounting:
A Managerial Emphasis
- ACC 404 Advanced Accounting
ACC 421 Auditing
- BUS 200 Introduction to Management
BUS 312 Managerial Finance
BUS 314 Principles of Marketing
BUS 316 Business Law I
BUS 401 Business Policy
- CMP 100 Computer Literacy*††
ECN 210 Principles of Economics I:
Microeconomics††
ECN 211 Principles of Economics II:
Macroeconomics††
ECN 310 Managerial Economics
ECN 309 Money & Banking
or
BUS 357 Working Capital Management
- MTH 200 Applied Statistics I
- * *This course may be substituted by a combination of*
- CMP 102 Fundamental Computer Literacy I
and
CMP 104 Fundamental Computer Literacy II

Undergraduate Accounting course descriptions begin on page 149.

DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
INFORMATION SYSTEMS
& ECONOMICS

Masters Degree in Accounting

The requirements for the
Master's Degree in Accounting are
the following:

ACC 505 Advanced Taxation*

ACC 510 Advanced Auditing*

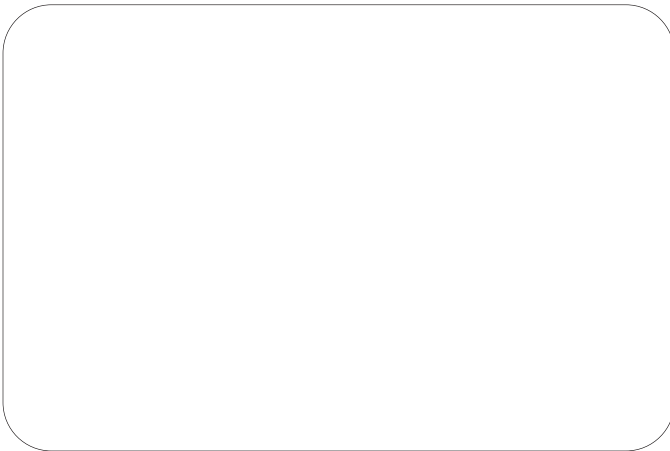
ACC 515 Managerial Accounting Seminar*

ACC 520 Financial Accounting Seminar*

ACC 525 Selected Topics in Accounting

ACC 630 Accounting Research

BUS 505 Corporate Accounting



Africana Studies

INTERDISCIPLINARY PROGRAMS

The Africana Studies program provides an understanding of the Black experience in terms of the African continent and the African diaspora in the United States, the Caribbean, and South America. Courses in this program are selected from among those listed below:

- AFS/CAT 113 African/American Tradition Workshop
- AFS 121 African Civilization
- AFS/APG 213 Peoples & Cultures of Africa South of the Sahara
- AFS/CAT 216 The History of African/American Art
- AFS/ENG 222 African/American Literature
- AFS/CAT 224 Music of the United States: The African/American Influence
- AFS/SOC 241 Minority Groups & Race Relations
- AFS/CAT 266 African/American Performance History
- AFS/SOC 369 Sociology of African/American Families

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Undergraduate Africana Studies course descriptions begin on page 150.



Students in the Allied Health Technologies major are required to take the following General Education courses.

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
MTH 114 Precalculus with Algebraic
Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)

†† *Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses. Also, as a three-year-plus program, majors in AHT may count two of the course units in their list of major requirements as general education electives and take only one Writing Intensive course in the general education electives.*

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

The Bachelor of Science degree in Allied Health Technologies (BS-AHT) is a joint degree offered with the University of Medicine and Dentistry of New Jersey—School of Health Related Professions (UMDNJ-SHRP).

Bloomfield College, in conjunction with UMDNJ, offers a four-year program leading to a B.S. degree in Allied Health Tech-

Students in the Allied Health Technologies major must take the following professional courses prior to matriculation at UMDNJ**

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

And two courses selected from the following:

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

* This course may be substituted by a combination of

CMP	102	Fundamental Computer Literacy I (0.5 c.u.)
	and	
CMP	104	Fundamental Computer Literacy II (0.5 c.u.)

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

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

Biology

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 114 Precalculus with Algebraic
Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

* Pre-Podiatry and Pre-Chiropractic 3 year plus programs are exempt from these courses.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted to the B.A. in Education and satisfy the courses listed in the biology co-concentration (see page 97). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

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

- General Biology
- Pre-Chiropractic
- Pre-Podiatry

(For Biochemistry major, please see CHEMISTRY).

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

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

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

The following courses are recommended for all Biology majors:

- CHM 303 Organic Chemistry I Laboratory
CHM 304 Organic Chemistry II Laboratory
Computer Information Systems Course
MTH 200 Applied Statistics I

GENERAL BIOLOGY CONCENTRATION

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

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

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

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

BIOLOGY PRE-CHIROPRACTIC CONCENTRATION

(See pages 133-135)

BIOLOGY PRE-PODIATRY CONCENTRATION

(See page 137)

MINOR IN BIOLOGY

A minor in Biology consists of:

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

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

In conjunction with the University of Medicine and Dentistry of New Jersey, a four-year degree is offered in Clinical Laboratory Sciences. Specialization is available in:

- Cytotechnology
- Medical Laboratory Sciences

For further details, see
CLINICAL LABORATORY SCIENCES.

Likewise, in conjunction with the University of Medicine and Dentistry of New Jersey, students can choose to pursue the B.S. in Allied Health Technologies. Specialization is available in:

- Medical Sonograph
- Nuclear Medicine Technology
- Respiratory Care
- Vascular Technology

For further details, see
ALLIED HEALTH TECHNOLOGIES.

Students in the Business
Administration major are

BUSINESS ADMINISTRATION ECONOMICS CONCENTRATION

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

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

Elective Courses

Students select 2 courses (at the 300 or 400 level) from any economics, finance, management, accounting, human resource training or marketing courses and select one 0.5 c.u. course from within the College.

BUSINESS ADMINISTRATION FINANCE CONCENTRATION

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

- BUS 357 Working Capital Management
- BUS 401 Business Policy
- BUS 412 Security Analysis
- ECN 309 Money & Banking

Elective Courses

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

- BUS 107 Personal Financial Planning
- BUS 308 Entrepreneurship
- BUS 333 Issues in Contemporary Business & Management
- BUS 352 Total Quality Management
- BUS 353 Operations Management
- BUS 3XX/4XX Any Division 300 or 400 level course
- PSY 317 Organizational Behavior

BUSINESS ADMINISTRATION HUMAN RESOURCE MANAGEMENT CONCENTRATION

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

- BUS 313 Human Resource Management
- BUS 365 International Human Resource Management
- BUS 366 Workplace Issues in Human Resource Management
- BUS 415 Problems & Cases in Human Resource Management (Personnel)
- BUS 423 Training & Development

Elective Courses

Students select 2 of the following and one 0.5 course unit from within the College:

- BUS 322 Employee Benefit Administration
- BUS 421 Compensation Management
- PSY 317 Organizational Behavior

BUSINESS ADMINISTRATION HUMAN RESOURCE TRAINING CONCENTRATION

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

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

BUSINESS ADMINISTRATION INTERNATIONAL BUSINESS MANAGEMENT CONCENTRATION

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

- BUS 300 Introduction to International Business
- BUS 332 International Financial Management
- BUS 353 Operations Management
- BUS 365 International Human Resource Management
- BUS 401 Business Policy
- ECN 305 International Economics & Trade

Elective Courses

Students select 2 courses from the following:

- ENG 310 Intercultural Communication
- PSC 224 American Foreign Policy
- PSY 235 Multicultural Psychology
- SOC 251 Gender & Globalization

BUSINESS ADMINISTRATION MANAGEMENT CONCENTRATION

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

- BUS 313 Human Resource Management
- BUS 353 Operations Management
- BUS 401 Business Policy
- PSY 317 Organizational Behavior

Elective Courses

Students select 2 courses from the following:

- BUS 308 Entrepreneurship
- BUS 333 Issues in Contemporary Business & Management
- BUS 341 Project Management

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

BUSINESS ADMINISTRATION MANAGEMENT INFORMATION SYSTEMS CONCENTRATION

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

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

Elective Courses

Students select 1 course from the following:

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

BUSINESS ADMINISTRATION MARKETING CONCENTRATION

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

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

And one of the following two:

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

Elective Courses

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

BUSINESS ADMINISTRATION SUPPLY CHAIN MANAGEMENT CONCENTRATION

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

- BUS 245 **Supply Chain Management Overview**
 BUS 345 **Production & Inventory Control**

- BUS 346 **Principles of Physical Distribution**
 BUS 347 **Purchasing**
 BUS 348 **Traffic & Warehouse Management**
 BUS 349 **Quality Control Fundamentals**
 BUS 445 **Supply Chain Management Policy**

CERTIFICATE IN SUPPLY CHAIN MANAGEMENT

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

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

- BUS 245 **Supply Chain Management Overview**
 BUS 345 **Production & Inventory Control**
 BUS 346 **Principles of Physical Distribution**
 BUS 347 **Purchasing**
 BUS 348 **Traffic & Warehouse Management**
 BUS 349 **Quality Control Fundamentals**
 BUS 445 **Supply Chain Management Policy**



Chemistry

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

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

- GEO 101 Geographies of Experience: Culture, Art, & History
or
GEO 102 Geographies of Experience: Ecology, Nature & the History of Science
- MTH 103 Understanding Our Quantitative World
MTH 114 Precalculus with Algebraic Support/MTH 117 Precalculus Support
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted to the B.A. in Education and satisfy the courses listed in the Chemistry co-concentration (see page 98). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

There are two Chemistry concentrations:

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

Both majors are required to take the following core courses:

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

GENERAL CHEMISTRY CONCENTRATION

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

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

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

BIOCHEMISTRY CONCENTRATION

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

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

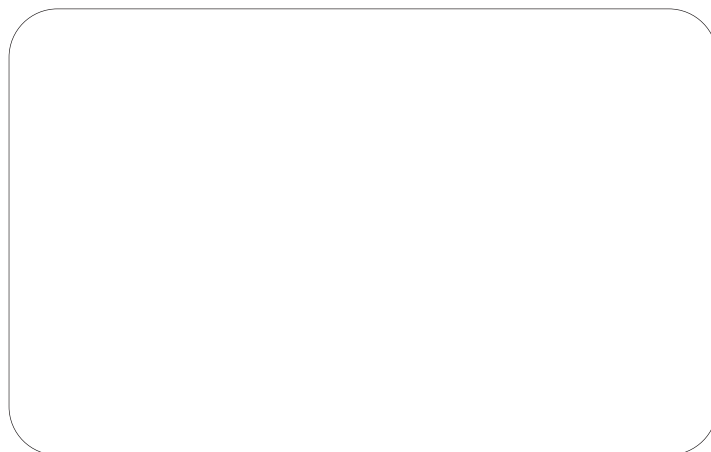
CHM 402 Biochemistry II
CHM 405 Biochemistry II Laboratory
(0.5 c.u.)

MINOR IN CHEMISTRY

A minor in Chemistry requires 7.5 course units:

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

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



Clinical Laboratory Sciences

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

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			7g
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		g	
7	g		g
	g	3	g
	g		g

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses. Also, as a three-year-plus program, majors in CLS may count two of the course units in their list of major requirements as general education electives and take only one Writing Intensive course in the general education electives.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

The Bachelor of Science degree in Clinical Laboratory Sciences BS–CLS is a joint degree offered with the University of Medicine and Dentistry of New Jersey –School of Health Related Professions (UMDNJ–SHRP).

Bloomfield College, in conjunction with UMDNJ, offers a four-year program leading to a B.S. degree in Clinical Laboratory Sciences.

The degree has two possible tracks:

g
(formerly Medical Technology)

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

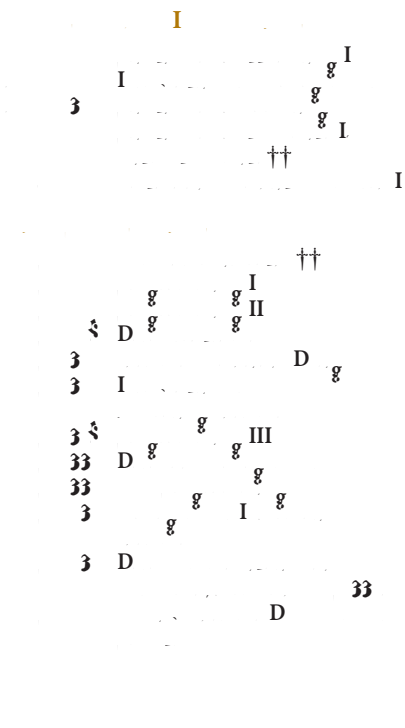
Bloomfield College students who have earned 24 course units by completing the General Education courses, as well as the professional courses listed under each specialty, may be admitted to UMDNJ for the remaining professional courses provided they have

been in residence at Bloomfield College for a minimum of 8 courses;

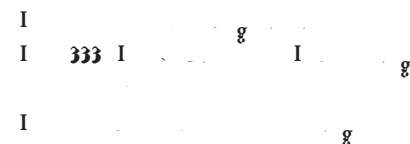
achieved an overall grade point average of 2.75, and;

received grades of C or better in all required Science and Mathematics courses.

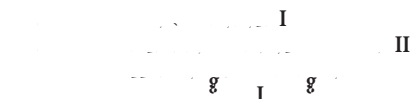
Students who wish to complete the B.S./M.S. program must complete the following:



And two courses taken at N.J.I.T.:

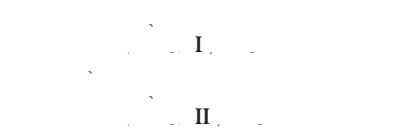


In addition to the courses listed above students must take the following courses before beginning the Masters' degree courses at N.J.I.T.:

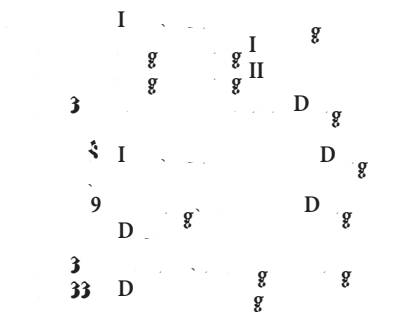


Masters' degree courses are to be taken at N.J.I.T.

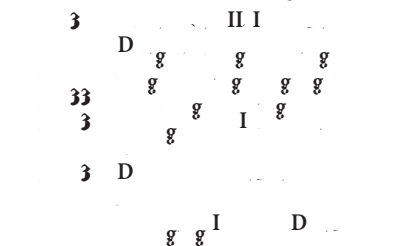
* This course may be substituted by a combination of



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



Two additional elective courses selected from the following:



Creative Arts & Technology

DIVI I
IV

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

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	g				
	g				
3			g		
I				g	7
	g	g		g	
				7g	
	g			g	
			g		
7		g			g
	g		3		g
	g				g
T	n	T			
T		n		n	

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Visual and Performing Arts co-concentration (see pages 105). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy the requirements. Students who wish to double major must complete the requirements of both majors.

Freshmen Admission to the CAT Major:

1. Freshmen entering Bloomfield College may declare themselves as "Pre-CAT's."

2. Admission to CAT is based on successful completion of 3 CAT courses, an admissions essay, portfolio review and an interview with a CAT Discipline Coordinator.

A freshman applying to CAT must have earned a minimum 2.7 average in three full-course unit CAT 100 level courses, 2 of which will be outside of the chosen CAT concentration.

The admissions essay topic is "Describe yourself as a creative person. What are your creative ambitions and what do you want to learn as a CAT major?" This essay may describe work submitted in the portfolio.

The portfolio must be the applicant's best work.

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

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D g
g g

There are two tracks with the required courses.

Students should select one concentration or the other. Taking both would be allowed but would likely necessitate needing (and paying for) more than 32 course units to graduate.

D I

The required courses are:

3 I
 D g I
 9 D g I
 9 3D D g
 9 D g I g
 37 I g g II
 3 3 III

The required courses are:

3 I
 37 I
 3 3 g g II
 3 III
 g g I
 3 D g g g
 3 I
 33 D D g
 g I

And two courses selected from the following:

3 3 D
 3 3 g I g
 33 g II
 33 D g g g
 I

DI I I **DI I** **D I**

The required courses are:

9 D g I
 3 g I
 3 I g g
 3 II g g

3
 3
 3 3 g D g
 3 g g g

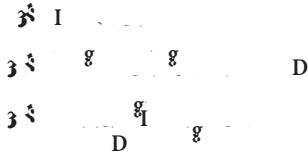


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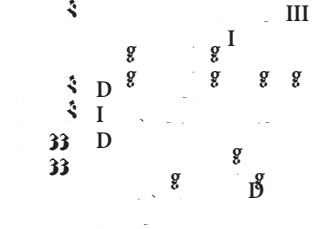
D V

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



And four courses selected from the following:



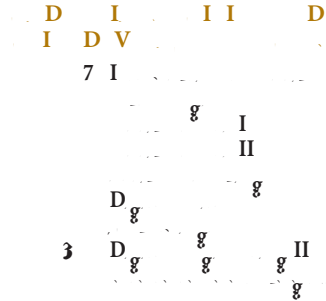
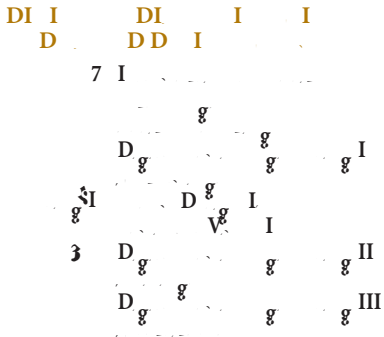
Note: CMP 300 Systems Analysis and Design is a prerequisite for CMP 330.

I I I

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CREATIVE ARTS & TECHNOLOGY

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



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

7	I							
3	I				D		g	
3	D				D		g	
3	V ^g							
3	I				g		D	g
9	D		D		g		g	I
	D ^g		g		g		g	I
			g		D-		DVD	
	V		D		V ^g		D	
3			I					
7			I		g		g	
3			D		I		g	
3			D		I			
3			V ^g		I			
3					I		IDI	
3			g		I		IDI	
			g		II			

3			D		II			
3			V ^g		II			
3	D ^g				g		g	II
3	3		g					D
3			g		II I			D
3	3		g		I		g	
3	D				g			I
3			g					g
3	3D				g		D	g
37					g			
37	3D							
3	V							
39					V			
			g		g			III
7			3D					



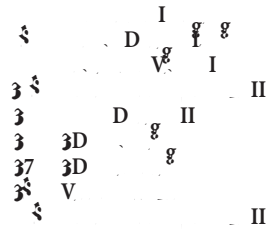
I I I D I

To earn the Certificate in Game Design, the student must successfully complete:

3 I 3 D g

And five courses selected from the following:

3 D D g D
9 3D D g
9 D g
3 I g D g
9 D g I g
37 V D g I V
37 I D



Students must adhere to course pre-requisites or demonstrate comparable experience. Any student unable to demonstrate comparable experience will be required to take (and pay for) additional courses that do not count towards the 6 course units needed for the certificate.

I I I I I

To earn the Certificate in Game Programming, the student must successfully complete:

3 I g g g

And five courses selected from the following:

37 I
3 3 II D
3 3
3 3 I g
3 D g
3 III
3 I
3 g g II g g
3 D g
3 I
33 D g
33 g g

Students must adhere to course pre-requisites or demonstrate comparable experience. Any student unable to demonstrate comparable experience will be required to take (and pay for) additional courses that do not count towards the 6 course units needed for the certificate.



Education

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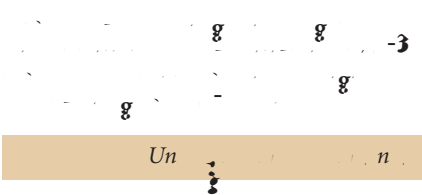
The Bloomfield College B.A. in Education degree program provides a comprehensive academic experience with high academic and professional standards. Upon graduation, our students will:

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

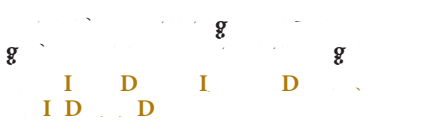
There are four (4) programs in the Education major:



The elementary and early childhood program requires 14 course units in General Education, 9 course units in the Liberal Arts co-concentration (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics, Philosophy, Political Science, Psychology, Religion, Sociology), MTH 106, and 10.5 course units in professional education, which includes student teaching and one course unit elective.



The elementary with subject matter specialization program requires 14 course units in General Education, 9 courses units in the Core Curriculum Content Standard areas (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics), and 11.5 course units in professional education, which includes student teaching. Students completing this program will qualify for three certificates (P-3, Elementary (K-6) and Elementary with Subject Matter Specialization (5-8) and will be eligible to teach grades P-8.



The Special Education and Early Childhood program requires 14 course units in General Education, 9 course units in the Core Curriculum Content Standard areas (Biology, Chemistry, Chemistry (Physical Science), English, History, Mathematics, Philosophy, Political Science, Psychology, Sociology, Visual and Performing Arts), MTH 106 and 13 course units in professional education which includes student teaching. Students completing this program will qualify for two certifications (P-3 and Teacher of Students with Disabilities) and will be eligible to teach grades P-3 (regular and special education) as well as provide consultative services and supportive resource programs to special education students, grades P-12. This Special Education certification will permit content instruction in middle and high school grades if the student IEP indicates a curriculum level of grade 5 or below.

D

The Subject Area/Secondary program requires 14 course units in General Education, 13 course units in the Liberal Arts Subject Area field (Biology, Chemistry,

Chemistry (Physical Science), English, History, Mathematics), 8 course units in Professional Education, which includes student teaching.

Biology	x	x	x	x
Chemistry	x	x	x	x
Chemistry (Physical Science)	x	x	x	x
English	x	x	x	x
History	x	x	x	x
Mathematics	x	x	x	x
Philosophy	x		x	
Political Science	x		x	
Psychology	x		x	
Religion	x			
Sociology	x		x	
Visual and Performing Arts			x	

Formal admission to the Education Program occurs when the student has attained junior status, as determined by the completion of 57 credits or 14.25 courses. Entrance requirements include a grade of C or better in MTH 103/MTH 105/MTH 107 or MTH 114/MTH 117 and in WRT 105 or WRT 106 and WRT 107 and in EDC 200 or EDC 201. All transfer students who received credit for EDC 200 must be interviewed by Education faculty as part of the admissions process. A cumulative GPA of at least 2.5 is also required. The application includes a well-written statement which explains the reasons why the student is choosing a career in education.

To remain in the education programs, students must maintain a cumulative 2.75 GPA and must earn a C grade or better in all education courses.

- 3 To become certified to teach in New Jersey, students are required to maintain a GPA of 2.75. The Bloomfield College Education program must adhere to this requirement. GPAs of students who have declared education as a Co-Concentration and have taken two course units of education courses will be reviewed by the Division of Education every semester. Students who do not achieve the 2.75 GPA will be given a warning the first semester. After the second semester with a GPA below the 2.75 standard, students will be asked to leave the education Co-Concentration. Appeals will be heard by the Chairperson of the Division of Education.

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

EDC 200 #††	x	x		x
EDC 201 ##			x	
EDC 304 #	x	x	x	x
EDC 309 #	x	x		x
EDC 310 #	x	x		x
EDC 314 ##		x		x
EDC 316 ##	x	x	x	
EDC 317 ##	x	x	x	
EDC 318 ##	x	x	x	
EDC 319 #	x	x	x	
EDC 320 #	x	x		x
EDC 321 ##	x	x	x	x
EDC 322 ##			x	
EDC 323 ##			x	
EDC 324 ##			x	
EDC 325 #			x	
EDC 326 #	x	x	x	x
EDC 401###	x	x	x	x
EDC 402 #	x	x	x	x
MTH 106**	x		x	

** *MTH 106 is a required course for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.*

Courses are 0.5 c.u. ## Courses are 1 c.u. ### Course is 2.5 c.u.s

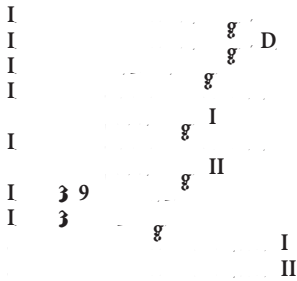
* *also eligible for early childhood certification.*

I I I I
D I D I

Elementary and Early Childhood
(11 course units)

or
Elementary with Subject Matter
Specialization
(11 course units)

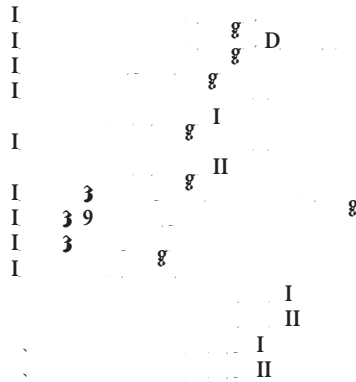
or
Special Education and Early
Childhood
(11 course units):



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

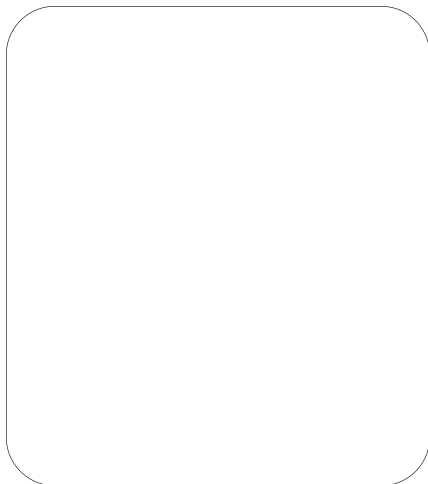
Note: *MTH 106 Mathematics for Elementary School Teachers is required for the Elementary and Early Childhood and Special Education and Early Childhood Co-Concentrations.*

Subject Area/Secondary Education
(15 course units):



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

Note: *MTH 103 Understanding our Quantitative World and MTH 114 Precalculus with Algebraic Support/ MTH 117 Precalculus are required as part of the General Education Core for the Biology Co-Concentration.*



I D I I I I I D I D I

Elementary and Early Childhood
(11 course units)

or

Elementary with Subject Matter
Specialization
(11 course units)

or

Special Education and Early
Childhood
(11 course units):

			I
			II
3			I
3 3	g		I
	g		
3			II
3	g		II
	g		
			I
			I
			II

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

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

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

Subject Area/Secondary Education
(15 course units):

			I
			II
3			I
3	g		II
3 3	g		I
	g		
3			II
	g		
3			I
3 3			I
			I
			I
			II
			I
			II

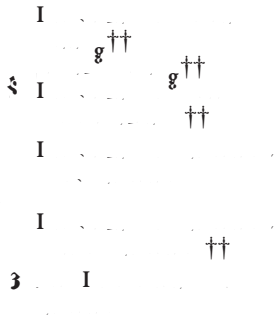
And 3.5 course units to be selected from BIO/CHM/MTH/PHY courses designated for majors and/or SCI 103 Astronomy, SCI 200 Introduction to Forensic Science depending on students' interest. Courses to be selected with the approval of a Chemistry Advisor.

Note: *MTH 103 Understanding our Quantitative World and MTH 114 Precalculus with Algebraic Support/ MTH 117 Precalculus are required as part of the General Education Core for the Chemistry Co-Concentration Subject Area/Secondary Education.*

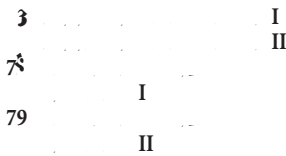
Students must select either the Chemistry or Chemistry (Physical Science) Co-Concentration when they prepare for the PRAXIS Exam and Student Teaching.

I **D** **I** **D** **I**
Elementary and Early Childhood **Subject Area/Secondary Education**

Elementary and Early Childhood
 (9 course units)
 or
 Elementary with Subject Matter
 Specialization
 (9 course units)
 or
 Special Education and Early
 Childhood
 (9 course units):



And two courses selected from the following:

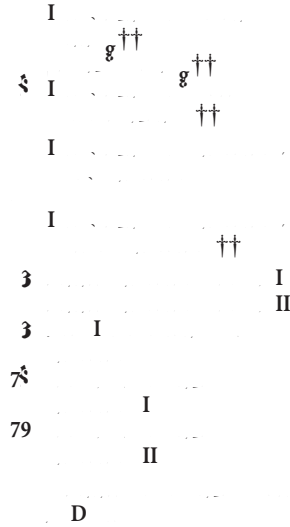


And one course selected from the following:



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

Subject Area/Secondary Education
 (13 course units):



And one course in Shakespeare selected from the following:



Plus one course selected from the following:



Note: MTH 103 and MTH 105/ MTH 107 will satisfy the Mathematics requirement of the General Education Core.

Elementary and Early Childhood
(9 course units)

or

Elementary with Subject Matter
Specialization
(9 course units)

or

Special Education and Early
Childhood
(9 course units):

I	I				††
I	9	g	††	g	††
I		g		377	
I		377-			
I	7		I		
I	37		II		
I					††
I					

3

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

Subject Area/Secondary Education/MS: 100

**I - I
D I D I**

Elementary and Early Childhood
(11 course units)

or
Elementary with Subject Matter
Specialization
(11 course units)

or
Special Education and Early
Childhood
(11 course units):

3	g			
3	g			
		7 ^g		
			I	
				I
				II
3	D			
33				
33				
				††

And one of the two course sequences in
Physics:

3		I	
33		II	
33			I
			II

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

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

** MTH 103 and MTH 114/MTH 117 are
required as part of the General Education
Core for Mathematics Co-Concentration.*

*** This course may be substituted by a
combination of*

3		I	
33		II	
33			I
			II

Subject Area/Secondary Education
(15 course units):

3		g		
3		g		
			7 ^g	
				I
				I
				II
3				
		III		
33	D			
33				
33				
337				
		g		††
		g		
		g	I	
		g	II	

And one of the two course sequences in
Physics:

3		I	
33		II	
33			I
			II

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

** MTH 103 and MTH 114/MTH 117 are
required as part of the General Education
Core for Mathematics Co-Concentration.*

*** This course may be substituted by a
combination of*

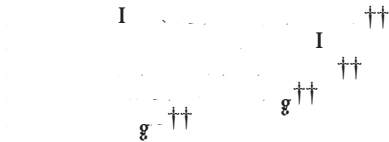
3		I	
33		II	
33			I
			II

I D I - I D I

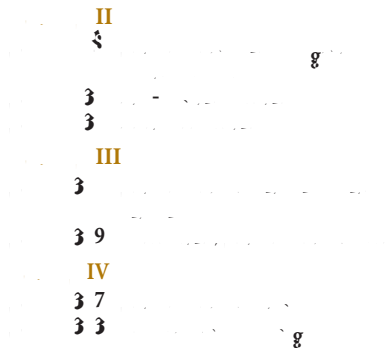
Elementary and Early Childhood
(9 course units)

or

Special Education and Early
Childhood
(9 course units):



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



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

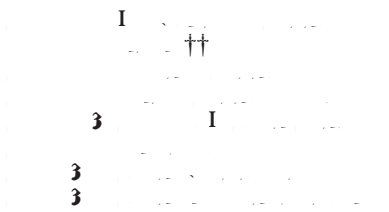
*MTH 103 and MTH 105/MTH 107 will
satisfy the Mathematics requirement of the
General Education Core.*

I I I - I D I

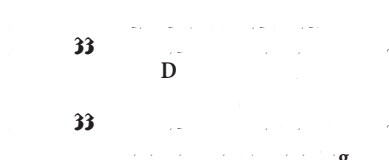
Elementary and Early Childhood
(9 course units)

or

Special Education and Early
Childhood
(9 course units):



And any two of the three courses
below:



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

*MTH 103 and MTH 105/MTH 107 will
satisfy the Mathematics requirement of the
General Education Core.*

I - **D** - **I**
D - **I** - **D** - **I**

Elementary and Early Childhood
 (9 course units)
 or
 Special Education and Early
 Childhood
 (9 course units):

I	g	††
3	g	g
3		

Plus four courses selected from the groups shown:

I

One course selected from the following:

D	g	††
3	g	g
3	D	
3	g	
9	g	

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

II

Two courses selected from the following:

3	7	g	I
3		g	
3		g	g
333		g	
33		g	
3		g	g
37		g	

III

One course selected from the following:

3	g
7	
33	g

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

MTH 103 and MTH 105/MTH 107 will satisfy the Mathematics requirement of the General Education Core.

VI D I - I D I D I

Special Education and Early Childhood (9 course units)

Required courses:

33 V. 7

And one course selected from the following:

9 D I
9 D II
93 I g
9 I g
3 I g
99 I

And five course unites selected from the following:

3 D g g
3 D D g
9 3D g
3 g
7 g
79
9
33 D g

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

MTH 103 and MTH 105/MTH 107 will satisfy the Mathematics requirement of the General Education Core.



D I

The Post Baccalaureate Teacher Education program prepares students to teach at the pre-school, elementary, upper elementary (middle school) and

secondary levels in the State of New Jersey. It also prepares students to teach special education in New Jersey.

Initial certification in Early Childhood, Elementary, Elementary with Subject Matter Specialization (Middle School), and Secondary/Subject Areas.

EDC 200 #		x	x	x
EDC 201 ##				
EDC 304 #		x	x	x
EDC 309 #		x	x	x
EDC 310 #		x	x	x
EDC 314 ##			x	x
EDC 316 ##	x			
EDC 317 ##	x			
EDC 318 ##	x			
EDC 319 #	x			
EDC 320 #	x	x	x	x
EDC 321 ##	x	x	x	x
EDC 322 ##				
EDC 323 ##				
EDC 324 ##				
EDC 325 #				
EDC 401 ###	x	x	x	x
EDC 402 #	x	x	x	x
PSY 210 ##		x	x	x

- 1 *Must have 15 credits in any one of the following: English, History, Mathematics or Science.*
- 2 *Must have 30 credits in any of the following: Art, Biology, Chemistry, English, History, Mathematics or Physical Sciences.*
- 3 *Students may also choose the option of P-3 certification with additional course work. Field placements will vary.*

Courses are 0.5 c.u. ## Courses are 1 c.u. ### Course is 2.5 c.u.s
Individuals whose undergraduate GPA is less than 2.75 will be reviewed on an individual basis. All course must be completed with a C or better and all students must complete the post baccalaureate program with at least a GPA of 2.75.

The Specialized P-3 program for holders of Certificates of Eligibility to Teach P-3 or Elementary certification requires the following courses:

- D 3 1
- D 3 7 g
- D 3 8 D
- D 3 9

3 The Certification for Teachers of Students with Disabilities (TOSD) for holders of any N.J. Instructional certification requires the following courses:

- D 3 7 g
- D 3 I g
- D 3 3 I g -I D
- D 3 -I D
- D 3 I
- D 3 g g



DIVISION OF
HUMANITIES

English

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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

Students interested in English as a major have three options:

- **Communication**
- **Literature**
- **Writing**

Undergraduate English course descriptions begin on page 183.



The Core Courses required for the
Communication concentration are:

ENG 122 **Public Speaking**

The courses required for the
Literature concentration are:

ENG 125 Introduction to Literature:
World Literature

or

ENG 150 Introduction to Literature:
Western Literature

ENG 200 Advanced Grammar & the
History of Language

ENG 203 British Literature Survey I

ENG 204 British Literature Survey II

WRITING CONCENTRATION

The courses required for the Writing concentration are:

- ENG 120 Introduction to Creative Writing
- ENG 200 Advanced Grammar & the History of Language
- ENG 203 British Literature Survey I
- ENG 204 British Literature Survey II
- ENG 219 Contemporary Writing (0.5 c.u.)
- ENG 278 Survey of American Literature I
- ENG 279 Survey of American Literature II
- ENG 460 Senior Thesis in Creative Writing

Two Literature courses, one must be at the 300-level

And one course in genre studies:

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

And 4.5 course units in writing selected from the following:

- ENG 215 Playwriting
- ENG 216 The Short Story (0.5 c.u.)
- ENG 217 The Lyric (0.5 c.u.)
- ENG 220 Intermediate Creative Writing
- ENG 224 Print Journalism
- ENG 234 Selected Topics in Writing
- ENG 236 Special Seminar in Writing (0.5 c.u.)
- ENG 243 Media Writing
- ENG 309 Advanced Fiction Writing
- ENG 325 Literary Magazine
- ENG 341 Advanced Poetry Writing
- ENG 342 Writing for the Professions
- ENG 348 Creative Non-Fiction
- ENG 405 Internship in English

MINOR IN CREATIVE WRITING

A minor in Creative Writing must take the following courses:

- ENG 120 Introduction to Creative Writing
- ENG 219 Contemporary Writing (0.5 c.u.)

And 3.5 writing course units selected from the following:

- ENG 215 Playwriting
- ENG 216 The Short Story (0.5 c.u.)
- ENG 217 The Lyric (0.5 c.u.)
- ENG 220 Intermediate Creative Writing
- ENG 234 Selected Topics in Writing
- ENG 236 Special Seminar in Writing (0.5 c.u.)
- ENG 309 Advanced Fiction Writing
- ENG 325 Literary Magazine
- ENG 341 Advanced Poetry Writing
- ENG 348 Creative Non-fiction
- ENG 460 Senior Thesis in Creative Writing

Plus one Literature course selected from the following:

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

MINOR IN ENGLISH/LITERATURE

A minor in English must successfully complete 6 course units.

Two courses selected from the following:

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

One course selected from the following:

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

One course selected from the following:

- ENG 200 Advanced Grammar & the History of the Language
- ENG 202 Selected Topics in Contemporary Literature
- ENG 222 African/American Literature
- ENG 223 Women in Literature
- ENG 226 Literature of Race, Class & Gender
- ENG 227 Religion & Literature
- ENG 229 Literature & Medicine
- ENG 246 Literature into Film
- ENG 251 The Art of Fiction
- ENG 252 The Art of Drama
- ENG 253 The Art of Poetry
- ENG 258 Gothic Literature

One course selected from the following:

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

One course selected from the following:

- ENG 313 Selected Topics in Arts & Western Civilization
- ENG 331 Selected Topics in American Literature
- ENG 332 Selected Topics in British Literature
- ENG 351 Major African & Asian Writers
- ENG 352 Major Writers of Europe
- ENG 356 Major Latin American & Caribbean Writers
- ENG 361 Shakespeare's Women
- ENG 362 Shakespeare's Men
- ENG 364 Selected Topics in Shakespeare
- ENG 401 A British or American Master in Depth
- ENG 402 Literary Criticism & Advanced Research

French

DIVISION OF
HUMANITIES

FRENCH

MINOR IN FRENCH

A minor in French must successfully complete:

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

With the written consent of the French Faculty, students may substitute other courses, especially those numbered 300 or higher.

Students are encouraged to request and take independent study courses in French.

Undergraduate French course descriptions begin on page 190.



DIVISION OF
HUMANITIES

History

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

- GEO 101 Geographies of Experience: Culture, Art, & History
or
GEO 102 Geographies of Experience: Ecology, Nature & the History of Science
- MTH 103 Understanding Our Quantitative World
MTH 105 Introduction to College Mathematics-Enhanced/MTH 107 College Algebra & Trigonometry
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)
Scientific & Technical Skills Competency (1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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

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

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

Two 100 level History courses
or
200 level History courses

Two 300 level History courses

Select one course from the following:

- HIS 227 Global History I
HIS 237 Global History II

Select one course from the following:

- HIS 116 Introduction to Latin American & Caribbean Studies
HIS 216 Colonial Latin America & the Caribbean, 1500-1825
HIS 207 African-American History to 1877
HIS 225 Ideas of Freedom, African-American History from 1877-Present

MINOR IN HISTORY

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

- HIS 106 Introduction to Geography
HIS 219 Writing History

Students must take four additional History courses two at the 300 level.

Honors

INTERDISCIPLINARY PROGRAMS

Courses for Honors credit:

Four course units at the 200 level or above must be taken for Honors credit within the 33 course requirement, exclusive of the Honor Seminars. Approval of the Director of the Honors program and the Instructor of these four courses is required,

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

Human Services Studies Concentration

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

- GEO 101 Geographies of Experience: Culture, Art, & History
or
GEO 102 Geographies of Experience: Ecology, Nature & the History of Science
- MTH 103 Understanding Our Quantitative World
MTH 105 Introduction to College Mathematics-Enhanced/MTH 107 College Algebra & Trigonometry
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)
Scientific & Technical Skills Competency (1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

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

- **Political Science**
- **Psychology**
- **Sociology**

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

- PSC 223 Problems in Public Policy
PSC/PSY/SOC 308 Theory & Practice in the Human Services
- PSC 312 Theory & Practice of Non-Profit Management
- PSY 100 Introduction to Psychology
PSY 235 Multicultural Psychology
or
PSY 418 Principles of Psychotherapy
- PSY 305 Abnormal Psychology
or
PSY 307 Theories of Personality
- SOC 100 Introduction to Sociology
SOC 236 Deviance & Social Control
or
SOC 249 Sociology of the Family
- Internship course in the student's Major (PSC 490; PSY 495; SOC 490 or 491)

POLITICAL SCIENCE MAJOR HUMAN SERVICES STUDIES CONCENTRATION

In addition to the nine common core courses, a student in Political Science major will take the following seven required courses:

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

PSYCHOLOGY MAJOR HUMAN SERVICES STUDIES CONCENTRATION

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

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

GROUP I

One course from the following:

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

GROUP II

Two courses from the following:

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

GROUP III

Two courses from the following:

PSY	209	Health Psychology
PSY	230	Social Psychology
PSY	235	Multicultural Psychology
PSY	307	Theories of Personality

GROUP IV

One course from the following:

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

SOCIOLOGY MAJOR HUMAN SERVICES STUDIES CONCENTRATION

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

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

GROUP II

Two courses selected from the following:

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

GROUP III

Two courses selected from the following:

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

GROUP IV

Two courses selected from the following:

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



Latino/Latin American & Caribbean Studies

INTERDISCIPLINARY PROGRAMS

MINOR IN LATINO/LATIN AMERICAN AND CARIBBEAN STUDIES

The interdisciplinary minor in Latino/Latin American and Caribbean Studies consists of at least six courses: one required core course (LLC/ENG/HIS/SOC 257), and five additional courses from at least three different disciplines.

The required course is:

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

Elective Courses:

LLC/APG 111 Cultural Anthropology
 LLC/APG 210 Cultures of the Anglo & French Caribbean
 LLC/ENG 356 Major Latin American & Caribbean Writers
 LLC/FRN 115 French Language & Culture I
 LLC/FRN 125 French Language & Culture II
 LLC/PSC 203 Comparative Political Systems

LLC/PSC 224 American Foreign Policy
 LLC/SOC 241 Minority Groups & Race Relations
 LLC/SOC 305 Beyond Black & White: Latinos in the United States
 LLC/SOC 370 Sociology of Latin America & the Caribbean
 LLC/SPA 110 Spanish Language & Culture I
 LLC/SPA 120 Spanish Language & Culture II

Strongly recommended but not required: Language Study, Internships, and Study Abroad.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Undergraduate Latino/Latin American & Caribbean Studies course descriptions begin on page 196.

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

Mathematics

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 114 Precalculus with Algebraic
Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
- Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Bloomfield College offers a BS degree in Applied Mathematics.

The required courses are:

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

*This course may be substituted by a combination of

- CMP 102 Fundamental Computer
Literacy I (0.5 c.u.)
and
CMP 104 Fundamental Computer
Literacy II (0.5 c.u.)

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Mathematics co-concentration (see page 101). Should a student decide to major in the discipline exclusively, he/she will

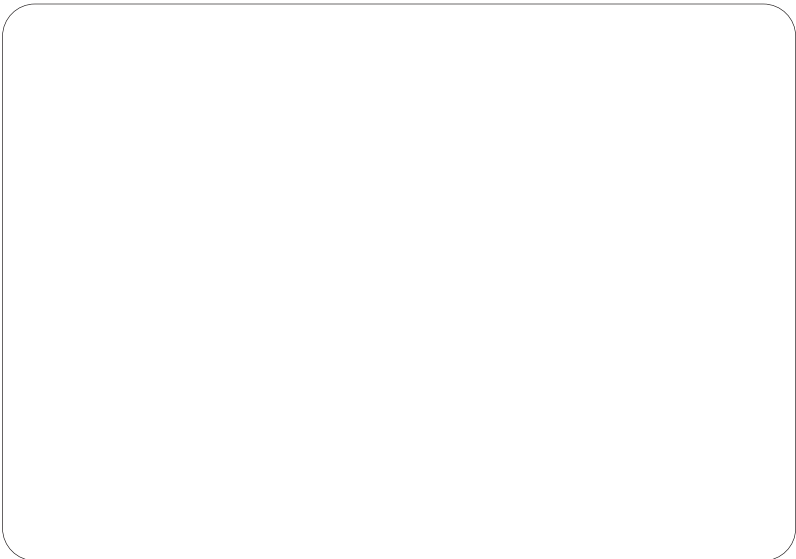
need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors. Bloomfield College offers a BS degree in Applied Mathematics.

MINOR IN MATHEMATICS

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

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

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



DIVISION OF ACCOUNTING,
BUSINESS, COMPUTER
INFORMATION SYSTEMS
& ECONOMICS

Network Engineering

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 114 Precalculus with Algebraic
Support/MTH 117 Precalculus
Support
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
- Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
- and
- Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(2 c.u.s)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Bloomfield College offers a BS degree in Network Engineering.

The required courses are:

- CMP 126 Programming I
CMP 226 Programming II
CMP 322 Introduction to Operating
Systems
- MTH 200 Applied Statistics I
- NTW 115 Introduction to Computer
Networks
- NTW 125 Managing Internet Devices
- NTW 200 Internetwork Programming I
- NTW 220 Routing I
- NTW 300 Building Multilayer Switching
- NTW 330 Network Security
- NTW 410 Firewall Technology
- NTW 420 Network System Development
Project

Select three courses from the following:

- CMP 330 Database Management
- NTW 221 Routing II
- NTW 222 Simple Mail Transfer
Protocol (SMTP)
- NTW 225 Managing LAN Devices
- NTW 315 Voice Over IP
- NTW 325 Internetwork Programming II
- NTW 391 Network Engineering Internship
- NTW 430 Network Security

Undergraduate Network Engineering course descriptions begin on page 200.

MINOR IN NETWORK ENGINEERING

A minor in Networking Engineering requires the following six courses:

NTW 115	Introduction to Computer Networks	NTW 220	Routing I
NTW 125	Managing Internet Devices	NTW 315	Voice over IP
NTW 200	Internetwork Programming I	NTW 330	Network Security

CERTIFICATE IN NETWORK ENGINEERING

A certificate in Networking Engineering requires the following six courses:

NTW 115	Introduction to Computer Networks	NTW 220	Routing I
NTW 125	Managing Internet Devices	NTW 315	Voice over IP
NTW 200	Internetwork Programming I	NTW 330	Network Security



FRANCES M. McLAUGHLIN
DIVISION OF
NURSING

Nursing

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)

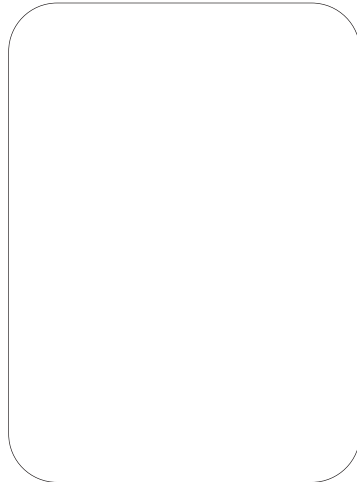
†† **Note:** *The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses. In addition, two other course units in the major's list of requirements may count as general education electives.*

Many courses have prerequisites which are listed in the course description.

Please be sure that necessary prerequisites have been taken before enrolling in any course.

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

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



The Nursing major grade requirements are:

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

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

Criteria for Admission to the Nursing Major

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

1. GPA of 2.5 required to enter the major.
2. The following seven courses: WRT 105 or WRT 106, WRT 107, MTH 103, MTH 105/MTH 107, BIO 205, BIO 206, and NUR 105, all with minimum grade of C.
3. A student who repeats more than three of the required courses (WRT 105/WRT 106, WRT 107, MTH 103, MTH 105/MTH 107, BIO 205, BIO 206, and NUR 105) cannot enter the major.
4. A pre-entry standardized examination is required for admission into the nursing major. The examination must be taken in the semester prior to admission into NUR 215. The standardized examination may only be repeated once. The selection process is competitive and may result in students being placed on a waiting list for admission into the major.

Criteria for Admission to the Nursing Major for College Transfer Students

Students may transfer course credits from other colleges or universities.

The following stipulations apply:

- A. Minimum GPA of 2.5.
- B. Transfer of nursing courses subject to evaluation by the Division of Nursing. Transfer of non-nursing courses subject to College policy. See policy on page 243-244.
- C. Refer to criteria for Admission to the Nursing Major in 2, 3, & 4 on page 125.

Additional Requirements for the Nursing Major

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

*

Requirements for Licensure

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

New Jersey Board Requirements

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

Nursing Major Requirements

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

BIO 200	Microbiology	MTH 103	Understanding our Quantitative World
BIO 205	Human Anatomy & Physiology I	MTH 105	Introduction to College Mathematics-Enhanced/MTH 107 College Algebra & Trigonometry
BIO 206	Human Anatomy & Physiology II	MTH 200	Applied Statistics I
CHM 120	Fundamentals of Inorganic, Organic, & Biochemistry	PSY 100	Introduction to Psychology††
NUR 105	Nutrition (0.5 c.u.)	NUR 341	Adult Health II (1.5 c.u.s)
NUR 215	Foundations of Professional Practice	NUR 349	Growth & Development (0.5 c.u.)
NUR 235	Health & Physical Assessment	NUR 355	Nursing Research
NUR 351	Maternity & Pediatric Nursing	NUR 404	Management & Leadership
NUR 241	Adult Health I (1.5 c.u.s)	NUR 441	Adult Health III (1.5 c.u.s)
NUR 257	Pharmacology	NUR 454	Community Nursing (1.5 c.u.s)
NUR 312	Pathophysiology	NUR 460	Capstone Project I (0.5 c.u.)
NUR 323	Psychiatric/Behavioral Health Nursing	NUR 461	Capstone Project II (0.5 c.u.)
SOC 100	Introduction to Sociology††		

RN Student Applicants

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

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

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

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

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

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

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

Criteria for Admission to the Nursing Major for RNs

1. Minimum GPA of 2.5.
2. Nursing courses completed that result in completion of nursing program resulting in RN licensure will be accepted for transfer credit. Transfer of non-nursing courses subject to College policy. See policy on page 244.
3. Show proof of RN licensure in the State of New Jersey. RNs licensed in other states must obtain New Jersey licensure.
4. Forward copies of liability/malpractice insurance with minimum coverage of \$1,000,000/\$3,000,000.

CERTIFICATE IN GERONTOLOGY

Please note the courses offered in the Gerontology Certificate course are not part of the nursing major. For certificate completion all courses must be taken in sequence.

To earn the certificate in Gerontology, the student must successfully complete the five (5) course units listed:

- NUR 301 Introduction to Gerontology
- NUR 302 Healthy Aging in the 'Young' Old
- NUR 303 Healthy Aging in the 'Old' Old
- NUR 401 Economics of Aging
- NUR 403 Bioethical Issues of Aging
- NUR 410 Gerontology Capstone Seminar

Philosophy

DIVISION OF
HUMANITIES

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

MINOR IN PHILOSOPHY

The following courses are required for the Philosophy minor:

- PHL 100 Introduction to Philosophy
or
PHL 102 Philosophy in Literature
An Ethics Course

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Philosophy co-concentration (see page 102). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

The following courses are required for the Philosophy major:

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

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

- PHL 200 Logic
or
PHL 110 Effective Reasoning
PHL 2XX or over*
PHL 2XX or over*

* Dependent on a student's special interest.

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

Political Science

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Political Science co-concentration (see page 102). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

A student wishing to major in Political Science may choose either of the following concentrations:

- **General Political Science**
- **Human Services Studies**
- **Public Administration**
- **Public Policy**

The Core Courses required of all majors consist of the following four (4) courses:

- PSC 100 Introduction to Political Science
PSC 200 American Politics
PSC 244 Local & State Government
SOC 215 Statistics for Sociologists*

Students declaring/changing to one of the majors in the division (PSC, PSY, SOC) must take the discipline-specific statistics course if they have not previously taken another statistics course. If a student has taken a statistics course in another discipline prior to declaring the major, and earned a C or better in that course, they do not have to take the discipline-specific statistics course. This applies to PSY 245, and SOC 215.

Note: Political Science majors are required to take SO .

GENERAL POLITICAL SCIENCE CONCENTRATION

In addition to the Common Core courses, a student in the General Political Science concentration will take the following five (5) required courses:

- PSC 203 Comparative Political Systems
- PSC 204 Ancient Political Theory
- PSC 205 Modern Political Ideologies
- PSC 224 American Foreign Policy
- SOC 325 Methods of Social Research

In addition to the Common Core and required courses, a student will take six additional courses in Political Science or in related disciplines chosen in conjunction with an Advisor.

At least two of these courses must be at the 300 level.

HUMAN SERVICES STUDIES CONCENTRATION

(See pages 116-118)

PUBLIC ADMINISTRATION CONCENTRATION

In addition to the Common Core courses, a student in the Public Administration concentration will take the following five (5) required courses:

- PSC 223 Problems in Public Policy
- PSC 310 Public Administration
- PSC 311 Public Economics & Finance
- PSY 317 Organizational Behavior

In addition to the Common Core and required courses, a student will take six additional courses in Political Science or in related disciplines chosen in conjunction with an Advisor.

GROUP I

Any three courses from the following:

- PSC 204 Ancient Political Theory
- PSC 230 American Political Thought
- PSC 312 The Theory & Practice of Nonprofit Management
- PSC 334 American Constitutional Law: The Development of Government Power
- PSC 335 American Constitutional Law: Civil Liberties & Civil Rights

GROUP II

Any three courses from the following:

- APG 111 Cultural Anthropology
- PSC 235 Gay & Lesbian Politics
- REL 230 Traditional Religions of the World
- SOC 235 Urban Sociology
- SOC 241 Minority Groups & Race Relations

In addition to the Common Core courses, a student in the Public Policy concentration will take the following eight (8) required courses:

- PSC 203 Comparative Political Systems
- PSC 204 Ancient Political Theory
- PSC 205 Modern Political Ideologies
- PSC 223 Problems in Public Policy
- PSC 224 American Foreign Policy
- PSC 242 Science & Public Policy
- PSC 310 Public Administration

SOChate

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PdeWaX'thWahRnSPub'efffb

MINOR IN PUBLIC POLICY

A minor in Public Policy must successfully complete eight courses:

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

Plus three courses chosen in conjunction with a Political Science Advisor.

Pre-Chiropractic Programs

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

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

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

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

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

BASIC PROGRAM OPTION (22.5 c.u.s)

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

- BIO 111 General Biology: Cell
- BIO 121 General Biology: Diversity
- CHM 110 Fundamentals of Chemistry*
- CHM 111 General Chemistry I
- CHM 112 General Chemistry II
- CHM 301 Organic Chemistry I
- CHM 302 Organic Chemistry II
- CHM 303 Organic Chemistry I Laboratory (0.5 c.u.)
- CHM 304 Organic Chemistry II Laboratory (0.5 c.u.)
- MTH 103 Understanding Our Quantitative World
- MTH 114 Precalculus with Algebraic Support/MTH 117 Precalculus Support
- PHY 105 General Physics I
- PHY 106 General Physics II
- PSY Psychology Elective (PSY 100 recommended)
- SCI 153 Seminar in Pre-Chiropractic Studies (0.25 c.u.)
- SCI 263 Pre-Chiropractic Forum (0.25 c.u.)
- WRT 105 Enhanced Analytic & Argumentative Writing
- or
- WRT 106 Analytic & Argumentative Writing
- WRT 107 Synthesis & Research Writing

- Aesthetic Appreciation Competency (1 c.u.)
- Communication Skills Competency (1 c.u.)
- Multi/Transcultural & Global Awareness Competency (2 c.u.s)
- Problem Solving & Critical Thinking Competency (3 c.u.s)
- or
- Problem Solving & Critical Thinking Competency (2 c.u.s)
- and
- Citizenship & Community Orientation Competency (1 c.u.)

Four courses chosen from the General Education Electives Electives (3 c.u.s)

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

The following electives are recommended:

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

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

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

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

- GEO 101 Geographies of Experience: Culture, Art, & History
or
GEO 102 Geographies of Experience: Ecology, Nature & the History of Science
- MTH 103 Understanding Our Quantitative World
MTH 114 Precalculus with Algebraic Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses. Also, as a three-year-plus program, majors in Pre-Chiropractic may count two of the course units in their list of major requirements as general education electives and take only one Writing Intensive course in the general education electives.

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

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

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

Electives (0.5 c.u.)

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

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

1. been in residence for a minimum of 8 courses,
2. successfully completed a minimum of 3 Science courses at Bloomfield College,
3. completed General Education courses including MTH 103, MTH 114/MTH 117, WRT 105 or WRT 106 and WRT 107,
4. attended a CCE-accredited Chiropractic college, will be eligible for a B.S. degree in Biology with concentration in Pre-Chiropractic Studies.

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

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

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

- GEO 101 Geographies o Experience: Culture, Art, & History
or
GEO 102 Geographies o Experience: Ecology, Nature & the History o Science
- MTH 103 Understanding Our Quantitative World
MTH 114 Precalculus with Algebraic Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

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

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

Electives (3.5 c.u.s)

And four additional courses selected from the following:

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

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

POST-CHIROPRACTIC PROGRAM

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

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

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

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

PRE-MED PROGRAM

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

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



Pre-Podiatry Programs

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

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

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

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

- GEO 101 Geographies of Experience: Culture, Art, & History
or
GEO 102 Geographies of Experience: Ecology, Nature & the History of Science
- MTH 103 Understanding Our Quantitative World
MTH 114 Precalculus with Algebraic Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
- Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses. Also, as a three-year-plus program, majors in Pre-Podiatry may count two of the course units in their list of major

requirements as general education electives and take only one Writing Intensive course in the general education electives.

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

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

Two course units for SOC and/or PSY

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

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

1. been in residence at Bloomfield College for a minimum of 8 courses;
2. successfully completed a minimum of 3 science courses at Bloomfield College;
3. completed the General Education courses including MTH 103 and MTH 114/MTH 117, WRT 105 and WRT 106, WRT 107;
4. successfully completed 36 designated credits from NYCPM.

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

Students who wish to obtain the Bachelor's degree before entering NYCPM should elect this major.

In addition to the courses required under the 96-credit option, students must take the following courses:

- GEO 101 Geographies of Experience: Culture, Art, & History
or
GEO 102 Geographies of Experience: Ecology, Nature & the History of Science
- MTH 103 Understanding Our Quantitative World
MTH 114 Precalculus with Algebraic Support/MTH 117 Precalculus
- WRT 105 Enhanced Analytic & Argumentative Writing
or
WRT 106 Analytic & Argumentative Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (1 c.u.)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness Competency (2 c.u.s)
- Problem Solving & Critical Thinking Competency (3 c.u.s)
or
Problem Solving & Critical Thinking Competency (2 c.u.s)
and
Citizenship & Community Orientation Competency (1 c.u.)

Note: The required two c.u.s addressing the Scientific and Technical Skills competency are waived because the major's introductory courses address this competency but are not general education courses.

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

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

Electives 3 c.u.s

Two course units for SOC and/or PSY

And four additional courses selected from the following:

- BIO 200 Microbiology)
BIO 304 eadThiUITvUeiTeUoaiZtpunda.nTenTaUa.fdBUK

Psychology

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
- MTH 103 Understanding Our
Quantitative World
- MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry
- WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
- WRT 107 Synthesis & Research Writing
- Aesthetic Appreciation Competency (2 c.u.s)
- Communication Skills Competency (1 c.u.)
- Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
- Problem Solving & Critical Thinking
Competency (3 c.u.s)
- or
- Problem Solving & Critical Thinking
Competency (2 c.u.s)
- and
- Citizenship & Community Orientation
Competency (1 c.u.)
- Scientific & Technical Skills Competency
(1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Psychology co-concentration (see page 103). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

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

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

Undergraduate Psychology course descriptions begin on page 211.

The courses required for the Psychology major are:

CORE COURSES

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

GROUP I

One course from the following area:

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

GROUP II

Two courses from the following area:

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

GROUP III

Two courses from the following area:

- PSY 230 Social Psychology*
 or
 PSY 235 Multicultural Psychology*
 PSY 305 Abnormal Psychology
 PSY 307 Theories of Personality

(Both PSY 230 and PSY 235 cannot be taken as the two Group III courses, only one of them counts as a Group III course, and the other could be taken as an elective)

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

This applies to PSY 245 and SOC 215.

Note: Political Science majors are required to take SOC 215.

GROUP IV

Two courses from the following area:

- PSY 402 History of Psychology: Global Perspective*
 PSY 418 Principles of Psychotherapy
 PSY 420 Group Dynamics
 PSY 425 Cross Cultural Psychology*

HUMAN SERVICES STUDIES CONCENTRATION

(See pages 116-118)

MINOR IN PSYCHOLOGY

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

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

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

CERTIFICATE IN DIVERSITY TRAINING

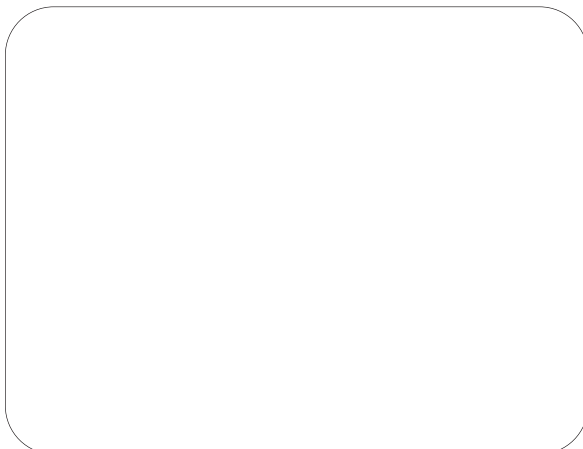
To earn the certificate in Diversity Training, the student must successfully complete five (5) course units from the courses listed below:

PSY 100 Introduction to Psychology
or
SOC 100 Introduction to Sociology
PSY 235 Multicultural Psychology
PSY 430 Diversity Certificate Internship
PSY/WMS 425 Cross Cultural Psychology

And one course from the following:

SOC 234 Social Inequality
SOC 235 Urban Sociology
SOC 241 Minority Groups & Race Relations
SOC 249 Sociology of the Family
SOC 257 Peoples & Cultures of Latin America & the Caribbean

In addition, the student will be required to conduct Diversity Training sessions in workplace or location of choice.



DIVISION OF
HUMANITIES

Religion

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
MTH 103 Understanding Our
Quantitative World
MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry
WRT 105 Enhanced Analytic &
Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
WRT 107 Synthesis & Research Writing
Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Religion co-concentration (see page 103). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements listed below. Students who wish to double major must complete the requirements of both majors.

The courses required for the Religion major are:

REL 110 Ways of Understanding Religion and ten additional courses in Religion selected in consultation with the student's Advisor.

MINOR IN RELIGION

Students selecting a minor in Religion must successfully complete:

REL 110 Ways of Understanding Religion

And four courses from the 200 or 300 level.

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

Sociology

DIVISION OF
SOCIAL &
BEHAVIORAL SCIENCE

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

- GEO 101 Geographies of Experience:
Culture, Art, & History
or
GEO 102 Geographies of Experience:
Ecology, Nature & the History
of Science
MTH 103 Understanding Our
Quantitative World
MTH 105 Introduction to College
Mathematics-Enhanced/MTH 107
College Algebra & Trigonometry-
Enhanced Analytic &
WRT 105 Argumentative Writing
or
WRT 106 Analytic & Argumentative
Writing
WRT 107 Synthesis & Research Writing
Aesthetic Appreciation Competency (2 c.u.s)
Communication Skills Competency (1 c.u.)
Multi/Transcultural & Global Awareness
Competency (2 c.u.s)
Problem Solving & Critical Thinking
Competency (3 c.u.s)
or
Problem Solving & Critical Thinking
Competency (2 c.u.s)
and
Citizenship & Community Orientation
Competency (1 c.u.)
Scientific & Technical Skills Competency
(1 c.u.)

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Students wishing New Jersey Teaching Certification must be admitted into the B.A. in Education and satisfy the courses listed in the Sociology co-concentration (see page 104). Should a student decide to major in the discipline exclusively, he/she will need to submit a change of major declaration and satisfy all the requirements. Students who wish to double major must complete the requirements of both majors.

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

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

GENERAL SOCIOLOGY CONCENTRATION

The courses required of the General Sociology concentration are:

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

Plus either:

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

And the following:

GROUP I

One course selected from the following:

- PHL 100 Introduction to Philosophy
- PHL 110 Elective Reasoning

GROUP II

Three courses selected from the following courses at the 200 level:

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

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

This applies to PSY 245 and SOC 215.

Note: Political Science majors are required to take SOC 215.

GROUP III

Two courses from the specialized courses at the 300 level:

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

GROUP IV

Two courses from the 400 level courses:

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



CRIMINAL JUSTICE CONCENTRATION

The courses required of the Criminal Justice concentration are:

CORE COURSES

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

Plus either:

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

And the following:

GROUP II

Two courses selected from the following:

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

GROUP III

Two courses selected from the following:

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

GROUP IV

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

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

HUMAN SERVICES STUDIES CONCENTRATION

(See pages 116-118)

MINOR IN SOCIOLOGY

Students electing a minor in Sociology will take:

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

And two courses selected from the following:

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

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

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

MINOR IN SPANISH

A minor in Spanish must complete:

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

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

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

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Undergraduate Spanish course descriptions begin on page 222.

Women's Studies

INTERDISCIPLINARY
PROGRAMS

MINOR IN WOMEN'S STUDIES

The interdisciplinary minor in Women's Studies consist of at least six courses: two required courses, (WMS/ENG/HIS/SOC 256 and WMS/SOC 417), and four electives from at least three disciplines.

The required courses are:

- WMS/ENG/HIS/SOC 256 Changing Women's Lives
WMS/SOC 417 Feminist Theory & Practice

Elective Courses:

- WMS/AFS/ENG 222 African/American Literature
WMS/CAT 302 Patchwork: A Quilter's Look at the World
WMS/ENG 223 Women in Literature
WMS/ENG 226 Literature of Race, Class, Gender
WMS/ENG 258 Gothic Literature
WMS/ENG 361 Shakespeare's Women
WMS/ENG 362 Shakespeare's Men
WMS/HIS/AFS 207 African/American History to 1877
WMS/HIS/AFS 208 Ideas of Freedom: African/American History from 1877-1955
WMS/HIS 250 America in the Sixties
WMS/HIS 253 History of U.S. Women
WMS/HIS 300 History of Social Policy & the Poor
WMS/HIS 340 History of the African/American Family

- WMS/PHL 225 Philosophical Perspectives on Women
WMS/PSY 335 Psychology of Gender
WMS/PSY 425 Cross-cultural Psychology
WMS/SOC 213 Women & Work
WMS/SOC 234 Social Inequality
WMS/SOC 241 Minority Groups & Race Relations
WMS/SOC 249 Sociology of the Family
WMS/SOC 251 Gender & Globalization
WMS/SOC 314 Sociology of Madness & Marginality
WMS/SOC 316 Sociology of Health & Illness
WMS/SOC 336 Sociology of Sex, Gender, & Sexuality
WMS/SOC 414 Social Movements
WMS/SOC 415 Criminal Justice & Gender
WMS/SOC 490 Fall Internship in Sociology
WMS/SOC 491 Spring Internship in Sociology
WMS 333 Selected Topics in Women's Studies

Many courses have prerequisites which are listed in the course description. Please be sure that necessary prerequisites have been taken before enrolling in any course.

Undergraduate Women's Studies course descriptions begin on page 223.

Course
Descriptions
Undergraduate

Academic Foundation Courses

ACF 88 BASIC MATHEMATICS REVIEW

This course is designed to enhance the appreciation of math through the review of basic math concepts and its application to real life situations. The topics reviewed include computation of whole numbers, decimals, fractions, ratio and proportion, percentages, and introduction to basic algebra. There is an emphasis on the interpretation and solution of verbal problems. This course also teaches effective math study skill strategies such as time management and test preparation. 1 c.u. *ACF 88 is offered to evening students. Successful completion of ACF 88 requires a grade of C or better.*

ACF 91 INTRODUCTION TO MATHEMATICS

A basic mathematics course offered to review elementary concepts. Intensive sessions, meeting for 1 hour and 45 minutes three times a week over a 7 week period, supported through the use of the TI-83+ graphing calculator, imbedded tutors, and MyMath Lab exercises and homework. 1 c.u. *This course is graded "Pass" or "Repeat" and may be taken at most twice.*

ACF 93 BEGINNING ALGEBRA

A course designed to review elementary algebra. Intensive sessions, meeting for 1 hour and 45 minutes three times a week over a 7 week

period, supported through the use of the TI-83+ graphing calculator, imbedded tutors, and MyMath Lab exercises and homework. 1 c.u. *This course is graded "Pass" or "Repeat" and may be taken at most twice. Prerequisite: ACF 91 or sufficient score on placement test.*

ACF 96 DEVELOPMENTAL READING AND WRITING I

This course is the first of a two-course sequence for basic writers and it is designed to enhance reading and writing skills. The course introduces the elements of expository writing in a student-centered classroom that encourages peer interaction during the several phases of a writing assignment. 1.5 c.u.s. *Successful completion of ACF 96 with a grade of C or better qualifies students for entrance to ACF 97.*

ACF 97 DEVELOPMENTAL READING AND WRITING II

This course serves as an introduction to college-level reading and writing skills needed for successful completion of the General Education Requirements. It continues and builds upon skills mastered in ACF 96. Successful completion of ACF 97 with a grade of C or better qualifies students for entrance into WRT 106. 1.5 c.u.s. *Prerequisite: ACF 96 or sufficient score on placement test.*

Accounting Courses

ACC 201 PRINCIPLES OF ACCOUNTING I

Basic accounting concepts, fundamentals of accounting procedures, development of accounting principles and practices, and the determination, valuation, and presentation of accounting information. Emphasis on accounting theory and its relationship to the preparation of financial accounting statements. Use of a computerized practice set will be required. 1 c.u. *Prerequisites: BUS 200; CMP 100 or CMP 102, CMP 104; MTH 114.*

ACC 204 PRINCIPLES OF ACCOUNTING II

To continue the study of basic accounting concepts, fundamentals of accounting procedures, development of accounting principles and

practices, and the determination, valuation, and presentation of accounting information. Emphasis on the use of accounting information as it pertains to management. 1 c.u. *Prerequisite: ACC 201.*

ACC 301 INTERMEDIATE ACCOUNTING I

Review of basic financial statements and an in-depth study of accounting principles including: disclosure classification and presentation. 1 c.u. *Prerequisite: ACC 204 with a grade of C or better.*

ACC 302 INTERMEDIATE ACCOUNTING II

A continuation of ACC 301. 1 c.u. *Prerequisite: ACC 301.*

ACC 318 TAXATION I

A study of taxation as it applies to the typical routine tax return for an individual tax payer. Topics will include determination of tax, income inclusions, capital gains and losses, itemized deductions and tax credits. 1 c.u.

Prerequisite: ACC 204,
or consent of the Instructor.

**ACC 323 COST ACCOUNTING:
A MANAGERIAL EMPHASIS**

A study of the fundamentals of cost determination, allocation, cost analysis and costing for decisions. Topics include break-even analysis, cost-profit-volume analysis, job order costing, process costing, and basic standard cost analysis.

Prerequisite: ACC 204. 1 c.u.

ACC 401 INTERNAL AUDITING

A study of internal auditing theory, practice, and administration. Topics include methods of conducting a preliminary review, developing audit programs, techniques of field work, sampling, computer auditing, using budgetary controls, report writing, administration of audit teams, and audit techniques utilized by internal auditors. 1 c.u.

Prerequisite: ACC 302 or consent
of the Instructor.

ACC 404 ADVANCED ACCOUNTING

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

Prerequisite: ACC 302.

ACC 421 AUDITING

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

Prerequisites: ACC 401, ACC 404,
or consent of the Instructor.

**ACC 454 MANAGERIAL ACCOUNTING
SEMINAR**

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

Prerequisites: ACC 323; BUS 312.

**ACC 455 FINANCIAL ACCOUNTING
SEMINAR**

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

Prerequisite: ACC 404. 1 c.u.

Africana Studies Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

**AFS 113 AFRICAN/AMERICAN
TRADITION WORKSHOP***

(Also CAT 113)

Hand, heart and spirit have been an intrinsic part of the process of creativity, survival and enthusiasm in the African/American community. This studio course will draw inspiration from the rich artistic traditions in the African/American visual arts. We will engage in creative processes such as improvisation, quilting, and collage –concepts and techniques used by Betye Saar, Faith Ringgold, and Romare Bearden. We will study narrative in the works of Ringgold, Jacob Lawrence and others. With this foundation, students will create their own personal narratives. 1 c.u.

AFS 121 AFRICAN CIVILIZATIONS

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

**AFS 213 PEOPLES AND CULTURES OF
AFRICA SOUTH OF THE SAHARA**

(Also APG 213)

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

AFS 216 THE HISTORY OF AFRICAN/AMERICAN ART

(Also CAT 216)

Emma Amos, Betty Saar, Sam Gilliam, Jacob Lawrence. Do you recognize the names of these artists? Study the achievements of artists of color. How have they integrated their cultural identity with their self-expression? Where and when have African, European, Latino and Caribbean influences affected their art? How have African/American artists established strong, creative communities? Visits to museums, galleries, and cultural centers in New Jersey and New York. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

AFS 222 AFRICAN/AMERICAN LITERATURE

(Also ENG/WMS 222)

Selected poetry, drama, fiction, autobiography, and essays by African/American authors, with emphasis on literary excellence. Authors range from Phillis Wheatley to Frederick Douglass, Imamu Amiri Baraka, Alice Walker, and Ishmael Reed. Lecture, discussion. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

AFS 224 MUSIC OF THE UNITED STATES: THE AFRICAN/AMERICAN INFLUENCE*

(Also CAT 224)

Musical traditions brought to our country from abroad. The development of American musical culture from colonial times to the present, including a survey of African/American music from its tribal and colonial origins to the present. The sociological impact of jazz upon Western music and culture. 1 c.u.

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

AFS 241 MINORITY GROUPS AND RACE RELATIONS

(Also LLC/SOC/WMS 241)

This course examines race, ethnicity, racism, prejudice, discrimination, majority-minority relations, and other intergroup relations from a sociological perspective, paying close attention to the experiences of the major racial/ethnic groups in the United States, namely, American Indians, European Americans, African/Americans, Latinos, and Asian Americans. 1 c.u.

Prerequisite: SOC 100 or PSY 100.

AFS 266 AFRICAN/AMERICAN PERFORMANCE HISTORY

(Also CAT 266)

An overview of the contributions African/Americans have made to American performance culture. Exploration of black performance traditions and the social contexts in which they were developed. A useful sampling of information for students interested in American Studies, African/American Studies, Theatre, Dance, Drama, History, Music, Popular Culture and related areas. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

AFS 369 SOCIOLOGY OF AFRICAN/AMERICAN FAMILIES

(Also SOC 369)

This course seeks to examine Black families in the United States by exploring the social and cultural factors that have shaped them. It begins with an overview of the historical and anthropological roots of Black families, and then focuses on an in-depth analysis of their contemporary formations. 1 c.u.

Prerequisites: SOC 100, SOC 215.

Anthropology Courses

APG 111 CULTURAL ANTHROPOLOGY

(Also LLC 111)

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

APG 210 CULTURES OF THE ANGLO AND FRENCH CARIBBEAN

(Also LLC 210)

Cultural traditions of the Anglo and French Caribbean will be explored. Each cultural area will be examined in terms of its history of slavery and plantation life, race and ethnic rela-

tions, socio-economic and political change, and family and community organization. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

APG 213 PEOPLES AND CULTURES OF AFRICA SOUTH OF THE SAHARA

(Also AFS 213)

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

Biology Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

BIO 111 GENERAL BIOLOGY: CELL*

This course is one of two introductory general biology courses. Topics include the origin of life, the cellular level of organization, the chemical/physical basis of life, genetics, and the molecular biology of gene expression. 1 c.u.

BIO 115 SELECTED TOPICS IN BIOLOGY*

This course presents selected topics in biology. Topics may include evolution, biomechanics (e.g. flight), emerging diseases (e.g. AIDS, Ebola virus), history of biological science, antibiotic resistant pathogens, cancer, nutrition, biotechnology and human affairs, etc. As topics change, this course may be repeated for credit. 1 c.u.

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

BIO 121 GENERAL BIOLOGY: DIVERSITY*

This course is one of two introductory general biology courses. Topics will include the evolution, diversity, development, reproduction, physiology, ecology, and behavior of living organisms. Laboratory work will include naturalistic observation as well as experimentation and will emphasize the analysis, organization, and presentation of data. 1 c.u.

BIO 200 MICROBIOLOGY*

This course describes the structure, physiology and culture of bacteria and related organisms, their importance in nature and their relationship to human problems of food preservation, sanitation, disease, and immunity. 1 c.u.

BIO 205 HUMAN ANATOMY AND PHYSIOLOGY I*

This course is a study of the organization of the human body, and the anatomy and physiology of the skeletal, muscular, and circulatory (heart and circulation) systems. It is the first part of a two part sequence. The laboratory experience will include study of mammalian anatomy. 1 c.u.

Prerequisite: High School Biology.

BIO 206 HUMAN ANATOMY AND PHYSIOLOGY II*

This course is a study of the structure and physiology of the human circulatory (hematology), respiratory, nervous, "special senses", digestive, urinary, endocrine, reproductive, and integumentary systems. General information on cells and tissues will be presented. It is the second part of a two part sequence. The laboratory experience will include experiments in physiology. 1 c.u.

Prerequisite: BIO 205 or BIO 121.

BIO 208 ADVANCED ZOOLOGY*

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

Prerequisites: BIO 111, BIO 121.

BIO 209 ENVIRONMENTAL ISSUES AND HUMAN SURVIVAL*

This is an introductory course focusing on man's environment. The organism, population, community, ecosystem, and biosphere levels of organization will be studied with respect to the interrelationships occurring in the natural world. Aspects of air, water, solid waste, and noise pollution, population problems, our energy dilemma, use of pesticides, and the state of our natural resources will also be discussed. This course is designed for non-science majors. 1 c.u.

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

BIO 211 HUMAN BIOLOGY*

This course is a study of the life history of man from birth to death including a discussion of all major organ systems and how they function to maintain the organism in the environment. It will include the biology of sex and heredity of man. This course is designed primarily for majors other than biology, and will not count toward the biology major. 1 c.u.

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

BIO 213 MOLECULAR AND CELLULAR BIOLOGY*

This course is an in-depth treatment of nucleic acid metabolism and cellular architecture. The lecture emphasizes the relationships between structure and function at the cellular level, while the laboratory component highlights recent developments in recombinant DNA technology. 1 c.u.
Prerequisite: BIO 111 or BIO 200.

BIO 304 DEVELOPMENTAL BIOLOGY*

This course is a study of developmental processes in animals, including fertilization, cleavage, cellular differentiation, and organogenesis. Current techniques in experimental embryology are used to study the major changes that accompany the development of various organisms. 1 c.u.
Prerequisite: BIO 121.

BIO 305 COMPARATIVE VERTEBRATE MORPHOLOGY*

This course explores the relationship between form and function in selected vertebrate taxa. Emphasis is placed on trends in vertebrate evolution that allowed vertebrates to move from aquatic to terrestrial habitats. Lectures integrate data from topics such as locomotion, feeding, size and scaling, with issues of historical importance and current interest. Labs include dissection of preserved vertebrate animals, field work, and a visit to a museum. 1 c.u.
Prerequisites: BIO 111, BIO 121.

BIO 309 GENETICS*

This course introduces the student to the fundamental principles of mendelian, population, and molecular genetics. The biochemistry of genetic material, the physical basis of inheritance as well as the mode of expression of genetic material in individuals and populations will be covered. Laboratory experiments with statistics will demonstrate the principle of molecular, mendelian, and population genetics. 1 c.u.
Prerequisites: BIO 111 or BIO 206; MTH 103 or MTH 200.

BIO 317 IMMUNOLOGY

This course is an introduction to the rapidly expanding field of immunology covering such topics as the immune response, (cellular and humoral) immunoglobulins, antigen-antibody reactions, immunohematology complement and cytotoxicity, immunopathology (hypersensitivity and autoimmune diseases), transplantation and oncoimmunology. 1 c.u.
Prerequisite: BIO 200 or BIO 121 or BIO 213.

BIO 320 ECOLOGY*

This course is a study of the relationships between animals and plants and their environment. Population growth and species interactions, organization of biological communities, ecosystem structure and function (energy flow and biogeochemical cycles) will be discussed. Current examples ("case studies") of environmental problems will be examined to show the real application of basic ecological principles. Laboratory consists of experimental and descriptive laboratories with experience in field techniques. 1 c.u.
Prerequisites: BIO 121; MTH 103.

BIO 326 HISTOLOGY*

This is a course describing microscopic human anatomy as it relates to organs and organ systems. The physiological consequences of structure will be emphasized. Students will be given the opportunity to learn how to distinguish between slide preparations of the various tissues. 1 c.u.
Prerequisite: BIO 213.

BIO 390 SCIENCE INTERNSHIP

This course is a combined work-study experience in which students work in an approved scientific environment doing relevant job-related functions. Students will also attend seminars in which they report on their work assignments, discuss experiences, study employment demands, and receive counsel. A faculty committee assesses the internship report. 1 c.u.
Prerequisites: Junior or senior standing with a GPA of at least 2.5 in the Biology or Chemistry major and consent of the appropriate program director.

BIO 401 BIOCHEMISTRY I

(Also CHM 401)

The course presents proteins, lipids, and carbohydrates from the perspective of organic functional group chemistry, physical chemistry, analytical chemistry, and biochemistry. The acid-base properties, kinetics, thermodynamics and reactions of these biomolecules will be covered. Structure correlated to function will be integral component of the discussion. The course consists of lecture and recitation. 1 c.u.
Prerequisite: CHM 301.
CHM 302, 303 and 304 are strongly recommended.

BIO 402 BIOCHEMISTRY II

(Also CHM 402)

This course covers the biochemistry of the nucleic acids and proteins. Topics include DNA replication, transcription, translation, gene regulation, and protein function. The overall regulation of metabolic pathways will also be addressed. 1 c.u.
Prerequisite: BIO 213.

BIO 404 BIOCHEMISTRY I LABORATORY*

(Also CHM 404)

The course considers the qualitative and quantitative aspects of protein, lipid, and carbohydrate analyses. The laboratory includes applications of wet chemistry, as well as analytical techniques such as chromatography [column, thin layer, paper, and high performance liquid chromatography (HPLC)], colorimetric and spectrophotometric analyses, polarimetry, titrimetry and statistical data analysis. 0.5 c.u.

Prerequisite: CHM 303.*Corequisite:* BIO/CHM 401.**BIO 405 BIOCHEMISTRY II LABORATORY***

(Also CHM 405)

The course covers basic techniques for the extraction, purification, and characterization of DNA, RNA, and protein molecules. 0.5 c.u.

Prerequisite: BIO 213.*Corequisite:* BIO/CHM 402.**BIO 412 GENERAL MAMMALIAN PHYSIOLOGY***

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

Prerequisite: Junior level standing.**BIO 430 ADVANCED SELECTED TOPICS IN BIOLOGY***

Topics will include advanced subjects in major areas of the biological sciences. Topics may vary or be repeated. As topics vary, students may repeat the course for credit.

*Course unit value will be announced with the topic.**Prerequisite:* Junior level standing.**BIO 450 BIOSEMINAR**

The seminar is designed to bring upperclassmen in all biology concentrations together so that they can discuss the major principles of this discipline. The preparation of a literature research paper and its oral presentation develop the ability to critically assess the research literature, expose students to subject areas not encountered in previous courses, develop communication skills, and serve as a basis for continued learning in individual students’ particular areas of interest. 1 c.u.

Prerequisites: Biology major—Junior/Senior level standing and five Biology courses.**BIO 460 BIORESEARCH***

This course is an opportunity for advanced students to design and conduct experimental research with the assistance of a faculty member. Students will learn the techniques involved in carrying out a research project including: literature search, experimental design and implementation, data collection and analysis, and presentation of results. 1 c.u.

Prerequisites: Junior level standing and five Biology courses.

BUS 102 MANAGEMENT ESSENTIALS

This course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, communications, legislation, leadership and teamwork, mo,QnRd,]29:p*:'e9:ø1]W[]cQ1mW[]ciVbfacW[]csVbfa.RVdh [Vbl

BUS 312 MANAGERIAL FINANCE

Introduction to the principles of financial management. Topics include: analysis of financial statements, roles of financial managers, financial functions, preparation of cash budgets, pro forma financial statements, introduction to working capital management, capital budgeting, valuation theory. 1 c.u.

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

BUS 313 HUMAN RESOURCE MANAGEMENT

Analysis of the principles and practices of personnel (human resources) management, including personnel policy, selection, training and development, wages and salary administration, labor and employee relations, benefits administration and performance appraisal, how human resources departments function and their contribution to the organization.

Prerequisite: BUS 200 for Business 1 c.u.
majors or consent of the Business Advisor.
PSY 100 for others.

BUS 314 PRINCIPLES OF MARKETING

Introduction to marketing of products and services. Topics covered include: external analysis, target market identification, market research, consumer behavior, product development, demand estimation and forecasting, pricing, distribution channels, advertising, sales promotion and public relations. 1 c.u.

Prerequisites: BUS 200; ECN 210, ECN 211.

BUS 315 INTERNET LAW

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

Prerequisite: BUS 200.

BUS 316 BUSINESS LAW I

Fundamental principles of business law and practice and the Constitutional setting in which they are implemented. Structure of the law and the state and federal court systems, contract law, agency law, and the law of sales.

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

BUS 317 ORGANIZATIONAL BEHAVIOR

(Also PSY 317)

The study of individual and group behavior in organizations. Key topics include job satisfaction; motivation; group dynamics, leadership; conflict and change; communication; job design; power and influence; organization concepts and design; organizational development.

Prerequisites: Junior standing. 1 c.u.

For Business majors, BUS 110 or 200, and BUS 313.

For Sociology majors, at least one prior Sociology course.

For Psychology majors, PSY 224 or PSY 230.

For other majors, consent of the Instructor.

BUS 322 EMPLOYEE BENEFIT ADMINISTRATION

(Formerly BUS 373)

Major classifications and related costs of employee benefits; principal laws governing employee benefits; typical features of benefit plans including group health, disability, survivor and retirement protection, capital accumulation, time off with pay. Basic planning techniques. Approaches for communicating with employees. 1 c.u.

Prerequisite: BUS 313 or consent of the Business Advisor.

BUS 325 PRINCIPLES OF ADVERTISING

Introduction to the role of advertising and sales promotion strategies and practices. Topics include: strategy development, creative design, copy development, media selection, the role of advertising agencies and campaign execution and evaluation. 1 c.u.

Prerequisite: BUS 314.

BUS 332 INTERNATIONAL FINANCIAL MANAGEMENT

A course intended for junior-level students. Will examine: foreign currency, accounting principles, foreign exchange, (SPOT, Forward Rates) the International monetary system, foreign exchange risk management, work in capital management in international operations, sources of funds for working capital and long-term investments in international markets.

Corequisite: BUS 312. 1 c.u.

BUS 333 SELECTED TOPICS IN CONTEMPORARY BUSINESS AND MANAGEMENT

A study of a major business issue, person or activity occurring in the contemporary business world. Possible topics: government deregulation; environment; social responsibilities; mergers; conglomerates; world trade; etc. May be repeated for credit as topics change. 1 c.u.

Prerequisite: To be announced with topic.

BUS 337 SALES AND SALES MANAGEMENT

Covers the fundamentals of professional selling and management of the selling function. Topics covered include: selling theories, recruiting, demand forecasting, account management, motivation, territory design and management, compensation and profitability. *Prerequisite:* BUS 314. 1 c.u.

BUS 341 PROJECT MANAGEMENT

Managing projects introduces new challenges to professionals and managers. This course examines the environmental factors which affect project management, and provides an exposure to the key tools and techniques which have been developed for this unique type of management. 1 c.u. *Prerequisites:* BUS 200; MTH 114/117.

BUS 345 PRODUCTION AND INVENTORY CONTROL

The development, scope and objectives of production control, as well as the dynamics of managing inventory in the changing industrial and commercial environment. Scheduling, control, critical path, machine loading and materials requirements planning, forecasting sales and inventory requirements, computer applications to inventory control problems, building inventory models, simulation, and the relationships of inventory control to marketing management and production control. *Prerequisite:* BUS 245 or consent of the Business Advisor. 1 c.u.

BUS 346 PRINCIPLES OF PHYSICAL DISTRIBUTION

The movement of goods from production to delivery to distribution channel intermediaries. Distribution channels, traffic management, warehousing, inventories, organization, control, and communication. Heavy emphasis is given to distribution system design and analysis. 1 c.u. *Prerequisite:* BUS 245 or consent of the Business Advisor.

BUS 347 PURCHASING

The nature and importance of the procurement function in modern business organizations. Principles, tools, methods, and techniques employed for the acquisition of materials, supplies and equipment. 1 c.u. *Prerequisite:* BUS 245 or consent of the Business Advisor.

BUS 348 TRAFFIC AND WAREHOUSE MANAGEMENT

The management of the physical storage, retrieval and inbound/outbound shipment of materials. Cube utilization, materials handling hardware, automatic storage/retrieval systems

organization, transportation mode selection and rate analysis. The impact of transportation deregulation will also be discussed. 1 c.u. *Prerequisite:* BUS 245 or consent of the Business Advisor.

BUS 349 QUALITY CONTROL FUNDAMENTALS

An introduction to quality control, its basic concepts, organization/management of quality, quality costs, problem solving techniques, fundamentals of statistics, acceptance sampling, control charts, reliability, quality audits, and quality improvement. 1 c.u. *Prerequisite:* BUS 245 or consent of the Business Advisor.

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

Provides the history, and philosophy, and basic requirements of JIT operations. The course will dispel current myths about the techniques and responsibilities of arriving at the JIT manufacturing environment as well as providing a road map for starting the journey to "world class" manufacturing excellence. 1 c.u. *Prerequisite:* BUS 245 or consent of the Business Advisor.

BUS 352 TOTAL QUALITY MANAGEMENT (TQM)

The literature discusses many definitions of Total Quality Management (TQM). However, the common theme is that (TQM) is a management process utilizing customer satisfaction, continuous improvement and employee involvement as its basic tenets. A model (TQM) program, including all the integral elements, will be presented through lectures, class discussion, reading assignments, student presentations, group activity and current quality journal articles. Examples will be presented and students encouraged to discuss situations/examples from their own background or company. 1 c.u. *Prerequisite:* BUS 349 Quality Control Fundamentals and/or consent of the Business Advisor.

BUS 353 OPERATIONS MANAGEMENT

Techniques and strategies for managing manufacturing and service sectors. Provides perspectives for the production areas which include product planning, product/process design, facility layout, capacity planning, aggregate planning, materials, inventory control, scheduling and quality control. 1 c.u. *Prerequisite:* BUS 200. *Corequisite:* MTH 200.

BUS 354 MARKETING RESEARCH

Basic concepts needed for marketing research. Students will study problem formulation, research design, data collection, questionnaire construction sampling techniques, analysis and reporting. Students will design and implement a marketing research project. 0.5 c.u.

Prerequisites: BUS 314; PSY 245 or MTH 200.

BUS 355 CONSUMER BEHAVIOR

Principles of behavioral and social science concepts applied to marketing situations. The importance of understanding consumer behavior in demand, brand, pricing, advertising, motivation and positioning decisions will be explored. 1 c.u.

Prerequisite: BUS 314.

BUS 356 BUSINESS (INDUSTRIAL) MARKETING

Application of marketing principles to industrial (Business-to-business) situations. Students will study the unique marketing situations found in non-consumer product, price, distribution and promotional decisions. Demand for industrial products will be studied. Intermediaries and distribution channels will be evaluated. 1 c.u.

Prerequisite: BUS 314.

BUS 357 WORKING CAPITAL MANAGEMENT

To continue the study of Working Capital Management introduced in Managerial Finance (BUS 312). This course focuses on specific areas of current assets and liabilities such as management of cash, receivables, inventories, payables, short term financing; Baumol model and Miller-Orr model; management of liquidity. 1 c.u.

Prerequisite: BUS 312.

Corequisite: MTH 200.

BUS 365 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

The course will examine such issues as the globalization of the human resource strategy, the management and structure of global organization and the compensation of the expatriates. A framework for analyzing global human resource management issues will be developed within the context of the critical issues. 1 c.u.

Prerequisites: BUS 300, BUS 313.

BUS 366 WORKPLACE ISSUES IN HUMAN RESOURCE MANAGEMENT

This course will provide a comprehensive overview of contemporary issues faced by human resource professionals. Topics will include such areas as employee rights, employment discrimination, wrongful discharge, employment-at-will, workplace violence, employee deception and theft, employee assistance

programs, QWL (quality of worklife) programs and the future director of the human resource function. 1 c.u.

Prerequisite: BUS 313.

BUS 401 BUSINESS POLICY

A capstone course which stresses the basic concepts of strategic planning and strategic management, the strategic planning process, and why it is necessary. Students will analyze situations from a top management viewpoint and determine recommended solutions to organization-wide problems through the use of actual company cases and a simulation game. 1 c.u.

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

BUS 412 SECURITY ANALYSIS

Introduction to portfolio selection, technical analysis, brokers, description of securities, mutual fund investment and short term investments. In-depth introduction to fundamental analysis of securities investment valuation theory—expanded coverage of the capital asset pricing model, option pricing theory, derivatives investments, diversification and risk, statistical measures of risk, return, capital market behavior. 1 c.u.

Prerequisite: BUS 312.

BUS 414 MARKETING MANAGEMENT AND STRATEGIES

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

Prerequisites: BUS 312, BUS 314.

BUS 415 PROBLEMS AND CASES IN HUMAN RESOURCE MANAGEMENT

Cases in personnel including the resolution of complex problems in the procurement, development, maintenance and utilization phases of personnel. Discussion of and selection from alternate solutions to actual business and industry problems. 1 c.u.

Prerequisite: BUS 313.

BUS 416 BUSINESS LAW II

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

Prerequisite: BUS 316.

BUS 421 COMPENSATION MANAGEMENT

Theory and practice of wage and salary administration. Job analysis and evaluation methods, survey techniques, economic and behavioral aspects of managing compensation, policy issues and current controversies in the field. 1 c.u.

Prerequisite: BUS 313.

BUS 423 TRAINING AND DEVELOPMENT

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

Prerequisites: BUS 313; PSY 100.

BUS 445 SUPPLY CHAIN MANAGEMENT POLICY

Capstone seminar integrates supply chain management concepts developed throughout the program. Strategic management concerns and current topics relevant to the supply chain management function are developed. 1 c.u.

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

BUS 480 RESOURCES IN THE TRAINING FIELD

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

BUS 491 INTERNSHIP IN BUSINESS

A combined work-study experience in which students work in an approved business organization while also attending weekly classes in which they report on their work assignments and receive counsel, advice and appropriate academic learning. 1 c.u.

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

Chemistry Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

CHM 100 CHEMISTRY FOR EVERYONE*

This course, an introduction to the structure, properties, and behavior of materials, is intended for non-science majors. Principles of chemistry are illustrated through demonstrations, laboratory exercises, and applications to everyday life. Prior study of chemistry is not required. 1 c.u.

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

Not open to students who have received credit for another college chemistry course.

CHM 110 FUNDAMENTALS OF CHEMISTRY*

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

CHM 111 GENERAL CHEMISTRY I*

This is a comprehensive introduction to the principles of chemistry. The course is intended primarily for students who are majoring in the natural sciences or enrolled in science-based pre-professional programs. Topics include atomic structure, chemical bonding, stoichiometry, patterns of reactivity, gas laws, thermochemistry, and quantum theory. The course consists of lecture, recitation, and one three-hour laboratory per week. 1 c.u.

Prerequisite: CHM 110 or one year of high school Chemistry.

Corequisite: MTH 114/MTH 117.

CHM 112 GENERAL CHEMISTRY II*

This course is a continuation of CHM 111. Topics covered include theories of covalent bonding, the liquid and solid states, physical properties of solutions, kinetics, equilibria, chemical thermodynamics, oxidation-reduction, and electrochemistry. The course consists of lecture, recitation, and one three-hour laboratory per week. 1 c.u.

Prerequisites: CHM 111;

MTH 114/MTH 117.

CHM 120 FUNDAMENTALS OF INORGANIC, ORGANIC AND BIOCHEMISTRY*

This course covers selected principles of inorganic, organic and biochemistry in application to living systems. The course includes lecture, one hour of recitation, and three hours of laboratory per week. This course cannot be used to help fulfill the chemistry requirement for science majors. 1 c.u.

Corequisite: WRT 105 or WRT 106.

CHM 211 CHEMICAL ANALYSIS AND INSTRUMENTATION

The course covers the theoretical and experimental principles of chemical analysis and ionic equilibria. Gravimetric, volumetric, electrochemical, and instrumental methods are covered from the quantitative point of view. The course consists of lecture and recitation. 1 c.u.

Prerequisite: CHM 112.

CHM 212 CHEMICAL ANALYSIS AND INSTRUMENTATION LABORATORY*

This four hour laboratory is associated with CHM 211. The course emphasizes wet chemistry techniques which include gravimetric and volumetric methods of analysis. Separation methods such as chromatography are also discussed along with some spectroscopy. Instrumental techniques of IR, UV-VIS, HPLC and Atomic Absorption may also be explored. 0.5 c.u.

Prerequisite: CHM 112.

Corequisite: CHM 211.

CHM 301 ORGANIC CHEMISTRY I

This course is intended to be a year long study of the structure and reactions of organic compounds. The course focuses on functional groups and reaction mechanisms. Applications to compounds of general public interest are discussed. The course consists of lecture and recitation. 1 c.u.

Prerequisite: CHM 112.

CHM 302 ORGANIC CHEMISTRY II

This course is a continuation of CHM 301. 1 c.u.

Prerequisite: CHM 301.

CHM 303 ORGANIC CHEMISTRY I LABORATORY*

This four hour laboratory is associated with CHM 301. The course can (but doesn't have to) be taken concurrently with CHM 301. The course includes basic organic chemical instrumentation, analysis, and techniques. 0.5 c.u.

Prerequisite: CHM 301 or concurrent registration.

CHM 304 ORGANIC CHEMISTRY II LABORATORY*

This four hour laboratory is associated with CHM 302 and is a continuation of CHM 303. In addition to wet chemistry, the course includes lectures and laboratory exercises on the topics of nuclear magnetic resonance and infrared spectroscopies. 0.5 c.u.

Prerequisites: CHM 301, CHM 303, CHM 302 or concurrent registration in CHM 302.

CHM 311 PHYSICAL CHEMISTRY I

This course is a formal development of thermodynamic and equilibrium principles and their application to both chemical reactions and a variety of physical, biological, and engineering processes. The course includes lecture and recitation. 1 c.u.

Prerequisites: CHM 112; MTH 222; PHY 210.

Corequisite: PHY 211.

CHM 312 PHYSICAL CHEMISTRY II

This course presents a formal development of kinetics and theories of molecular structure with applications to chemical reactivity as well as physical and biological properties. The course includes lecture and recitation. 1 c.u.

Prerequisites: CHM 311; PHY 211.

CHM 313 PHYSICAL CHEMISTRY I LABORATORY*

This four hour laboratory is associated with CHM 311. Laboratory work emphasizes measurement of thermodynamic data such as heats of combustion, heat capacities, enthalpies, and free energies. Physical properties of materials are also explored and data are presented with construction of phase diagrams. 0.5 c.u.

Prerequisites: CHM 112; MTH 222; PHY 210.

Corequisites: CHM 311; PHY 211.

CHM 314 PHYSICAL CHEMISTRY II LABORATORY*

This four hour laboratory is associated with CHM 312. Laboratory work emphasizes measurement of kinetic data and properties of materials associated with structure and bonding. Rate laws and proposed mechanisms are determined by initial rate or integrative methods. Spectroscopic and other instrumental methods are used to determine structures. 0.5 c.u.

Prerequisites: CHM 311, CHM 313; PHY 211.

Corequisite: CHM 312.

CHM 390 SCIENCE INTERNSHIP

(Also BIO 390)

This course provides a combined work-study experience in which students work in an approved scientific environment doing relevant job-related functions while also attending seminars in which they report on their work assignments, discuss experiences, study employment demands, and receive counsel. A faculty committee (including one member outside the major) assesses the internship report. 1 c.u.
Prerequisites: Junior or Senior standing with a GPA of at least 2.5 in the Biology or Chemistry major and consent of the appropriate program Director.

CHM 401 BIOCHEMISTRY I

(Also BIO 401)

The course presents proteins, lipids, and carbohydrates from the perspective of organic functional group chemistry, physical chemistry, analytical chemistry, and biochemistry. The acid-base properties, kinetics, thermodynamics and reactions of these biomolecules will be covered. Structure correlated to function will be integral component of the discussion. The course consists of lecture and recitation. 1 c.u.
Prerequisite: CHM 301.

CHM 302, 303, and 304 is strongly recommended.

CHM 402 BIOCHEMISTRY II

(Also BIO 402)

This course covers the biochemistry of the nucleic acids and proteins. Topics include DNA replication, transcription, translation, gene regulation, and protein function. The overall regulation of metabolic pathways will also be addressed. 1 c.u.
Prerequisite: BIO 213.

CHM 403 ADVANCED SELECTED TOPICS IN CHEMICAL CONCEPTS

This course includes selected advanced topics in analytical, physical, inorganic, and organic chemistry. As topics change, the students can take the course again for credit.

Course unit value will be announced with the topic.

Prerequisite: Four courses in Chemistry above the 110 level.

CHM 404 BIOCHEMISTRY I LABORATORY*

(Also BIO 404)

The course considers the qualitative and quantitative aspects of protein, lipid, and carbohydrate analyses. The laboratory includes applications of wet chemistry, as well as analytical techniques such as chromatography [column, thin layer, paper, and high performance liquid

chromatography (HPLC)], colorimetric and spectrophotometric analyses, polarimetry, titrimetry and statistical data analysis. 0.5 c.u.

Prerequisite: CHM 303.

Corequisite: BIO/CHM 401.

CHM 405 BIOCHEMISTRY II LABORATORY *

(Also BIO 405)

The course covers basic techniques for the extraction, purification, and characterization of DNA, RNA, and protein molecules. 0.5 c.u.

Prerequisite: BIO 213.

Corequisite: BIO/CHM 402.

CHM 414 ADVANCED INORGANIC CHEMISTRY

The course approaches modern inorganic chemistry by integrating descriptive and physical principles using molecular orbital theory to describe chemical bonding and reactivity. Structures, magnetic properties, and spectra of transition metal complexes are described using the crystal and ligand field theories. Special topics, such as, catalysis, organometallics, and bioinorganics are included. The course includes lecture and recitation. 1 c.u.

Prerequisite: CHM 211.

CHM 415 ADVANCED INORGANIC CHEMISTRY LABORATORY*

This four hour laboratory is associated with CHM 414. Laboratory work emphasizes the syntheses and characterization of transition metal complexes. 0.5 c.u.

Prerequisites: CHM 211, CHM 212.

Corequisite: CHM 414.

CHM 450 CHEMISTRY SEMINAR

The seminar is intended to serve as a capstone experience for chemistry and biochemistry majors. Students will learn how to search the literature in their area of concentration, prepare two well-researched papers (one short, one long), and present those papers in front of their peers, as well as faculty in the discipline. 0.5 c.u.

Prerequisites: Chemistry or Biochemistry major with Junior or Senior standing in the major.

Two semesters of Organic Chemistry are required.

CHM 461 CHEMISTRY RESEARCH*

This is a one or two semester course consisting of library and laboratory research. Credit may be arranged in advance by the advisor, but may not exceed one course each term. 1 c.u.

Prerequisite: Consent of major Advisor.

Computer Information Systems Courses

NOTE: Courses marked with an asterisk (*) require a seat on the waitlist.

CMP 100 COMPUTER LITERACY* (For Business Majors)

Primary through semester-student computer-aided training students will develop essential skills in software or word processing presentations and spreadsheets. The bulk of the course will be devoted to training students to evaluate the era of current emerging and future technologies. This includes the application of computers to major career disciplines: the internet, the impact of computers on societal emergence and distribution of technologies.

Students cannot elect to take this course and

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CMP 101 MIS FOR SUPPLY CHAIN MANAGEMENT

Capabilities and limitations of computer-aided information systems applied to supply chain management hardware and software. Emphasis on current downward movement, global management structured analysis and design. Communication with systems developers through pseudo-code and structured wish lists. A so-called "user-friendly" course.

Subject area consent of the Student Area Academic Coordinator

CMP 102 FUNDAMENTAL COMPUTER LITERACY I*

(non-business majors)

Primary through semester-student computer-aided training students will develop essential skills in software or word processing presentations and spreadsheets. The bulk of the course will be devoted to training students to evaluate the era of current emerging and future technologies. This includes the application of computers to major career disciplines: the internet, the impact of computers on societal emergence and distribution of technologies. This course and

together are equivalent to C. *Students cannot elect to take this course and*

CMP 104 FUNDAMENTAL COMPUTER LITERACY II*

(non-business majors)

Primary through semester-student computer-aided training students will develop essential skills in software or word processing presentations and spreadsheets. The bulk of the course will be devoted to training students to evaluate the era of current emerging and future technologies. This includes the application of computers to major career disciplines: the internet, the impact of computers on societal emergence and distribution of technologies. This course and C.

together are equivalent to C.

Students cannot elect to take this course and

Prerequisite: CMP 102.

CMP 106 E-COMMERCE TECHNOLOGY*

Commerce and information systems course or announce looking to take the next steps in building a successful online business. This is a hands-on seminar introduction course to guide students into the different fields in the e-commerce realm. This includes website design tools and models, networking and security and implementation and development tools.

user-friendly

CMP 126 PROGRAMMING I*

An introduction to the programming process, numerical methods, algorithms and algorithm design. This includes software engineering, programming, and documentation are introduced. Structured and object-oriented programming is taught using the Java platform.

CMP 225 PROGRAMMING LANGUAGES*

This course offers important programming languages other than Java, which is utilized in programming. Students will learn languages such as C, C++, and Python.

user-friendly

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CMP 226 PROGRAMMING II*

Continuation of CMP 225. Continued development of design and documentation skills. Introduction to object-oriented programming with the most common aspects of Java. *Prerequisite: CMP 225*

CMP 228 DATA STRUCTURES*

Emphasis is placed on the importance of efficient data structures and algorithms in design and implementation. The basic data structures in code arrays, strings, lists, linked lists, stacks, queues, trees, and graphs and iterative and recursive programming techniques. Algorithms include sorting and searching with arrays, lists, trees, and graphs. *Prerequisite: CMP 226*

CMP 248 INTRODUCTION TO MICROPROCESSORS*

Introduction to microprocessors. This

CMP 336 DATABASE IMPLEMENTATION*

This course offers students an intensive introduction to data server technologies. The course covers the concepts of relational and object relational databases and the user interface programming. In this course, students are taught to create and maintain database objects and to store, retrieve, and manipulate data. Students learn to retrieve data using advanced techniques. The course covers set operators and hierarchical retrieval. They also learn to write and use stored procedures to generate report-like output, demonstrations and hands-on practice reinforce the fundamental concepts. *University of*

CMP 428 INFORMATION AND NETWORK SECURITY*

This course will cover main concepts in information and network security. Students will learn how to deal with security issues or the who, what, where, when, why, and how of a system. Students will also learn how to design and develop a secure system, implement and maintain a secure system. *University of*

CMP 430 MANAGEMENT INFORMATION SYSTEMS*

This course covers business information systems using the case study method. Information requirements analysis, design, implementation activities, evaluation, re-implementation and introduction. *University of*

Creative Arts Elective Courses

NOTE: Courses marked with an asterisk (*) require a separate application.

CAT 101 CREATIVE ARTS WORKSHOP*

Come and be a dancer, singer, actor or artist in a short course where you collaborate with others to mount a new art form developing your talents and earn a great deal about creative and expressive. This is a rotating series of hands-on courses that utilize the arts as a catalyst for self-expression or education. Some are created or revised.

CAT 105 FRIDA KAHN AND THE MEXICAN FOLK TRADITION*

This is a studio art course that focuses on making thin, strong, simple materials like paper, wire, bamboo, string, and other cardboard and everyday materials that are often thrown away. This is the ultimate re-creation course. You should rejoice in anything that you think can be used to make art.

CAT 106 EXPERIMENTS IN DIGITAL/ANALOG MEDIA*

More ways to bring real media into your computer and how to bring your computer-generated work to life in the studio. Theseanners digital cameras, printers, aint, and sound cards to push your creativity even further.

CAT 107 INTRODUCTION TO MUSIC TECHNOLOGY*

This course will provide hands-on experience in recording, editing, and mixing digital audio. Recordings and digital recording will be the primary software programs used on the Macintosh computer. At the end of the course, students will be able to obtain a sound engineer's and musician's in addition to the student will be given the opportunity to work with audio files and digital image movies. *Students should be advised to send a transcript to the advisor.*

CAT 108 INTRODUCTION TO GAME DESIGN*

This course offers the reader as well as the games industry. It has its history, its current state and potential future evolution and the team-based development environment. It then focuses on core game design concepts and their application as students create development and work in collaborative environments to develop analog games.

CAT 113 AFRICAN/AMERICAN TRADITION WORKSHOP*

This course will explore the history and heart and spirit that have been an intrinsic part of the creative process in African and enthusiasm in the African American community. This studio course will draw inspiration from the rich artistic traditions in the African American visual arts. We will explore the creative processes such as improvisation, intuition, and collaboration and techniques used in traditional and modern and compare and contrast with student narratives in the works of in our day. We will explore and others with this foundation students will create their own personal narratives.

CAT 115 MEDIA TOOLS*

Whether you are a scientist or a small business owner, a teacher or a journalist, you need to communicate with your target audience as effectively as possible. This course offers hands-on training in the latest new media tools in digital photography, video production, web design, online internet radio and podcasting.

CAT 116 MOVEMENT FOR ANIMATORS AND FILMMAKERS*

This course explores the movement of both humans and inanimate objects through the study of Commedia dell'arte, mime, a theatrical style of comic and street theatre. This knowledge is used in the creation of animation and images with special attention to successful animated movies as motion picture and television. *Students should be advised to send a transcript to the advisor.*

CAT 118 TAP DANCE

Learn the basic social dance in the steps and routines with the tap footwork with some historical and this American art form in the social and dance tap performers will be shown in class. Tap dance is a very energetic and expressive art form. Tap shoes will be needed.

CAT 120 DRAWING I*

This course teaches basic drawing skills. Students will develop keen observation skills in drawing still lifes, landscapes and nature. They will learn the contours, surfaces and proportions of objects and develop their drawing skills in a variety of subjects around them.

CAT 124 DANCE JAM I

Artistic performance introduction to the jazz, hip-hop and theater arts. Analyze and evaluate the artistic and aesthetic value of the performance.

CAT 195 CIRCUS ARTS*

Learn circus arts and acrobatics in this artistic performance course in which you will learn to perform in a variety of circus arts including acrobatics, juggling, and circus arts. This course ends with a variety of circus arts and acrobatics. This course is required for students who are interested in a career in circus arts and acrobatics.

See course description for details.

CAT 198 DESIGN I*

Design is the study of how to organize the form, color, and motion into a unified whole. This course trains students and develops their aesthetic appreciation of design in fine art and commercial art forms. This course is required for students who are interested in a career in design.

See course description for details.

CAT 199 DESIGN II*

Building on the studio concepts introduced in CAT 198, design students will develop their design sense and to understand their role in the world. This course is required for students who are interested in a career in design.

See course description for details.

CAT 200 MUSIC THEORY I*

The fundamentals of music in written notation, intervals, scales, and chords are explored. The emphasis is placed on demonstrating the results of study through the student's own composition. Students understand the theory of music and how it is presented. The course will be used for students who are interested in a career in music.

See course description for details.

CAT 201 MUSIC THEORY II*

Continuation of Music Theory I.

See course description for details.

CAT 202 WORLD THEATRE*

The history of the theater as both a literary form and as a living art form. This course is required for students who are interested in a career in theater.

See course description for details.

CAT 203 WORLD ART I*

Great works of art in relation to the meaning and values of a culture. This course is required for students who are interested in a career in art.

See course description for details.

CAT 204 WORLD MUSIC*

Survey course designed to stimulate the interest in and understanding of the music of representative world cultures in their own and in their own. This course is required for students who are interested in a career in music.

See course description for details.

CAT 205 BASIC SEQUENCING*

Explores the sequencing of music in a variety of musical forms. This course is required for students who are interested in a career in music.

See course description for details.

CAT 206 SCREENWRITING I

The course is on writing a feature-length film and the elements of plot, character, and dialogue. This course is required for students who are interested in a career in screenwriting.

See course description for details.

CAT 207 ART APPRECIATION*

Explore art in history to know it firsthand. This course is required for students who are interested in a career in art.

See course description for details.

CAT 208 ILLUSTRATION AND GRAPHIC DESIGN FOR GAMES*

This course introduces students to traditional illustration techniques and the latest computer graphics software to create visual representations of characters and environments for video games and interactive media.

CAT 209 GAME DESIGN METHODOLOGY*

This course introduces game design methodology. Students will learn the documentation process and standard tools of the trade. They will also learn about user experience and usability testing and how to apply these concepts in their own game design projects. Students will also learn about the role of the game designer in the development process and how to work effectively with other team members.

CAT 210 DIGITAL AUDIO ENGINEERING I (RECORDING)*

This course provides students with a practical understanding of digital audio engineering. Students will learn the fundamentals of sound recording, including microphone selection, placement, and signal processing. They will also learn about the recording process, from pre-production to final mixing and mastering. The course includes hands-on experience with professional recording equipment and software.

CAT 221 THE ART OF EDITING*

The aesthetics of traditional and non-traditional editing are studied through films seen in class and then applied to create video romances using Final Cut Pro and editing aesthetics.

e e u s t e

CAT 222 GLOBAL ART HISTORY*

This course includes at least a week of intensive round-trip and study abroad. Our goal is to increase your appreciation of art history to develop your communication with the environment of each in another country and to make you an experienced traveler. The best way to understand works of art and architecture is to see the originals in their country of origin. This course prepares you to study art history abroad. Many of our students have found this course to be a life-changing experience.

o e u s t e

CAT 223 DIGITAL PHOTOGRAPHY*

This course covers digital photography from the aesthetic opportunities of digital cameras to the technical aspects of digital photography. Students learn about the operation of digital cameras and lenses, the use of digital editing software, and the importance of studio lighting.

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CAT 224 MUSIC IN THE UNITED STATES: THE AFRICAN/AMERICAN INFLUENCE*
(3 semester hours)

Using traditions from throughout our country from a broad perspective of African American musical culture from colonial times to the present, including a survey of African American music from its roots and origins to the present, the social and cultural context of African American music and culture.

e e u s t e

CAT 225 VISUAL DESIGN IN VIDEO AND ANIMATION*

Elements of cinematography in video and animation for commercial and digital media in a hands-on format. Our students learn about the storyboard and will create a film and the story to our movie.

e e u s t e

CAT 227 SILKSCREEN*

Water-based ink on ironment. This course teaches the stencil method mono-printing and photo-emulsion screen processes for creating images in silkscreen. Historical and contemporary examples of silkscreen art works. Students are encouraged to develop original ideas that are in silkscreen or ideas previously explored in other media.

u

CAT 228 3D STOP-MOTION ANIMATION*

This course will explore the basic stop motion animation using clay, puppets and mannequins. Our students will learn how to pitch an idea, develop a storyboard and work on a production schedule. We will use software like Stop Motion Studio to create stop-motion animation with digital cameras.

e e u s t e

CAT 230 HISTORY OF ANIMATION*
(3 semester hours)

This class will explore the history and development of animation throughout the 20th century, from the early days of hand-drawn animation to the current digital animation. We will discuss the work of animators and animators and how animation has developed as an art form. The class will read related texts and view historical and contemporary animation work.

u

CAT 231 CHINESE CULTURE AND LANGUAGE*

It is often said that we have missed the American Century and that the 21st will be the Chinese Century. With this in mind, we will explore the connection and our relationship to the history of China. China is poised to become a dominant force in the 21st century. This course will provide an overview of Chinese culture within the context of Chinese history and politics in addition to the social, political, economic, and cultural literature, art, architecture and contemporary film and music. A hands-on session will include lessons in speaking, listening, reading, and writing.

o e u s t e

CAT 232 JAPANESE CULTURE AND LANGUAGE*

Learn about the history of Japanese culture and language through the study of anime, manga, and traditional arts. This course covers the history of Japanese culture and language, including the influence of Western culture and the role of the Japanese government in the development of the modern Japanese state. The course also includes a study of the Japanese language and its grammar and syntax.

o e u s t e u

CAT 233 KOREAN CULTURE AND LANGUAGE*

Learn about the history of Korean culture and language through the study of traditional Korean arts, literature, and history. This course covers the history of Korean culture and language, including the influence of Chinese and Japanese culture and the role of the Korean government in the development of the modern Korean state. The course also includes a study of the Korean language and its grammar and syntax.

o e u s t e u

CAT 235 WORLD ART II*

Learn about the history of world art through the study of major works of art from different cultures and periods. This course covers the history of world art, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 237 GROUP GAME PROJECT I*

Learn about the history of group game projects through the study of major works of art from different cultures and periods. This course covers the history of group game projects, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 238 INTRODUCTION TO GAME PROGRAMMING*

Learn about the history of game programming through the study of major works of art from different cultures and periods. This course covers the history of game programming, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 241 PRE-PRODUCTION AND 2D ANIMATION*

Learn about the history of pre-production and 2D animation through the study of major works of art from different cultures and periods. This course covers the history of pre-production and 2D animation, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 242 FLEX FOR WEB & GAMES*

Learn about the history of Flex for web and games through the study of major works of art from different cultures and periods. This course covers the history of Flex for web and games, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 243 MUSIC AND THE MOVING IMAGE*

Learn about the history of music and the moving image through the study of major works of art from different cultures and periods. This course covers the history of music and the moving image, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 248 HISTORY OF THE CINEMA*

Learn about the history of the cinema through the study of major works of art from different cultures and periods. This course covers the history of the cinema, including the influence of different cultures and the role of the artist in the development of the modern world. The course also includes a study of the history of art and its relationship to society and culture.

o e u s t e u

CAT 249 SELECTED TOPICS IN CINEMA*

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CAT 251 HIP HOP THEORY*

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CAT 263 GRAPHICS I*

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CAT 264 COMPUTER IMAGING *

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CAT 288 IMPROVISATIONAL ENSEMBLE ACTING

Students in this course experience other members of the College ensemble in a variety of roles. The ensemble members perform in a variety of roles that are then put to use in performing a wide variety of scenarios, some in the audience and some in the current issues of artistic and cultural relevance. Students here are required to perform during the semester both on and off campus.

see also e e e eated o c e d t

CAT 289 INTERMEDIATE CHORUS*

Continuation of elementary chorus. The experience will provide the student with a variety of artistic and technical skills. The student will learn to perform a variety of written music in a variety of genres. The student will learn more about harmonies and rhythms. The student will learn to perform a variety of music from a variety of genres. The student will learn to perform a variety of music from a variety of genres.

see also e e e eated once o c e d t
e e u s t e

CAT 292 PRINTMAKING*

Printmaking allows artists to plan and design images in a variety of media. The student will learn to use a variety of tools and techniques to create a variety of images. The student will learn to use a variety of tools and techniques to create a variety of images.

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CAT 293 STUDIO MUSIC I*

Practical instruction in piano, voice, guitar, and other instruments. The student will learn to play a variety of instruments. The student will learn to play a variety of instruments.

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CAT 294 STUDIO MUSIC II*

Continuation of studio music course. The student will learn to play a variety of instruments. The student will learn to play a variety of instruments.

e e u s t e

CAT 299 PERFORMING ARTS PRODUCTION I*

Rehearsal and production of a variety of performing arts. The student will learn to produce a variety of performing arts. The student will learn to produce a variety of performing arts.

u

CAT 300 MIDI COMPOSITION AND PRODUCTION I*

Students will learn to compose and produce a variety of music. The student will learn to compose and produce a variety of music. The student will learn to compose and produce a variety of music.

and these will be used in class and recorded. The student will learn to produce a variety of music. The student will learn to produce a variety of music.

e e u s t e
o consent o t e Inst ucto

CAT 301 COMPOSITION AND MIDI PROGRAMMING II*

Continuation of composition and MIDI programming. The student will learn to compose and produce a variety of music. The student will learn to compose and produce a variety of music.

e e u s t e
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CAT 302 PATCHWORK: A QUILTER'S LOOK AT THE WORLD*

Hands-on quilting and a look at women's art and design as artists and workers in a variety of fields.

e e u s t e

CAT 303 TELEVISION AND FILM ACTING

Practical instruction in television and film acting. The student will learn to act in a variety of media. The student will learn to act in a variety of media.

e e u s t e

CAT 304 MOTION GRAPHICS*

Practical instruction in motion graphics. The student will learn to create a variety of motion graphics. The student will learn to create a variety of motion graphics.

e e u s t e s

CAT 305 SOUND DESIGN II: AUDIO FOR VIDEO II*

Continuation of the first semester of this course. The student will learn to create a variety of sound designs. The student will learn to create a variety of sound designs.

e e e o r e d
e e u s t e

CAT 306 SCREENWRITING II

Students will learn to write a variety of screenplays. The student will learn to write a variety of screenplays.

e e u s t e

CAT 308 GROUP GAME PROJECT II*

This course continues the focus on core method-ologies for oral orati e en ironment he intera ti e de e o ment ro ess wi e enhanced throu h on ine ommuni ation strate ies ersion ontro and a ri orous re iew ro ess n addition students wi ain a etter understanding o the art i e ine or oth ? and ame en ine en ironments
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CAT 310 DIGITAL AUDIO ENGINEERING II (MIXING)*

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CAT 311 BUSINESS OF GRAPHICS*

This course was desi ned to ro ide nou with the in ormation and too s needed to e in a ree an e or u.-time areer ome o these in ude a om rehensi e o er iew o usiness ra ti es sntems and inter ersona ski s mon the su ra ts to e o ered are the studio set-u ort o io r sum how to resear h and identi mmarkets romotion ta es o m ri ht ne otiation and ontra ts
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CAT 313 SELECTED TOPICS IN ARTS AND WESTERN CIVILIZATION*

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CAT 314 LEVEL DESIGN II*

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CAT 315 ART METHODS PREK-12

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e e u s t e

CAT 317 STUDIO DRAWING*

You wi learn how to see and how to draw rom dire t o ser ation o nature and i e ou wi use a arietmo media to reate se - or traits i ure drawin s o ra t studies sti i es interior s enes and a es de endin on nstru tor mse drawin as art o the annin ro ess or rints aintn s and di ita works and as a inished work in its own ri ht
e e u s t e

CAT 318 GAME ARCHITECTURE AND GAME ENGINES*

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e e u s t e

CAT 320 MULTIMEDIA II: INTERACTIVE DESIGN AND PROGRAMMING*

ontinuation o C 22 this ource o uses on hi h-end intera ti itm tudents wi learn to make reati e use o the ad an ed ea tures o in o ire torm ro rammin an-ua e in udin i s t parameters reatin our own eha iors i e . . . s tras et in o and arent hi d s ri tin ssues in intera ti e desi n are studied in theormand in ra ti e o i s wi in ude inter a e meta hors na i ation rototm in om uter ame desi n earnin a roa hes and irtua en ironments
e e u s t e

CAT 323 MUSIC INDUSTRY ESSENTIALS*

oration of the union responsibilities and entitlements of an artist manager. Consideration of artist roster management contracts and master recording releases. Overview of the omnihit law and how it applies to the artist. Discussion of omnihit re-illustration, merchandising, and synchronization issues. Music publishing and performance rights organizations and the issue of union domain. Also discussed: *u e e u s t e*

CAT 328 ARTIFICIAL INTELLIGENCE FOR GAMES*

This is the important element that breathes life into those seemingly thoughtless creatures found in today's games. See how state machines design making math and other construction. Also: *u e e u s t e*

CAT 330 ADVANCED PAINTING WORKSHOP*

Intensive studio work in student's medium. Explore media and techniques. Continue to develop students' technical mastery and assist them in defining their unique voice as painters. Rawlin and painting from observation. Memory mode (the pure style). Live reference. Individualized critiques. Required museum and archival studies. *u o and ne ts ducaton a o s on s cou se a e e eated o c ed t e e u s t e*

o consent o t e Inst ucto

CAT 331 LIFE DRAWING/PAINTING*

Systematic studio drawing from the live model at rest and in motion. Explore anatomy, the odyssey of working system while drawing. The main skeletal muscles and structural forms, demonstrations and individualized critiques enable the student to see and to draw the figure with growing knowledge, assurance and mastery. Line, form, light and shadow. Informal critique or session and nursing students essential for artists. *u e e u s t e*

o consent o t e Inst ucto

CAT 332 LIFE DRAWING FOR MOTION*

Through a series of critiques on films in the analysis of animation and motion drawing, the student will be able to understand the difference between drawing for animation and drawing for illustration. The art of motion pictures will be learned through the construction and measurement of the human figure. *u e e e amined*

CAT 333 GLOBAL ARTS: UP-CLOSE AND IN PERSON*

A half-year semester course will study in depth the visual arts and the contemporary markets since the 1960s. International and then visit that it endures in the real world of the arts. We are interested in where the music industry is in literature, sculpture, architecture, photography, animation, theatre and new media as well as cuisine and traditional arts. Artists' relationships are examined in relation to the historical and future that shape it. Cities to study and visit will be selected from such art centers as Paris, Berlin, Rome, Barcelona, Rio de Janeiro, London, New York, Tokyo, Marrakech and Rio de Janeiro. A half student will choose a series of topics to focus on and will conduct their own research on it during their visit to the item. *u e e u s t e ade o o ette n a and t consent o t e Inst ucto s*

CAT 338 ADAPTING TO THE GAME INDUSTRY*

Find out what is out there. Career prospects. Look at the technologies used in the field. Computers and consoles. Learn about online, network, and internet services. Architecture. Explore the opportunities in the field of design. Interact with the world. Utilize characters and the important elements. Core hand-drawn designs like the game. *u d an e and wire ess e u ar hones u e e u s t e*

CAT 340 PRODUCING THE SHORT FILM

Within the framework of lectures, screenings and case studies, this course takes a comprehensive look at the challenges and skills needed to produce the short narrative documentary or animated video. The course will offer some considerations of budgets, production issues, distribution and marketing. *u e e u s t e*

CAT 343 SELECT ENSEMBLE*

This course is an ensemble audition on music in which students perform on an advanced level. Potential major instruments: piano, strings, woodwinds, brass, percussion, guitar, voice. Chamber ensemble. *u a e e eated o c ed t*

CAT 350 SELECTED TOPICS IN THE FINE AND PERFORMING ARTS*

Develop a series of topics in the fine and performing arts. This course is interdisciplinary in nature or focus on one field in the arts (e.g., music, art).

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CAT 352 SELECTED TOPICS IN TECHNOLOGY*

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CAT 360 SELECTED TOPICS IN TECHNOLOGY*

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arts (e irtua rea itmhm erte t et u
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CAT 361 3D MODELING*

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CAT 362 TYPOGRAPHY*

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CAT 363 ADVERTISING CONCEPTS AND DESIGN*

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CAT 364 MOTION CAPTURE WITH MOTIONBUILDER*

his course is a ra ti a a roa h to earnin
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otion ui der tudents wil learn how to work
with the motion a ture data on a ro essiona
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CAT 370 ADVANCED WEB DESIGN*

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CAT 371 ACTING II: SCENE STUDY

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CAT 372 3D ANIMATION*

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CAT 380 INTERNSHIP I

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dents area o s e ia i ation and where the stu-
dent wil ha e am e o ortunitmto a tua m
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ideo and radio studios desi n irms ser n e
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CAT 385 VISUAL EFFECTS*

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e ts Commotion and Com ustion so tware
nou wil learn su h te hni ues as tra k mattes
animated masks motion mor hs time rema -
in reen s reen rodu tion arti e s n s-
tems rotos o in and om ostin raw-
in on su h di erse art orms as surrea ism
hni a omedm s ien e i tion and musi
ideo nou wil e eriment with these e e ts in
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e e u s te

CAT 390 PRE-CAPSTONE VIDEO WORKSHOP*

Students will study on the aspects introduced in C... working in teams on... have in assignments... have to be... eriment and de... ideas or the Ca stone work that the students will... in to e... ute... u...
e e u s t e

CAT 392 STUDIO MEDIA WORKSHOP*

Students will be able to work here students are free to be... eriment and to... omine their work in... ed media... traditiona... and di... ita... he... oa... o the... ource is to... reate works that... e... and... e... entua... mre... resent the students... reati... e... out... ook... here... will... e... re... uent... indi... dia... and... rou... riti... ues... erimenta... o... a... orati... e... and... interdis... i... inarm... roma... ts... are... ossi... e... and... are... en... oura... ed... i... h... mre... om... mended as a... re... Ca... stone... re... e... ti... e... or... C... mam... rs... u...
s c o u s e a e e e a t e d o n c e o c e d t e e e u s t e s a o c e t c a t e c a n d a t e o e s s o n e u e d

CAT 399 PERFORMING ARTS PRODUCTION II*

Continuation of C 299... u...
o u s e a e e e a t e d o c e d t e e e u s t e

CAT 400 PRE-CAPSTONE-GRAPHICS*

This is an... ad... ed... ima... in... rint... rodu... tion... ass... desi... ned... to... re... are... students... to... on... e... tua... i... e... a... Ca... stone... roma... t... tudents... ta... ke... ad... an... ed... reati... e... ha... en... es... a... u... ire... ad... an... ed... rodu... tion... ski... s... and... write... and... ain... a... ro... a... o... a... Ca... stone... ro... osa... u...
e e u s t e s

CAT 401 ADVANCED SYNTHESIZER PROGRAMMING & ELECTRONIC MUSIC*
(normer: mC 2)

Students learn the history of music... a... im... a... t... and... te... hni... a... undamenta... s... o... e... e... troni... musi... with... an... em... hasi... s... on... ana... o... sm... thesi... ers... and... their... di... ita... ounter... arts... throu... h... dire... ted... isten... in... readin... and... soni... e... erimentation... students... e... ome... on... ersant... in... the... histor... mo... e... e... troni... musi... and... ski... u... in... the... e... oration... o... soni... ossi... ities... u...
s c o u s e a e t a e n t e e t e s o c e d t o a a u c u s e e u s t e e e u s t e o o e u s t e

CAT 402 DEVELOPING A RECORDING PROJECT*
(normer: mC)

This is a... roma... t... ased... ass... and... an... ser... e... as... a... re... aration... or... the... a... stone... re... aration... tu...

Students will study on the aspects introduced in C... working in teams on... have in assignments... have to be... eriment and de... ideas or the Ca stone work that the students will... in to e... ute... u...
e e u s t e o o e u s t e

CAT 403 PRE-CAPSTONE-ANIMATION*

This is an... ad... an... ed... animation... re-... rodu... tion... ass... desi... ned... to... re... are... students... to... on... e... tua... i... e... and... write... the... ro... osa... or... their... senior... Ca... stone... roma... t... e... ore... students... an... ad... an... e... to... C... 2... Ca... stone... an... a... ro... ed... ro... osa... in... udin... the... treatment... a... s... ri... ts... reen... am... storm... oard... and... rodu... tion... s... he... du... e... must... e... om... eted... u...
e e u s t e s

CAT 404 ADVANCED PROJECT SEMINAR*

This... ass... wi... a... ow... seniors... workin... on... ori... ina... reati... e... roma... ts... to... share... ideas... with... other... students... who... mamor... mamnot... e... workin... in... the... same... media... or... enre... tudents... sha... e... ore... the... reati... e... ro... ess... and... the... shared... on... e... t... amon... the... arts... as... we... as... the... distin... t... di... eren... es... tudents... sha... dis... uss... the... ro... ess... o... the... roma... ts... o... er... the... ource... o... the... semester... e... ated... on... tem... orarm... works... sha... e... dis... ussed... and... ana... med... as... we... n... addition... to... reatin... ori... ina... roma... ts... students... will... e... e... ted... to... ear... m... arti... u... ate... their... ideas... in... a... ina... essam... u...

CAT 406 PREPARING THE DEMO REEL

The... un... tion... o... ettin... our... work... read... to... e... seen... at... esti... a... s... menthusiasts... and... or... industrm... ro... essionia... s... with... the... intention... o... ettin... our... oot... in... the... door... is... the... asis... o... this... ource... e... wil... address... the... most... im... ortant... a... tors... or... introdu... in... our... se... to... the... industrm... m... re... arin... a... di... erse... hi... h... ua... itm... demo... reel... eaturin... ua... itm... animation... that... shows... nou... ha... e... a... stron... and... ear... understandin... o... ani... mation... rin... i... es... hether... our... ath... is... ?... or... a... more... e... erimenta... to... otion... in... a... ar... e... ommer... ia... studio... an... inde... endent... ani... mator... or... within... the... esti... a... ir... uit... this... ource... will... in... esti... ate... the... urrent... resour... es... and... re... are... nou... to... take... the... est... ste... s... or... that... dire... tion... u...

CAT 408 GROUP GAME PROJECT III*

This is the... u... mination... ource... or... o... a... orati... e... ame... de... o... ment... method... o... ies... t... is... a... so... the... first... ha... o... the... Ca... stone... e... rien... e... and... in... or... orates... se... era... new... re... rodu... tion... tasks... tudents... will... enter... into... a... de... o... -... er... u... isher... reati... onshi... with... their... a... utm... ad... isor... and... o... throu... h... to... the... ne... essarm... ste... s... to... et... their... roma... ts... reen... i... hted... hen... them...

CAT 410 DIGITAL AUDIO ENGINEERING III (PRACTICUM)*

orkin in a riti a and o.a orati e en iron- ment students de o and om .ete a semes- ter-on re ordin rom t o ro essiona a- i er s a umination o the series C em hasi es rom t mana ement ro em so in ori ina itmand te hni a re ision tu- dents dire t the ow o the ourse whi h is tai- ored to meet the s e i i needs o their rom ts rou riti ue student-to-student eed a k and o.a oration are essentia e ements o the ourse C is a hands-on studio rodu - tion ourse whi h ser es as a rid e to a reati e and ro essiona workin dnmami u e e u s t e

CAT 420 CAPSTONE PROJECT*

ina manr inde endent rom t undertaken msenior C manrs under the su er ision o de artmenta a utm the intention is to re- ate a work that wi in some sha e e ome art o the students ort o io to e used to market themse es a ter raduation rom the ro- ram rom ts take manm orms de endin on the studentsta ents and area o s e ia i ation e rodu tion o a ideota e or audio ta e desi n and onstru tion o a ook a erm e hi ition o a si ni i ant num er o works er orman e o a so o show he student must not on m om .ete the rom t ut a so u i- i e and market it in true entre reneuria ash- ion his ourse is re uired o de artmenta manrs and a rom ts must e a ro ed ma meetin o the de artmenta a utm, am e re eated or redit or tota o 2 semesters u e e u s t e u s c a o s u s t o a o t e a o s u s t a e e s s o n o t e d s o

CAT 421 CAPSTONE PROJECT II*

nor students with a dou .e manr in C a se ond a stone mam e re uired u e e u s t e e s s o n o t e d s o

CAT 430 INTERNSHIP II

his ourse has the same oas and re uire- ments as nternshi ut the intention is to .a e the student in a situation at a hi her te hni a e e and with e en more ro ession- a res onsi i itm u e e u s t e o n s e n t o t e I n s t u c t o e u e d

CAT 471 ADVANCED 3D ANIMATION*

his ourse is a ontinuation o C 2 animation with urther e anation and detai ed understandin o the ad an ed un- tionin within industrmstandard so tware he em hasi wi e on onstru tin in tri ate modes and om e animated s enes he student wi e re uired to rodu e rom start to inish an ori ina o.a orated short ani- mation uti i in te hni a and e erimenta e e ts earned throu hout the semester u e e u s t e

ECM 101 INTRODUCTION TO E-COMMERCE

his is an interdis i .inar course with the

Economics Courses

ECN 105 CONSTITUTIONAL POLITICAL ECONOMY

This course will examine the economic theory and international trade theory and international trade theory. It will examine the economic theory and international trade theory and international trade theory. It will examine the economic theory and international trade theory and international trade theory.

ECN 200 INTRODUCTION TO ECONOMICS

This course provides the students with the rudiments of economic theory and understanding. The course is mainly descriptive of the present-day economic environment and the operation of the free markets in determining national income, employment, interest rates and prices of goods and services.

ECN 210 PRINCIPLES OF ECONOMICS I: MICROECONOMICS

Asks of economic organization the main institutions of the economy, demand and supply, analysis and applications, the operation of a free enterprise economy, distribution theory, the role of the factors of production.

ECN 211 PRINCIPLES OF ECONOMICS II: MACROECONOMICS

The determinants of national income, output, employment and interest rate, introduction to monetary and banking and to monetary and international trade theory, international and international trade theory, international and international trade theory, international and international trade theory.

ECN 305 INTERNATIONAL ECONOMICS AND TRADE

This course will examine the economic theory of international trade, trade theory and international trade theory. It will examine the economic theory of international trade, trade theory and international trade theory.

ECN 309 MONEY AND BANKING

Functions of money, role of financial institutions, reserves of commercial banks and monetary policy, introduction to the determination of interest rates, the stock of money and other monetary theory, money and other monetary theory.

ECN 310 MANAGERIAL ECONOMICS: APPLICATIONS OF MICROECONOMICS TO MANAGEMENT

Application of microeconomic principles to management decision-making, the one-to-one production transformation and cost-output relationships, or revenue side of production, demand or production under different market structures and the implications for pricing, price elasticity, application of the theory to management decision-making, reaction analysis, maximization of net income, market equilibrium, return to investment, estimation of market demand curves and other case studies.

ECN 311 MONETARY AND MACROECONOMIC THEORY

Rigorous but mathematical treatment of modern macroeconomic theory and its applications, the determinants of national income, employment and inflation, the Keynesian, post-Keynesian and monetarist models, discussed and compared, the effect of fiscal and monetary policies, evaluated in the context of the above models, the applied aspects of macroeconomics will be emphasized and relevant managerial economic principles discussed.

ECN 315 MONETARY POLICY AND AN ANALYSIS OF CURRENT ECONOMIC CONDITIONS

This course examines the economic indicators and analysis of the current state of the macroeconomy, the monetary policy actions of the Federal Reserve, the effects of monetary policy on market operations, monetary institutions and the role of money. As a result, students must be able to articulate in the College and Career Readiness Assessment the following:

- describe the effects of monetary policy
- evaluate the effects of monetary policy

ECN 320 INTERMEDIATE MICROECONOMICS

This course is designed to provide the student with a thorough understanding of the modern microeconomic theory and its applications. The approach used in this course is rigorous but mathematical. Students will study the different market structures and the corresponding market mechanisms through which scarce productive resources are used to produce goods and services and distribute them among the members of the society.

- evaluate the effects of monetary policy

ECN 321 PUBLIC FINANCE AND EXPENDITURE

This course examines the definition and meaning of public finance and expenditures. It examines the government expenditures, taxation and debt, and resource allocation in some distributional economic situations and growth.

- evaluate the effects of monetary policy

ECN 410 HISTORY OF ECONOMIC THOUGHT

This course surveys the major trends in economic thought since the 19th century. It covers the economic thought of the classical and neoclassical economists, the institutionalists, Keynesian and post-Keynesian economists.

- evaluate the effects of monetary policy

Education Courses

EDC 120 ROBOTICS AS A LEARNING TOOL

This interdisciplinary method of course will introduce students to the use of educational robotics as an alternative means of learning. In addition, the main focus of the course will be a hands-on experience through which students will learn concepts of mathematics and science while working with the robots. This course is a strong recommendation for students majoring in their students' major area of study.

- evaluate the effects of monetary policy

EDC 200 INTRODUCTION TO EDUCATION

This course introduces the teaching profession. It includes the student's role as a teacher and so includes the role of the teacher in the classroom. It also includes the role of the teacher in the community and the role of the teacher in the society.

- evaluate the effects of monetary policy

This course introduces the role of the teacher and the characteristics of a teacher. It also includes the role of the teacher in the classroom and the role of the teacher in the society.

- evaluate the effects of monetary policy

Successful completion of this course is a prerequisite for the following courses:

- evaluate the effects of monetary policy

EDC 201 FOUNDATIONS OF SPECIAL EDUCATION

This course introduces students to the field of special education. It includes the history of special education and state laws, definitions, characteristics, and causes of various disabilities. It also includes the role of the teacher in special education and the role of the teacher in the society.

- evaluate the effects of monetary policy

Successful completion of this course is a prerequisite for the following courses:

- evaluate the effects of monetary policy

EDC 210 EDUCATIONAL PSYCHOLOGY

(3.00 / 2)

This course examines the role of motivation in educational practices, focusing on the nature and sources of internal motivation and readiness for learning. It covers the role of motivation in learning, the role of emotion in learning, the role of social factors in learning, and the role of culture in learning. It also examines the role of motivation in learning for diverse students and social, ethnic, and cultural differences. The course is designed to provide students with a solid understanding of the role of motivation in learning and to provide them with the tools and techniques necessary to assess and address the needs of diverse learners.

Prerequisite: P 100.

EDC 217 UNDERSTANDING FAMILY AND COMMUNITY

This course is designed to foster understanding of the significant roles of families and communities in the growth and education of children. It includes the role of family in child development, the role of family in child health and safety, the role of family in child learning and understanding, the role of family in child socialization, and the role of family in child cultural and ethnic identity. The course is designed to provide students with a solid understanding of the role of family and community in child development and to provide them with the tools and techniques necessary to assess and address the needs of diverse learners.

e e u s t e

EDC 304 INTRODUCTION TO CURRICULUM DESIGN

This course focuses on the study of curriculum design and development. It covers the role of curriculum in education, the role of curriculum in learning, the role of curriculum in assessment, and the role of curriculum in instruction. It also examines the role of curriculum in the development of the individual learner and the role of curriculum in the development of the community. The course is designed to provide students with a solid understanding of the role of curriculum in education and to provide them with the tools and techniques necessary to assess and address the needs of diverse learners.

e e u s t e

EDC 309 INTERDISCIPLINARY AND DIFFERENTIATED INSTRUCTIONAL DESIGN IN THE CONTENT AREAS

This course focuses on the further development of curriculum design and instructional design in the content areas. It covers the role of differentiated instruction in learning, the role of differentiated instruction in assessment, and the role of differentiated instruction in instruction. It also examines the role of differentiated instruction in the development of the individual learner and the role of differentiated instruction in the development of the community. The course is designed to provide students with a solid understanding of the role of differentiated instruction in education and to provide them with the tools and techniques necessary to assess and address the needs of diverse learners.

e e u s t e

EDC 310 APPLICATION OF DIFFERENTIATED INSTRUCTIONAL STRATEGIES IN THE CONTENT AREAS

This course focuses on the application of differentiated instructional strategies in the content areas. It covers the role of differentiated instruction in learning, the role of differentiated instruction in assessment, and the role of differentiated instruction in instruction. It also examines the role of differentiated instruction in the development of the individual learner and the role of differentiated instruction in the development of the community. The course is designed to provide students with a solid understanding of the role of differentiated instruction in education and to provide them with the tools and techniques necessary to assess and address the needs of diverse learners.

e e u s t e

EDC 314 THE DEVELOPMENT OF THE PRE-ADOLESCENT AND ADOLESCENT LEARNER AND IMPLICATIONS FOR TEACHING

This course is designed to examine the development of the pre-adolescent and adolescent learner and the implications for teaching. It covers the role of the pre-adolescent and adolescent learner in education, the role of the pre-adolescent and adolescent learner in learning, the role of the pre-adolescent and adolescent learner in assessment, and the role of the pre-adolescent and adolescent learner in instruction. It also examines the role of the pre-adolescent and adolescent learner in the development of the individual learner and the role of the pre-adolescent and adolescent learner in the development of the community. The course is designed to provide students with a solid understanding of the role of the pre-adolescent and adolescent learner in education and to provide them with the tools and techniques necessary to assess and address the needs of diverse learners.

Prerequisite: C 200.

EDC 316 EARLY CHILDHOOD DEVELOPMENT AND LEARNING

This course is designed to foster understanding of the developmental continuum of development and learning in children from birth through age 5. The course includes a study of the role of the family and the community in the development and learning of the child. The course also addresses the role of the teacher in the development and learning of the child. The course is a prerequisite for EDC 318.

EDC 318 EARLY CHILDHOOD CURRICULUM AND ASSESSMENT

This course is designed to foster implementation of the developmental curriculum and assessment in early childhood areas. The course includes a study of the role of the family and the community in the development and learning of the child. The course also addresses the role of the teacher in the development and learning of the child. The course is a prerequisite for EDC 319.

Successful students will be able to:

EDC 319 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION

This course is designed to explore in greater detail the role of the family and the community in the development and learning of the child. The course includes a study of the role of the family and the community in the development and learning of the child. The course also addresses the role of the teacher in the development and learning of the child. The course is a prerequisite for EDC 320.

EDC 320 EDUCATING THE CHILD WITH DISABILITIES IN THE REGULAR CLASSROOM

This course is designed to provide a comprehensive understanding of the role of the family and the community in the development and learning of the child with disabilities in the regular classroom. The course includes a study of the role of the family and the community in the development and learning of the child with disabilities in the regular classroom. The course also addresses the role of the teacher in the development and learning of the child with disabilities in the regular classroom. The course is a prerequisite for EDC 321.

EDC 321 DEVELOPING CHILDREN'S LITERACY ACROSS THE GRADES: METHODS AND STRATEGIES

This course will be based on theories of emergent reading and writing with attention to the unique contributions of the family and the community in the development and learning of the child. The course includes a study of the role of the family and the community in the development and learning of the child. The course also addresses the role of the teacher in the development and learning of the child. The course is a prerequisite for EDC 322.

EDC 322 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH HIGH-INCIDENCE DISABILITIES

This course offers a variety of instructional strategies and techniques to assist students with mild to moderate high-incidence disabilities in learning. The course includes a study of the role of the family and the community in the development and learning of the child with disabilities in the regular classroom. The course also addresses the role of the teacher in the development and learning of the child with disabilities in the regular classroom. The course is a prerequisite for EDC 323.

EDC 323 INSTRUCTIONAL PLANNING AND ASSESSMENT FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES

This course offers a variety of instructional strategies and techniques to assist students with mild to severe low-incidence disabilities in learning. The course includes a study of the role of the family and the community in the development and learning of the child with disabilities in the regular classroom. The course also addresses the role of the teacher in the development and learning of the child with disabilities in the regular classroom. The course is a prerequisite for EDC 324.

EDC 324 CONSULTATION AND CURRICULUM ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS

(former m, C 2)

This course provides the necessary knowledge and skills for working with special needs students in an inclusive educational setting addressing collaborative relationships with various professionals and agencies serving special needs students through various modes materials and instructional adaptations in utilizing technology to promote inclusion through assessment and implementation of individualized plans (IEPs) within regular education settings. This course contains a field experience and requires successful completion of a thirty-hour practicum. This course is not to be taken concurrently with EDC 325. *EEUSTES*

EDC 325 CLASSROOM MANAGEMENT

(former m, C)

This course describes the principles underlying effective classroom management practices and strategies to promote an effective learning environment for students in both inclusive and self-contained settings. It also describes effective strategies and techniques for conducting effective behavior assessment and designing positive behavior support plans for students with handicaps. This course contains a field experience. *EEUSTES*

EDC 326 INTRODUCTION TO EDUCATIONAL TECHNOLOGY

The objective of this course is to introduce various forms of educational technology through hands-on, computer-assisted learning to prepare candidates. This course provides various opportunities for enrichment and reflection on the role these technologies can play in teaching and learning processes in a classroom. Students will be able to become skilled in some manner of digital tools available or software to use in their classrooms. In addition, students will learn...

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

**ENG 112 INTRODUCTION TO
CHILDREN'S LITERATURE**

The course looks at many selections of Chil-

ENG 204 BRITISH LITERATURE SURVEY II

(Formerly ENG 304)

Selected works in English literature with emphasis on historical, cultural, and aesthetic values, including material from the romantic period to the Second World War. Lecture, discussion. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 208 SOPHOMORE CORE—SOCIAL RESPONSIBILITY

Justice and responsibility in a multicultural, multiracial society. A team-taught course by professors of various disciplines bringing to bear the insights of different academic fields on the modern world. Lectures plus discussions in small groups. Students may be expected to undertake projects on or off campus to give a practical application to classroom work. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 212 VOICE AND SPEECH PRODUCTION

Improvement of the speaking voice is the focus of this course. Attention will be paid to developing a pleasing tone, strong articulation, proper pronunciation, and correct breathing. Students will also learn the International Phonetic Alphabet. The course is highly recommended for those students interested in radio, television, teaching and business. 1 c.u.

Prerequ e

ENG 213 ORAL INTERPRETATION OF LITERATURE

Oral interpretation is defined as the study of literature through performance. The course is designed to train students to use their bodies and voices to interpret poetry, drama and prose, children's literature, world literature and documentary material. Students will present literature in individual and ensemble performances. 1 c.u.

Prerequ e 7
r e - r e e r e e

ENG 214 INTERVIEWING

This course is designed to teach students good interviewing techniques. Focusing primarily on journalistic applications, this course can also be helpful to anyone needing to develop interviewing skills; i.e., anyone interested in careers in human services. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 215 PLAYWRITING

A seminar in the art and craft of playwrighting. Through classroom discussions, selected readings, writing assignments and critical feedback, each student creates a one-act play which is presented to the College community in an informal program of staged readings. 1 c.u.

Prerequ e r
e e r u r
7
r e - r e e r

ENG 216 THE SHORT STORY

The study of the short form through the reading and analysis of classic and contemporary short stories and hands-on experimentation with literary and craft concerns. Authors might include Poe, Baldwin, Hawthorne, Joyce, Jamaica Kincaid and Flannery O'Connor. Students will create an original short story at the end of the course. 0.5 c.u.

Prerequ e r
requ e r e - r e e r
7

ENG 217 THE LYRIC

The relationship between language and music from traditional ballads to Hip-Hop. Formal analysis of song lyrics and poetry, hands-on experimentation with a variety of formal and styles. 0.5 c.u.

Prerequ e r
r e - r e e r
requ e 7

ENG 218 INTERPERSONAL COMMUNICATION

Understanding interpersonal communication through research, theory and practical application is the focus of this course. Students will learn how to manage and develop better interpersonal relationships with intimates, at work, and in the community. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 219 CONTEMPORARY WRITING*

Introduction to the writing professions and to important contemporary practitioners of the craft. Frequent appearances by guest poets, fiction writer, journalists and editors who will discuss their work and the professional contexts within which they work. Specially designed workshops will allow students to explore a range of genres and writing styles. 0.5 c.u.

Prerequ e 7
r e - r e e r

ENG 220 INTERMEDIATE CREATIVE WRITING

Intensive work in fiction and poetry writing for students who have mastered the basic tools of the craft. Study of contemporary models from outstanding poets and writers. Short readings on the writer's craft from such practitioners as Raymond Carver, Flannery O'Connor, Quincy Troupe and Andre Breton. this course culminates in a portfolio of original poetry and/or fiction and a reading of original work for the college community. 1 c.u.

Prerequ e r
e e ru r 7
r e - r e er

ENG 222 AFRICAN/AMERICAN LITERATURE

(Also AFS/WMS 222)

Selected poetry, drama, fiction, autobiography, and essays by African/American authors, with emphasis on literary excellence. Authors range from Phillis Wheatley to Frederick Douglas, Imamu Amiri Baraka, Alice Walker, and Ishmael Reed. Lecture, discussion. 1 c.u.

Prerequ e 7
r e - r e er

ENG 223 WOMEN IN LITERATURE

The study of outstanding women writers of poetry and fiction; how their perspectives differ from men working at the same time and how they are the same. American writers will be emphasized but others will be studied. Writers might include Morrison, Hurston, Murdoch, Atwood, Woolf, Barnes, Erdrich and Cisneros. 1 c.u.

Prerequ e 7
r e - r e er

ENG 224 PRINT JOURNALISM

This course will cover the basic practices and procedures of print journalism. Through lecture, discussion and constant hands-on practice, students will hone their skills in news writing, feature writing and opinion pieces for electronic and non-electronic print media. Students will also be introduced to basic AP style. Towards the end of the course, students will explore essential elements of journalistic ethics and the rights and responsibilities of an independent press in a pluralistic democracy. 1 c.u.

Prerequ e 7 1 c.u.

ENG 226 LITERATURE OF RACE, CLASS AND GENDER

(Also AFS/WMS 226)

Varied works of literature that illustrate how different races, ethnic groups, genders, and classes view themselves and each will be studied. Included are works of Philip Roth, Mary Gordon, Ishmael Reed and Alice Walker. 1 c.u.

Prerequ e 7
r e - r e er

ENG 227 RELIGION AND LITERATURE
(Also REL 227)

One of the many ways in which religion has influenced culture can be found in its relationship to the creation of literature. This course will examine how essential themes from Judaism and Christianity have found expression in 19th and 20th century literary masterpieces. Selected readings from Blake, Tolstoj, Dostoyevsky, Beckett, Kafka, and Camus will be used to illustrate the interrelation of religion and artistic expression as well as the dual role of the writer as critic and creator of culture. 1 c.u.

Prerequ e 7
r e - r e er

ENG 229 LITERATURE AND MEDICINE

An introduction to fiction, drama, poetry, memoir and other literary non-fiction, through works that deal with health-and medicine-related themes. Emphasis on how writers explore their themes in their particular genres, on the structures and styles of their works.

Prerequ e 7 1 c.u.
r e - r e er

ENG 231 RADIO AND TELEVISION

This course traces the history of radio and tel-

ENG 246 LITERATURE INTO FILM

The course will analyze literary works and the films that have been adapted from them. It will consider how successful filmmakers have been in remaining true to the original intent of the writers and what artistic problems are inherent in the translation from literature to film. 1 c.u.

Prerequisite 7
re - reer

ENG 247 WRITING FOR RADIO AND TELEVISION*

(Formerly ENG 221)

This course is designed to introduce students to the mechanics of writing for the electronic media of radio and television. Primarily devoted to broadcast news writing, students will also learn how to create special formats such as sports, specials and commentary. 1 c.u.

Prerequisite 7

ENG 250 SELECTED TOPICS IN COMMUNICATION

Course addresses problems faced by women and minorities and other subjects of current interest in mass communications. Topics will vary from semester to semester. Course may be repeated. 1 c.u.

ENG 251 THE ART OF FICTION

A study of the entire genre of fiction, including some novels. Emphasis will be placed on fiction of the 19th and 20th centuries. 1 c.u.

Prerequisite 7
re - reer

ENG 252 THE ART OF DRAMA

Selected plays representing the major periods of the drama from the Greeks to the present, with attention to the religious, social, and theatrical forces that shaped these works. Lecture and discussion. 1 c.u.

Prerequisite 7
re - reer

ENG 253 THE ART OF POETRY

(Formerly Modern Poetry)

A study of the genre of poetry with emphasis on formal innovations and evolution of the art form. Focus will vary according to instructor's discretion. 1 c.u.

Prerequisite 7
re - reer

ENG 256 CHANGING WOMEN'S LIVES

(Also HIS/SOC/WMS 256)

This course explores the ways in which tradition, myth, social stereotypes and social forces shape American women's lives. We will study the influence of gender from several disciplinary perspectives to help illuminate large subject areas, such as work, love, creativity, pornography, the family, communication, personal identity and self-worth. Any study of women recog-

nizes that gender roles affect both women and men; thus, discussion includes issues related to male and female social development. Readings balance women's common realities, such as biological functions and sex role training, with individual realities influenced by class, race, age and sexual orientation. Central to this course are choices and constraints contemporary women and men face as we make our way into the twenty-first century. 1 c.u.

Prerequisite 7
re - reer

ENG 257 PEOPLES AND CULTURES OF LATIN AMERICA AND THE CARIBBEAN
(Also HIS/LLC/SOC 257)

The interdisciplinary core course is designed to introduce students to the richness and diversity of Latino/Latin American and Caribbean cultures by examining the geography and ecology of the region, its history, politics and economics, its literature, music and arts, and contemporary issues like migration and globalization. 1 c.u.

Prerequisite 7
re - reer

ENG 258 GOTHIC LITERATURE

(Also WMS 258)

Spooky crumbling castles and things that go bump in the night are not all there is to gothic literature. This course examines the ways in which this literary genre delves into the human psyche to explore all the dark impulses that arise from the human soul. The course also looks at ways in which gender and sexuality figure into both the writing of this literature and the attitudes that it expresses. Students learn to examine fiction through a literary critical lens. 1 c.u.

Prerequisite 7
re - reer

ENG 262 SMALL GROUP COMMUNICATION

Course is devoted to human communication in a small group-setting involving 3-15 individuals. Focus is on within-group interaction, its functions, processes, and structures. Students will learn theories and methods of leadership, decision-making, and problem-solving. Effective management of small-sized meetings such as committees will be emphasized. 1 c.u.

Prerequisite r
re - reer

ENG 266 RADIO PRODUCTION I

This course introduces students to the basic operation of a radio studio. It includes writing, producing and announcing. 1 c.u.

Prerequisite 7
re - reer

ENG 278 SURVEY OF AMERICAN LITERATURE I

An historical and cultural survey of major American figures of the 19th century, including new research on women and African/American figures. Writers may include Emerson, Thoreau, Whitman, Melville, Dickinson, Poe, Hawthorne and Frederick Douglass. 1 c.u.

Prerequisite 7
re - reer

ENG 279 SURVEY OF AMERICAN LITERATURE II

A study of literature of the United States in the first half of the 20th century. Writers may include Faulkner, Cather, O'Neil, Elliot, Pound, Hughes, Hurston and Hemingway. 1 c.u.

Prerequisite 7
re - reer

ENG 309 ADVANCED FICTION WRITING

Intensive work in fiction writing within the context of contemporary fiction. Study of modernist and post-modernist techniques. Frequent writing assignments designed to help students gain technical control of their writing and find their individual writer's voice. This course culminates in a portfolio of original fiction (short stories or a novel in-progress) and a public reading of original fiction for the College community. 1 c.u.

Prerequisite 7
re - reer r
e e ru r

ENG 310 INTERCULTURAL COMMUNICATION

Course provides a cross-cultural perspective in addressing various topics of human communication (e.g., verbal and nonverbal communication, listening, relationship maintenance, conflict management). Students will learn current trends towards globalization, study underlying cultural differences in communication and practices of cultural adaptation and accommodation. 1 c.u.

Prerequisite 7
re - reer ee

ENG 313 SELECTED TOPICS IN ARTS AND WESTERN CIVILIZATION*

(Also CAT 313)
(Formerly CAT/ENG 255)

The period between the end of the 19th century and the end of the 20th century is a time-frame whose events, images, and words resonate with our experience of the world now. Wars, political decisions, industrialization, globalization, and the emergence of what we call "modern" life in the West—all affect our present. Themes like "War and Peace," "Art as Social Protest," "Revolution" are chosen as a way of studying the work of American and European artists, playwrights, and writers who

lived and worked during this time. 1 c.u.

Prerequisite 7
re - reer

ENG 325 THE LITERARY MAGAZINE

A project-centered course in which students

ENG 342 WRITING FOR THE PROFESSIONS

(Formerly Technical Writing)

Advanced expository prose particularly designed for students in science and business but open to all who wish to improve their writing techniques. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 348 CREATIVE NON-FICTION

Intensive work in creative non-fiction, including the memoir, personal essay, epistolary forms and travel writing. Frequent writing assignments designed to help students find an individual writing voice and hone their skills in prose. Culminates in a portfolio of original prose and a public reading for the college community. 1 c.u.

Prerequ e 7
r e e ru r
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ENG 351 MAJOR AFRICAN AND ASIAN WRITERS

A study of the works of major figures of African and Asian literature in their own context, as well as in the ways they influenced Western writing. Many eras will be represented by such works as the e e e r e e e e r and others. Modern figures could include Mishima, Achebe, Soyinka, and Gordimer. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 352 MAJOR WRITERS OF EUROPE

Some of the major writers of continental Europe of different eras and cultures studied in the context of their cultures. Writers will include Homer, Dante, Cervantes, Racine, Dostoevsky, Yourcenar, Duras and Kafka. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 356 MAJOR LATIN AMERICAN AND CARIBBEAN WRITERS

Major figures in the literature of Latin America and the Caribbean in translation. Writers will include, Allende, Borges, Vargas Llosa, Fuentes, Hijuelos, Wolcott, Marquez and Paz. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 357 BROADCAST JOURNALISM

This course is designed to involve students in the writing, reporting and producing of news for radio and television. They will develop skills and techniques needed to work in broadcast news. 1 c.u.

Prerequ e 7

ENG 361 SHAKESPEARE'S WOMEN

(Also WMS 361)

The course analyzes women characters and attitudes about women in the plays of Shakespeare. We will consider and read in depth histories, comedies, and tragedies of Shakespeare to learn how to read the Bard's plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women's Studies course. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 362 SHAKESPEARE'S MEN

(Also WMS 362)

The course analyzes the role of masculinity and concepts of manhood in the plays of Shakespeare. We will consider and read in depth histories, comedies and tragedies of Shakespeare to learn how to read the Bard's plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women's studies course. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 364 SELECTED TOPICS IN SHAKESPEARE

This course offers traditional and recent approaches to studying Shakespeare's drama and poetry. Topics and texts vary from semester to semester. As topics change, course may be repeated for credit. Topics may include: genre studies, Shakespeare in performance, Shakespeare and his contemporaries. 1 c.u.

Prerequ e 7
r e - r e e r

ENG 365 ORGANIZATIONAL COMMUNICATION

Addresses all aspects of human communication in the context of profit and nonprofit organizations. Course will achieve two major goals. On the collective level, it will cultivate knowledge of how organizational efficiency or productivity may be achieved through effective communication. On the individual level, it will equip students with communication skills needed in pursuit of future careers. 1 c.u.

Prerequ e r
r e - r e e r

ENG 366 RADIO PRODUCTION II

This is an advanced radio production course which focuses on producing and directing programs which well be aired on the campus radio station. 1 c.u.

Prerequ e

ENG 371 PROFESSIONAL COMMUNICATION

The course explores the various communication practices utilized in professional communication industries. 0.5 c.u.

Prerequisite

ENG 372 NONVERBAL COMMUNICATION

This course provides a survey of the basic principles of human communication in non-language codes and modes: space, physical appearance, time, facial expressions, eye behavior, posture, and gestures, with opportunities to apply these principles in different contexts. Some emphasis will be placed on the effects of nonverbal communication on verbal communication. 1 c.u.

Prerequisite

ENG 373 BROADCAST JOURNALISM NEWS PRODUCTION

This course is an extension of the Newsgathering, Writing for Radio and Television and Broadcast Journalism courses. It will provide the students with hands on experience in producing television news programs. 1 c.u.

Prerequisite

ENG 390 COMMUNICATION INTERNSHIP*

Field study in newspapers, television and radio stations, advertising and public relations firms, and other communications institutions. Field placement required. 1 c.u.

Prerequisite

Prerequisite

ENG 401 A BRITISH OR AMERICAN MASTER IN DEPTH

Original writings of a major British or American writer and the chief criticism. Among those considered: Chaucer, Milton, Joyce, Faulkner, Melville, Woolf and Hurston. 1 c.u.

Prerequisite

Prerequisite

ENG 402 LITERARY CRITICISM AND ADVANCED RESEARCH

A capstone course for English majors in the Literature Concentration. Students will read major texts of literary theory and they will conduct original and advanced literary research resulting in a long writing project. 1 c.u.

Prerequisite

Prerequisite

ENG 405 INTERNSHIP IN ENGLISH

Field experience in the Humanities allowing majors to gain hands-on experience in such professional settings as the publishing industry, museums, and the ministry. Open to juniors and seniors majoring in English.

Prerequisite

Prerequisite

ENG 410 COMMUNICATION THEORY AND RESEARCH

A course designed for Interpersonal Communication majors to provide them with the opportunity to study the research and to develop a research project. 1 c.u.

Prerequisite

Prerequisite

ENG 440 COMMUNICATION CAPSTONE*

A final major independent project undertaken by communication major under the supervision of a department faculty member. 1 c.u.

Prerequisite

Prerequisite

ENG 460 SENIOR THESIS IN CREATIVE WRITING

For English/Writing Concentration majors only. Preparation of a final undergraduate portfolio of original poetry or fiction. In-depth study of one craft element in a twentieth century writer's work. Solo reading of original work for the Humanities Division and the College community. 1 c.u.

Prerequisite

Prerequisite

French Courses

FRN 115 FRENCH LANGUAGE AND CULTURE I

(Also LLC 115)

Introductory course to French Language and Culture. Basic language skills for the student who has no previous knowledge of the language. Course will cover different language functions, basic vocabulary, simple grammatical structures, oral recitation and written composition. In addition to language studies, the course will compare French and French diasporic cultures in the Caribbean, Africa and elsewhere. 1 c.u.

FRN 125 FRENCH LANGUAGE AND CULTURE II

(Also LLC 125)

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequisite: FRN 115

FRN 203 FRENCH CULTURE III

Intensive study of language and cultural heritage through readings and discussions of literary works to give imaginative insight into thought, ideas, feelings, and doings of the people and the language. 1 c.u.

Prerequisite: FRN 125

FRN 205 ADVANCED CONVERSATION, COMPOSITION, AND PHONETICS I

Fundamentals of French usage, oral and written. An introduction to French diction and phonetics. The student acquires a fluency in the reading of selections from literary works and through training in correct pronunciation. Conducted in the French language. 1 c.u.

Prerequisite: FRN 203

FRN 206 ADVANCED CONVERSATION, COMPOSITION, AND PHONETICS II

A continuation of FRN 205. 1 c.u.

Prerequisite: FRN 206

FRN 210 SURVEY OF FRENCH LITERATURE I

A basic course in French literature including the study of representative works chosen from various periods. Conducted in the French language. 1 c.u.

Prerequisite: FRN 115

FRN 211 SURVEY OF FRENCH LITERATURE II

A continuation of FRN 210. 1 c.u.

Prerequisite: FRN 210

FRN 310 ADVANCED GRAMMAR AND EXPRESSION I

Principles of French grammar and expression as found in the spoken language and the more difficult literary works. Practical application through the writing of original essays and translations. 1 c.u.

Prerequisite: FRN 310

FRN 311 ADVANCED GRAMMAR AND EXPRESSION II

A continuation of FRN 310. 1 c.u.

Prerequisite: FRN 311

FRN 410 FRENCH LITERATURE OF THE NINETEENTH CENTURY I

Various literary movements from Pre-Romanticism to Naturalism. Conducted in the French language. 1 c.u.

Prerequisite: FRN 310

FRN 411 FRENCH LITERATURE OF THE NINETEENTH CENTURY II

A continuation of FRN 410. 1 c.u.

Prerequisite: FRN 410

FRN 415 FRENCH LITERATURE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES I

Poetic, dramatic, and philosophical works of the Classical Age and the Age of Enlightenment. Conducted in the French language. 1 c.u.

Prerequisite: FRN 415

FRN 416 FRENCH LITERATURE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES II

A continuation of FRN 415. 1 c.u.

Prerequisite: FRN 416

GEO 101 GEOGRAPHIES OF EXPERIENCE: CULTURE, ART, AND HISTORY

Geographies of Experience: Culture, Art, and History is an intensive interdisciplinary course based on experiential learning. Field trips to historical, cultural and art exhibits and museums introduce the richness and diversity of cultures in the United States and globally. Course themes include physical and cultural geography; relationships between religion, music, art and culture; self and collective identities; culture, acculturation and place; patterns of migration worldwide; and immigration to the United States. 1 c.u.

GEO 102 GEOGRAPHIES OF EXPERIENCE: ECOLOGY, NATURE, AND THE HISTORY OF SCIENCE

Geographies of Experience: Ecology, Nature and the History of Science is an intensive interdisciplinary course based on experiential learning. Field trips to science exhibits and museums and to diverse natural habitats introduce ecological concepts (habitat, niche, adaptation, species diversity and natural selection); the logic of the biological classification system; zoology and botany; conservation, climate and global warming; geology and physical geography; astronomy; scientific racism; and the history of science. 1 c.u.

HIS 102 INTRODUCTION TO PUBLIC HISTORY

This course will introduce students to the discipline of Public History including museum studies, oral history, and public commemoration, among other avenues for the preserva-

**HIS 215 HISTORY AND PROBLEMS
OF GLOBALIZATION**

This course will address the historical background for current problems of globalization in areas selected from the following: histories of globalization, colonialisms, the unequal distribution of wealth, global health, including a history of plagues, world trade, ethnic wars and their consequences, terrorism, culture and globalization.

1 c.u.

Prerequisite

7

HIS 237 GLOBAL HISTORY II

This course surveys both Western and non-Western civilizations and cultures from 1500 to the present. Emphasis is on the political, social, and cultural developments of the major civilizations; the interactions between those civilizations; and the development of a global community since 1500. 1 c.u.

Prerequisite 7

HIS 244 THE MAKING OF THE UNITED STATES TO 1877

This course examines the colonization process of early North America through the making and near unmaking of the United States in the Revolutionary and Civil Wars respectively. Special attention will be paid to competing notions, definitions, and laws regarding citizenship and exclusion. This is the first course in the United State survey. 1 c.u.

Prerequisite 7

re-refer

HIS 251 SELECTED TOPICS IN NEW JERSEY HISTORY

This course examines selected aspects of the history of the United States and its people as reflected in the experience of New Jersey and New Jerseyans. Topics include immigration and ethnicity, cultural expression, political change, religion, urbanization, business and technology, architecture, and landscape transformation.. 1 c.u.

Prerequisite

re-refer

HIS 254 THE UNITED STATES IN THE WORLD, 1877-PRESENT

This course will focus on the social, political, and economic changes that took place between Reconstruction and the present, thus propelling the United States into a position of global dominance. This course is the third and

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HIS 400 SENIOR CAPSTONE PROJECT

This course provides an opportunity for students to demonstrate what they have learned about historical thinking, historical research, and historical writing. History majors and Education co-concentrations will develop and complete a research project that requires a (25-35 page) paper based on both primary and secondary sources in their concentration. While the course will be taught by one professor, students are required to consult the head of their concentration in planning and carrying out their research. All students will present the results of their project to the college community. This course is the final major requirement undertaken by History majors and Education co-concentrations. 1 c.u.

Prerequisite: History 101 and Education 101

HIS 405 INTERNSHIP IN HISTORY

This course is designed to give students a semester long experience working with a community organization or agency. Selected students doing a History internship will design a program with the head of their concentration and the selected agency. This experience is intended to give students professional experience in the discipline. 1 c.u.

Prerequisite: History 101 and Education 101

Honors Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

HON 101 OUT OF THE BOX

This interdisciplinary seminar is for honors-level freshmen who want to explore theories of multiple intelligences, diverse learning styles, the campus resources, and off-campus learning activities. Discussions and activities connect freshmen with professors, scholars and artists in and outside the classroom, on and off campus. Students reflect on their own work and talents and the goals for their education. 0.5 c.u.

HON 498 HONORS SEMINAR

An interdisciplinary course on topics that arise from any of the academic disciplines. Specific topics may include culture, art, identity, sociology, and literature, among others. Divisions can elect to offer major and/or general education elective credit for a given seminar when appropriate, by submission to the General Education Committee. 0.5 c.u.

Prerequisite: History 101 and Education 101

HON 499 HONORS SEMINAR*

An interdisciplinary course on topics that arise from any of the academic disciplines. Specific topics may include culture, art, identity, sociology, and literature, among others. Divisions can elect to offer major and/or General Education elective credit for a given seminar when appropriate, by submission to the General Education Committee. 1 c.u.

Prerequisite: History 101 and Education 101

For additional information, see page 253.

Interdisciplinary Studies Courses

IDS 125 CAREER PLANNING SEMINAR

This course will develop students' self-awareness in terms of values, interests, and skills and provide information about occupations through studies of career areas. It also aims to help students connect self-awareness with information about the world of work and helps develop communication skills needed for interviewing and careers. Teaching methods will include lectures, class discussions, and videotaping. 0.5 c.u.

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IDS 155 PATHWAYS TO ADULT LEARNING

This entry level, multidisciplinary course is recommended of all evening and weekend freshmen. It is designed to help adult learners make the transition to formal learning by strengthening skills and acquiring new knowledge. The course also aims to help students learn to balance personal, professional and academic schedules. 0.5 c.u.

IDS 221 RESEARCH METHODS USING THE LIBRARY AND INTERNET

Methods applied in retrieving and evaluating print and electronic information. This course includes lecture, hands on experience, and individual and group projects involving library collections and on-line data bases. 0.5 c.u.

requ e r

IDS 250 SEMINAR IN INTERDISCIPLINARY STUDIES

Selected topics to be announced. 1 c.u.

IDS 361 CAREER PLANNING LABORATORY

Seniors will have the opportunity to identify career possibilities as they are related to individual skills, interests, and aptitudes. Career and employment outlook will be investigated. Creative job search strategies, including effective resume writing and interview techniques, will be covered. Teaching methods will include lecture, discussion, independent study, role-playing, and videotaping. 0.5 c.u.

*Prerequ e e r r r e er
u e e e re*

Latino/Latin American & Caribbean Studies Courses

LLC 110 SPANISH LANGUAGE AND CULTURE I

(Also SPA 110)

Introductory course to Spanish Language and Culture. Basic language skills for the student who has no previous knowledge of the language. Course will cover different language functions, basic vocabulary, simple grammatical structure, oral recitation and written composition. In addition to language studies, the course will compare and contrast American, Latin American, Latino and Spanish cultures. 1 c.u.

LLC 111 CULTURAL ANTHROPOLOGY

(Also APG 111)

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

LLC 115 FRENCH LANGUAGE AND CULTURE I

(Also FRN 115)

Introductory course to French Language and Culture. Basic language skills for the student who has no previous knowledge of the language. Course will cover different language function, basic vocabulary, simple grammatical structures, oral recitation and written composition. In addition to language studies, the course will compare French and French diasporic cultures in the Caribbean, Africa and elsewhere. 1 c.u.

LLC 120 SPANISH LANGUAGE AND CULTURE II

(Also SPA 120)

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequ e P r
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LLC 125 FRENCH LANGUAGE AND CULTURE II

(Also FRN 125)

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequ e r e r
re r e e ru r

LLC 203 COMPARATIVE POLITICAL SYSTEMS

(Also PSC 203)

General problems of comparative analysis. Political communication, political culture, modernization and nation-building, conflict and revolution. 1 c.u.

LLC 210 CULTURES OF THE ANGLO AND FRENCH CARIBBEAN

(Also APG 210)

Cultural traditions of the Anglo and French Caribbean will be explored. Each cultural area will be examined in terms of its history of slavery and plantation life, race and ethnic relations, socio-economic and political change, and family and community organization. 1 c.u.

Prerequ e 7

LLC 224 AMERICAN FOREIGN POLICY

(Also PSC 224)

American foreign policy today. American relations with major allies, the Communist countries and the Third World. Current problems in American foreign policy such as détente, national security, disarmament, the global allocation of resources. 1 c.u.

LLC 241 MINORITY GROUPS AND RACE RELATIONS

(Also SOC 241)

This course examines race, ethnicity, racism, prejudice, discrimination, majority-minority relations, and other intergroup relations from a sociological perspective, paying close attention to the experiences of the major racial/ethnic groups in the United States, namely, American Indians, European Americans, African/Americans, Latinos, and Asian Americans. 1 c.u.

Prerequ e P r

LLC 257 PEOPLES AND CULTURES OF LATIN AMERICA AND THE CARIBBEAN

(Also ENG/HIS/SOC 257)

This interdisciplinary core course is designed to introduce students to the richness and diversity of Latino/Latin American and Caribbean cultures by examining the geography and ecology of the region, its history, politics and economics, its literature, music and arts, and contemporary issues like migration and globalization. 1 c.u.

Prerequisite 7 r e
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LLC 305 BEYOND BLACK AND WHITE: LATINOS IN THE UNITED STATES

(Also SOC 305)

Latinos, or Hispanic Americans, constitute the largest minority in the United States today. Yet, in a society that continues to focus on the Black-White racial divide, Latinos are often ignored. This course explores the experiences of Latinos from a sociological perspective. Topics include immigration trends, the meaning of race in the construction of Hispanic ethnicity, educational attainment, work, health, media representations, and family life. 1 c.u.

Prerequisite

LLC 356 MAJOR LATIN AMERICAN AND CARIBBEAN WRITERS

(Also ENG 356)

Major figures in the literature of Latin America and the Caribbean in translation. Writers will include: Allende, Borges, Vargas, Llosa, Fuentes, Hijuelos, Wolcott, Marquez, and Paz. 1 c.u.

Prerequisite e e e r e
e ru r

LLC 370 SOCIOLOGY OF LATIN AMERICA AND THE CARIBBEAN

(Also SOC 370)

The richness and diversity of Latin American cultures, the region's turbulent history of conquest and colonization, the politics of development and underdevelopment, and national struggles for reform and revolution are examined. 1 c.u.

Prerequisite e

Mathematics Courses

MTH 103 UNDERSTANDING OUR QUANTITATIVE WORLD

The ability to interpret data in order to make decisions is central to this course. Gaining information from data sets such as opinion polls and market research are integral to informing many life or business decisions. An understanding of descriptive statistics, describing data contained in tables and graphs, counting methods, an understanding of commercial uses of mathematics, and basic algebraic concepts including graphing both by hand and using computer programs such as Excel will aid the student to make such decisions. 1 c.u.

MTH 105 INTRODUCTION TO COLLEGE MATHEMATICS-ENHANCED

Coupled with the necessary basic algebra support needed for success, the course focuses on the concept of function as a central theme. The students will use multiple representations (literal, symbolic, and graphical) to represent functions and their properties. Polynomial, rational, logarithmic functions are considered. Right triangle trigonometry is introduced. The course also includes a consideration of the methods to find the solution to systems of equations and an introduction to the concept of matrices. The TI-83+ graphing calculator is used as an instructional tool. Students may not receive credit for both MTH 105 and MTH 107. 1 c.u.

MTH 106 MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

A course designed to develop an understanding of the mathematical concepts supporting topics taught at the elementary level. Central to this is the number sense required to teach basic operations (addition, subtraction, multiplication and division) with non-negative integers. Fractions, decimals, mental calculation and estimation are also considered. Students will use visualization, diagrams, manipulatives, and engaging in mathematical conversation to explore alternative ways of understanding and communicating required concepts. 1 c.u.

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MTH 107 COLLEGE ALGEBRA AND TRIGONOMETRY

This course focuses on the concept of function as a central theme. Students will use multiple representations (literal, symbolic, and graphical) to represent functions and their properties. Polynomial, rational, logarithmic functions are considered. Right triangle trigonometry is introduced. The course also includes a consideration of the methods to find the solution to systems of equations and an introduction to the concept of matrices. The TI-83+ graphing calculator is used as an instructional tool. Students may not receive credit for both MTH 105 and MTH 107. 1 c.u.

MTH 114 PRECALCULUS WITH ALGEBRAIC SUPPORT

This course is a standard precalculus course supported with structured experiences to review needed algebraic concepts. Its focus is the study of the properties of linear, quadratic, polynomial, absolute value, rational, exponential, logarithmic and trigonometric functions as a central theme. The TI-83+ graphing calculator is used as an instructional tool to graph functions in the coordinate plane, find zeros and intercepts and maximum and minimum values. The calculator can also aid with the application of trigonometric functions to solve right and oblique triangles using the Law of Cosines and the Law of Sines. An introduction to the properties and uses of matrices and calculation with numbers expressed in scientific notation is included. Students may not receive credit for both MTH 114 and MTH 117. 1 c.u.

MTH 117 PRECALCULUS

This course is a study of the properties of linear, quadratic, polynomial, absolute value, rational, exponential, logarithmic and trigonometric functions as a central theme. The TI-83+ graphing calculator is used as an instructional tool to graph functions in the coordinate plane, find zeros and intercepts and maximum and minimum values. The calculator can also aid with the application of trigonometric functions to solve right and oblique triangles using the Law of Cosines and the Law of Sines. An introduction to the properties and uses of matrices and calculation with numbers expressed in scientific notation is included. Students may not receive credit for both MTH 114 and MTH 117. 1 c.u.

MTH 200 APPLIED STATISTICS I

This course covers the methodology of organizing, summarizing, and presenting statistical data. Students calculate and interpret the measures of central tendency and dispersion and are introduced to probability and distribution theory (Normal, Binomial, Poisson). They use distribution and sampling theory to make statistical inferences. 1 c.u.

Prerequisite e

MTH 221 CALCULUS AND ANALYTIC GEOMETRY I

Basic theory of differential calculus through the concepts of limits and continuity are the goals of this course. Necessary analytic geometry is developed as required. Algebraic and trigonometric functions, curve sketching and applications to real world problems (including maximum/minimum problems). The Mean Value Theorem, and its consequences are covered. 1 c.u.

Prerequisite e r 7
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MTH 222 CALCULUS AND ANALYTIC GEOMETRY II

This is an introduction to the integral calculus and its application to the solution of real world problems. Integration of exponential, logarithmic and trigonometric functions, techniques of integration, and an introduction to differential equations are covered. 1 c.u.

Prerequisite e

MTH 223 CALCULUS AND ANALYTIC GEOMETRY III

The study of calculus is continued through sequences and series, multivariable functions and their derivatives, multiple integrals and vector valued functions, Green's Theorem, and Stokes' Theorem. Applications using the graphing calculator are included. 1 c.u.

Prerequisite e

MTH 310 NUMBER THEORY

This is a formal study of the integers through prime numbers, divisibility, congruencies, Euler's function and quadratic reciprocity. 1 c.u.

Prerequisite e

MTH 320 DIFFERENTIAL EQUATIONS

The focus of this course is the solution of differential equations. Topics include: separation of variables, homogeneous equations, integrating factors, linear and higher order equations and applications via classical and computer based methods. 1 c.u.

Prerequisite e

MTH 330 GEOMETRY

This is an axiomatic approach to geometry which compares various analyses of Euclid's fifth postulate resulting in non-Euclidian geometries. Several finite geometries are studied. 1 c.u.

Prerequisite e

MTH 331 FOUNDATIONS OF ADVANCED MATHEMATICS

This is a study of the development of concepts and tools used in abstract mathematics. Emphasis is on writing proofs, logic, set theory, formal axiom systems, and the real number system from an axiomatic point of view. 1 c.u.

Prerequisite e

MTH 332 DISCRETE MATHEMATICS

Topics in this course include: elementary set theory, permutations and combinations, discrete functions, relations and graphs, trees, counting procedures and Boolean Algebra. Application of these topics in computer science will be covered. 1 c.u.

Prerequisite e 7 7 r

MTH 337 LINEAR ALGEBRA

This is a course in the abstract mathematics sequence. Topics include: systems of linear equations, matrices, vectors, linear transformations, bases, linear independence, orthogonality, eigenvectors and eigenvalues. 1 c.u.

Prerequisite e

MTH 415 ABSTRACT ALGEBRA

This is the final course in the abstract mathematics sequence. Topics include: groups, rings, fields, integral domains, isomorphisms, homomorphisms, sub group structure of finite groups. 1 c.u.

Prerequisite e

MTH 423 ADVANCED CALCULUS

This course is a rigorous treatment of the basic concepts of calculus including limits, continuity, differentiation, and the Riemann integral. Properties of the real number system, and extensions of the Mean Value Theorem are also considered. 1 c.u.

Prerequisite e

Network Engineering Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

NTW 100 COMPUTER CONFIGURATIONS AND MAINTENANCE*

This course covers knowledge and skills required to install, configure, upgrade and maintain PC-compatible hardware and software. In addition, students are introduced to basic PC networking concepts such as IP addressing, an LAN environment. The role and functions of hubs, switches, gateways, and routers are introduced. 1 c.u.

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NTW 115 INTRODUCTION TO COMPUTER NETWORKS*

This course provides an introduction to features and functions of networking components. It provides the knowledge and skills needed to configure and troubleshoot basic networking hardware, protocol, and services. 1 c.u.

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NTW 125 MANAGING INTERNET DEVICES*

This course provides an introduction to inter-networking technologies in today's networking environment. LAN and WAN connectivity issues, management of LANs, implementing a hierarchical design, IP address allocation, and OSI model, ISDN, and layer 2 switching are discussed and explained. Through lectures and lab exercises, students are provided with knowledge necessary to configure a multi-router environment and implement essential security features necessary to continuous operation of the network. 1 c.u.

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NTW 200 INTERNETWORK PROGRAMMING I*

This course provides the basis to design a network and build a functional configuration to support specified requirements. Use of appropriate commands to display functional parameters, detection of anomalies, and monitoring status of a network are emphasized. 1 c.u.

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Prerequ e

NTW 220 ROUTING I*

This course will cover and discuss all interior gateway protocols (IGP). The concepts, commands and advanced configuration of all IGP protocols that is required to design and implement large private networks will be discussed in great detail. IGP behavior and its scalability and limitations are presented through lectures and lab exercises. This course covers all advanced features of EIGRP, OSPF and router management as it pertains to configuration of enterprise networks. 1 c.u.

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Prerequ e

NTW 221 ROUTING II*

This course will cover and discuss all exterior gateway protocols (EGP). The concepts, commands and advanced configuration of all EGP protocols that is required to design and implement service provider networks will be discussed in great detail. EGP behavior and its scalability are presented through lectures and lab exercises. This course covers all advanced features of BGP and ISIS and their manipulation and usage in service provider environment. 1 c.u.

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Prerequ e

NTW 222 SIMPLE MAIL TRANSFER PROTOCOL (SMTP)*

In this course, students will learn to install and manage SMTP servers and the critical new features from a real-world perspective. The course provides an in-depth look into the knowledge and skills required to design, implement, and configure SMTP servers. 1 c.u.

Prerequ e

NTW 225 MANAGING LAN DEVICES*

The course is intended to introduce students to tasks involved in implementing, managing, and maintaining server-based networks. These tasks include implementing routing; implementing, managing, and maintaining DHCP, DNS, and WINS; securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. 1 c.u.

Prerequ e

NTW 300 BUILDING MULTILAYER SWITCHING NETWORKS*

The goal of this r emphasis is on applications in medium-size to large networks. 1 c.u.

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Prerequ e

NTW 310 BUILDING REMOTE ACCESS NETWORKS*

Principles and practices for building remote access networks to interconnect central sites, branch offices, and individual users (telecommuters) are the foci of this course. Strategies and methods for controlling access to the central site and for maximizing bandwidth utilization over the remote links. Students will learn how to assemble and configure equipment to establish appropriate WAN network connections. 1 c.u.

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Prerequ e

NTW 315 VOICE OVER IP*

A suite of application protocols known as Voice over IP (VoIP) is covered in this course. Important protocols within that suite, including Real-time Transport Protocol (RTP), Media Gateway Control Protocol (MGCP) and Session Initiation Protocol (SIP) are described. Examples of network elements that are currently available will be examined as will the test equipment for use in their installation and maintenance. 1 c.u.

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Prerequ e

NTW 325 INTERNETWORK PROGRAMMING II*

A continuation of INT 200, this course is a study of internetwork programming for the creation of complex and sophisticated stand-alone applications. Students learn how to design, test, and debug at an advanced level. 1 c.u.

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Prerequ e

NTW 330 NETWORK SECURITY*

An introduction to network security administration and practical solutions for identifying, assessing, and countering external and internal threats to networks is the goal of this course. Topics include: risk analysis, security policies, network communication vulnerabilities, cabling and hardware for enhancing security, firewalls, packet filtering, network address translation (NAT), virtual private networks, and hacker exploits. 1 c.u.

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Prerequ e

NTW 391 NETWORK ENGINEERING INTERNSHIP

This is an elective course designed to provide field experience in establishing, maintaining, and troubleshooting local area networks. Placements may include business settings, school districts, and the College's laboratories, administrative systems, and Advanced Technology Institute. 1 c.u.

Prerequ e r ur re
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NTW 410 FIREWALL TECHNOLOGY*

The "Firewall Technology" course provides an in-depth explanation and operation of firewalls. Special attention is paid to Cisco PIX devices and the current models available. The theory of firewall operations is explained in detail. Basic and advanced configuration of firewalls is reviewed and best practices are critiqued. Firewall management for troubleshooting and configuration is reviewed as well as VPN configuration on firewalls as a head-end device or a terminator for VPN clients. 1 c.u.

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Prerequ e

NTW 420 NETWORK SYSTEM DEVELOPMENT PROJECT*

A final, major independent project, under the supervision of Department faculty members forms a capstone experience for senior Network Engineering major students. 1 c.u.

Prerequ e e r r r
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NTW 430 SELECTED TOPICS IN NETWORK ENGINEERING*

This course covers advanced topics in Network Engineering. It is offered only when there is an opportunity to present material not included in the curriculum. 1 c.u.

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Prerequ e u e r e er

Nursing Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

NUR 105 NUTRITION

Study of nutrition in relation to nutrients throughout the life cycle. Nursing assessment, planning and evaluation of diet, and food beliefs are explored. 0.5 c.u.

Prerequisite Pre-ur r u e

NUR 215 FOUNDATIONS OF PROFESSIONAL PRACTICE*

Introduces the students to the knowledge base of professional nursing. Presents theoretical foundations that support practice such as critical thinking, communication, ethics and law, nursing theorists and health and illness. Introduces professional values of caring, altruism, autonomy, human dignity, integrity and social justice. Explores the history of nursing creating an understanding for current nursing practice and education. Initiates the socialization of the student to the expectations of the profession of nursing. Includes a weekly laboratory to foster success in the major. 1 c.u.

Prerequisite

7

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require

NUR 235 HEALTH AND PHYSICAL ASSESSMENT*

Introduces selected foundational nursing concepts. Develop skills in health and physical assessment and apply it to well adult populations. This course includes a lecture component as well as a laboratory component which requires extensive practice time. Requires successful achievement of practicum to demonstrate mastery of skills. Limited clinical experiences may be included. 1 c.u.

Prerequisite

7

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require

NUR 241 ADULT HEALTH I*

Introduces basic medical surgical concepts integral to care of the adult client. Develops critical thinking and basic technical skills. Applies the nursing process and prioritize care to selected interventions. Requires extensive independent practice. Requires laboratory and clinical days.

Prerequisite e 1.5 c.u.s

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NUR 257 PHARMACOLOGY

Students study the science of pharmacology to develop an understanding of drugs and their

interactions in humans. Drug classifications provide the framework for nursing interventions and client education. Dimensional analysis is used to solve a variety of medication calculation problems. 1 c.u.

Prerequisite

require

NUR 312 PATHOPHYSIOLOGY

Overview of principles of physiology and common pathology found in humans. Clinical situations and case studies used to analyzed and discuss the etiology of disease processes. Develop rationales for management of clients experiencing abnormal bodily function. 1 c.u.

Prerequisite e e e ur ur e

require

NUR 323 PSYCHIATRIC/BEHAVIORAL HEALTH NURSING*

Focuses on therapeutic use of self with individuals, families, and communities to promote behavioral health. Uses a researched based and holistic approach to provide nursing care for clients exhibiting behavioral disorders within a cultural context including anxiety, mood and psychotic disorders in acute care and community settings. Requires 1 clinical day. 1 c.u.

Prerequisite e e e ur ur e

require

NUR 341 ADULT HEALTH II*

Builds on Adult Health I. Reinforces contemporary medical-surgical concepts integral to the care of the client. Focuses on acute and chronic diseases and related nursing interventions in the acute care setting. Reinforces organizational skills and ability to prioritize client care founded on evidence based practice. Requires 2 clinical days. 1.5 c.u.s

Prerequisite

require

NUR 349 GROWTH AND DEVELOPMENT

Focuses on growth and development from newborn to senescence. Provides the framework for understanding the person and factors that predispose individuals to health-wellness and disease-illness. Includes understanding of physical, cognitive, emotional, social and environmental factors influencing development. Cultural influences on the person emphasized through discussion and case studies. 0.5 c.u.

Prerequisite

require

NUR 351 MATERNITY AND PEDIATRIC NURSING*

Uses concepts of growth and development, family theory, and the nursing process to interact with children and families for health promotion and illness prevention. Course centers on care of women during ante-partum; birth; postpartum: newborns and children during wellness and illness. Focuses on priority setting strategies for family centered education. Requires 1 clinical day. 1 c.u.
Prerequ e

requ e

NUR 355 NURSING RESEARCH

Focuses on research as a foundation for practice, education, and health care policy. Introduces the concepts and processes of nursing research and evidence based practice to enable students to become critical consumers and evaluators of research findings for use in practice. Includes a weekly laboratory session to foster success in the major. 1 c.u.
Prerequ e e e

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requ e

NUR 404 MANAGEMENT AND LEADERSHIP

Theory provides the framework for understanding leadership role performance and management principals. Course promotes development of personal attributes for leadership and management. Clinical settings may be used to foster application of theory to practice. 1 c.u.

Prerequ e
requ e

NUR 441 ADULT HEALTH III*

Introduces critical care nursing theory, emphasizes and reinforces adult nursing principals. Focuses on clients with multi-system problems. Designs, implements, and evaluates nursing care of clients with complex health care issues. Requires 2 clinical days. 1.5 c.u.s

Prerequ e e e ur ur e
requ e

NUR 454 COMMUNITY NURSING*

Builds on nursing knowledge, expands focus from the nurse client interaction to the nurse-community relationship. Community can be in family, a geographic location, and/or an aggregate population. Knowledge of epidemiology and economics support community health nursing. Clinical experiences provide students the opportunity to explore the roles of nurses in the community. Requires 2 clinical days. 1.5 c.u.s

Prerequ e
requ e

NUR 460 CAPSTONE PROJECT I

Opportunities to synthesize previous course content and major concepts of the nursing curriculum in a culminating project that demonstrates integration of college competencies. Focuses on independent investigation using the research process and evidenced based information in guiding practice. 0.5 c.u.

Prerequ e e e ur ur e
requ e

NUR 461 CAPSTONE PROJECT II

Finalizes project started in Capstone Project I. Focuses on presentation and evaluation of culminating project to selected populations. Opportunities for self evaluation of professional behaviors using reflection and critical thinking. 0.5 c.u.

Prerequ e
requ e

Nursing Courses – RN to BSN

NUR 305RN BRIDGE TO THE PROFESSION–RN

Focuses on establishing the foundation for professional nursing. Students explore the discipline of nursing and establish educational goals and strategies for advancement in the profession. Introduces major theories that guide the role of the baccalaureate graduate. Course focuses on developing reflective thinking about theory and practice. 1 c.u.

Prerequ e 7

NUR 335RN HEALTH AND PHYSICAL ASSESSMENT–RN*

RN students develop comprehensive physical assessment techniques and apply them in assess-

ing the health status of people across the life span. Requires extensive practice in laboratory.

Prerequ e 7 1 c.u.

NUR 345RN FOUNDATIONS IN COMMUNITY–RN

Focuses on health promotion for the well individual and family in the community. Explores health risk across the lifespan and strategies effective in risk reduction. 1 c.u.

Prerequ e

NUR 355RN NURSING RESEARCH–RN

Introduces the concepts and processes of nursing research and evidence based practice to enable students to become critical consumers

and evaluators of research findings. Focuses on the utilization and application of research and evidence based findings in practice. 1 c.u.

Prerequ e
P r

NUR 404RN MANAGEMENT AND LEADERSHIP—RN

Theory provides the framework for understanding management principles and leadership as personal attribute to be developed. Focus on assisting students to develop strategies for effective leadership in practice settings. Clinical settings may be used to foster application of theory to practice. 1 c.u.

Prerequ e e e ur ur e

NUR 454RN COMMUNITY NURSING—RN*

Builds on nursing knowledge, expands focus from the nurse client interaction to the nurse-community relationship. Community can be in family, a geographic location, and/or an aggregate population. Knowledge of epidemi-

ology and economics support community health nursing. Clinical experiences provides students opportunity to explore the role of the community health nurse. Includes one clinical practice day. 1 c.u.

Prerequ e e e ur ur e

NUR 460RN CAPSTONE PROJECT I—RN

Opportunities to synthesize previous course content and major concepts of the nursing curriculum in a culminating project that demonstrates integration of college competencies. Focuses on independent investigation using the research process and evidenced based information in guiding practice. 0.5 c.u.

Prerequ e e e ur ur e

NUR 461RN CAPSTONE PROJECT II—RN

Finalizes project started in Capstone Project I. Focuses on presentation and evaluation of culminating project to selected populations. Opportunities for self evaluation of professional behaviors using reflection and critical thinking.

Prerequ e 0.5 c.u.

Gerontology Courses

NUR 301 INTRODUCTION TO GERONTOLOGY

This course will provide you with a broad overview of the field of Gerontology and will introduce you to different aspects and subfields of aging. We will discuss basic concepts and theories for topics affecting the elderly such as biomedical, psychological, social, and sociological aspects of aging, as well as death and dying. This course is appropriate for students who desire some background in gerontology and would like to pursue a certificate in Gerontology. 1 c.u.

Prerequ e e e
er e Pr r

NUR 302 HEALTHY AGING IN THE “YOUNG” OLD POPULATION

Growth and development continue throughout life and impact the care of older adults in all settings. The focus of this hybrid course is on the special needs of the “young old” geriatric population related to health promotion and disease prevention. Evolving attitudes towards the “young old” population by the elders themselves and the people who care for them and interact with them are also explored.

Prerequ e 1 c.u.

NUR 303 HEALTHY AGING IN THE “OLD” OLD POPULATION

To continue learning about the care of older adults as they become the “old” old population. The focus of this hybrid course is on the pharmacological, cognitive, societal and safety needs of the “old old” population. The emotional stressors and their personal attitudes

towards spirituality and death and dying will also be discussed. 1 c.u.

Prerequ e

NUR 401 ECONOMICS OF AGING

This course will provide the student with an overview of the important economic issues affecting an aging society. Issues such as the nation’s evolving public and private policies on retirement, pension, and health care will be examined. Current information on Social Security will be discussed as will varied financing and reform issues. There will also be an examination of the impact on society of varied demographic trends such as the retirement of baby boomers, the healthcare issues of an aging population, and the financial situation of older women. 1 c.u.

Prerequ e

NUR 403 BIOETHICAL ISSUES OF AGING

An examination of moral decision-making in regard to specific moral/ethical issues related to the geriatric population. Topics include options for dying, medical treatment decisions, hospice and comfort care, Power of Attorney, DNR orders, living wills, and conditions of moral responsibility for caregivers. 1 c.u.

Prerequ e

NUR 410 GERONTOLOGY CAPSTONE SEMINAR

This course is the last in the Gerontology Certificate program. It synthesizes knowledge gained in the program. Expertise is demonstrated by scholarly presentation by students on a topic related individual goals and expertise in gerontology. 1 c.u.

Prerequ e e e r r ur e e
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Philosophy Courses

PHL 100 INTRODUCTION TO PHILOSOPHY

A survey of perennial issues and problems of philosophy addressed from historical or contemporary perspectives. Such problems may include: freedom and determinism, personal identity, the existence of God, right and wrong, reason and sensation, problems of knowledge, etc. 1 c.u.

requ e r

PHL 101 CONTEMPORARY MORAL ISSUES

Contemporary moral issues in the light of traditional and contemporary philosophical analysis. Racial discrimination, violence, poverty and affluence, changing moral standards, the values of a business society, and the rights, responsibilities and problems of the individual with respect to his society. 1 c.u.

requ e r

PHL 102 PHILOSOPHY IN LITERATURE

Examination of the philosophical content of works of both literary and philosophical merit. Writers such as Hesse, Dostoyevsky, Camus, Tolstoy, Kafka, Bellow, Steinbeck, Brecht, Orwell, Murdoch, Charles Johnson, Toni Morrison, among others, will be read and discussed. 1 c.u.

requ e r

PHL 110 EFFECTIVE REASONING

Effective Reasoning is a general introduction to the principles of reasoning and logical analysis. The main focus of this course will be on the nature of arguments, the critical evaluation of arguments, and the evaluation of theories. 1 c.u.

requ e r

PHL 200 LOGIC

The principles of reasoning, both deductive and inductive, immediate inference, the syllogism, fallacies, doctrine of probability and experimental method. The course acquaints the student with the conditions of valid thought and scientific inquiry. 1 c.u.

*Prerequ e 7
r e - r e er*

PHL 211 PHILOSOPHY OF EDUCATION

Changing attitudes and approaches to education in Europe and America in the context of an understanding of philosophical developments. The course includes works from Plato to Sartre, from Mather to Mann, and from Dewey to B. F. Skinner. 1 c.u.

*Prerequ e 7
r e - r e er*

PHL 214 HISTORY OF PHILOSOPHY: ANCIENT/MEDIEVAL

A representative survey beginning with the pre-Socratics (e.g. Parmenides-Heraclitus, Pythagoras, the Atomists) and, continuing through the major theories of Plato and Aristotle, ending with Plotinus and representative medieval philosophers such as Anselm, Aquinas, Augustine, etc. Typically a focus on issues of metaphysics and epistemology. 1 c.u.

*Prerequ e 7
r e - r e er*

PHL 215 HISTORY OF PHILOSOPHY: MODERN

Beginning with the early Renaissance, a representative survey of developments in science and philosophy, including the Rationalist philosophical systems of Descartes, Leibnitz and Spinoza, and later the common sense philosophies of the 17th, 18th Century British Empiricists Locke, Berkeley and Hume, culminating in the synthesizing efforts of Kant. 1 c.u.

*Prerequ e 7
r e - r e er*

PHL 216 HISTORY OF PHILOSOPHY: CONTEMPORARY

Examination of late 19th- and 20th-Century contributions to philosophy through study of one or more of the following styles or schools of philosophy: existentialism, analytic philosophy, phenomenology, American pragmatism, post-modernism, etc. 1 c.u.

*Prerequ e 7
r e - r e er*

PHL 220 GREAT IDEAS OF PHILOSOPHERS

A survey of the history of philosophy, focusing on Plato, Aristotle, St. Thomas Aquinas, Descartes, Hume, Nietzsche, Wittgenstein, Russell, Dewey. Variable content. This course may be repeated for credit, as long as the content is varied. 1 c.u.

*Prerequ e 7
r e - r e er*

PHL 225 PHILOSOPHICAL PERSPECTIVES ON WOMEN
(Also WMS 225)

A critical analysis of traditional and contemporary conceptions of the nature of women and their social roles and obligations. Readings from classical and contemporary philosophical, psychological and literary sources. Topics include: concepts of sexual equality, natural sex differences, sex roles, self-respect and the reflection of sexual stereotypes in linguistic usage. 1 c.u.

Prerequ e 7
r e - r e er

PHL 226 AFRICAN/AMERICAN PHILOSOPHY

Philosophical reflection upon African/American social experience, African/American intellectual history, modern and contemporary oppositional discourse. Caribbean presence, Pan-Africanism, African heritage, value systems, aesthetics, political theology.

Prerequ e 7 1 c.u.
r e - r e er

PHL 227 THE HARLEM RENAISSANCE: REFLECTIONS ON ART AND SOCIETY

Broad review of the literary period known as the Harlem Renaissance or the New Negro Movement. An examination of poetry, fiction, critical essays, art and music for social and aesthetic values projected in the artistic production of the day. Highlighting the transnational, transethnic texture of African/American social consciousness. 1 c.u.

Prerequ e 7
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PHL 228 PHILOSOPHY, TECHNOLOGY AND ENVIRONMENT

Philosophical, ethical and humanistic issues emerging from the impact of modern technology on society. Comparative philosophies of the natural environment and consideration of technology's effects on the environment, human well-being and the future. 1 c.u.

Prerequ e 7
r e - r e er

PHL 230 BIO-MEDICAL ETHICS

Moral problems confronted by both the professional and the lay person in health-care institutions and in biological research. Abortion and infanticide, eugenics, euthanasia and suicide, allocation of scarce resources, experimentation, and general criticisms directed at the medical establishment. 1 c.u.

Prerequ e 7
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PHL 231 BUSINESS ETHICS

Moral issues in business arising from the actions and decisions in production, advertising, marketing, etc. Justification of profit and private property, truth-telling and social responsibility, privacy, the role of the law in competition and trade, and the morality of worker-owner relations. Problems and perspectives raised by the advent of globalization in international enterprise. 1 c.u.

Prerequ e 7
r e - r e er

PHL 304 SOCIAL AND POLITICAL PHILOSOPHY

A study of classical, modern and contemporary theory about social well being. Political obligation, social justice, privacy, collective good, international rights, sovereignty, power. 1 c.u.

Prerequ e e e r
e e ru r

PHL 305 PHILOSOPHY OF RELIGION

The meaning of faith and revelation, reason and faith, types of religious knowledge, proofs for the existence of God, and comparative philosophical study of native American and/or non-western religions. 1 c.u.

Prerequ e e e r
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PHL 306 PHILOSOPHY OF SCIENCE / SOCIAL SCIENCE

An examination of the basic presuppositions and methods of physical and/or social sciences, including a historical presentation of major scientific theories in the appropriate areas. 1 c.u.

Prerequ e e e r
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PHL 307 PHILOSOPHY OF MIND

Classical theories on the nature of consciousness, on the possible being and nature of the soul, on the relation of mind and matter. Readings include Plato, Aristotle, Descartes, Gilbert Ryle followed by selected contemporary theories. Dual purpose to appreciate the great contributions of the classics and to establish a knowledge base for understanding theories of consciousness. 1 c.u.

Prerequ e e e r
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**PHL 309 AESTHETICS
(PHILOSOPHY OF ART)**

An analysis of the work of art, of aesthetic experience and judgements of aesthetic value in which representative art works and philosophies of art are studied. May have an historical or contemporary problems orientation. 1 c.u.

Prerequ e e e r
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PHL 313 THEORY OF KNOWLEDGE

Study of classical theories of knowledge, including Plato, Aristotle, Descartes, Locke, Berkeley, Hume and Kant. Treatment of primary texts both for the sake of themselves as great moments in western thought and for the sake of establishing a knowledge base for understanding contemporary problems of knowledge. 1 c.u.

Prerequ e e e r
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**PHL 333 SELECTED TOPICS IN
PHILOSOPHY**

An in-depth study of a major figure, movement, or issue in philosophy. Ethics and meta-ethics; quantification and axiomatic logic, medieval philosophy; 19th century philosophy; recent and contemporary philosophy; Eastern philosophy, etc. 1 c.u.

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Prerequ e e e r
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PHL 405 INTERNSHIP IN PHILOSOPHY

Physics Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

PHY 105 GENERAL PHYSICS I*

This is an algebra-based course covering some of the fundamental principles and laws of nature. Topics include Newtonian mechanics, fluids, kinetic theory of gases, heat and thermodynamics, periodic phenomena and wave motion. This course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: 7
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PHY 106 GENERAL PHYSICS II*

This course is a continuation of PHY 105. Topics include electricity, magnetism, light, geometric and wave optics, quantum and atomic physics. The course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: P r e
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PHY 210 UNIVERSITY PHYSICS I*

This is a calculus-based course covering some of the fundamental principles and laws of

nature. Topics include Newtonian mechanics, fluids, periodic phenomena and wave motion. The course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: r e
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PHY 211 UNIVERSITY PHYSICS II*

This course is a continuation of PHY 210. Topics include kinetic theory of gases, heat and thermodynamics, electricity, magnetism, light, geometric and wave optics, quantum and atomic physics. The course consists of lecture and one three-hour laboratory per week. 1 c.u.

Prerequisite: P r e
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PHY 312 SELECTED TOPICS IN PHYSICS*

This course includes selected advanced topics in physics.

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Political Science Courses

PSC 100 INTRODUCTION TO POLITICAL SCIENCE

The nature and use of political power. Political analysis of social institutions and behavior and their impact upon the distribution of social values. Current political problems. 1 c.u.

PSC 105 CONSTITUTIONAL POLITICAL ECONOMY

(Also ECN 105)

In this course we study the American political and economic systems; we explore their interdependence and investigate the nature of their integration. Since the United States Constitution is the single common unifying legal force in the American Society, we study the structure of the Constitution first. Then, we focus on the commercial and economic provisions of the Constitution. Next, we investigate the relationship between economics and politics and finally we discuss the social philosophies of the main political groups that compete for political power in America today. 1 c.u.

Corequisite: r . .

PSC 200 AMERICAN POLITICS

Analysis of national government and politics. The branches of government, political parties and pressure groups, voting behavior and the distribution of power in the American political system. Particular attention to contemporary problems and issues. 1 c.u.

PSC 203 COMPARATIVE POLITICAL SYSTEMS

(Also LLC 203)

General problems of comparative analysis. Political communication, political culture, modernization and nation-building, conflict and revolution. 1 c.u.

PSC 204 ANCIENT POLITICAL THEORY

Concepts and questions that are the basis of Western political thought. Conflicting notions of justice, the nature and role of authority, individualistic and majoritarian principles in modern political life. Emphasis on the role of these principles in resolving issues of contemporary significance. 1 c.u.

PSC 205 MODERN POLITICAL IDEOLOGIES

Modern political thought with emphasis on political movements of this century: conservatism, liberalism, socialism, statism and radicalism. The role of political ideologies in modern political systems. The examination of competing ideologies in the light of contemporary issues. 1 c.u.

PSC 223 PROBLEMS IN PUBLIC POLICY

An introduction to public policy in the United States. Public policy is studied as choices made by political leaders, and governed by who does and who does not have power. Policy topics vary. 1 c.u.

PSC 224 AMERICAN FOREIGN POLICY

(Also LLC 224)

American foreign policy today. American relations with major allies, the Communist countries and the Third World. Current problems in American foreign policy such as detente, national security, disarmament, the global allocation of resources. 1 c.u.

PSC 226 AMERICAN FOREIGN POLICY IN THE MIDDLE EAST

An analysis of American foreign policy interests in the Middle East in the context of Middle East politics. Special emphasis is given to the limits within which American policy choices are made. Topics include the Arab-Israeli conflict; the politics of oil; the American role in the politics of the Gulf. 1 c.u.

PSC 230 AMERICAN POLITICAL THOUGHT

Modern American political thought. Conservatism and liberalism in the American context. The ideologies of the left and the right in contemporary American politics as well as 1 c.u.

PSC 308 THEORY AND PRACTICE IN HUMAN SERVICES
(Also PSY/SOC 308)

This course considers several different cross-disciplinary theoretical frameworks that are relevant to understanding social problems (e.g., HIV/AIDS, poverty and homelessness, teenage motherhood, hunger, domestic violence, alcohol and drug abuse, aging, child welfare issues, etc.). The course investigates the ways in which these social problems and people's needs are addressed by our social welfare and human service institutions, both public and private. Ethical issues surrounding the provision of care and services in the human services are emphasized. Principles of group dynamics, needs assessment, participant observation and evaluative research methods are also studied. 1 c.u.

Prerequisite e u r

PSC 310 PUBLIC ADMINISTRATION

The impact of government bureaucracies on the policy-making process. Internal processes of the federal administrative units including recruitment, budgetary conflicts, formal and informal rules and rule making; regulatory distributive and control functions. Interaction between bureaucracies and state and local governing agencies. 1 c.u.

Prerequisite e u r e e u e
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PSC 311 PUBLIC ECONOMICS AND FINANCE

Major issues in macroeconomic Public Finance. The course examines the process by which government provides and allocates public goods. Major topics include the impact of Federalism upon fiscal policy, voting and interest group behavior impact upon Finance policy as well as the empirical and normative issues of taxation. 1 c.u.

Prerequisite e P

PSC 312 THE THEORY AND PRACTICE OF NONPROFIT MANAGEMENT

This course explores the theoretical basis of the nonprofit sector in the United States, both historically and in today's society. Differences in theory and practices in the nonprofit sector which distinguish it from private for-profit and government sectors will also be studied. 1 c.u.

Prerequisite e u r u

PSC 333 SELECTED TOPICS IN POLITICAL SCIENCE

Depending on the instructor, topics may be suited for General Political Science or the Public Administration concentrations or the minor in Public Policy. As topics change, this course may be repeated for credit. 1 c.u.

PSC 334 AMERICAN CONSTITUTIONAL LAW: THE DEVELOPMENT OF GOVERNMENT POWER

A study through cases of the role of the Supreme Court and judicial review, separation of powers, federalism, and taxation during the periods of agrarianism, laissez-faire, and welfare society; government regulation of property and the revolution in due process of the law. 1 c.u.

Prerequisite e u r e
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PSC 335 AMERICAN CONSTITUTIONAL LAW: CIVIL LIBERTIES AND CIVIL RIGHTS

A case study of the increasing protection of individuals and their freedoms from government, especially according to recent interpretations of the Bill of Rights and of the law of criminal procedure. 1 c.u.

Prerequisite e u r e
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PSC 403 FUNDAMENTALS OF AMERICAN LEGAL STUDIES

American Law is founded in English Common Law. In the course we trace its evolution to meet the perceived needs of the day. The fundamentals of the classic branches of the law will be explored including the law of contracts, torts, property, and criminal law. Guest speakers will also participate. 1 c.u.

Prerequisite e u r

PSC 490 INTERNSHIP IN POLITICAL SCIENCE

Supervised placement in an agency or organization which is part of, or related to, the public sector. 1 c.u.

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Criteria for entering PSC 490 Internship in Political Science:

1. Class standing (Seniors have preference over Juniors)
2. Political Science GPA
3. Satisfactory completion of the Internship Program Application Procedure which includes:
 - A. The application form and personal essay in which the student's goals and objectives, motivations, interests, interpersonal skills and previous relevant experiences are clearly articulated.
 - B. Two letters of recommendation from Faculty who are familiar with the student's interests and performance in related courses.
 - C. Interview with the Internship Coordinator. The interview will help the Coordinator to assess student's readiness and degree of motivation for the internship experience, and help students explore options regarding the most suitable placements.

Psychology Courses

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

PSY 100 INTRODUCTION TO PSYCHOLOGY

Introduction to psychological research methods, biological foundations, sensation and perception, states of consciousness, learning, memory, human development, personality, social behavior, psychological disorders and treatment, and applied psychology. 1 c.u.
Prerequisite: WRT 105 or WRT 106.

PSY 201 HUMAN COGNITION/LEARNING

An examination of various topics including classical conditioning, operant conditioning, aggression, language, thinking, creativity and problem-solving. 1 c.u.
Prerequisite: PSY 100.

PSY 203 PSYCHOLOGY OF THE INTERNET

An exploration of the applications of several theories of psychology to human interaction via the Internet, including impression formation and impression management, aggression, group dynamics, and attraction, with a focus on how the concepts and theories of psychology describe, explain and predict how people behave online. 0.5 c.u.
Prerequisite: PSY 100.

PSY 205 DEVELOPMENTAL PSYCHOLOGY

An introduction to the study of human development across the lifespan. The course focuses on research methodology and current literature in the areas of physical, cognitive, social, and personality changes from conception to death. Stress is placed on evaluating the relative contributions of nature and nurture to these changes. 1 c.u.
Prerequisite: PSY 100.

PSY 209 HEALTH PSYCHOLOGY

An examination of the specialization in psychology that focuses on physical health. In particular, health psychology describes the interrelationships between behavior, psychological states, and physical health. 1 c.u.
Prerequisite: PSY 100.

PSY 210 EDUCATIONAL PSYCHOLOGY

(Also EDC 210)

The role of psychological concepts in educational practices, focusing on the nature and sources of intellectual development and readiness according to Piagetian, psychometric, and information process perspectives. Beyond these

approaches to cognitive development, learning theory, motivation, and the role of emotion in learning will be discussed. This course will also include a section on individual differences in learning; exceptional students and social, ethnic, cultural, and gender differences. The related topics of measurement and evaluation of learning will round out the course. 1 c.u.
Prerequisite: PSY 100.

PSY 214 SELECTED TOPICS IN PSYCHOLOGY

An in-depth study of a single topic in psychology. The course may be repeated for credit as topics change. 0.5 c.u.
Prerequisite: PSY 100.

PSY 221 CAREER DEVELOPMENT THEORY AND PRACTICE

(Formerly PSY 314)

An introduction to theory, research, and practice in the field of career development. Career development is a major aspect of human development. Students will use the theories and research discussed in class to craft their own career development plans. 1 c.u.
Prerequisite: PSC 100, or PSY 100, or SOC 100.

PSY 224 INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

(Formerly PSY 324)

The application of the methods, facts, and principles of the science of psychology to people at work. Topics include: employee selection, training, performance appraisal, leadership, motivation, job satisfaction, working conditions, workplace safety, violence in the workplace, health issues at work, stress, engineering psychology and consumer psychology. 1 c.u.
Prerequisite: BUS 200 or PSY 100.

PSY 230 SOCIAL PSYCHOLOGY

(Also SOC 230)

Human behavior as the interaction of individual and social processes. Recent research on topics such as interpersonal attraction, perception, and small group behavior; analysis of events and environments of current interest. 1 c.u.
Prerequisite: PSY 100 or SOC 100.

PSY 231 ANIMAL BEHAVIOR*

An introductory survey of the following topics covering a diverse range of species: Sensory/perceptual abilities, communication, learning, mating behavior, parental behavior, kin selection, organization of animal societies, and interactions between species. Laboratory exercises and class demonstrations will be included. 1 c.u.

Prerequisite: PSY 100 or any 100 or 200 level Biology course.

PSY 235 MULTICULTURAL PSYCHOLOGY

An introduction to the research conducted on minority groups and subcultures within the U.S. This course will investigate various cultural communities such as African/Americans, Latin Americans, and Native Americans. Issues of identity formation, acculturation stress, and conflicting values and social roles will be examined. Workshops where students explore these issues further are integrated into the course. 1 c.u.

Prerequisite: PSY 100 or SOC 100.

PSY 245 STATISTICS FOR THE BEHAVIORAL SCIENCES

Introduction to statistical methods as applied to the behavioral sciences. Emphasis on the basic assumptions underlying statistical concepts, selection of appropriate analyses, and the role of statistics in the analysis and interpretation of quantitative data. Topics include frequency distributions, measures of central tendency and variability, probability and sampling, correlation and regression, and hypothesis testing. 1 c.u.

Prerequisites: MTH 103 and PSY 100

Corequisite: MTH 105/MTH 107.

PSY 305 ABNORMAL PSYCHOLOGY

An introduction to psychological issues in mental health including understanding of the DSM-IV. Issues of diversity in diagnosis, treatment, and research will be addressed. 1 c.u.

Prerequisite: PSY 100.

PSY 306 ADOLESCENCE

(Formerly PSY 206)

An in depth analysis of that transitional period known as adolescence. The course will focus on research methodology and current literature in areas such as pubertal changes, cognitive development, academic achievement, identity achievement, sexuality and intimacy. Issues will be viewed through the contexts of development—peers, families, employment, school, and culture. 1 c.u.

Prerequisite: PSY 205.

PSY 307 THEORIES OF PERSONALITY

(Formerly PSY 207)

Approaches to the study of personality including psychoanalytic, developmental, behavioristic and other theories. Emphasis on research design and assessment techniques in the field. 1 c.u.

Prerequisite: PSY 100.

PSY 308 THEORY AND PRACTICE IN HUMAN SERVICES

(Also PSC/SOC 308)

This course considers several different cross-disciplinary theoretical frameworks that are relevant to understanding social problems (e.g., HIV/AIDS, poverty and homelessness, teenage motherhood, hunger, domestic violence, alcohol and drug abuse, aging, child welfare issues,

etc.). The course investigates the ways in which these social problems and people's needs are addressed by our social welfare and human service institutions, both public and private. Ethical issues surrounding the provision of care and services in the human services are empha-

PSY 319 THE PSYCHOLOGY OF MOTIVATION

(Formerly PSY 215)

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes and motives. Emphasis on current research in motivation and its theoretical implications. 1 c.u.
Prerequisite: PSY 100.

PSY 323 BIOPSYCHOLOGY

(Formerly Physiological Psychology)

The study of the biological bases of behavior. The focus is on the role of genetics, neurophysiology, hormones and drugs on sensation, perception, learning, consciousness, emotion, motivation, sexual behavior and psychopathology. 1 c.u.
Prerequisite: PSY 100.

PSY 333 SELECTED TOPICS IN PSYCHOLOGY

Topics may include relationships and divorce, history and systems, self in contemporary psychology among others. 1 c.u.
(Course may be repeated for credit as topics change.)

Prerequisites: PSY 100 and an additional prerequisite to be announced when course is offered.

PSY 335 PSYCHOLOGY OF GENDER

(Also WMS 335)

An analysis of present research finding and theory pertaining to gender-related issues. Social and intellectual development, gender differences and gender role socialization will be examined. This course will provide students with a basis for understanding the role of gender in research and clinical applications. 1 c.u.
Prerequisite: PSY 100.

PSY 402 HISTORY OF PSYCHOLOGY: A GLOBAL PERSPECTIVE

(Formerly PSY 302)

This course will explore the roots of psychology as a science in the United States and globally. In this course we will consider views on the major issues in psychology, definitions of psychology, and the influence of historical figures and events, and compare and contrast American and indigenous psychologies. 1 c.u.

Prerequisites: PSY 100, PSY 310; two additional Psychology courses and Junior or Senior standing.

PSY 418 PRINCIPLES OF PSYCHOTHERAPY

(Formerly PSY 318)

An upper level integrating course that focuses on theoretical and practical models of psychotherapy and counseling in applied settings. The focus is on current research and practices in the field of clinical psychology. A background in personality theory and abnormal

psychology is highly recommended. 1 c.u.

Prerequisites: PSY 305 or PSY 307 and PSY 310 and Junior or Senior standing.

PSY 420 GROUP DYNAMICS

The study of the theory and research of group behavior. Students will examine group dynamics through readings in industrial/organizational and social psychology. In addition, students will participate in experiential group exercises. 1 c.u.

Prerequisite: Psychology major with Junior or Senior standing and PSY 310.

PSY 425 CROSS-CULTURAL PSYCHOLOGY

(Also WMS 425)

A study of cultural differences in psychological functioning. In a world of increasing cultural contact, globalization, immigration, and ethnic tensions, it is increasingly important to learn about cultural differences and intercultural communication. Are there any psychological universals? How can intercultural relations be improved? These are some of the questions cross-cultural psychology seeks to address. 1 c.u.

Prerequisites: PSY 230, PSY 235, PSY 310, PSY 305, or PSY 307 and Junior or Senior standing.

PSY 430 DIVERSITY CERTIFICATE INTERNSHIP

This course is the culmination of the Diversity Training Certificate program. The students will be placed in local ethnic and immigrant community agencies as their internship sites, to gain experience with diversity and what they have learned in their courses. In meetings with their instructor they will learn about the factors involved in acquiring multicultural competency, how to design and run cultural sensitivity workshops, and research and write a paper on an issue related to cultural awareness training. This course is for students registered for the Diversity Certificate program only. 1 c.u.
Prerequisite: PSY 235.

PSY 433 SELECTED TOPICS IN PSYCHOLOGY

Advanced selected topics in Psychology. Depending upon the instructor, topics may be suited for any group in the psychology major or a psychology elective. As topics change, this course may be repeated for credit. 1 c.u.

Prerequisite: Psychology major with Junior or Senior standing and PSY 310.

PSY 450 SENIOR RESEARCH SEMINAR

Students will participate in the entire research process including hypotheses development, literature review, data collection and analysis, and communicating the results to others. The class will also discuss several contemporary and classic articles in psychology to further their knowledge of the field and their ability to critique research.

1 c.u.

Prerequisites: PSY 310, PSY 311 with a grade of C or better and permission of the Instructor.

PSY 495 PSYCHOLOGY INTERNSHIP

REL 227 RELIGION AND LITERATURE (Also ENG 227)

One of the many ways in which religion has influenced culture can be found in its relationship to the creation of literature. This course will examine how essential themes from Judaism and Christianity have found expression in 19th and 20th century literary masterpieces. Selected readings from Blake, Tolstoi, Dostoyevsky, Beckett, Kafka, and Camus will be used to illustrate the interrelation of religion and artistic expression as well as the dual role of the writer as critic and creator of culture. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

REL 230 TRADITIONAL RELIGIONS OF THE WORLD

This course will deal with the so-called "primitive" religious traditions of the Americas (e.g. Navaho), Polynesia, Australia, and Africa. The course will examine the basic beliefs, practices, world views, and mythologies of these disappearing societies. It will also reconsider the usage of terms such as "primitive," "advanced," etc. 1 c.u.
Prerequisite: WRT 107 with a final grade of C- or better.

REL 232 INTRODUCTION TO ISLAM

This course will introduce the student to the basic beliefs and practices of Islam. It will also survey major historical, cultural, theological, and social developments. Special attention will be given to the Arabian origins of Islam and to its subsequent growth into a dynamic global tradition. The role of Islam in the modern world and its impact on American society will also be considered. 1 c.u.
Prerequisite: WRT 107 with a final grade of C- or better.

REL 233 SELECTED TOPICS IN RELIGION

This course provides for the study of various religious traditions and topics not covered in the regular course offerings. Possible topics may include: contemporary issues in religion; "new" religious movements; religion and art; religion in ancient Egypt, etc. 1 c.u.
This course may be repeated for credit.
Prerequisite: Announced with topic.

REL 236 RELIGIONS OF EAST ASIA

An in-depth exploration of the major religious traditions of China, Korea, and Japan including Taoism, Confucianism, Buddhism, Shinto, and the "new" religions of Japan. The cultural and social dimensions of each tradition will be examined, as well as its beliefs, practices, mythology, and world view. The course will also consider the influence of China, Japan and Korea upon Western cultures. 1 c.u.
Prerequisite: WRT 107 with a final grade of C- or better.

REL 237 INTRODUCTION TO BUDDHISM

An in-depth exploration of the beliefs, practices, and social institutions of Buddhism. Students will explore the history of Buddhism from its origin in India through its developments in China, Japan, and more recently in Europe and North America. We will also consider increasing importance of Buddhism in modern America culture society. 1 c.u.
Prerequisite: WRT 107 with a final grade of C- or better.

REL 238 INTRODUCTION TO HINDUISM

An in-depth exploration of the beliefs, practices, and social institutions of Hinduism. Students will explore the history of Hinduism from its origin in India through its developments in recent centuries as Hindus have migrated around the globe. We will also consider the increasing importance Hinduism in modern American culture and society. 1 c.u.
Prerequisites: WRT 107 with a final grade of C- or better; REL 333.

REL 333 SELECTED TOPICS IN RELIGION

This course provides for an in-depth study of major issues in the history of religions, especially the academic study of religion. Possible topics may include: mythology; cosmology; theology; religion and science, etc. 1 c.u.
This course may be repeated for credit.
Prerequisite: Announced with topic.

REL 370 MYTHOLOGY

In modern scholarship, the term "myth" refers to a range of sacred stories told by cultures through the ages to describe the origins of the universe and the human place in that cosmic structure. These stories are not just about gods and goddesses. This course will survey different ways of studying mythology, consider myths from different culture, and explore the ongoing roles of myth in modern literature, games, and religion. 1 c.u.
Prerequisite: WRT 107 and one Humanities or Social Science course.

REL 405 INTERNSHIP IN RELIGION

Field experience in the Humanities allowing majors to gain hands-on experience in such professional settings as the publishing industry, museums, and the ministry. Open to juniors and seniors majoring in Religion.
Prerequisite: Humanities major 1 c.u. with junior or senior standing.

REL 451 SEMINAR IN SPECIAL PROBLEMS

A selected topic such as mysticism, scriptures of a world religion or of particular religious movements, leaders and thinkers. 1 c.u.

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

SCI 100 INTEGRATED SCIENCE*

Integrated Science is an introductory course that deals with the fundamental behavior of matter and energy in living and nonliving systems. It is intended to serve the needs of non-science majors who are required to complete science courses as part of the general education requirements. It introduces basic concepts and key ideas while providing opportunities for students to learn reasoning skills and a new way of thinking about their environment. Laboratory work is an integral part of the course. 1 c.u.

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

SCI 101 APPLIED SCIENCE I*

This course is a survey of classical mechanics, thermodynamics, wave motion (including light and sound), electromagnetism and the physics of the atom and the nucleus. The emphasis is on those aspects of physical science which underlay modern technology. Some laboratory work is integrated with the class work. 1 c.u.

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

SCI 102 APPLIED SCIENCE II*

This course is a survey of electronics with emphasis on devices used in the acquisition of data and the processing of information. Transistors, power supplies, logic gates, transducers, analog-digital conversion. Interfacing of computers and data acquisition devices, with practical applications. Laboratory work is an integral part of the course. 1 c.u.

Prerequisite: SCI 101.

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

SCI 103 ASTRONOMY*

The introductory course in astronomy explains how physical laws prescribe natural processes in the universe. It includes discussions on the motion, composition and evolution of the planets, stars and interstellar matter and, examines the structure and evolution of the universe using the Big Bang theory. Some lab is an integral part of this course. 1 c.u.

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

SCI 153 SEMINAR IN PRE-CHIROPRACTIC STUDIES

This biweekly seminar is designed for pre-chiropractic students. The seminar examines the breath and depth of the chiropractic profession including methods of treatment, types of therapy, scope of practice and diversity of the profession. Topics also include admission requirements to accredited chiropractic schools, state licensing procedures and other relevant concerns. Field trips to chiropractic colleges, clinics and/or offices are required. Students will be required to prepare and present research papers. Students may repeat the course for credit. 0.25 c.u.

SCI 200 INTRODUCTION TO FORENSIC SCIENCE*

This course is an integrated lecture/laboratory course designed to introduce non-science majors to the fundamental principles of science and to teach them to apply these principles to forensic science. Topics will include properties of matter, analysis of physical evi-

Sociology Courses

SOC 100 INTRODUCTION TO SOCIOLOGY

This course provides an introduction to the basic concepts, theories, and methods in sociology. It explores the interactions between self and society by examining social structure, social consciousness, and social change. It takes the perspective that individuals both affect and are affected by values, norms, groups, and institutions. 1 c.u.

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

SOC 211 JUVENILE DELINQUENCY

This course examines the organization and function of social institutions in our society and how they relate to producing particular patterns of juvenile delinquency. Delinquency theories and analysis of the three primary components of the juvenile justice system; police, courts, and corrections, are included in the course. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 212 SOCIOLOGY OF EDUCATION

Gender, race, and class dimensions of schooling, and current debates in education including bilingual education, multiculturalism, values, religion, tracking, and special education. The history of education and schooling as a process of socialization, custodial care, selection and allocation, and training and certification are also examined. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 213 WOMEN AND WORK

(Also WMS 213)

This course examines the effects of gender, race and class on women's employment opportunities and labor force participation rates. Topics may include: access to education and training, women in the military, professional women, women and poverty, prostitution and sex work, occupational health and safety, sexual harassment on the job, maternity leave, factory work, immigrant women, unemployment, unionization, and the changing structure of work and occupations throughout the world. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 215 STATISTICS FOR SOCIOLOGISTS

This course provides an introduction to statistics for sociologists. It uses lectures and exercises to familiarize students with descriptive and inferential statistics. It explores the basic

techniques used to describe social science data, examines probability theory and sampling theory, and introduces students to statistical inference techniques. 1 c.u.

A grade of C or better is required in order to advance in all subsequent core courses in Sociology. These include: SOC 320, SOC 325, SOC 450 and SOC 490 or SOC 491.

Consistent with college-wide policy regarding repeating courses, students who receive below a C may retake SOC 215 once.

Prerequisites: MTH 103; SOC 100.

PSC 100 for Political Science majors.

Corequisite: MTH 105/MTH 107.

SOC 230 SOCIAL PSYCHOLOGY

(Also PSY 230)

Human behavior as the interaction of individual and social processes. Recent research on topics such as interpersonal attraction, perception, and small group behavior; analysis of events and environments of current interest. 1 c.u.

Prerequisite: SOC 100 or PSY 100.

SOC 234 SOCIAL INEQUALITY

(Also WMS 234)

This course examines inequalities in power, privilege, and opportunities, which characterize the structure of most societies. It explores the role of ideology in legitimizing and sustaining unequal treatment due to differences in class, race, ethnicity, and gender. Topics include legal systems and the relation between educational attainment and social mobility. 1 c.u.

Prerequisite: PSY 100 or SOC 100.

SOC 235 URBAN SOCIOLOGY

This course studies cities as physical settings which shape and are shaped by social life, and also the social experiences that such settings produce. The course focuses on cities in history, theories of urbanization, the impact of race, ethnicity, class, and gender on cities, and worldwide urbanization. 1 c.u.

Prerequisite: PSY 100 or SOC 100.

SOC 236 DEVIANCE AND SOCIAL CONTROL

This course emphasizes the social reactions perspective, analyzes how people are differentially labeled, the experience of stigma, attempts at neutralization, and explores different social control strategies across time and place. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 241 MINORITY GROUPS AND RACE RELATIONS

(Also AFS/LLC/WMS 241)

This course examines race, ethnicity, racism, prejudice, discrimination, majority-minority relations, and other intergroup relations from a sociological perspective, paying close attention to the experiences of the major racial/ethnic groups in the United States – American Indians, European Americans, African/Americans, Latinos, and Asian Americans. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better or PSY 100.

SOC 243 CRIMINOLOGY

This course examines the classical and modern theories of crime, analysis of different crimes and criminals and the various responses to them by victims, their families, the media, and society as a whole. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 249 SOCIOLOGY OF THE FAMILY

(Also WMS 249)

From the perspective of the family as the most basic social institution in human society and as a focus of social change, this course discusses the major trends in the past forty years that have called attention to the diversity of American family life. Themes include the family life cycle, couple interaction, subcultural variations, and work-family interaction. 1 c.u.

Prerequisite: SOC 100.

SOC 251 GENDER AND GLOBALIZATION

(Also WMS 251)

Globalization may be conceptualized as the constellation of transformations and crises with local and global consequences. Global crises are social, economic and political. Driven by networks of power, capital and technology, global processes are changing the structure and meaning of the nation-state, institutions, communities, family, culture and the self worldwide. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 256 CHANGING WOMEN'S LIVES

(Also ENG/HIS/WMS 256)

This course explores the ways in which tradition, myth, social stereotypes and social forces shape American women's lives. We will study the influence of gender from several disciplinary perspectives to help illuminate large subject areas, such as work, love, creativity, pornography, the family, communication, personal identity and self-worth. Any study of women recognizes that gender roles affect both women and men; thus, discussion includes issues related to male and female social development. Readings balance women's common realities, such as biological functions and sex role training,

with individual realities influenced by class,

SOC 309 GLOBAL CRIME

“Global Crime” examines the growth of transnational crime and criminal behavior carried out by cartels, mafias, corporations, institutions and governments. We will analyze the integration of the global criminal economy into the formal economies of nations throughout the world. Emphasizing critical thinking skills and introducing students to a diversity of perspectives and frameworks, this course is intended to expand our definitions and categories of criminal activities. In addition to international crimes such as money laundering, the trafficking of drugs and weapons, and terrorism, we will include crimes against humanity—genocide, “ethnic cleansing,” war, slavery, human trafficking (for labor, prostitution, organs and adoptions)—and against the environment—ecocide, oil spills, the dumping of toxic wastes, nuclear disasters and the trafficking of endangered species—which threaten the very existence of the planet. Readings, discussions, films and research projects will help us to make sense of the world in which we live and come to understand that global social justice is possible through both individual and collective action. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 310 SOCIOLOGY OF CAPITAL PUNISHMENT

The course addresses issues relating to the death penalty, including its history as well as its level of effectiveness, costs, and discriminatory application. In addition, the course will analyze data on miscarriages of justice and public opinion and the effect of Supreme Court decisions. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 314 SOCIOLOGY OF MADNESS AND MARGINALITY
(Also WMS 314)

Using historical documents, social statistics, works of literature, anthropology, and social and psychoanalytic theory, this course examines the process of marginalization, compares conceptions of sanity and insanity among different cultures and sub-cultures, and analyzes the consequences of institutionalization, stigmatization, and marginalization. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 316 SOCIOLOGY OF HEALTH AND ILLNESS

(Also WMS 316)

This course examines the social correlates of health and illness (gender and sexuality, “race,” ethnicity and social class), the structure of health care and the medical establishment,

institutions of medical research and training, the pharmaceutical industry, government policies regarding disease control, public health, and health care practices. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 320 CLASSICAL SOCIOLOGICAL THEORY

This course provides a basic survey of classical sociological theory. It explores the methodological and substantive concerns in the writings of classical theorists, including Emile Durkheim, Karl Marx, and Max Weber. It examines those theorists’ views on science, social structure and social change. 1 c.u.

Prerequisites: SOC 215 with a C or better
and two 200-level Sociology courses.

SOC 325 METHODS OF SOCIAL RESEARCH

This course provides an introduction to research methods used by sociologists. It reviews the guidelines, principles, and techniques for collecting social science data, including measurement, sampling, survey instrumentation, and field research. 1 c.u.

Prerequisite: SOC 215 with a C or better.

SOC 333 SELECTED TOPICS IN SOCIOLOGY

This course descriptions will be announced when the course is offered. As topics change, this course may be repeated for credit. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 336 SOCIOLOGY OF SEX, GENDER, AND SEXUALITY

(Also WMS 336)

This course will analyze the social, cultural and political construction of sex, sexuality and gender by examining “western” and “non-western” conceptions of masculinity, femininity, male and female, heterosexuality, homosexuality, bisexuality, transvestitism, transsexuality and transgenderism. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

SOC 345 THE POLICE

The history of the police will be examined as well as types of organization, recruitment and training of personnel and patrol tactics and innovations. The course will also explore new laws and technology which affect law enforcement as well as viewing federal law enforcement agencies and foreign police forces from a comparative perspective. 1 c.u.

Prerequisite: SOC 243.

SOC 347 CORRECTIONS

The historical and philosophical foundations of contemporary corrections are the focus of this course. Topics will include institutional and community-based corrections and cross cultural comparisons. 1 c.u.

Prerequisite: SOC 243.

SOC 348 VICTIMOLOGY

This course offers an in depth examination of the nature and scope of victimization; current research and policy trends; the victim's role within the criminal justice system and the criminal justice system's response to victimization. 1 c.u.

Prerequisite: SOC 243.

SOC 353 CRIMINAL LAW

This course concerns statutory and case law pertaining to crime. Both substantive and procedural law will be considered. 1 c.u.

Prerequisites: Junior standing or consent of Instructor; SOC 215 with a grade of C or better.

SOC 369 SOCIOLOGY OF AFRICAN/AMERICAN FAMILIES

(Also AFS 369)

This course seeks to examine Black families in the United States by exploring the social and cultural factors that have shaped them. It begins with an overview of the historical and anthropological roots of Black families, and then focuses on an in-depth analysis of their contemporary formations. 1 c.u.

Prerequisites: SOC 100, SOC 215 with a grade of C or better.

SOC 370 SOCIOLOGY OF LATIN AMERICA AND THE CARIBBEAN

(Also LLC 370)

The richness and diversity of Latin American cultures, the region's turbulent history of conquest and colonization, the politics of development and underdevelopment, and national struggles for reform and revolution are examined. 1 c.u.

Prerequisites: SOC 100, SOC 215 with a grade of C or better.

SOC 412 CONTEMPORARY SOCIAL PROBLEMS

This course focuses on the problems we face in society today, how we recognize and attempt to solve them, and the political, economic, and cultural institutions that construct and shape social problems. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 413 SOCIAL CHANGE

This course examines changes in technology, culture, economy, political structure, and social consciousness which contributed to and were consequences of colonization, industrialization, and revolution. Historical and comparative analysis of theories of social change are studied. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 414 SOCIAL MOVEMENTS

(Also WMS 414)

This course examines the nature of social protest and resistance to oppression and social injustice, the ways in which individuals have organized to challenge the limitations and boundaries imposed upon them in order to create the conditions necessary for a dignified life, and the consequences of social protest. Topics may include: revolutionary, human rights, civil rights, black power, labor, and women's movements around the world. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 415 CRIMINAL JUSTICE AND GENDER

(Also WMS 415)

This course involves a comprehensive examination of the particular situation of women when confronting the criminal justice system. Topics include: the history of women's imprisonment, responses to female crime, theories of female criminality, crime statistics pertaining to women, and the criminal justice system's response to women when they encounter it as victims. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 416 CRIMINAL JUSTICE AND RACE

This course examines the racial representation of victims and offenders in the criminal justice system. Various perspectives and theories about the race-crime correlation are examined. Topics include: theories about race and crime, racial profiling, race riots, multicultural law enforcement, race and sentencing, and bias related crimes. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 417 FEMINISM: THEORY AND PRACTICE

(Also WMS 417)

A requirement for the WMS minor, this course focuses on contemporary feminist theories regarding culture, identity, class "race" ethnicity, gender and sexuality. Relationships between social theory and praxis, and research methodology and the creation of knowledge are explored. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 418 DRUGS, CRIME, AND SOCIAL POLICY

This course analyzes the research literature regarding drug policy formation and implementation in the United States within a social and political context. Topics include: drug trafficking, drug law reform, controlling substance abuse, and drug policy on various segments of the population. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 419 COMMUNITY AND CORRECTIONS

This course examines reintegrating prisoners back into the community. Topic areas include the role of community corrections, the social economic and political forces influencing successful reintegration, programs designed to rehabilitate prisoners, and working with special offender populations (e.g. drug offenders, sex offenders, mentally ill offenders). 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 433 SELECTED TOPICS IN SOCIOLOGY

Advanced selected topics in Sociology. Depending upon the instructor, course topics may be suited for either General Sociology or Criminal Justice Concentration students. As topics change, this course may be repeated for credit. 1 c.u.

Prerequisites: SOC 325 and two 200-level Sociology courses.

SOC 450 SENIOR RESEARCH SEMINAR

A graduation requirement (as an alternative to SOC 490/491), SOC 450 is an in-depth examination of a central issue in contemporary sociology. Examples of issues, which vary from semester to semester, are the media and social change; culture and identity; masculinities; social class and African/American status; Latino/Hispanic ethnicity; and sociology of information technologies. This is a writing-intensive course. Students conduct their own research in consultation with the faculty. 1 c.u.

Prerequisites: Senior majors only, SOC 215 with a C or better, SOC 320, SOC 325.

SOC 490 FALL INTERNSHIP IN SOCIOLOGY

See "Internships in Sociology" below for course description, prerequisites and application procedure. 1 c.u.

SOC 491 SPRING INTERNSHIP IN SOCIOLOGY

See "Internships in Sociology" below for course description, prerequisites and application procedure. 1 c.u.

INTERNSHIPS IN SOCIOLOGY**(Fall and Spring)**

Prerequisites: SOC 215 with a C or better, SOC 320, SOC 325, application, and consent of the Instructor.

Students majoring in Sociology are required to take either SOC 450 Senior Research Seminar, or an internship. Students may take both internship classes for credit. The Internships in Sociology involve weekly class meetings and a minimum of 96 hours of internship experience over the course of the semester in an approved appropriate agency, institute, or organization. The courses integrate students' "hands-on" experiences as interns, with theory and case study analysis of social issues, problems and institutions. Each class is limited to 12 students.

Acceptance into the internship classes is based on the following criteria:

1. Class standing (Seniors have preference over Juniors)
2. Sociology GPA
3. Satisfactory completion of the Internship Program Application Procedure which includes:
 - A. The application form and personal essay in which the students' goals and objectives, motivations, interests, interpersonal skills and previous relevant experiences are clearly articulated.
 - B. Two letters of recommendation from Faculty who are familiar with the students' interests and performance in related courses.
 - C. Interview with the Internship Coordinator. The interview will help the Coordinator to assess students' readiness and degree of motivation for the internship experience, and help students explore options regarding the most suitable placements. 1 c.u.

SPA 110 SPANISH LANGUAGE AND CULTURE I

(Also LLC 110)

Introductory course in Spanish Language and Culture. Basic language skills for the student who has no previous knowledge of the language. Course will cover different language functions, basic vocabulary, simple grammatical structures, oral recitation and written composition. In addition to language studies, the course will compare and contrast American, Latin American, Latino and Spanish cultures. 1 c.u.

SPA 120 SPANISH LANGUAGE AND CULTURE II

(Also LLC 120)

Further development of language skills to broaden awareness and increase appreciation of the culture. 1 c.u.

Prerequisite: LLC/SPA 110 or two years of high school Spanish or consent of the Instructor.

SPA 203 SPANISH CULTURE III

Cultural heritage through readings and discussions of literary works to give imaginative insight into the thought, ideas, feelings, and doings of the people. 1 c.u.

Prerequisite: LLC/SPA 120 or three years of high school Spanish or consent of the Instructor

SPA 205 ADVANCED CONVERSATION, COMPOSITION AND PHONETICS I

Fundamentals of Spanish usage, oral and written. An introduction to Spanish diction and phonetics. The student acquires fluency in the reading of selections from the literary works as well as from training in correct pronunciation. 1 c.u.

Prerequisite: SPA 203 or the equivalent.

SPA 206 ADVANCED CONVERSATION, COMPOSITION AND PHONETICS II

Continuation of SPA 205. 1 c.u.

Prerequisite: SPA 205.

SPA 212 MASTERPIECES OF SPANISH LITERATURE

Outstanding work of Spanish literature from the Middle Ages through the twentieth century with emphasis on those of universal influence. 1 c.u.

SPA 230 HISPANIC SHORT STORY

The short story genre as seen through the works of major Spanish and Hispanic-American writers. 1 c.u.

SPA 231 CIVILIZATION OF SPAIN AND SPANISH AMERICA

The principal characteristics of the civilizations of Spain and Spanish America through a study of the evolution of their political and social institutions and an examination of representative literary, philosophical and scientific works. 1 c.u.

SPA 241 SPANISH FOR SOCIAL WORKERS, MEDICAL PERSONNEL

NOTE: Courses marked with an asterisk (*) require special fees. See page 21.

WMS 213 WOMEN AND WORK

(Also SOC 213)

This course examines the effects of gender, race and class on women's employment opportunities and labor force participation rates. Topics may include: access to education and training, women in the military, professional women, women and poverty, prostitution and sex work, occupational health and safety, sexual harassment on the job, maternity leave, factory work, immigrant women, unemployment, unionization, and the changing structure of work and occupations throughout the world. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 222 AFRICAN/AMERICAN LITERATURE

(Also AFS/ENG 222)

Selected poetry, drama, fiction, autobiography, and essays by African/American authors, with emphasis on literary excellence. Authors range from Phillis Wheatley to Frederick Douglass, Imamu Amiri Baraka, Alice Walker, and Ishmael Reed. Lecture, discussion. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

WMS 223 WOMEN IN LITERATURE

(Also ENG 223)

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WMS 251 GENDER AND GLOBALIZATION

(Also SOC 251)

Globalization may be conceptualized as the constellation of transformations and crises with local and global consequences. Global crises are social, economic and political. Driven by networks of power, capital and technology, global processes are changing the structure and meaning of the nation-state, institutions, communities, family, culture and the self worldwide. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 256 CHANGING WOMEN'S LIVES

(Also ENG/HIS/SOC 256)

This course explores the ways in which tradition, myth, social stereotypes and social forces shape American women's lives. We will study the influence of gender from several disciplinary perspectives to help illuminate large subject areas, such as work, love, creativity, pornography, the family, communication, personal identity and self-worth. Any study of women recognizes that gender roles affect both women and men; thus, discussion includes issues related to male and female social development. Readings balance women's common realities, such as biological functions and sex role training, with individual realities influenced by class, race, age and sexual orientation. Central to this course are choices and constraints contemporary women and men face as we make our way into the twenty-first century. 1 c.u.

Prerequisite: WRT 107 with a final grade of C- or better.

WMS 258 GOTHIC LITERATURE

(Also ENG 258)

Spooky crumbling castles and things that go bump in the night are not all there is to gothic literature. This course examines the ways in which this literary genre delves into the human psyche to explore all the dark impulses that arise from the human soul. The course also looks at ways in which gender and sexuality figure into both the writing of this literature and the attitudes that it expresses. Students learn to examine fiction through a literary critical lens. 1 c.u.

Prerequisite: WRT 107.

WMS 300 HISTORY OF SOCIAL POLICY AND THE POOR

(Also HIS 300)

This course will look at the treatment of poor people by public and private institutions from the colonial period to the modern era. Changing theories, practices, and attitudes about the poor and about poverty are the focus of study. We will also examine poor peoples' response to this treatment and the ways in which they shaped social policy. 1 c.u.

Prerequisite: 200 level HUM or consent of the Instructor.

WMS 302 PATCHWORK: A QUILTER'S LOOK AT THE WORLD*

(Also CAT 302)

A hands-on quilting bee and a global look at women, past and present, as artists and workers in fabric. 1 c.u.

Prerequisite: WRT 107.

WMS 314 SOCIOLOGY OF MADNESS AND MARGINALITY

(Also SOC 314)

Using historical documents, social statistics, works of literature, anthropology, and social and psychoanalytic theory, this course examines the process of marginalization, compares conceptions of sanity and insanity among different cultures and sub-cultures, and analyzes the consequences of institutionalization, stigmatization, and marginalization. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 316 SOCIOLOGY OF HEALTH AND ILLNESS

(Also SOC 316)

This course examines the social correlates of health and illness (gender and sexuality, "race," ethnicity and social class), the structure of health care and the medical establishment, institutions of medical research and training, the pharmaceutical industry, government policies regarding disease control, public health, and health care practices. 1 c.u.

Prerequisites: SOC 100, SOC 215
with a grade of C or better.

WMS 333 SELECTED TOPICS IN WOMEN'S STUDIES

Special topics with a women's studies focus.

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

WMS 335 PSYCHOLOGY OF GENDER

(Also PSY 335)

An analysis of present research finding and theory pertaining to gender-related issues. Social and intellectual development, gender differences and gender role socialization will be examined. This course will provide students with a basis for understanding the role of gender in research and clinical applications. 1 c.u.
Prerequisite: PSY 100.

WMS 336 SOCIOLOGY OF SEX, GENDER AND SEXUALITY

(Also SOC 336)

This course will analyze the social, cultural “non-western” conceptions of masculinity, femininity, male and female, heterosexuality and homosexuality, bisexuality, transvestitism, transsexuality and transgenderism. 1 c.u.
Prerequisite: One 200 level Sociology course.

WMS 353 WOMEN’S HISTORY

(Also HIS 353)

This course will examine the role of women and women’s movements in various times and places. Special attention will be paid to the social, economic, cultural, and political options available to women. The course will also examine the efforts of women to achieve equality. Each student will write a major (20-page) research paper for this course. The course will alternate between a US History course, a LAC History course, and a Global History course.. 1 c.u.
Prerequisites: HIS 219; WRT 107.

WMS 361 SHAKESPEARE’S WOMEN

(Also ENG 361)

The course analyzes women characters and attitudes about women in the plays of Shakespeare. We will consider and read in depth histories, comedies, and tragedies of Shakespeare to learn how to read the Bard’s plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women’s Studies course. 1 c.u.
Prerequisite: WRT 107 with a final grade of C- or better.

WMS 362 SHAKESPEARE’S MEN

(Also ENG 362)

The course analyzes the role of masculinity and concepts of manhood in the plays of Shakespeare. We will consider and read in depth histories, comedies and tragedies of Shakespeare to learn how to read the Bard’s plays through a literary criticism lens. The course also trains students in the practice of feminist analysis of literature, and thus is also a Women’s Studies course. 1 c.u.
Prerequisite: WRT 107 with a final grade of C- or better.

WMS 414 SOCIAL MOVEMENTS

(Also SOC 414)

This course examines the nature of social protest and resistance to oppression and social injustice, the ways in which individuals have organized to challenge the limitations and boundaries imposed upon them in order to create the conditions necessary for a dignified life, and the consequences of social protest. Topics include: revolutionary, human rights, civil rights, black power, labor, and women’s movements around the world. 1 c.u.
Prerequisites: SOC 325 and two 200 level Sociology courses.

WMS 415 CRIMINAL JUSTICE AND GENDER

(Also SOC 415)

This course involves a comprehensive examination of the particular situation of women when confronting the criminal justice system. Topics include: the history of women’s imprisonment, responses to female crime, theories of female criminality, crime statistics pertaining to women, and the criminal justice system’s response to women when they encounter it as victims. 1 c.u.
Prerequisites: Junior standing and one course in Sociology.

WMS 417 FEMINISM: THEORY AND PRACTICE

(Also SOC 417)

A requirement for the WMS minor, this course focuses on contemporary feminist theories regarding culture, identity, class, “race” ethnicity, gender and sexuality. Relationships between social theory and praxis, and research methodology and the creation of knowledge are explored. 1 c.u.
Prerequisites: SOC 325 and two 200 level Sociology courses.

WMS 425 CROSS-CULTURAL PSYCHOLOGY

(Also PSY 425)

A study of cultural differences in psychological functioning. In a world of increasing cultural contact, globalization, immigration, and ethnic tensions, it is increasingly important to learn about cultural differences and intercultural communication. Are there any psychological universals? How can intercultural relations be improved? These are some of the questions cross-cultural psychology seeks to address. 1 c.u.
Prerequisites: PSY 207, PSY 230, or PSY 305 or consent of the Instructor.

Writing Courses

WRT 105 ENHANCED ANALYTIC AND ARGUMENTATIVE WRITING

This course is designed for students in need of enhanced instruction in college-level writing. It teaches writing as a process by requiring a number of written drafts per essay. The focus is on developing students' college-level competence in argumentative, thesis-based writing. Many classes are held in the computer lab to enable intensive writing instruction, and some out-of-class tutoring may be assigned.

Students must receive a grade of C- or better to advance to WRT 107. 1.5 c.u.s

WRT 106 ANALYTIC AND ARGUMENTATIVE WRITING (Formerly ENG 106)

This course teaches writing as a process by requiring a number of written drafts per essay and short in-class written assignments, all of which are based on critical reading source materials. The focus is developing students' college-level competence in analytic and argumentative, thesis-based writing. Some classes are held in the writing/computer labs, and some out-of-class tutoring may be assigned.

Students must receive a grade of C- or better to advance to WRT 107. 1 c.u.

WRT 107 SYNTHESIS AND RESEARCH WRITING

(Formerly ENG 107)

This course continues to develop students' competency in thesis-based writing with an emphasis on information literacy and the writing process. The course introduces students to the college-level research process and teaches them to synthesize source material into a variety of written genres. Some classes are held in the writing/computer labs, and some out-of-class tutoring may be assigned. Required of all students.

1 c.u.

Successful completion of this course requires a grade of C- or better and passing the WRT 107 Exit Exam. Prerequisite: WRT 105 or WRT 106 with a grade of C- or better.

Course Description Graduate

ACC 500 BRIDGE CONVERSION COURSE

This course is to be taken by students who have completed all the requirements of the Professional Accounting program and need a waiver for ACC 505, ACC 510, ACC 515, ACC 520 and BUS 510. The course is an update course and it will require the student to do case study work. It will provide a waiver for any combination of the five classes listed above. 1 c.u.

ACC 505 ADVANCED TAXATION

The course will include a study of corporate tax, taxation for partnerships and advanced topics in accounting for individuals. The course will use a case study format to apply these topics to real life situations. 1 c.u.

ACC 510 ADVANCED AUDITING

The course will review topics in external auditing theory such as auditing standards, ethics, disclosures required for public reporting, auditing techniques and auditor/client relationships and use a case study format to apply them to real life situations. 1 c.u.

ACC 515 MANAGERIAL ACCOUNTING SEMINAR

The course is an in-depth study of managerial accounting including topics such as discussion models, quantitative techniques, specialized variance analysis, budgetary control, transfer pricing and cost allocations. The course will use a case study format to apply these topics to real life situations. 1 c.u.

ACC 520 FINANCIAL ACCOUNTING SEMINAR

The course is an in-depth study of financial accounting including topics such as consolidated statements, pro-forma statements, statements required by regulatory bodies, and accounting fiduciaries. The course will use a case study format to apply these topics to real life situations. 1 c.u.

ACC 525 SELECTED TOPICS IN ACCOUNTING

Topics will include current accounting areas that will confront graduates from both the public and private sectors. 1 c.u.

Academic Regulations & Procedures— Undergraduate

Academic Regulations & Procedures— Undergraduate

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

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

Exceptions to stated academic regulations may be obtained through

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

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

ACADEMIC PROBATION AND DISMISSAL

Guidelines for probation and dismissal depend upon the student's cumulative grade point average (G.P.A.). New first-time freshmen in the first semester at the College who fall below a cumulative GPA of 1.7 will be placed on academic probation. All continuing and transfer students who fall below a cumulative GPA of 2.0 will be placed on academic probation. If, after two semesters of probation, a student fails to raise the cumulative GPA to 2.0, the student may be suspended. *If, in the judgment of the Committee, it is in a student's best interest to continue to take classes, rather than be suspended for a semester, a student may be placed on academic probation for a third consecutive semester. If the student fails to achieve a 2.0 cumulative GPA during that semester, the student may be dismissed. In the event that the student has been suspended for one semester, the student may apply to the Office of Admission for reinstatement.* If upon reinstatement to the College a student fails to achieve a 2.0 cumulative GPA in one semester, the Faculty Committee on Academic Standards may dismiss that student.

ACADEMIC PROGRESS

The faculty has established the following standards of academic progress:

I. *Maximum Time Frame*

While many students complete a bachelor's degree in four years, various circumstances such as changing majors, withdrawing from courses due to health problems, failing a course, or other factors, may increase the time required. Accordingly, Bloomfield College considers 12 semesters (six years or 150% of full-time normal time frame) as the maximum amount of time during which full-time day students can continue as matriculated degree candidates.

II. *Minimum Progress*

Within this time frame, students will be expected to continue making satisfactory progress toward their degree. At a minimum, students who start as freshmen at Bloomfield College must have completed with a passing grade the following number of courses after each semester of full time attendance.

EQUIVALENT NUMBER OF SEMESTERS	NUMBER OF COURSE UNITS WHICH MUST BE COMPLETED WITH A PASSING GRADE	
	Regular Student	EOF Student
1	0	0
2	3	0
3	6	3
4	9	6
5	12	9
6	15	12
7	18	15
8	21	18
9	24	21
10	27	24
11	30	28
12	33	33

III. Grade Point Average

In order to be in compliance with Standards of Progress, students must maintain a minimum grade point average (GPA). Freshman and Sophomore students must maintain a 1.7 GPA; Juniors and seniors must maintain a 2.0 GPA.

IV. Transfer Students

For any student entering Bloomfield College with transfer credits, an evaluation will be performed to determine the number of courses required to complete the degree requirements at Bloomfield based on the selected major. The maximum time frame allowed will be calculated on a case by case basis, depending on the actual number of courses that a student needs to complete her/his degree. Full-time students may not exceed 12 semesters; part-time and full-time students may not exceed 150% of the normal time frame. All information in sections I-IV apply.

V. Part-Time Students

Students who take fewer than 1½ courses during a semester will be considered as enrolled for ¼ semester and will be required to make ¼ of the progress of a full-time student. Students enrolled for at least 1½ courses but fewer than three courses will be considered as enrolled for ½ semester and will be required to make ½ the progress of a full-time student. Thus a student who has completed six courses after three semesters of full time attendance and then enrolls in two courses for the next semester, will be considered to have been enrolled for 3½ semesters and will be required to complete 7½ courses. If this student enrolls full time the next semester then the student will be required to complete 10½ courses.

VI. Mitigating Circumstances

Students who do not make satisfactory progress but believe there are mitigating circumstances should discuss the situation with the Registrar. The Registrar may determine that a student not meeting the above conditions is nevertheless making satisfactory progress if the reason for the lack of progress has to do with health or other serious problems

beyond the student's control. The Registrar will make this determination only if it is clear that the problem has been solved and the student can now be expected to make normal progress. The Registrar will inform the Committee on Academic Standards of all such decisions. If the student is not satisfied with the decision of the Registrar, then the student can appeal by writing a letter to the Committee on Academic Standards of the faculty, which has final authority to determine if the student is making satisfactory progress.

VII. *Verification of Progress*

Determination of a student's progress is conducted once each year, prior to the start of the fall semester. All courses taken during the preceding academic year, including summer courses, are counted. If a student did not earn sufficient credits during the fall semester but "caught up" during the spring or summer, he/she is considered as currently making satisfactory progress. The student is then eligible for the entire period of enrollment (i.e. academic year) in which the student met the academic progress standards. Courses taken at another college as a visiting student are counted toward satisfactory progress. If a student wishes to remain at Bloomfield College and "make-up" the credits, he/she may have a one semester grace period in which to do so. However, if a student withdraws from Bloomfield College, enrolls at another college and then returns to Bloomfield, the student's academic progress will be determined by the same standards as a transfer student.

A student who withdraws from a course or receives a failing grade will not receive credit for that course in establishing standards of progress. An Incomplete grade will not be counted towards the number of course completed until the student has successfully met the requirements of the course and received a grade.

VIII. *Verification of Progress (Second Degree)*

Students who have already completed a Bachelor's degree and want to pursue a second degree from Bloomfield College must complete their studies within 150% of the time frame usually allotted for standards of progress. The maximum time frame allowed

will be calculated on a case by case basis, depending on the actual number of courses that a student needs to complete her/his second degree. Full-time students may not exceed 12 semesters (see section I); part-time students may not exceed 150% of the normal time frame (see section IV). All information in sections I-VI apply.

ACADEMIC STATUS

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

ADD AND DROP PROCEDURES

A student may change a schedule (add and/or drop course) during the first week of a semester by completing an official change of schedule form available in the Office of Advising and Registration. A student should follow the same procedure to drop a course from the schedule during the second week of the semester. A course section may be changed during the second week only with the instructor's approval. After the end of the second week of classes, no course may be changed unless the Committee on Academic Standards makes an exception. However, a student may withdraw from a course up to two weeks after the official date of mid-semester by completing the withdrawal form. A grade of "W" will be recorded for students who withdraw from classes from the 2nd week of classes up to the 60% point of the semester. After the 60% point a grade of "WF" will be recorded.

Once 60% of the semester is completed (refer to calendar) students must petition the Faculty's Committee on Academic Standards for permission to withdraw from courses and receive a "W" grade. The student must complete petition forms and file them in the Office of Advising and Registration with relevant documentation. The Academic Standards Committee will not accept academic failure or poor academic performance as a sufficient reason for withdrawal. Some reasons which the Committee will consider are:

- serious illness and/or injury with documentation from a doctor;
- unavoidable change in work hours with documented letter from the employer;
- serious personal or family problems with authentication when available.

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

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

A student who does not officially withdraw from a course is responsible for all work missed. The instructor may issue a grade of WF to a student who unofficially withdraws from a course. This grade carries a quality point value of 0.0 and is calculated into the student's Grade Point Average.

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

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

AMERICANS WITH DISABILITIES ACT POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

Preamble

Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who has a physical or mental impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing or learning.

Bloomfield College is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the College's policy that no qualified person be excluded from participating in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or activity. This policy derives from the College's commitment to nondiscrimination for all persons in employment,

access to facilities, student programs, activities and services.

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

The College's efforts to provide reasonable accommodations to people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the College's regular services and programs.

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

Adopted (May 16, 2002)

Student Rights and Responsibilities

Every student with a documented disability has the following rights:

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

Every student with a disability has the responsibility to:

1. Meet the College's qualifications and essential technical, academic, and institutional standards.
2. Identify himself or herself in a timely manner, prior to the beginning of the academic semester as an individual with a disability when seeking an accommodation.

3. Provide documentation from an appropriate medical or professional source that verifies the nature of the disability **and the** functional limitations. Provide documentation from an appropriate medical or professional source that identifies the specific accommodations sought.
4. Follow specific procedures for obtaining reasonable accommodations, academic adjustment, and/or auxiliary aids.

Institutional Rights and Responsibilities

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

1. Maintain the College's academic standards.
2. Request current documentation from a student completed by an appropriate medical or professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion.
4. Select among equally effective and reasonable accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable including any that:
 - pose a direct threat to health and safety of others;
 - constitute a substantial change or alteration to an essential element of a course or program; or
 - pose undue financial or administrative burden on the College.
7. Eligibility for reasonable accommodations will be determined on a case-by-case basis.

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

1. Ensure that College courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable accommodations, academic adjustments, and/or auxiliary aids for students with documented disabilities upon a timely request by a student.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

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

Bloomfield College Disability Contact Personnel:

Learning Needs Specialist
 Bloomfield College
 Center for Innovation to
 Enhance Learning
 Bloomfield, NJ 07003
 971-748-9000, Ext. 1654
 Fax 973-748-9761

Eligibility for Financial Aid

Students with documented disabilities may enroll in a less than full-time course load as an academic adjustment to accommodate their disability under the Americans with Disabilities Act of 1990 and the regulations accompanying Section 504 of the Rehabilitation Act of 1973. Students are encouraged to discuss full-time course load requirements with an academic advisor for their respective program. A financial aid counselor can determine how a reduced course load will affect their aid.

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

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

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

Grievance Procedures

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

Academic Accommodations Committee

If a disagreement arises concerning specific accommodation requests and a process of conflict resolution is desired, Bloomfield College has established an Academic Accommodations Committee. The purpose of this Committee is to resolve any disagreements that arise concerning specific requests for academic accommodations. The Committee serves as a resource for all College constituencies, including faculty, administrators, staff and students for a final review of disagreements concerning specific requests for accommodations. Students wishing to submit a conflict to the Academic Accommodations Committee should contact the ADA Coordinator.

Discrimination Complaint Procedures

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

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

AUDITING

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

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

A degree candidate or a provisional degree candidate in good academic standing may audit one course each semester with the approval of the instructor and permission of the advisor. Special students may audit up to two courses each semester with the approval of the appropriate instructors and the Registrar. The audit course must be selected at the time of registration. Students taking the course for credit have priority for classroom space.

At the time of registration, students auditing courses, except full-time students enrolled for 3-5 course units (excluding the audited course), pay a fee for each audit course as indicated under "Tuition and Fees" (see Index).

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

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

CLASS ATTENDANCE

Attendance at [schedujShTfIXcIXdceeg](#)

from classes up to the last date of withdrawal, they will receive a grade of “W”; after the date the grade entered will be “WF” and will be calculated into students’ GPA the same as “F” grades. It will be the student’s responsibility to read each course syllabus and take note of the policy regarding attendance for that class.

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

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

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

A student may attend class for two weeks following a withdrawal while the withdrawal is being appealed. Appeals should be directed to the appropriate division chair. If the division chair is the instructor, the student should appeal to the Vice-President for Academic Affairs/Dean of Faculty.

Last Date of Attendance Policy

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

The student communicates either in writing, telephoning, emailing, faxing or visiting Bloomfield College that he/she withdraws or intends to withdraw from all courses currently registered for and withdraws from Bloomfield College. The date that this communication is received by the College will be the official date of last attendance.

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

1. The Office of the Registrar distributes to the faculty of Bloomfield College a student roster for his/her class after the add/drop period (2nd week) for the current semester. The faculty returns the roster to the Registrar’s Office no later than two weeks following the disbursement of the roster indicating

whether the student is currently in attendance. If not in attendance, the faculty member indicates the actual last date of attendance or if the student has never been in attendance. If the student is determined to be never in attendance, the registration and charges will be deleted and the full amount of the Title IV funds will be returned to the U.S. Department of Education.

2. The Office of the Registrar distributes to the faculty of Bloomfield College a roster of students currently registered for his/her classes at the mid-term grade period (7th week). On this roster, in addition to the ability to record mid-term grades, the faculty identifies if the student is currently in attendance. If the student is not currently in attendance the faculty member indicates the last date the student was in attendance. The Registrar determines the actual last date of attendance by taking the latest date indicated on the rosters for the student’s registered courses. If the faculty member cannot record the last date of attendance or if the date is left blank, Bloomfield College will determine the midpoint of the period of enrollment as the withdrawal date.
3. The Office of the Registrar distributes to the faculty a final grade roster (14th week) for collection of final grades for the semester. On this roster the faculty will provide a grade of “WF” if the student is not in attendance after the time permitted for official withdrawal from the course or a “W” grade if the student stopped attending the course before the deadline for official withdrawal from the course. On this roster the faculty member also records the actual last date of attendance (if known). The Office of the Registrar will use the actual last date of attendance recorded on the roster to determine the student’s withdrawal date. If the actual last date of attendance is not known, the date of the roster’s submission will be used to determine the official withdrawal date.

DEAN’S LIST

Students with superior academic records are named to the Dean’s List, published at the end of each semester. These students are also recognized at a special ceremony the following semester. A student with a quality point average of 3.5 or better receives “Honors” designation. A quality point average of 3.8 or better earns “High Honors.” Full-time

students are eligible for inclusion every semester. Part-time students are eligible after two consecutive semesters during which they complete at least four course units. Part-time students may only count the same semester for inclusion on the Dean's List once. Summer courses will not be considered when determining a student's eligibility for Dean's List.

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

DECLARATION OF MAJOR

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

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

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

DEGREE AUDIT

See Junior and Senior Checks.

DEGREE CANDIDATE

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

DIRECTORY INFORMATION

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

Academic information, including

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

DIRECT TRANSFER PROGRAM/ NJ TRANSFER

(For details, see section on ADMISSION.)

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school

officials with legitimate educational interests. A School official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

GRADE APPEAL POLICY

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

- **Step 1 Speak to your instructor.** Ask the reason for the grade and discuss your work in the course. (If the instructor is no longer with the College, then address your appeal to the Division Chair—see Step 4.)
- **Step 2** If you still wish to appeal the grade, you must continue the appeal

process within one week after speaking with the instructor. **You must write a letter to the instructor** stating your reasons for appealing and send copies of the letter to the Registrar and the Chairperson of the Division in which the course is listed.

ote If the student fails to respond in time, the instructor's grade stands.

- **Step 3 Your instructor must respond within one week of receipt in your letter.** Copies of this letter are forwarded to the Registrar and the Chairperson of the Division.
- **Step 4 you wish to appeal further you must send a letter to the Chairperson of the Division** within one week of receiving the instructor's response stating your intention to appeal further, with copies to your instructor and to the Registrar.
If the instructor of the course is the Division Chair, he or she will request that the Vice President for Academic Affairs and/or designee appoint an appropriate member of the Division to respond to your appeal.
- **Step 5 the Chairperson of the Division or the appointee must respond in writing within one week of receipt of your letter.** Copies of the Chairperson's letter are sent to your instructor and to the Registrar.
- **Step 6** If the student does not accept the recommendation of the Chairperson of the Division, the student can appeal by **submitting a formal petition to the Academic Standards Committee on the same day as receipt of the Chairperson of the Division in order to appeal.** Copies of the petition must be sent to the instructor, the Registrar, and the Chairperson of the Division. The Committee on Academic Standards will respond within one week after its next regularly scheduled meeting.
- **Step 7 the student wishes to appeal further within one week of the decision of the Committee on Academic Standards the student must send a letter to the Registrar or the Chairperson of the Division with copies to the instructor, the Registrar, the Chairperson of the Division and the Chairperson of the Committee on Academic Standards.** The Vice President for Academic Affairs and/or designee shall receive a folder assembled by the Divisional

Office Secretary containing a record of previous appeals and shall respond in writing to the student within one week of his/her letter. Following consultation with the student, the instructor, the Division Chairperson, and the Chairperson of the Committee on Academic Standards, the Vice President for Academic Affairs will render a decision regarding the grade. The decision will be final.

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

GRADE CHANGES

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

THE GRADING EVALUATION SYSTEM

aluation

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

Speci ically

- A. The instructor should state course objectives in writing during the first week of classes, in clear, comprehensive, specific terms.
- B. The stated objectives should include:
 - 1. Any prerequisite skills or knowledge;
 - 2. Time factors for classroom contact and out-of-class study and preparation;
 - 3. The methods to be utilized;
 - 4. Desirable behavioral, cognitive, or effective changes; and
 - 5. Standards against which the instructor will evaluate.
- C. Evaluative reports to the student will include both a grade or score and comments or suggestions for improvement;

THE GRADING SYSTEMS— LETTER GRADE SYSTEM	SYMBOL	QUALITY POINTS
Excellent	A	4.0
	A-	3.7
	B+	3.3
Good	B	3.0
	B-	2.7
	C+	2.3
Satisfactory*	C	2.0
	C-	1.7
Less than Satisfactory	D+	1.3
	D	1.0
	D-	0.7
	P	0.0
	S	0.0
Unsatisfactory	U	0.0
Failing	F	0.0
Official Withdrawal	W	0.0
Unofficial Withdrawal	WF	0.0
Administrative Withdrawal	WN	0.0

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

- D. Evaluations should be made as soon as possible after an assignment is completed and reported to the student when the work is returned, with opportunity for extensive discussion of evaluative comments;
- E. All original written work submitted for evaluation will be returned to the student with the instructor reserving the right to retain a copy if so desired;

GRADING

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

Specifically

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

Incomplete grades

A grade of Incomplete may be reported only when illness or other serious emergency occurs during the semester to prevent the student from completing the work for the marking period. A student who misses the final exam must notify the instructor or the departmental office within 48 hours. An Incomplete may not be reported because of negligence or procrastination. If the student's academic standing is in question when Incomplete grades are submitted, the Committee on Academic Standards reserves the right to consult appropriate instructors and to base its decision on the student's anticipated course grade(s).

A student who receives an Incomplete grade must arrange with the instructor to make up the Incomplete coursework. The College strongly encourages the student to make up Incomplete work before the beginning of the succeeding semester. Students must complete all Incomplete work by the end of the third week of the semester following the one in which the Incomplete was incurred. Any request for extension must be made by the instructor to the Registrar's Office no later than the end of the third week of classes. If an Incomplete remains by the end of the third week of classes in the semester following the one in which the Incomplete was incurred, and there is no official request for an extension by the instructor, it will be officially converted to an "F" and affect semester and cumulative averages accordingly.

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

Quality points

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

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

GRADUATION WITH HONORS

To be considered for Honors at graduation, a student must have successfully completed at least sixteen (16) course units on the letter grade system (no S's or P's)

B . . . **C** . . . A student who has earned a cumulative grade point average of 3.5 and a 3.5 average in the major is eligible for cum laude; both averages must be 3.65 for magna cum laude and 3.8 for summa cum laude. Students may also be considered for Honors at graduation by membership in the Bloomfield College Honors Program or Bloomfield College chapters of the honor societies listed on next page.

HONOR SOCIETIES

- Alpha Chi–National Academic Honor Society.
- Delta Mu Delta–Business Honor Society.
- Psi Chi–National Honor Society for Psychology Majors.
- Kappa Delta Pi–Education Honor Society.

INTERNSHIP PROGRAMS

To enroll in any Bloomfield College internship, a student must file timely application through an internship coordinator. The applicant must have successfully completed all stated academic prerequisites and must have a cumulative quality point average of 2.3 or above. In special cases, the student may petition the Committee on Academic Standards to waive this minimum grade point average. Statements from the internship coordinator and the division chairperson must support such a petition.

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

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

JUNIOR AND SENIOR CHEC S

Juniors will receive notification to make an appointment to review their progress

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ON LINE ENROLLMENT

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

REGISTRATION

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

REINSTATEMENT

A student who has withdrawn from the College or who has been academically suspended and who wishes to be considered for reinstatement must complete the reinstatement application available in the Office of Enrollment Management and Admission.*

The faculty of Bloomfield College recognizes that a maturation process will have occurred in a student who has been out of college for several years. In view of this, and the fact that a student may be seriously compromised by previous failures on his/her academic record, the faculty has directed that a student seeking reinstatement after five (5) years will not have any grades of "F" counted in the cumulative index. These courses will remain on the student's permanent record.

Students returning to the College after an absence of three years or more will be subject to any new graduation requirements, including those in the major. Classes taken previously must be evaluated by the Discipline Coordinator for inclusion in the major.

**Unpaid balances must be paid in full to be considered for reinstatement.*

REPEATING COURSES

Students may repeat no more than three courses in their major in which any combination of grades of C- or lower, W, or WF has been received. If a grade of W, WF, or less than C is earned in the course for the second time, the course may not be repeated again. The highest grade achieved in the course will be counted in the GPA. All courses regardless of weight in CUs will be counted as one course. Developmental courses (courses numbered less than 100) may only be repeated once but are not counted in the three courses limit policy. In the event that a student is unsuccessful after repeating three course in the major, the student must change majors.

For any course that a student wishes to repeat (grade in course is C- or lower), the course **MUST** be repeated at Bloomfield College. A student wishing to repeat a course may only repeat at the highest level attained in that discipline. Credit for courses that must be repeated may not be earned through CLEP testing.

A course in which the student has received a grade of C or better may not be repeated for additional credits or quality points.

Students with extenuating circumstances who wish to challenge the above policy may petition the Faculty Committee on Academic Standards. All measures will be taken to maintain confidentiality.

REPEAT POLICY FOR NURSING MAJORS

A pre-nursing student who needs to repeat more than three required courses (BIO 205, BIO 206, MTH 103, MTH 105/ MTH 107, NUR 105, WRT 105 or WRT 106, WRT 107) will not be allowed to enter the major. Once a student is admitted to the major, if the student must repeat a fourth course (including prerequisites, corequisites, or courses designed as NUR), the student may not continue in the major. Only one nursing course (NUR designation) may be repeated once. A withdrawal of grade of C- or below on the second attempt necessitates withdrawal from the major.

SECOND BACCALAUREATE DEGREE

A student who holds a baccalaureate degree from Bloomfield College or another accredited institution may register for courses at Bloomfield College in order to complete a second academic major and/or earn a second baccalaureate degree.

Candidates for second baccalaureate degrees must successfully complete at least eight courses beyond the normal undergraduate requirement, including at least three courses in the second major appropriate to the degree. A student who holds a baccalaureate or graduate degree from another institution is eligible to earn a Bloomfield degree in the same major only if he or she is pursuing a defined concentration which includes at least four courses that are recognizably different from any of the courses taken while earning the previous degree. The Office of Advising and Registration will examine the transcript of courses leading to the first baccalaureate degree to determine whether these courses meet General Education and major requirements appropriate to the second degree. These requirements must be met, even if this necessitates more than the minimal eight courses.

STUDY IN ABSENTIA

Students may study at other colleges by requesting permission to study in absentia. This status may be granted for up to one full year through application and approval from the Faculty Committee on Academic Standards. Students may submit credits earned as transfer credits if the Office of Advising and Registration has given prior approval for such work.

TAKING COURSES AT ANOTHER INSTITUTION

Requirements

1. Only students with a cumulative GPA of 2.0 or better can take classes off campus.
2. The requested course cannot be a repeat of a course already taken at Bloomfield College.
3. Students with junior or senior status must take courses at a four-year institution.
4. The Residency Requirement (page 57) states that students must take their last eight course units on campus.

5. The requested course must have the approval of a faculty member in the appropriate department or the Division Chairperson.

Appeals of the requirements should be directed to the Faculty Committee on Academic Standards.

Procedure

Students should pick up a course approval form in the Registrar's Office and have the course approved by a faculty member in the appropriate department or the Division Chairperson. The student should return the signed form to the Registrar's Office. The current GPA and the number of completed courses will be checked and final approval will then be given.

The student will be given a letter confirming that the course has been approved and that Bloomfield College will accept credit provided that a grade of C or better is earned and an official copy of the transcript is received by the Registrar's Office. A copy of the letter will be placed in the student's permanent file.

TRANSCRIPT REQUESTS

- All transcript requests require the signature of the student, and must include the full address of the recipient.
- Official transcripts are normally mailed directly to the recipient or the student within 3-5 working days. However, official transcripts will be issued directly to students in a sealed envelope for an additional charge. No same day requests will be accepted after 4:00 pm.
- Transcripts will not be prepared for students who owe money to Bloomfield College.
- Students can fax requests to the Office of Advising and Registration at 973-748-2767, provided they have signed the request.
- Students can scan signed requests to registrar@bloomfield.edu.
- Transcripts will not be faxed to a student or any other recipient.
- Telephone requests will not be honored.

TRANSFER CREDITS FOR UPPERCLASSMEN

Students with upperclass standing (i.e., those who have completed 16 courses or more) may not take courses at a community or other two-year college for transfer to Bloomfield College.

TRANSFER STUDENTS

The Office of Advising and Registration will evaluate transcripts of prior collegiate work by students who enter as transfer students. In general, only courses in which a grade of C (or its equivalent) or better was earned will be considered for transfer credit.

The Bloomfield College GPA is based solely on courses taken at this institution, while credits are transferable the GPA is not.

Students wishing to transfer in courses that were taken more than three years ago must have them evaluated and approved by the Discipline Coordinator. Courses that are not approved are not transferable.

Students who have received A.A., A.S., A.A.S./RN (only for students seeking BSN), B.A., B.S., or M.A. degrees from regionally-accredited institutions will be admitted under the Direct Transfer Program. For further information, see Direct Transfer Program on page 15.

Students who have received the bachelor's degree in a given discipline from other institutions are eligible for admission as candidates for Bloomfield College degrees in other disciplines. Prior academic work is treated much the same as prior academic work of any transfer student. For further information, see Second Baccalaureate Degree.

UNOFFICIAL WITHDRAWAL

A grade of "WF" designates unofficial withdrawal from class. This is an administrative grade given by the instructor to a student who is not in attendance after the time permitted for official withdrawal from the course. A "WF" grade counts in the quality point average as an "F" grade.

VETERAN S BENEFITS

Bloomfield College is approved for the training of veterans and the widows and children of deceased veterans under the provisions of the various federal laws pertaining to veteran's educational benefits. Information about veteran's benefits and enrollment procedures may be obtained at the Registrar's Office in Knox Hall or by calling Annette Raymond at 973-748-9000 Ext. 1271.

Students eligible for veteran's benefits register and pay their College bills in the same manner as non-veteran students. Reimbursement is made by the Department of Veteran's Affairs on a monthly basis. The amount of reimbursement is governed by the student's program and the student's course load.

To be reimbursed the student must comply with the following procedures:

I E

Once admitted to the College, the student must obtain an Application for Program of Education or Training ([VA Form 22-1990](#)) from either the Department of Veterans Affairs or from the College. The completed application along with a certified copy of the DD-214, is sent to Annette Raymond, Office of the Registrar, 467 Franklin Street, Bloomfield, New Jersey, 07003.

Students transferring from another university or college will need to obtain a Request for Change of Place of Training ([VA Form 22-1995](#)) from either the Department of Veterans Affairs or from the College. The completed form should be sent to Annette Raymond, Office of the Registrar, 467 Franklin Street, Bloomfield, New Jersey, 07003.

R -

Students who receive veteran's benefits at the College the preceding semester and plan to re-enroll with no change of objective should inform the Registrar's Office at the time of registration that they which to be recertified under the provisions of their original [VA Form 22-1990](#).

Students receiving veteran's benefits must take courses that lead toward the exact objective (usually a specific degree) on the original VA application. Otherwise, they must submit a Request for Change of Program ([VA Form 22-1995](#)). Students utilizing veteran's benefits must let Annette Raymond know immediately of any

change in their status or program that might affect the amount of their monthly payment from the VA. If they fail to do so, the Department of Veterans Affairs will seek reimbursement from the student for any overpayment.

Y R P

Bloomfield College has partnered with the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with Veterans Affairs to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Bloomfield College has agreed to match dollar for dollar with the Yellow Ribbon Program to cover the difference in tuition and fees for qualifying veterans. Therefore, under this program, veterans can earn a degree at Bloomfield College at no cost.

This new benefit was created for those who served in the military on active duty for at least 90 days beginning on or after September 10, 2001. For more information about eligibility, please visit the U.S. Veterans Affairs website.

S P

Continuation of VA payments depends on the student's meeting the College's academic standards for all students. The student must also meet any standards of progress which may be established by VA regulations.

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

WITHDRAWAL FROM COLLEGE

A student may officially withdraw from the College prior to the end of classes in a given semester. W-grades will be recorded if the voluntary withdrawal is made between the beginning of the third week of classes and last day to withdraw without the permission of the Faculty Committee on Academic Standards (See Calendar). After that date, a "WF" will be recorded. Students who feel that there are mitigating circumstances may file an appeal with the Faculty Committee on Academic Standards. In order to withdraw, the student must complete a withdrawal form available in the Office of Advising and Registration. Failure to withdraw officially will lead to failing grades and may limit chances of reinstatement at a later date. Students who have withdrawn and who wish to be considered for reinstatement must complete the reinstatement application available in the Office of Enrollment Management and Admission.

Academic
Regulations &
Procedures—
Graduate

Academic Regulations & Procedures— Graduate

ACADEMIC PROGRESS

Students in the Graduate Program are expected to complete all requirements for the degree in 18 months.

COURSE LOAD

Students will be considered as full-time graduate students if they are enrolled in 12 graduate courses per semester.

DEGREE REQUIREMENTS

To qualify for the Master's degree the student must complete all requirements prescribed by the college. All students who have completed the entire program can participate in the Commencement Program in May.

Students must have a cumulative GPA of 3.0 with only 100-level courses.

A student anticipating graduation should meet with the Associate Registrar to have a review and to fill out a diploma application.

GRADE APPEAL POLICY

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

- **Step 1 Speak to your instructor.** As soon as the reason for the grade and discuss your concern in the course. If the instructor is no longer with the college, then address your appeal to the chairperson. See Step 2.
- **Step 2** If you still wish to appeal the grade, you must continue the appeal process within one week after speaking with the instructor. **You must write a letter to the instructor** stating your reasons for appealing and send copies of the letter to the Registrar and the chairperson of the division in which the course is listed. **Note** If the student fails to respond in time, the instructor's grade stands.
- **Step 3 Your instructor must respond within one week of receipt in your letter.** Copies of this letter are forwarded to the Registrar and the chairperson of the division.
- **Step 4** **If you wish to appeal further, you must send a letter to the chairperson of the division** within one week of receiving the instructor's response stating your intention to appeal. Further copies to your instructor and to the Registrar. If the instructor of the course is the chairperson, he or she will request that the Vice President for Academic Affairs and/or designee appoint an appropriate member of the division to respond to your appeal.
- **Step 5** **The chairperson of the division or the appointee must respond in writing within one week of receipt of your letter.** Copies of the chairperson's letter are sent to your instructor and to the Registrar.

THE GRADING SYSTEMS— LETTER GRADE SYSTEM	SYMBOL	QUALITY POINTS
Excellent	A A-	
Good		
Failing		
Official Withdrawal		
Non-Official Withdrawal		
Incomplete		
Research in Progress	RP	

**B is the minimum quality of work expected from students qualifying for a masters degree.*

NON-MATRICULATION POLICY

Only two courses can be taken as a non-matriculated student. At the end of the second courses, students must matriculate into the program.

PLAGIARISM

Plagiarism, cheating or an violation of Academic Integrity should be reported to the Vice President of Academic Affairs. The allegation will be investigated. The Vice President of Academic Affairs. A confirmed case will result in the dismissal of the student from the program.

REPEAT POLICY

Students in the graduate program may repeat one course. Both grades will appear on the transcript, but only the best grade will be included in the cumulative GPA that applies to the degree. Students who need to repeat a second course will be dismissed from the program. A graduate student may withdraw from a class at the point of the program and receive a grade. This will be considered an attempt at the course.

TAKING COURSES AT ANOTHER INSTITUTION

Students in the graduate program must have permission from the chairperson to take graduate courses at another institution. No more than two courses can be transferred into the graduate program. Grades must be a C or better.

Exceptions to stated academic regulations may be obtained through petition to the faculty committee on Academic Standards. Petition forms are available in the Office of Advising and Registration.

Enrichm n
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Enrichment

EDUCATIONAL OPPORTUNITY FUND PROGRAM

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FIRST YEAR SUMMER BRIDGE

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ENRICHMENT PROGRAMS

**SSS★STAR . . . STUDENT
SUPPORT SERVICES PROGRAM**

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**BLOOMFIELD COLLEGE
HONORS PROGRAM**

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Eligibility

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**DR. RONALD E. McNAIR
 POST-BACCALAUREATE
 ACHIEVEMENT PROGRAM**

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POST-CHIROPRACTIC PROGRAM

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

THE SENIOR CITIZENS PROGRAM

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STUDY ABROAD

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VISITING STUDENTS

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ACCELERATED COLLEGE

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Certificate in Gerontology

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For curriculum information see page 128. For more information on the Certificates in Gerontology, contact the Director.

Certificate in Network Engineering

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For curriculum information, see page 123.

Certificate in Supply Chain Management

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For more information on Certificates in Network Engineering or Supply Chain Management, contact the Chairperson of the Division of Accounting, Business, Computer Information Systems and Economics at 973-748-9000, Ext. 1389.

Post Baccalaureate Teacher Education Program

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For curriculum information, see pages 106-107.

Teacher of Students with Disabilities (Special Education) Program

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P-3 Certification Program

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For more information about any of the Education Certificates, contact the Division of Teacher Education at 973-748-9000, Ext. 1110.

RN/BSN Program

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For more information on the RN/BSN program, contact the Chairperson of the Frances M. McCaughlin Division of Nursing at 973-748-9000, Ext. 1324.


ADVANCED PLACEMENT

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LEARNING ASSESSMENT

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- E min i n cr i i ic h
i m n h m r n n r
E c i n r i r m n c h
r h m r i r
- n cc r nc i h c rin r c mm n-
i n h m ric n nci n
E c i n cr i i r n r
n h c r n (9
n r r nch n ni h
r ci y n E m n
n n h i n
m n m
- mi i E in
c n r
- n m r i r in advance
r E m i m i
in mi
- n r r i r in in
r i r m h n r r
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mi
- h r i n n-r n r i r in
in i i n h c h
m
- r i r r E m mi
n m h
- c m minim m n
m r h r in
E m
- c m n y n c ry n in
c r
- c m h r r ii (r
h c r h y i h E
- c m i r h i h r
- E n m c n n n
r c r r y n
nyin i i n
- E n cr i cc in
r n r r c i n cri ri
ih y mi
- E ch mi 9 min n n i
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n y
- E n r n
nin h r r n nci - - r

- cc y c m E n
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- E n y i n r r in c
i r r c
- E En i h i r r c
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h m ic -Enh nc r
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- ni h n c
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ych y c
- E cr i m y n cc r h
c r inc r in m r ch c ih
y r i r
- E E E (
- m n m y r in ny
c r n in hi except
Education and Nursing courses
- ri r rnin c ir hr h n-
r r n n- n r rin c i
c ni r (r m r
rin c n rin n n-cr i
c ri ic i n c r n h ri
rin c
- ri r rnin i hr h h
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- h c r i r r i-
i r r c r h c r m y
n n n i h m n
r c h n c c y c m
- n m y r r i
m n h r h h c i i c
r i n r c m i c i r
n n E
- h r r i m n i
r r i i h i m
r i i m i
- y r r i m n
n m
- h c m m i n i m m
c r n i h (c r
n i r r n r n h i n
h r r
- h i i n h i r r
i c i n
- * n m y r r i
m n r i r c m i n
c r n i n c r i i
r c r n h r n c r i r h
c r n i h n c m

E E E

- m i c i n m i
h c i i c r i n r
c m i c i r
- c i i c r i n r c m i c
i r r r i c i n h
r r i i i n h i r r n r
r i
- i c i n r i h r r
n i r i n n i i n
i n r m i n
- i c i n i n i
m i y h i i n h i r r n
h c i i c r i n r
c m i c i r i h i n
r c i
- i i n i n r m i n i n
h c i i c r i n r
c m i c i r r h i
i n r m i n r m h i c n
- i c i n c i n i r r
h n i m m i y y h
c i i c r i n r
c m i c i r
- n i c i n i r h
i i n h i r r n i r r n r
c y m n r n n i
n i i h n m n c n c
i n r m i n r h m n r y h
c i i c r i n r c m i c
i r

- r i i y n
i h i n c r m h c y
m n r n c i i c r i n
r c m i c i r
- r i i m i n
y c y r (i n y h
i i i n h i r r h r i n
c r i r r i c r c r
- h r i i n i
c m i h i n n m n h
r c i y h r n r m
h c i i c r i n r
c m i c i r
- c i i c r i n r c m i c
i r i m m i y r r h
i n r h n n h
i r r r h r c r i n c r i n
h n r n c r i
- c c c m i n r i i
r c r n h n r n c r i
r i c r y n i n
i n c c i n h r i n
r

E E E

- r n h
h r h c m n i n i n
h n r r c m i c m n
m n c r i r h c r
c n n i r i m n
- n m i c i n *along with
several of their best writing samples*
- m i c i n r r r
h r h m n r r i n r y
h c i i c r i n r
c m i c i r
- h i c i n i r h
n r c i c r i r
- h n h n y n
h i h i
m h r h r n m n i h h
r h m n r r i n r
- h i m i y c y
r (y h r h m n r
r i n r
- n h i m h
r c i c r i r
- n n h i m
h m h c r .

rich enrichment

COLLEGE CREDIT IN THE HIGH SCHOOLS

hr h c r i r r n m n i h
c h i h ch r h m n-
c r r m i ii
h i h ch n i r c i h h
h i h ch n h c r in
h m n n i n c r
n h i h ch c y ch h c r
r r n r h i r r m
c r r y c c r i

SUMMER SESSION OPTION PROGRAM

h i i n i n inc min r h m n
n h m y n r r r r
m m r i n c r n r n i i n
i h y m y i h r r m i h r r
h c r i h c mic n y
n y i m r i r h in min in
r n n r h m m r i n
i n r n inc in h c c i n
c mic r r

HIGH SCHOOL SCHOLARS PROGRAM

rich n c m in h
n i r y r i h c n r c r m y c
y r n i n m m r c r
h c r c r r y c c r i n
c n i h r i r r r r
n r m i m i
r r n r c r i i i n
ch r h i r i
i i n

SPECIAL PROGRAM

**Educational Opportunity Fund
(E.O.F.) Summer Program**

C mic rc

CENTER FOR INNOVATION IN TEACHING TO ENHANCE LEARNING

h n r r nn i n in chin
Enh nc rnin r i mi
n ih i ri y
r c i i i in im r
c mic chi mn h c i i i
inc

Diagnostic Testing in Math

mini r rmin inc min
n i in m h mic
hi i n r c m n
in

Placement Testing in Reading and Writing

in n ri in r mini -
r inc min n r-
min r ri c r c m n

Workshops, Study Groups and Recitations

m n ry in r c i n i n
r y r i n r
r c i c c r

Tutoring Program

n i i n m r ri
i n r i in m c
i n i r n n i n

Preparation for Professional Exams

r r in in r h
r - r in n
min in r r

Peer Mentor Tutor Program (PMT)

i h y i i n r
r h i n r n
m n r r

Disability Services

r i c mic r r ic
n cc mm i n r n i h
i i i i

Computer Lab

n c n r c i i n c in
ri in n h c m r

Hours:

n y hr h ri y
9
r y

n m y cc E r ic
y i i n h ic c in -9
E r i r i
m i ri

ADJUNCT INSTITUTE

nc c y m m r r n
in r r r mi
c m m ni y r in r in n
r n c n n c i n h n c n i
n r h r h i h c i ic
r i n r c mic ir r i
ri n in r r m n nc
c y n in r m i n h r ic
h c n nh nc h in r c i n r c
n i c y m m r in
c min r ch r hr h r -
i n m n r h

CENTER FOR GLOBAL STUDIES

h n r r i n c m
h in r r m y r n
n r n in E ch n r r m

The Study Abroad program

n in h h m c r in
c mic cri ri h r ni y y
m r in c n ry i h
ni

The International Exchange program

in n ch n n r m
r i h mi n
r h r m y r r m r n r
r i in r m i n c n n
n r r h in r y r
r y c n c in h i r c r h n r
r i E

THE LIBRARY

h n - - h - r m i
 i r r y i h in c n r
 c n r c r r i c r c i i i i h i
 c n in y n in in r c i n
 m r i n c i i i i n i n i n -
 r n i n r r c c n r h

h i r r y h c c i n r
 m r i i c
 c r i i n c r i n m n
 h n in c r r i c r i m y
 m i n n - - r r n c
 c c i n c r i i n r
 n n - i n r r n c r c i n r n
 c n n c i n n n
 r r m i c r i m n i c h
 r m i c n n n - m i c
 h n r h r c r c r m
 i m n i
 i r - c n i i n r i n r m n y
 r r m i i h c m r
 y i n r i n
 m h r r c n c n r y
 r r c r i n r i n
 h i r r y h r y r i n
 n i c i n h r h h
 c m i c y r h i r r y r i
 m i n c r n n c y

n	r
n	c

n r n c

c mi i rich ih
 h m n i r i y i r i ni
 in r n m y n
 mni rn nc i
 h m n r h n i n i y h
 i c m m i - r i n c n i-
 i n h i c h i r m r c
 h m i n h r r
 n n i n c m i c r n
 n r i n c n c i n m i-
 c r n c i y c r y r i c-
 r r c r h r i h r i c y
 n n i i i c h m m r h i

c i n c m m n i y i r
 h r i n h i r r r h y i c
 h i c h m n i n i m i h r n
 r i n r n h r c h i r h r
 r n c h r c r i c r i h i c h
 i n c r n i m i r c
 r i n i n n i n r i n
 r i i n i i y n i n
 r m i r
 i r n h c m m i c h
 n i c n i n h i r m m r h i
 i n h i c m i c c m m n i y

Richard A. Luvor
 r i n i c h r

mi i m i r c i
 m i c r i n i i n h i h r
 c i n r h r n i n r i n c
 i n c r n i n n r c i n
 h n r m c i y h r i n
 r m r c n r c h r i h
 m m r c i y
 mi i r
 h r m n i y n i c i n y h n
 m r c r i n n m n
 r i h n h m h i c
 r h i c h r r c n n r c
 h i r h i n c c r n c i h
 i i n r n m y r i n h
 m i n i r i n i c i n h i c n-
 i n i h n r h
 c i r n i n n r h
 h i i n r i h n
 r n i i i i y h
 n c n n n i n h
 i c i r y r r m h i n i n h i
 c m n i c n r i n r r i n
 i h h c m i c r m c y n
 n h m n i c y
 r i n i h h c y m m i
 n n i r n r r y
 h c y m i

mi r r m i n i n
 i h h h r m r i n i i n
 h i h r c i n

I. BILL OF RIGHTS

h i n r i h h n c n r
 n y r i m i n i h h r r i h r i n
 y n c i n h c c m m -
 n i y h r h n i n

- A. n h r r i h i r c i n
 n r n i
1. m n r i n i n r c i n
 i m n h r i h
 r n i n n r c i
 c h r n n r
 2. c c r c n c r n i i n r m
 i n i r
 3. r n r c r h i r
 c h r c r i n i n i i i i n c r i n
 y n i n r i y h m n i n
 n r m n c i -
 y n c m i c h i m n
 i n c i n h r n c h r i i n
 c n n c h r y h n y n i n r i-
 y n n n n r m r
 4. r m r m r n r
 h y i c

5. ir r in n n r h
r c ry ric y h in r c-
rin h y i ri y h
c n c m in
6. h r i h h h
h i i n r h ic r i n
r c mic ir n n
c y in ny r h
h n i i n
r ic c r i c i r
rr n c mic i n
7. n i n i y c n c r n i n m r
h r n n c mic
8. E i y in h mini r i n
c n mini r i
r c in h h n in ch r
in h n n h r i h
n r r i y
in in h r c r
c i n h n r
n c
9. h r i h c n r h r
in r m i n c n in in h i r
n r c r c i i in h
m i y E c i n i h n r i c y
c 9 (n n h
c y m n m n
- B. r in i r y n r i n r n c r-
c n i n h
m m n i y r r in i i y n
c c i y r h i r i n
i i c y n n m r
in r h n y
r ch r i n m n
i r h r i n h
h r n h y in i i
n r h i r r r y in i i
r i h r h c n i n i y h
c i n r c
m r r y
r r h r n h r
- C. n h h r i h c r in
h i r r n c m i in r r
r n r n r r y n r m -
i n n h m i y E c i n i h
n r i c y c (c y m n m n
i i in h ic h i r r
- D. n c n r n i n in c i-
i n r m h i r c m m n i n r
i n y r n r -
i h y r c n i n i h h m i-
i n h n r n i -
i n m y r
c i i n r r c h n i
n ch i n r n r c m-
i i h h r n n c i n
h n r n i i n

- r i i i h r n i i n i
m i h r i n h i
m n in r r i h h c i
n c i i i h
i c y i r c n c r h
r i n y n i n r c
i i r n i i n
- E. m i r r n
i c i n c n r h c r i n
n m h r r n r n i
i c i n n in c r i n
n c m m i i r m y
c m m i r m r i n i n
r r h n i c i n m y
m i n in h i r i n r i y r
h r m n i r n
m n r n i i n c h
c n n r n i m i c h
h i n c i n r
c n i y n n c m n -
i n n m r c n i h
n i c i r y i i n i n c m n
n h m n h in i-
c i n m r h r m
r c n i i n h r m r i n
i h r n i r r n i
r i i n h c h r c r i c
h i h r c i n h n i
n i c i n m i c i y
n h i r i h h in-
i n h r r r n n c r-
i y h h r n y
E i r n m n r h n
r h n r i r r i y i c i n
c n c y m i n i r -
i m n i r c m m n i y i r
i r i c y r c n n i c i n
m y r r i r h r h
c n n r n i m i m
i c
- F. n h i c r i m i n
i n n h i r c c r
c r n i n r h n i c r i n
r i n i n r i i y
E c h n h r n i r
r m n n r r n r -
i n in h c r i n n r c i n
r i r i h i i n
h n r i h h r r r
h i c h i c r i n r
c m i c i r n n h
c y i n r c m i c m r
r h i c h i c r i n
r n i r n n
n i n r h r m r
r h i r m i c i n i c r
h r r i c r i r n
i n r i n h n c n r n

II. ACADEMIC INTEGRITY

A. Plagiarism

i r i m i h c y i n
 r i r m r i c n
 r r y r r i n r n r
 h r r c i h r n i h
 i h c n i n h r c
 h r i r c r m
 n h r r c i h n i r
 h r i n m c i i n
 r i i c n i r i r i m
 i n y n y r i c i n n h r
 n r r n n r
 r m r i r m r r h r c r
 i c n i r i r i m n
 h i n r c r r r c h
 h n n i n i r i
 r i m c n i n c r i n r n i n
 r r i m n n c m i n i n n
 r m r h i n c i n
 m i n i r y c y m m r r
 i n c r y y h i c r i n
 r c m i c i r n n h
 c y i n
 i n h i n m n
 i n i n i i n r r h
 i n m n
 i n i n i i n r i n h
 c r
 n i n r i n r m h
 i m n c r y i
 m i n i r y h i c r i n r
 c m i c i r n n h
 c y i n

B. Cheating

h i n n n m i n i n (h h r
 i n - c - h m r n i n i n c
 h i n m i n
 n h r n m i n i n r h
 r i n i n n r c m m -
 n i c i n n y i n r m i n h
 m i n i n i h r r i n r r h
 i n r i m n h h n
 y n h m i n n y m r i
 i n c i n n r n c h n -
 i c y c m m n i c i n i c
 (i n c i n n i m i c h n
 r r n i i i n
 h r r i i r n
 r n c n h c m r
 r i n h m i n i n h h n
 n h r i y h i n r c r
 n i n i n n y h r c i i y r h
 r i n i n i n c n
 h r i y h i n r c r n i n

n i n m r y r c h
 h m r c h i n h r
 i n r m i n i h r m i n
 r i n n n i n m
 i n i r m c h i n h
 i n r i n i h n h r r -
 n r n r r r r c r
 i n m n (i n c i n r r c
 n r n i n i n y n h r -
 i y h i n r c r n i r
 c h i n n n m i n i n r
 c i n c n i n c r i n r n -
 i n r r i m n n c m i n i n
 n r m r h i n c i n
 m i n i r y c y m m r r
 i n c r y y h i c r i n r
 c m i c i r n n h
 c y i n
 i i n h m i n i n
 i n i n i i n r n h
 i n m n
 i n h c r
 n i n r i n r m h
 i m n c r y i
 m i n i r y h i c r i n r
 c m i c i r n n h
 c y i n

C. Other Forms of Dishonesty

r m i h n y i n c i n
 n i n y r n i h i n i n r m i n
 r r y (c r i n n i n c -
 m n r c r i m h i n i i c -
 i n c r r h r m r i r i n
 r c m n r i n r -
 m n i n i i c i n i h h i n n
 r h r m i r r i n
 r r y r r i c n i n y r n i h -
 i n i n r m i n h
 h i n h r i c h i n r -
 m i n r r h i i i n
 h i r i i n i c i n i i
 h r i c i n i n r h r i r
 i n n y r m c m i c i h n y
 h r n i c i n r y c i n

D. Protocol/Appeal Process/Sanctions

h i n r c r h i c i n i n c
 i h i i n h
 c m i c i n r i y i c y h n
 c h i n r c r m i c h
 i h n y i h h
 n h r i i n c i
 n i n i n h n n i
 i h c i r r r h i c
 r i n r c m i c i r n
 n c y i n

n in n h circ m nc
 rr n in h inci n
 y h in r c r in ic in
 ih h n n inc ry
 in ic in ih h ic
 r i n r c mic ir n n
 c y in ny n h
 n i c n rc

n i i ri n rn-
 in r rim n
 n m r mi h i nm n
 n in in r
 r h i nm n
 n in in r r
 h min in
 n i h c r

n i n r in r m h
 i m nc ry i
 mini r y h ic ri n r
 c mic ir n n h
 c y in
 h in r c r i c ri n
 r c r h in r c i n in r m n n
 i m in in in h ic h
 ic ri n r c mic ir n
 n c y c y h r c r
 m in h n
 i r i m ch in r h r y
 c mic i h n y r ic r
 r in r h n mi
 h i r r ic in r m y
 r cc r in y

III. CODE OF CONDUCT

h rim ry r r in n
 ic i in h i r c h
 - in h c mm ni y n
 nc i c in mi in y
 in in n i h in c r in n m
 h i r n i n i c i in m y
 i c n c h r y c
 h c mm ni y r i i
 c in ci
 n c h in in m yr
 in h im in in i in i c i in
 in h r m n r m r
 h i c i in ry c i n i in
 c i n i c i n c i n ny
 h r m i c n c m hr h
 - in h c mm ni y r h
 y ny r n mi h r in
 h im in in i n i c i in
 nc in in c mic mi c n-
 c (ch in i r i m c in h
 r min in h r ri i c i in
 i h m y h ic

r i n r c mic ir n n
 h c y in cc r in h
 r c r r h h r in h r mi-
 n in h r ri i c i in
 i in h r c h m y
 h ic ri n r n ir n
 n n in cc r in
 h r c r r h in c i n (
 Em r ncy r n cc r in
 c i n h i c i ry r r m

A. Endangering Health or Safety of Others

ny c n c in ny c i y n
 ny r n r ny n r -
 c m - n r r -
 r n r c i i y h i c h r m r
 hr n h r m h h y i c m i n-
 r m n - in ny r ni
 r n r i c i in n inc -
 in in r m h r h i -
 i c n c inc in imi
 i h in h y i c c
 h y i c i nc in h r h in
 r c n i n in h r in h i r h r
 i n in c i n r h r
 in ic in m i n m n r h y i-
 c h r m n n h r
 h in rin r ny
 y n in ny r m (inc in
 n imi ir m n r r
 ni mm ni in ir r
 n inc n i ry ic r ny c
 h c n c n r ni
 r h i i h in r r-
 in ir m ir n ri mm -
 ni in i n r ch mm
 r h r n r n n c m
 inc n r n in r r
 c r r in i
 r in imm i i mi r m h

ch c i n inc in r rin
 i h c ic h r i i n
 m c r i y ic r h i h y r
 c in in h r m nc h i r i
 n h r m i r in n i n y
 in rin c i n i y c ic
 h r i i n m c r i y i-
 r c m y i h c in r c -
 r n r m rin i h i r r-
 c i n i m n r r ri
 n m ic r c m i
 m ri n n i n y i n i in r
 c in ini ny r r
 r min r hr ir in
 r h r m r ncy

B. Lack of Respect for Others

h n r i
 r h r in h i r r r h y ic
 r r i n h i c h m n in imi
 h r n c r c r in r n h r
 c h i r h r r n c h r c r -
 i c i r i h i c h i n c r
 n imi i i y h n i c n
 n i n r i n r c r i i n
 n r i n i n

c i n h i c h r in n h m i i
 i c r i n r i n r r i h
 r n i n h c n c h i r h r
 c m r y r i r c h n -
 in in r in h r n i n r
 h r in m (i m i i c m i
 m i in n
 i r c n r m y c
 r n y h r n r n r i
 i i c i y r y i n r n c
 i r c h r n in r -
 r i h r n i n n i r c
 n h r r n i m r m i r r i -
 in r n r r y i n c in
 h h n in r m i h n in
 r n r n r r y i h r -
 m i n m h r m
 r n r r y h c m i c
 r in c r n i c r m r h r c y
 h c m i c i i n c in
 i r h r c h -
 n i c i m n i i n r y
 c r n i m m r n
 r m r c r (y r i i r r h i -
 i h n n c r y n r r i
 y m n r c m n r r i r c
 i r i r in i i n i c i i -
 n r y c i n r n in r m r i n
 r r i m n n i n r in
 (c i n i c i
 n c i n

C. Hazing

in inc in r n i n n in
 in c i i n r r m in n y c n -
 c h c r m y c n h r
 r n i n n r i y h r m r r i -
 m i n r y c h i c i r
 i r h i i (h c n n h
 h i n c c n
 in n r h in r
 c r i m n i h n r h r i i n
 i h h
 r y
 n y c i n n r i i n c r
 in n i n y h h r n r
 r m i r c m n r h y i c
 i c m r h r m n r n r -

i n m r r m n r r i c
 r c n i i n r m m r h i i n c in
 n i m i
 n r i i n r r
 r c c n m i n i r
 r r r
 in in r r n in n
 r h m n
 r i c i i n i n r i r

n y h r c h c n c h
 i c r r
 i r h i i
 i i n h i r i i n i c
 i n i i n r n i i n h
 r i c i i n h h i n h
 r n i c i i n r y c i n (c i n
 c i n i c i n c i n
 n n r h r (i n
 c i c i i n r y c i n n
 h y h n n c i r i n n -
 n i n r c r r y i n h i n c i i i
 (m y h h n c r
 n c n i n i n r n y
 h r r - i n r n i n
 m r r i y h

D. Damage to Property

i r r y n i n m r
 r c i n h r r y h r r
 h i n c in n i m i
 h i r c m n i r r y
 m r i i m n i n
 h i c i r n c -
 in r i r i n i r h i i i i n
 h i r i i n i c h r n
 r r n r n i h r n
 i c i i n r y c i n (c i n
 i c i n c i n n i n
 i i n i r i n r i y i n c
 y m n r h c r c m n
 r r i r
 i r n in in r c m n
 r r i r c h n i
 r in i c i i n r y r r i m n n
 y m n h c i h m
 c y r i n n r i n c
 h c i i c r r y h
 n i i n i i n n
 r m h in r m i n i m m
 n (y
 i r n in in r c m n r
 r i r c r m r i r
 i n c n c r i n r m i n i m m
 y y m n r c m n r
 r i r c n i y n i n
 r m i n i m m n (y r i -

mi r m h i h m
 c y r i n n
 r i n c h c i i i c r r y
 h n i i n i i n
 n r m h i n
 r m i n i m m ()
 c n n i n i n n y r c -
 m n r r i r c i r i n c n -
 c r i n r m i n i m m n
 m r y m n r c m n r
 r i r c n i y n i n r
 m i n i m m r n (y r
 i m i r m h c n
 n y r i n n r i -
 n c h c i i i c r r y
 i r i n n i n r m
 h i n r m i n i m m h i r y ()
 y y m n r c m n r
 r i r c n i i m i
 r m h
 r h r n n h r n y
 n c n r n r m r i n -
 i n r n m r i m i r m
 h r n n r m -
 n n i m i r m h i n r
 r i n n

E. Violations of the Alcohol and Drug Policy

n r c c
 n r n r c i n h
 c h n r i c y m y h r r
 r i n r c i n y c h h r -
 i i n c i n i n r c i n y
 r c n h r i i h
 r r h r i h i m
 i c i n r y c i n h h r i n r c i n
 c c r r n r h c m
 n i h c n c r n r
 r c h m y c n c h i c
 n i r c n i n n
 r r
 r m r i r r h
 m i - i c i
 r c h r

F. Violations of Local, State and Federal Law

i i n c r i n c r
 r r h i n c m r
 h c c m r c
 n c i n n y
 n i c h i i n i n c
 r n i m i i n n
 r i r i n c n r n c
 i n n n
 n i m n c m m i h r m
 h r r r i h r i n y r m

r r y n y r m r h r -
 m n n y r m m i c n c i n
 n y r m c

G. Excessive Noise

n y n i r n
 h h r r c y n i n i i r
 r i c n i r c i
 E c i n i i n
 n y c i n h r i r r c r
 n r i m n i r h n h
 n r n r i n c h c i
 n m m i n i n h n n y
 n r i m n r n
 n m y c r i n i h
 r c i r m i n i n h i c
 i n i E c i n n ' i n
 r r h r i h r c r i r
 y m h c n c r i r n c
 (h i c i n i
 i n i E c i n n ' i n
 n i r m - n r c i
 n c h n i h r
 c m i n i c i i h
 n r n r n h n
 r c h n i i h n i c n i n -
 r r m h n i h
 n n c r r r
 c i n i r m n r i n
 r n i n h r n i n n i
 m m r m y c
 r n i c i n r y c i n r n i n
 r m r i n r r i m n i m i
 r m h (c i n
 i c i n c i n

H. Disruption or Obstruction of College Activities

n y h i r h i r r r c
 c h i n r i n c i r c r i n
 r r m r r c h m i n i r i n
 r n i n y i n i r
 i c i n r y r c i n i r i c r
 m r n c y r i c r n y h r n m
 c i i y i r h i i c i i -
 n r y c i n c n i n i y h
 r n i n c h r h c i i y r y
 n y n r c y m m -
 r h r c h h i r
 i r i n r r c i n
 r m c h i n
 n c i r c m n c h r i n n
 c n c i r h n i n
 c i n r n y
 c h n i c
 n c i n h i c h c n i n c r
 n i m i r i n r n i n
 r i n r r i m n i n c r

r n i n n r i m i
 r i r i h i r n h r
 n n r i n h c h
 r n i n c h r h c r m
 h i m h i r i n c n i n i
 h n i h r n m h
 c r m m i c n c
 r i r i h i r n h r
 n h i n n r i n
 h c n y r c y
 m m r h r c h h i r
 c n i n i i c i n r y c i n i
 m i n r i n r r h
 i c r i n r n i r
 n n n i n

I. Violation of College-Promulgated Rules and Regulations

n r c h r n
 i c i n r y c i n (c i n
 i c i n c i n h n h y i
 y - r m r n
 r i n i n c i n h i c
 r i n i i n i n c r
 n i m i i r r c h
 c n i n i y i c i h r i n n
 i y r n i n i c i
 r m r r y i c h r i n h i r h r
 r n i i i i - r m -
 r n r i n r i
 n h r h h i c
 n i r

J. Failure to Honor Agreements and Contracts

n c n c i c i i
 n r y c i n h n h y i h n r
 r m n r c n r c r i n
 i c i c i i i r r c
 c m i c n i c i n r y n c i n

K. Sexual Harassment

h r m n n h r n
 c y m m r m i n i r r
 m m r r h i r -
 h i i r n y h r
 n i n i h i r y i c i
 n r r i i r h i i n
 r r r h i c i -
 r m n i c y i n h m i
 - i c i r c h r

L. Unauthorized Use of College Facilities and Resources

r h c m i n c -
 i n c r m r i n i c i i
 m i n i r i i i n h i r r y
 r c r i n i i n h n
 r i n r n n n y
 c c r i n i h c h r
 h r n c i n n i i n n -

h r i n c c n r
 h r r y i m n
 r r c n c m n r r h i i -
 n r n h r i y
 i c i m y n r n n y
 n n m m r h m m n i y
 n y c c r r c n c i -
 i i c i y i m m r
 h m m n i y (i m i n
 r m i r r y c r i c m m n
 c c m r i i m n
 c c i i i n i m n m
 r m i n h i r r - c n i i n
 n h r i h r i h r
 i c n i r n h r i
 i i n y h n h r i
 h c m r y m
 n m i n c m r i n i
 (i n i n r h n
 n n r y i n r
 c i i n i c i r h i

M. Unauthorized Posting

n i n n i c n
 r r y m
 m y h i r c r h
 n r r n r h i n
 E n m n c i n h n
 n r r n c m i c i i i n
 h i r
 i n r - r i n
 r h h n r n
 r h i n E n m n r
 i r - r r
 y h r i n
 r n i i n r c n i y
 m i
 n h r i i n n n i c
 (i n n h r i c i n i
 r m n h r i n i n r r i -
 i n h i c h m n r i n r i n
 n h r i h n y m m r h
 m m n i y i r m
 n r n (r n i i
 c r n i c i n r y
 c i n r n i n r m r i n r r i m n
 i m i r m h

IV. OFFICIAL COLLEGE SANCTIONS

h n r r ri ncin my
inc rnin cm nn in n
m r n r n n
iin h nc in i
in r ci iy r h in r cin
my im y h r ri ic
r in n r in r n
h ic i ry r h h
in n h ci iy r ir h
r h r ci ic r in
n r in h cnm iy h
nc in r r h h r ci
r m iy h nc in
nc in in in n in r m
h r ci ic ri im
i im y h h ic r in
r n ir n n
h ic r in r c mic ir
n c y n h r i c ni -
r r in r cin hich r r n
n rc m n h Em r ncy r
in in cin im
h ic i in ry cin in r
m h in nc in h my
im r n in n imi
h ic r in h im ny
h r nc in i m r ri
hi in m in nc h in
nc r c ri h
ri y h n in r cin my
r c hi r r in

A. Disciplinary Warning

rnin i rm m ni in
i h r r r ri n h my n
in cc n in in h ri n
ny r i in r r
in i in c n c r r n n -
i ci in ry rnin i in
c r n m r ny r in n
m ri ci ih ri n
rnin h rnin i r
c in h n rm n n i
ih h n ir ic r
h i r mi c n c n h i r r
n c mic ir ic r c -
mic mi c n c

B. Disciplinary Reprimand

r rim n i ri nn i ic in
n c n inin rnin h
r in r cin r in my
r in m r r i ci in ry cin
r r in i in
c n c r r n n i ci in ry r i -
m n i in c r n m r
n i c in h n
rm n n i ih h n ir

ic r h i r mi c n c n
h i r r n c mic ir
ic r c mic mi c n c

C. Remuneration

n h c r n in ry m
r ry r m r n
r ry n h r ir
y r n inc r r c
h i r cin

D. Conduct Probation

hi cin in ri im
n rm yn c in n y r in
hich ni in r n
r ni y h h h h c n
c m r ni n ci
m m r h c mm ni y
n i in c ni in n r ric in
my im inc in r cin
ci ic ri i n r c mm n -
in r c n in
n i i n r ni in n c n -
c r in i r ric r m
rici in in ci i i ih -
ri r r mi in r m h ic
h ic r in r n ir
n n h r ric in
m y inc r n imi
n in n rin r c - n rin
ci n r n in n ri
n r h r ni in r cr in
n m m r n r in h r ni -
in r n m r
h n h r in ri i
c ni in h cin h nm
i c ri y h n i c ni -
r in c n c n in n i
in rm in ri in y h r c -
i ic r in n r in
ny r in m ri ci ih
h nc in r in h
nc in i r c in h n
rm n n i ih h n ir
ic r h i r mi c n c n
h i r r n c mic ir
ic r c mic mi c n c

E. Withdrawal from Class Due to Misconduct

n my i h r n r m
c r c ir i r
r ci h i r y c y m -
r rin r c r r hi ric r
nc in n y c n c i h r my
h ic r in r
n ir n n
in n h i h r
ih in h r

n i r n y h ic r i -
n r n ir h m
n r y h ic r i n r
c mic ir n h c r in r c -
r r ci i n i r ch
h n r r n c n ch
c h n m y c n -
ci h i r c n r c i h h ic
n ir n c n c n c
r i n ny r i n n m ri -
ci i h h i h r r c in
h n r m n n i i h h
i r r

F. Suspension from Housing

n m y n r m
h in r ci i ri
im n r m y n c n
y r rin hi ri n i n
h n i ni ri h n
ri i ri n n in
c n c n in inc in r nc
in ny r i nc ci y r -c m
- n r h in ci y r
r imm i y r r n in ny ch
ci y inc in n r nc ri y
y n h r n r c m m n
r ny r i n n m ri ci
ih ni n r m h in i
c in h n i i h h
n ir ic

G. Dismissal from College Housing

n h c ri i in r i -
nc r rr in rin h c
r min r in r c i n h
r n m y i m i r m
h in r ci i ri
im ny r i n n m ri ci
ih i m i r m h in i
c in h n i i h h
n ir ic

H. Suspension from the College

1. ri n i n
n r ri n i n n
m y n c n y ny h r
r nc y h n n c m
i r ir n in m n n
ri r r m i i n r m h ic
h ic r i n r n ir
n n n i n
n n r ri n i n
m y n c n
h r i nc h n c ri

2. n i n
n m y n r m
h r ci i ri
im n r m y n c n
y r rin hi ri n i n
h n i ni ri h n

ri i n in c n c
n in inc in r nc n
r r y n h n m y
n r i c i in ny ci y
r - n r ci y

I. Dismissal from the College

hi i h m ri n y n
r in r m n n r i n
h r i n n h n
h n r m n n n i i c i n
r in h i c i r m n n
r c r
i m i m r y h
r i n h

J. Emergency Powers

n h c in r c i n h i c h in h
ini n h c n i n r
m r h in
ri i i n r r
r i n r
irc m nc ri y c in h
h h r - in ny r n
irc m nc h r h i i y h
c r r y i n i r -
i n i ri y i m ir r hr i

ih h r c r r h in h
 m n i c i in c i n
 c i n h i c i r y r r m
 i c i in r y c i n n n n c i n
 i m n r h i c i n h h r y
 h i c r i n r n i r
 n n r y i c i r y r
 r c h r c r
 i h in c i n h i c i r y
 r r m c h h r i in
 i c i in r y c i n h n
 r m in y i m m n n in
 h c m h
 n y h r i n c n c n r h i c i n
 h in in h in n -
 n in i i n h m r r
 r m i n c n i n i h n
 r i r y

K. Banishment

n c i r c m n c r i y c i n h
 h h r - in n y r n r
 h r h i i y h c r r y
 i n i r i n i r i y
 i m i r r r i y h r n h
 r i n r h i r r n i r
 n i r i c r h h r i
 y h r i n m y m m r i y
 n i m i r r n y r n
 r m h

V. JUDICIARY PROGRAM

h m i n i r i n h
 i c i in r y r c i h r n i i i y
 h i c h i c r i n r
 n i r n n n
 h i c i r y n r n r c r
 h r i h y h r
 i n n r c h c i n
 r h i n i n r i r
 r r y c n c i c i i i r c
 h i c i m c r i m n r h
 i n r h c m m n i y
 h i c i in r y r c r
 y h r c n i r r
 h c i n r c n r c h
 h i h y r c i n n
 i n r m h r i n n
 i n c i n h i c i r y r c r n
 c r n r n c r
 c i i r c r i m i n h r i n i i n
 n r n c m y
 c c n r i i n n
 m y c c n r h c i h r i
 i n h r h i r c i n
 r c m r
 r c i n i n i h
 m i n i r i r c r i c i in r y
 c i n

h r i c i in i c r r c
 i m r r c n c h n h
 i c i in r y r c i r i r
 n i y r h i n i i
 r n c r r c h i h r
 h i r h h i c i in r y
 c i n
 i n c r h i h r r n h
 c i n n n r h i c h h
 h r n
 c c r n i i i y r m i y i n
 h i h r h i r r m h
 c i n
 r c i h i m h r n i n i i
 c i n h i r n
 r n m n

Reporting Incidents of Misconduct

n c i n in c m i c i n c
 i n h c r m in (r h
 c r r i n c c h r m y
 r h r r y h i n r c r r
 i c r i n r c m i c i r n
 n c y i n h m i n i -
 r i n r r i c i in r y
 c r c i n i h i c r i n
 h i c r i n r c m i c i r
 n n h c y i n
 n c i n in h i r m i c n -
 c n c m c h r i i n
 c i c y m y r h r r
 y n y m m r h c m m -
 n i y r y h i h r
 i n in n m i c n c m
 c h n n h r h h n i r
 i c h r m m i
 i n r i n r m h i c r i n
 r n i r n n
 n i n i h i n n (i
 n y r i n r c i n n
 h n r h i i n i n
 c r i m i n r c i n i n h i c h c
 r i n c h r y n n (y
 c c h r m i n -
 i n r r i c i in r y c i n
 i h i c r i n h i c r i n
 r n i r n n
 n i n

Investigative Processes

r n h r c i r i n
 ch r i i n h n r
 n c r m m m r h
 m m n i y h i n i i
 r c i i n i h h r i i
 ch r y h i c r i n r c m-
 ic i r n n c y i n
 r h i c r i n r n i r
 n n n i n n
 h y i n r c i n h h r c m i c
 r h i r m i c n c h r c i
 i c r i n n n r i n
 i m i n i i y i h r i
 i n i n h i n r c i n h r c i
 i c r i n n r i n m y
 r ch r i n n h m r
 n h r i r i n n i n c
 c i i h h i n r c i n n
 i m n r m r h i c i n r y
 n c i n i i n c i n i c i
 n c i n r i n i n
 r ch h i h r r i c i
 r i n n r i n i r-
 m i n h h r r n h c i r r
 n h i c i h r i n n
 m c n h i r n r m y
 r r n i n m n h
 n c r h r i i
 n i m m i i m m n i n h
 m r n c y r

Formal Notification of a Charge of Misconduct

ch r n m i c n c i
 r r r n y h i c i r y r
 h r c i i c r i n n r
 i n i r i h n
 i n i h c y h ch r
 h i c h i n c h n c h
 m r ch r n h i m n
 c h m r i h r ch
 n i i c i n h m i n r n r
 y m n r i r r r n
 r c i r
 h n i i n r m
 A. h r i h
 h c c r c r
 ch r n r i n c-
 m n i n h c
 h n i r r n
 h i c r r n m m r h
 c m m n i y (n i h r h
 n r h n m y
 r r n y n r n y
 r n m n n h i h r
 h
 r n i n h h
 r n i n r m i n

B. h i h h ch n
 r h ch h r i n
 h h r i n i h r i n h i h r
 n c n c i i n i
 m n h r n
 i n c r n
 C. h r n i c i n h
 n m y c y h
 r c i i c i r y r

Hearings

r c r r r i h r n y
 h i c i r y r i r m i n y
 y h r i n h h r h c c r
 h r y r n r n c
 i n c h h n i n i n
 h i n c i n r m r h
 r i i n h i r n y h r
 r r i n r n r h i r
 y h n r c m m n n
 r r i n i h m n n h i n r
 c n i n i y h r i n r c
 n n n h r i n i r
 y h c c r h
 r r h r i h n y r
 r n n h r i n
 n c m i n n y h r n
 r i n i n ch r h r n r r n-
 i n h h n ch r h
 h r i n i r ch n y h n
 h m m n m m r h i c i-
 r y r n i n i n
 c y h r i y m y
 r n h h r i n r m m r
 h i h c n i n i y i-
 c i h r i n h i m i i m m i-
 y r m h r n m y c
 i c i n r y c i n n y m m r h
 i h c n i n i y i c i
 h r i n m y c r h r
 n i r i i y n r n
 r r i n n m i n
 r n n i n h h r i n h r
 n i n r h r r r
 n n r i c i n n r c
 r r r c r m
 i c i n r y h r i n r n r y
 r c i n i n h n h y r
 c n c i n n m h r i n r-
 m i y n i n r n r n i n
 h r h r i n h ch i r r n
 h i h r n h r c-
 r n r h m n h
 ch r h i m h r i h
 r n h i r i n y i n h y
 n h r c h ch i r r n
 h r h c h i n

in my in y
ri in c n y nym m r
h r h ch ir r nmy ih
n n in r nyin r ri
in rr n r r
in rm in n hich h ci in
i m in r c h
h rin h r i nyh r r
r i i nc hich i rm n
h ch r

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Appeal Procedure

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VI. THE JUDICIARY BOARDS

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Bloomfield College Judiciary Board

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Bloomfield College Board of Appeals

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Note: The ice President for Academic Affairs and Dean of the Faculty or designee will serve in place of the ice President for Student Affairs and Dean of Students or designee for appeals related to academic irregularities.

Election of Members to the Judiciary

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Student Affairs

Student Affairs Mission

Student learning and personal development are the primary goals of undergraduate education. As Student Affairs professionals, we believe that fostering this learning and development is our primary mission and purpose. We are engaged in creating a seamless learning environment in which activities outside the classroom are integrated with the instruction taking place in the classroom. We seek to strengthen

partnerships with students, faculty, academic administrators and outside agencies to help students recognize their talents and use them to attain high levels of measurable learning and personal development. Our objective is to graduate intellectually and socially competent individuals who will attain academic, personal and professional excellence in a multicultural and global society.

ORIENTATION

“The goal of New Student Orientation is to support the continuous process of integrating new students into the academic, cultural, and social climate of Bloomfield College”

We offer a comprehensive three day New Student Orientation Program for first-year and transfer students prior to the beginning of the fall semester. At New Student Orientation, students will become familiar with the campus culture and will be introduced to student services, requirements and expectations, first-year planning, and diversity education. They will have the opportunity to network and make friends with other incoming students, faculty and staff and student orientation leaders, who support and mentor new students. In support of this goal, fun and engaging activities will be included.

EDUCATIONAL OPPORTUNITY FUND PROGRAM

The Educational Opportunity Fund Program is a comprehensive support program funded by the State of New Jersey that provides academic and financial assistance for New Jersey residents to attend college.

The Program targets students from academically and financially challenged backgrounds, who show academic promise and have the desire to succeed but do not meet the College's regular admission criteria.

The main goals of the O.F. Program are

- To promote a positive adjustment and assimilation into the College
- To involve students in the total life of the College, by making the most of campus resources
- To assist students to learn and develop a set of decision making, critical thinking, and problem solving skills
- To involve students in leadership and co-curricular activities
- To prepare students to face new challenges with hope, optimism, and self confidence.

To be considered for the O.F. Program, a student must provide appropriate information and meet certain criteria

- Must submit a Bloomfield College Application, high school transcript, two letters of recommendation, and SAT or ACT scores for admission

Must be a legal resident of New Jersey for at least one year

Must be from a low-income family demonstrating historic poverty and meet the financial guidelines established by the State of New Jersey

Must be enrolled as a full-time college student

Must participate in an intense six-week residential summer program.

Student must have a high school diploma or raduate equivalent diploma

The O.F. Program provides financial support for college tuition to eligible students. A preliminary decision will be made regarding eligibility after students complete the Bloomfield College O.F. Program Preliminary Financial Information Form.

Students must also complete the Free Application for Federal Student Aid (FAFSA) by the recommended deadline of April 1st. A copy of the family's federal income tax return or a letter from the agency providing support of the family is also required. Students who need assistance may contact the Financial Aid Office at 908-992-9100 ext. 3000 or 908-992-9100.

The Center for Career development

The Center for Career development assists students with their professional development needs through

- Individual professional career counseling appointments

- Administration of assessment tools to enable students to better understand their skills, values, and abilities as they relate to majors and careers

- Assistance with exploring and investigating career options

- Opportunities for on and off campus work experiences in order to develop and enhance professional skills and behavior

- Administration of the B.S.T. Student Employment Program and Internship Program not-for-credit, paid internship experiences

- Information about attaining internships in specific career fields of interest

- Workshops on skill identification, majors and careers, professionalism, dining and internet etiquette

- Training in job search strategies, including networking and using social networking sites for job search

- Professional resume preparation and review

- Interview skill instruction and practice interviews

- Panels and presentations on professional development and career management topics

- Information about transitioning from *college to career or graduate school*

- On-campus Career fairs for full time, part time and summer jobs, as well as internships and volunteer positions

- On-line access to self-assessment tools, a resume and cover letter preparation system, and job posting systems.

Students are encouraged to call for an appointment or to stop by the office to meet with one of the career counselors.

When students visit the office, they will find a state of the art computer lab, Career library research room and conference area. The staff provides instruction in developing and formatting resumes and cover letters, and in using the internet for job, internship, and volunteer searches, as well as researching careers, graduate schools, and company/labor market information. The following are some of the available resources

- A library of reference materials and list of on-line sites covering all areas of professional development.

- FOCUS-2**, an interactive web service for career exploration and identification.

- A variety of assessment instruments including The Myers-Briggs Type Indicator, Self-Directed Search, and Strong Interest Inventory.

- OptimalResume**, an on-line system for developing and storing resumes, cover letters, e-Portfolios, and professional websites.

Bloomfield College Career

Connections, a web-based job database and career information system exclusively for Bloomfield College students <https://www.myinterface.com/bloomfield/student>.

Internships.com, an on-line system, which provides access to local and national internships.

- Department created lists of current full time job and internship opportunities.

- Part-time and summer off-campus employment listings.

- Applications for graduate school tests and Praxis IIS exams.

The staff makes classroom presentations, runs workshops throughout the year, and hosts information tables around campus to enable students to become familiar with the staff and the career development services that are available to them.

For more information, please contact Carol Guiz, Director, The Center for Career development. Phone 908-992-9050, xt. 5. or email career_services@bloomfield.edu

STUDENT EMPLOYMENT PROGRAM

*“Bloomfield Educates Students
for Tomorrow through
Career Experiences Today!”*

The Bloomfield Educates Students for Tomorrow Program, B.E.S.T., provides eligible students the opportunity to work on or off campus throughout the academic year.

The purpose of **B.E.S.T.** is to help students develop pre-professional skills and to assist them in developing a network of connections within the larger community. This program is financed through Federal Work Study Awards and the Bloomfield College Student Employment Fund.

Students enjoy working with members of the Bloomfield College faculty and staff that they may not otherwise have the opportunity to meet. The students supervisors value the opportunity to work with, mentor, and get to know the students outside of the classroom.

Students work on-campus in offices such as Student Affairs, Health Services, Center for Career Development, Information Technology, Athletics, the Library, Center for Student Leadership and Engagement, Office of Enrollment Management, as well as Academic Affairs. Divisions such as Communication, Humanities, Creative Arts and Technology, and Science.

What do student employees do?

Students serve in many capacities. They monitor labs, conduct tours, prepare Excel spreadsheets, tutor, conduct research, serve as receptionists, work at athletic events, and peer mentor. All students are welcome to apply for employment.

B.E.S.T. Interns

A limited number of Internships are available to qualified juniors and seniors at approved on and off campus sites, such as congressional and senatorial offices, non-profit organizations, CAT, Enrollment Management, Institutional Advancement, and WBC and some faculty offices.

The Federal Work Study Program

provides funds for part-time employment for full-time and part-time students demonstrating financial need. In order to be approved for these awards, students must complete the financial aid application process, *FAFSA*. If eligible, students can apply for on-campus jobs or for off-campus positions with approved organizations. Students earn these funds as they work. When students are approved by Federal Work Study by Financial Aid, then they should come to the Center for Career Development and ask to speak with the Coordinator of Student Employment who will explain the job application process. Positions are *not* guaranteed.

Students who are *not* eligible for Federal Work Study funding may apply for campus positions funded through the **Bloomfield College Student Employment budget**. This program was established to assist students who do not demonstrate financial need but who are interested in an on-campus employment experience.

All Students may utilize the services and resources of the Center for Career Development to find employment. Our goal is to help students gain work experience.

For more information, please contact the Center for Career Development,
9 - 9 , xt. 5 .

ATHLETICS

The Intercollegiate Sports Program

Intercollegiate athletics have traditionally been an integral part of the College experience. Bloomfield's Athletic Program offers men and women a wide range of sports opportunities and compete in the NCAA Division II level. These include full schedules in men's and women's soccer, men's baseball, men's and women's basketball, women's volleyball, softball, men's tennis, and men's and women's cross country.

All are welcome to try out for the varsity teams. The athletic staff gives athletes the chance to prove their skills with the result that Bloomfield teams often include talented "walk-on." Prior to the beginning of the season, contact the coaches at the gymnasium for information on how to try out for a team in which you have an interest.

COMMUTER STUDENTS

There is a commuter lounge on the second floor of the Student Center equipped with sofas, TVs, computer stations, printers, commuter lockers, and study areas to accommodate commuter students. There are a number of locations and services popular among our commuter students. Study areas are available in College Hall and Library. Liberty Street Pizza and Grill, food venue is available in the Student Center for the community during scheduled operating hours in the morning, afternoon and early evening.

lockers are available for commuter students for daily use. Commuters may check out a lockers free of charge. lockers are also located in the student center and may be reserved through the C S office.

Commuter students are encouraged to participate in all student activities as well as take advantage of the full range of services described in this section. Check the bulletin boards, e-mail, and/or stop by the Student Center Information desk to find out what is going on around campus.

There are several N Transit buses which come within one or two blocks of the campus. Among these are

- Market Street
- 9 Orange Crosstown
Paterson/Newark
Bloomfield Avenue
- 9 Belleville
Bloomfield Avenue

For information as to specific schedules and discounts call N Transit at

Promoting Physical, Spiritual and Emotional Health

“It is the mission of the Wellness Center to encourage the pursuit of healthier lifestyles, promote balance in all of life, and create a campus environment that fosters positive change and integrates wellness into the community culture.”

Wellness is not simply the absence of illness. At Bloomfield College, we see wellness as a physical, spiritual and emotional wholeness. A holistic approach to wellness is one in which mind, body and spirit are seen as interconnected. Just as physical illness can result in a person feeling emotionally drained, improving one's health can result in increased motivation, productivity, and openness. As individuals focus on and nurture any one aspect of their being, all other aspects are enhanced.

The Bloomfield College Wellness Center is comprised of the Health Services Office, the Office of Spiritual Life and College Chaplain, and the Personal Counseling Office. We are all here to help you to help yourself in a variety of ways. On the following pages you will learn more about the role each office plays in promoting wellness and the services we offer. Together our goal is to foster your growth as a whole person.

DIRECTOR OF SPIRITUAL LIFE/COLLEGE CHAPLAIN

The Campus Chaplain provides for the enrichment and support of the spiritual life of students and staff at Bloomfield College. The Chaplain is available as a resource for campus faith-based organizations and serves as the moderator of several spiritual life programs on campus open to both staff and students. The Chaplain is also available for one-on-one or group counseling for those seeking resolution



The Campus Chaplain
Student Center, 1st floor,
Phone 9 - 9 , xt. 9 .

COUNSELING

Psychological Counseling is offered for the personal concerns of all students. The College acknowledges that the student is a whole person and therefore recognizes that tools for living are essential to the learning process.

Counseling helps students work with the demands for academic achievement, personal growth and development and other challenges which they may experience in any aspect of their lives.

Students can see a Personal Counselor on an as-needed basis, once or regularly throughout the year, one-to-one or in groups. Referrals are provided for those seeking off-campus counseling and other services.

Contact with a Personal Counselor is confidential and is not included in the student's College records. The Personal Counselors are located on the 1st floor of the Student Center and can also be reached at xt. or .

HEALTH SERVICES OFFICE

Health Services is located on the second floor of the Student Center. It is staffed by Robert Martinez xt. , N-BC, Director of Health Services.

The part-time nurse is Carissa Ison.

Dr. Eleanor Connelly provides medical consultation services to the College.

Accidents

Any accident or illness occurring on campus should be reported immediately to the Health Services Office, xt. , during the hours the nurse is on duty or to Security, xt. , at all other times.

For more information please see the Health Services section of this Catalog, under Student Affairs.

PATIENT RIGHTS AND RESPONSIBILITIES

As a patient, you have certain choices, rights and responsibilities. The Health Services Office asks that you participate in your own health care by being an active and informed consumer.

Patients have the right to:

1. Respect, consideration and dignity.
2. Privacy.

3. Confidentiality of records.
4. Clear explanations.
5. Knowledge of service availability.
6. Knowledge of all fees for services.
7. Knowledge of the names and positions of people serving you.
8. Refusal of treatments or procedures.
 - Seek a second opinion.

Patients have the responsibility to:

1. Be honest about your medical history.
2. Report any changes in your health.
3. Cooperate in the treatment plan recommended by the Health Services Office doctor or nurse.
4. Accept personal responsibility if they refuse treatment.
5. Abide by the policies of the College.
6. Accept financial responsibility for services received.
7. Respect the rights of other patients and Health Services staff.

Commuter and residential students are eligible for all services.

CONFIDENTIALITY

All services provided by the Health Services Office are confidential.

Medical records are strictly confidential and are not part of the academic record.

There are limited confidentiality exceptions required by law, such as certain communicable diseases, or situations which threaten your own safety or safety of others, and age of consent.

No information will be released without the written permission of the student.

SERVICES

Assessment and treatment of common health problems and injuries.

Blood Pressure and Weight Monitoring.
Pregnancy testing.

Health Education and Monitoring.
Wellness Services.

TB screening when needed Annual testing is encouraged.

Wellness sessions are provided for the College Community.

Referrals to campus and community resources.

Free HIV and ST testing is available regularly Check the website.

Emergencies The health and well being of our students, faculty and staff are of paramount importance. In the event a person is found to be

- unconscious
- complaining of chest pain
- bleeding profusely
- or having difficulty breathing

Call 911. Health Services, Security, or the operator should also be called if possible. Always stay with the victim until professional help has arrived. Automatic external defibrillators (AEDs) are located in the gym, the mobile security vehicle, and in Health Services. There is no other emergency equipment on the campus. All members of the College community are encouraged to take CPR and AED training. The official position of the Athletics Office is

SUPPORT TO TRANSPORT.

Non-Emergencies The Wellness services of the Health Services/Wellness Center are free to the College community. No appointment is necessary for the nurse's evaluation. Location of Health Services is in the Student Center, second floor. A Registered Nurse is on duty Monday 8 am to 5 pm and Tuesday, Wednesday, Thursday, and Friday 8 am to 5 pm during the Fall and Spring semesters. Physician's hours are Tuesdays from 5 pm to 5 pm. No appointment is necessary.

Immunization Requirements

New Jersey State Department of Health requires all students enrolled in a program leading to a degree supply proof of immunization to Measles, Mumps and Rubella (MMR). Exceptions are allowed for students born prior to 1956 and students with documented medical or religious reasons. All others must supply documentation for the following vaccinations

Two doses of MMR given after your first birth date and at least 28 days apart or blood titers to prove you are immune to the three diseases

Hepatitis B Three doses of vaccine or two doses of adult vaccine in adolescents 12 - 15 years of age are required. The series is given over 6 months. A positive Hepatitis B surface antibody also meets the requirement

A Mantoux (TB) test administered no more than 12 months prior to starting college must be submitted to the Health Services Office for all resident students, nursing majors and high risk students.

Students with a positive reaction must provide proof of a negative chest x-ray and treatment plan. Nursing majors must be screened annually

The Meningococcal Meningitis vaccine is required for first time resident students. All resident students are required to provide proof of Meningitis vaccines prior to moving in College sponsored housing (see below)

Tetanus and diphtheria vaccines are highly recommended for all incoming students.

Health Holds are placed on all students who have not complied with the New Jersey State Department of Health's immunization requirements after 30 days of start of classes.

New Jersey State law requires all incoming new and transfer students to take the Meningococcal A vaccine prior to moving into the residence halls or other College sponsored housing.

Causes of meningitis among teens and young adults 15-24 years of age (the age of many college students) have more than doubled since 1990. The disease strikes about 10,000 Americans each year and claims 10,000 lives. It is estimated that between 10,000 and 15,000 meningitis cases occur on college campuses and as many as 10,000 students will die from the disease.

Meningococcal bacteria are transmitted through air droplets and by direct contact with infected persons. It occurs often in the late winter and early spring when most college students are away at school. Symptoms include high fever, severe headache, stiff neck, confusion, nausea, vomiting, exhaustion and/or a rash.

Parents and students should be aware of the relative risks of meningococcal meningitis on campus and that a vaccine is required that could help prevent the disease. The vaccine, Meningococcal A is indicated for active immunization against invasive meningococcal disease caused by Neisseria meningitidis serogroups A, C, W-135 in persons 16 to 55 years of ages. You can visit the following website at Centers for Disease Control and Prevention: <http://www.cdc.gov/ncidod/dbmd/diseaseinfo>.

RESIDENTIAL EDUCATION AND HOUSING PROGRAM

Bloomfield College provides on-campus housing to full-time freshmen and upper-classmen who reside beyond a reasonable

commuting distance. Because residential living is a privilege and not a right, when students choose to accept to reside on campus, they agree to live with each other in an atmosphere conducive for attaining academic, personal and professional excellence.

The residential education and housing Office is located on the 1st floor of Liberty Street and is comprised of professional staff members, a director of residential education, a housing Coordinator, residence hall directors, a Secretary along with a team of upper-class students who serve in the capacity of Resident Advisors.

The staff is responsible for the College housing facilities and nearly 500 students that make up the residential community at Bloomfield College. Residence hall directors reside in the halls and supervise the Resident Advisor staff.

All residence halls close during Thanksgiving, Christmas/Winter Break, Spring Break and Easter recess for special cleaning, repairs and general maintenance. Students may leave their belongings in their residence during non-class breaks but at their own risk.

Housing is available during the summer session for a limited number of students attending classes at Bloomfield College. The College accepts no responsibility for personal belongings left in one's room.

Students who will be taking classes at Bloomfield College are required to complete and return an Immunization Form to Health Services prior to their arrival on campus. Students who will be residing on campus must return an Immunization Form including a meningococcal vaccination as a condition of attendance at the College, except as otherwise exempt pursuant to P. S. 18-20, c. 1, s. 1 or more information see the section on Health Services and immunization requirement for resident students.

OTHER STUDENT SERVICES

Campus Store

The Campus Store is located in the Student Center and provides a complete line of required and optional textbooks as well as other useful supplies.

Clothing, computers, printers, gift and novelty items, and candy are available.

Hours are Monday 9 a.m.- 5 p.m., Tuesday through Friday 9 a.m.- 5 p.m., and the first Saturday of each month, 9 a.m. to 5 p.m.

Expanded hours during the first two weeks of each semester are posted on the Bookstore website

www.bloomfield.edu.

Click on Current Students, click on Bookstore under Support Services.

STUDENT CENTER

The Student Center serves as the primary social, recreational and out-of-classroom student learning and development center. The building houses the Center for Student Leadership and Engagement, CS, Barnes and Noble Book Store, Student Government Offices, Greek Council Office, Wellness Center including Health Services, Counseling Services, and Spiritual Life and College Chaplain, the Relaxation Station, student lounges, Liberty Street Pizza and Grill, rear patio/deck. The Recreation Center provides students with a place to socialize and connect.

The Student Center is open from 9 a.m. to 5 a.m. Monday through Friday and noon to 5 p.m. on Saturdays and Sundays. Meeting rooms in the Student Center can be reserved by filling out an event registration form which can be obtained from the CS Office.

INTERNATIONAL STUDENT LIFE

Each year, the College enrolls a large international student population. These students, from diverse bilingual and bicultural backgrounds, considerably enrich our campus life. The College offers a number of services and activities designed to meet their special needs.

Students with F-1 visas are encouraged to meet with the College's Foreign Student Advisor, in The Admission Office, 1st floor.

This person provides assistance in interpreting College policies and customs, and local, state and national laws, accepted standards of conduct, and the expectations of other students and citizens who the international student meets. Hospitality visits to American homes on major holidays can also be arranged.

Directory

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Administration

OFFICE OF THE PRESIDENT

RIKARDA ELLA
Resident

RIKINA MANNAN
Administrative Assistant
to the Resident

OFFICE OF ACADEMIC AFFAIRS

MARINETEENI
Resident for
Academic Affairs and Dean of Academics

ARINI
Associate Resident for
Academic Affairs and
Dean of Graduate Studies
Professor of Sociology

DENIEL MIT
Administrative Assistant to the
Resident for Academic Affairs
and Staff Supervisor

CENTER FOR INNOVATION IN TEACHING TO ENHANCE LEARNING

DIRETOR
TBA

ADVISING/COACHING AND REGISTRATION

ANNETTE RAMOND
Registrar and
Director of Academic Services

CARRIGS

EMKAMIARA
Director

CENTER FOR TEACHING AND LEARNING WITH TECHNOLOGY

IENBAI
Director

LIBRARY AND MEDIA CENTER

DANIEL BERED
Library Director

BARBARA IAN
Media Center Director

GOVERNMENT GRANTS

EINEN
Assistant Resident for
Government Grants

OFFICE OF STUDENT AFFAIRS

ATRIK AM
 Associate Director for
 Student Affairs and Dean of Students

REMIT ELLI
 Associate Director for
 Student Development
 and Orientation

VERNARD R. BERT
 Associate Director for Institutional
 and Educational Assessment

ENNIVER ENNIN
 Administrative Assistant to the
 Associate Dean of Students

ATHLETICS

ELI A. TENEN
 Director of Athletics

KATIE ELLAN
 Operations Coordinator
 Head of Services

CAREER SERVICES

ARRI
 Director for Career Services

CENTER FOR STUDENT LEADERSHIP AND ENGAGEMENT

ENNIVER TRILL
 Director for Center for Student
 Leadership and Engagement

CHAPLAINCY

ERRICK A. KMAN
 Director of Spiritual Life and
 Outreach

EDUCATIONAL OPPORTUNITY FUND

MARETTA DILL
 Director of Fund

HEALTH SERVICES

R. BERT MARTINE
 Director of Health Services

FOOD SERVICES

KAREN IAN
 Director of Food and Dining Services

PERSONAL COUNSELING

ELI ADI A
 Director of Personal Counseling

RESIDENTIAL EDUCATION AND HOUSING

NI ELLI AIN
 Director of Residential Education
 and Housing

DEPARTMENT OF PUBLIC SAFETY

AKRITE
 Director of Security

OFFICE OF FINANCIAL AFFAIRS

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ADMINISTRATION

OFFICE OF ENROLLMENT MANAGEMENT ADMISSION

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OFFICE OF FINANCIAL AID

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Faculty

RICHARD A. LEVAO—2003

President.
A.B., *Rutgers College*;
J.D., *Cornell Law School*.

MARION TERENCE—2005

Vice President for Academic Affairs and
Dean of Faculty.
A.B., *Vassar College*;
M.A., *Texas Women's University*;
M.A., *Sage Graduate School, The Sage Colleges*;
Ph.D., *Michigan State University*.

CAROLYN SPIES—1993

Associate Vice President for Academic Affairs and
Dean of Graduate Studies.
Professor of Psychology.
B.S., *Ramapo College*;
Ph.D., *Temple University*.

FULL-TIME FACULTY

NANCY BACCI—1988

Associate Professor of Computer Graphics.
B.A., *University of Delaware*;
M.A., *Montclair State University*.

ROBERT K. BUNCH—1999

Associate Professor of Philosophy.
B.A., *University of Buffalo*;
M.A., *Syracuse University*;
Ph.D., *Sociology, S.U.N.Y. at Buffalo*;
Ph.D., *Philosophy, S.U.N.Y. at Stony Brook*.

TAMMY CASTRO—2003

Associate Professor of Biology.
B.S., *New Jersey City University*;
Ph.D., *University of Medicine and
Dentistry of New Jersey*.

JULIA MORRISON CHAMBERS—1987

Professor of Business.
A.S., *Graham Junior College*;
B.S., *Seton Hall University*;
M.B.A., *Fairleigh Dickinson University*;
Ph.D., *New York University*.

MICHELLE CHASE—2011

Assistant Professor of Latin American and
Caribbean Studies.
B.A., *Stanford University*;
M.A., Ph.D., *New York University*.

ROBERT D. COLLMIER, '74 – 1982

Professor of Accounting.
B.A., *Bloomfield College*;
M.B.A., *Fairleigh Dickinson University*;
C.P.A., *New Jersey, C.M.A.*

ANGELA CONRAD—2000

Professor of English.
B.S., *Georgetown University*;
M.Phil., Ph.D., *Drew University*.

DEBRA CURTIS—1991

Professor of Mathematics.
B.S., M.S., *Long Island University*;
M.S., Ph.D., *Stevens Institute of Technology*.

K. DENISE DENNIS—1999

Professor of Psychology.
B.A., *University of California at Berkeley*;
M.S., Ph.D., *North Carolina
State University*.

MARYANN J. FOGARTY DI LIBERTO—1999

Professor of Economics.
A.B., *Barnard College, Columbia University*;
M.A., M.Phil., Ph.D., *Columbia University*.

BARBARA J. DUFFY—2010

Assistant Professor of Nursing.
B.S., *Fairleigh Dickinson University*;
B.S.N., *William Paterson University*;
M.S.N., A.B.D., *Seton Hall University*.

GREGORY J. EDENS—2013

Assistant Professor of Chemistry.
B.S., *Oregon State University*;
M.S., *University of Illinois at Chicago*;
Ph.D., *Purdue University*.

AMY EGUCHI—2006

Associate Professor of Teacher Education.
B.A., *Keio University*;
M.A., *Pacific Oaks College*;
M.A., *Harvard University*;
Ph.D., *University of Cambridge*.

CHERYL EVANS—1998

Professor of Education.
B.S., *University of Massachusetts*;
M.A., *Emerson College*;
Ph.D., *Old Dominion University*.

MARIANNE FLOOD—2002

Professor of Nursing.
B.S., *University of New Hampshire*;
M.A., Ph.D., *New York University*.

BRANDON FRALIX—2007

Assistant Professor of
Writing and Analysis.
B.A., *Presbyterian College*;
M.A., *Clemson University*;
Ph.D., *Drew University*.

PAUL GENEVA—1982

Professor of English.
A.B., *Georgetown University*;
M.A., *Johns Hopkins University*.

TERRY GLOVER—1989

Professor of Psychology.
B.A., *Allegheny College*;
Ph.D., *The City University of New York*.

ABRAHAM L. GOMEZ-DELGADO—2012

Assistant Professor of Creative Arts
and Technology.
B.F.A., *Massachusetts College of Arts*;
M.F.A., *Bard College*.

PETER L. GORDON—2007

Associate Professor of Music.
B.A., *University of California—San Diego*;
M.F.A., *Mills College*.

KEITH GUZIK—2006

Associate Professor of Criminology.
B.A., *University of Massachusetts*;
M.A., *University of Connecticut*;
Ph.D., *University of Illinois at
Urban-Champaign*.

RICHARD HART—1986

Professor of Philosophy.
B.G.S., *Ohio University*;
Ph.D., *S.U.N.Y. at Stony Brook*.

GLEN A. HAYES—1981

Professor of Religion.
B.A., *Lehigh University*;
M.A., Ph.D., *University of Chicago*.

KENNETH HEASLIP—2007

Associate Professor of Accounting.
B.A., *Rutgers University*;
M.S., M.B.A., *Seton Hall University*;
C.P.A. *New Jersey*.

LAURA WARREN HILL—2010

Assistant Professor of History.
B.A., *State University of
New York at Geneseo*;
M.A., *State University of
New York at Brockport*;
Ph.D., *Binghamton University,
State University of New York*.

JOHN HINCHCLIFFE—2008

Assistant Professor,
Reference and Information
Literacy Librarian.
B.A., *University of Waterloo*;
M.A., *Queen's University*;
M.L.I.S., *University of Western Ontario*.

MARK JACKSON—2000

Associate Professor, References and
Online Resources Librarian.
B.A., *Thomas Edison State College*;
M.L.S., M.A.L.S., *Rutgers University*.

RASHMI JAIPAL—1998

Professor of Psychology.
B.S., *London University*;
M.A., *Teachers College, Columbia University*;
M.A., Ph.D., *New School for Social Research*.

GLENDA KIRKLAND—2000

Associate Professor of
Public Administration.
M.B.A., *Boston University
Graduate School of Arts and Science*;
Ph.D., *Rutgers University*.

LEILA KOEPP—1981

Professor of Biology.
B.A., *Messiah College*;
M.S., *North Texas State University*;
Ph.D., *The University of Medicine and
Dentistry of New Jersey*.
*Registered Microbiologist,
National Registry of Microbiology*.

- ELISSA KOPLIK—1990
Professor of Psychology.
*B.S., Brooklyn College of C.U.N.Y.;
M.A., Ph.D., Fordham University.*
- CLAUDIA KOWALCHYK—1994
Associate Professor of Sociology.
*B.S., M.A., M.Phil., Ph.D.,
New York University.*
- STEVEN E. KREUTZER—2011
Associate Professor of CIS
and Network Engineering.
*B.S., Union College;
M.S., Ph.D., Northwestern University.*
- NORA J. KRIEGER—2002
Associate Professor of
Early Childhood Education.
*B.A., M.S., Queen's College of C.U.N.Y.;
Ph.D., New York University.*
- KENNETH O. KUNZ, JR.—2011
Instructor of Teacher Education.
*B.A., Kean University;
M.A., Rutgers University.*
- MARTHA J. LABARE—1975
Associate Professor of English.
*B.A., Vanderbilt University;
M.A., University of Tulsa.*
- ADA C. MCKENZIE—2013
Assistant Professor of World Literature.
*B.A., Columbia University;
M.A., Ph.D., University of
Massachusetts Amherst.*
- LAZAROS MICHAILIDIS—1978
Professor of Economics.
*B.A., Athens School of Economics
and Business Administration;
M.A., Purdue University;
Ph.D., S.U.N.Y. at Buffalo.*
- ISMAT F. MIKKY—2009
Associate Professor of Nursing.
*B.S.N., Bethlehem University;
M.S.N., University of Hartford;
Ph.D., University of Connecticut
School of Nursing.*
- PHYLLIS MORE—1977
Professor of Nursing.
*B.S.N., Cornell University;
M.A., Ph.D., New York University.*
- JAMES MURPHY—1994
Professor of Biology.
*B.S., Manhattan College;
M.S., Ph.D., New York University
School of Medicine.*
- KENNETH MYERS—2000
Associate Professor of Mathematics.
*B.S., Michigan State University;
M.A., Ed.D., Teachers College,
Columbia University.*
- ESMAIL NAJMI—1995
Professor of Sociology.
B.A., M.A., Ph.D., University of Wisconsin.
- DEMETRIS NICOLAIDES—1996
Professor of Physics.
*B.S., M.A., Queens College;
M.Phil., Ph.D., City University of New York.*
- YUICHIRO NISHIZAWA—2011
Assistant Professor of Creative Arts
and Technology.
*B.F.A., Rhode Island School of Design;
M.F.A., The School of the Art Institute of
Chicago.*
- LAURA NOVA—2005
Associate Professor of Creative Arts
and Technology.
*B.F.A., B.A., Cornell University;
M.F.A., The School of the Art Institute of
Chicago.*
- JEANNE DOLORES NUTTER—2001
Professor of Communications.
*B.A., M.A., University of Cincinnati;
Ph.D., Howard University.*
- LYNNE ODDO—1999
Professor of Animation.
*B.A., State University College of Potsdam;
M.A., New York Institute of Technology.*
- LORI ANN PALMIERI—2007
Assistant Professor of Nursing.
*B.S.N., Seton Hall University;
M.S.N., William Paterson University.*
- ANITA B. PASMANTIER—2009
Associate Professor of Finance.
B.A., M.A., Ph.D., Fordham University.
- VÂNIA PENHA-LOPES—1998
Professor of Sociology.
*B.A., Universidade Federal do
Rio de Janeiro, Brazil;
M.A., M.Phil., Ph.D., New York University.*
- ERICA G. POLAKOFF—1994
Professor of Sociology.
B.S., M.S., Ph.D., Cornell University.

ELLEN L. POWLEY–1991
Professor of Business.
B.S., Montclair State College;
M.B.A., D.P.S., Pace University.

PAUL M. PUCCIO–2004
Associate Professor of English.
A.B., St. Joseph's University;
Ph.D., University of Massachusetts
at Amherst.

LATOYA RAWLINS–2011
Assistant Professor of Nursing.
A.A.S., Hostos Community College;
B.S.N., St. Joseph's College;
M.S.N., Monmouth University.

ROSITA RODRIGUEZ–2012
Assistant Professor of Nursing.
B.S., William Paterson University;
M.S., Ph.D., University of Medicine and
Dentistry of New Jersey.

PAUL M. RUSSO–1974
Professor of Biology and
Computer Information Systems.
B.A., Brooklyn College;
Ph.D., Rutgers University.

MICHAEL A. SCHIRO–1968
Professor of Mathematics.
B.A., M.A., Montclair State College;
Ph.D., New York University.

NEDDIE SERRA–2004
Professor of Nursing
A.A.S., Bronx Community College;
B.S.N., M.S.N., Pace University;
Ed.D., Nova Southeastern University.

ROBYN ELAINE SERVEN–2000
Associate Professor of Mathematics.
B.A., Portland State University;
M.A., Ph.D., University of Oregon.

DANIEL SKINNER–2006
Associate Professor of Political Science.
B.A., State University of New–ansvsturietiejnsvsnsvsnsqvA.,jnstziM.A.,jnstziMjrxivqvqtqMTjnsvticSjoqvttt c

ADJUNCT FACULTY

ANDREW ABDUL—2005
Lecturer in Chemistry.
B.S., Fairleigh Dickinson University.

MARGARET G. ADAMS—2006
Lecturer in Teacher Education.
B.S., M.Ed., Kent State University.

SIKANDAR ALI—2006
Lecturer in Biology and Nursing.
BS., M.B., University of Punjab.

KYUNG J. ARTHA, '04-2011
Lecturer in Creative Arts and Technology.
B.A., Bloomfield College.

VICTOR K. ASHIARA—2013
Lecturer in Mathematics.
*B.S., Seton Hall University;
M.A., Teachers College, Columbia University.*

GLENMORE BEMBRY, JR.—1991
Lecturer in Religion.
*B.S., Montclair State College;
M.Div., Colgate Rochester Divinity School;
D.Min., New York Theological Seminary.*

BARBARA BERGER—2002
Lecturer in Teacher Education.
*B.S., Rutgers University;
M.A., Kean University;
M.S.W., Columbia University.*

STACEY BLACKMAN—2010
Lecturer in Nursing.
*A.A., Edward Williams College;
B.S., Fairleigh Dickinson University;
M.S.N., UMDNJ's School of Nursing.*

JEFFERY C. BLANCHARD—2008
Lecturer in English.
*B.A., SUNY Cortland;
M.A., University of Rochester;
Ph.D., Drew University.*

ROBERTA BLENDER—1992
Lecturer in Writing and
Teacher Education.
*B.A., Fairleigh Dickinson University;
M.A., Montclair State College.*

RACQUEL S. BOOTH—2006
Lecturer in Mathematics.
*B.A., Columbia University;
Ph.D., Rutgers University.*

JEFFREY BRAGAR—1989
Lecturer in Business.
*B.S., Montclair State College;
M.B.A., Fairleigh Dickinson University.*

KENNETH P. BRINO—2003
Lecturer in Teacher Education.
B.A., M.A., Montclair State College.

IRISHA BROWN—2010
Lecturer in Psychology.
*B.A., Elmira College;
M.S., M.Ed., Columbia University.*

STEVEN BUTLER—1976
Lecturer in English.
*B.A., City College of the
City University of New York;
J.D., St. John's University School of Law;
L.L.M., New York University School of Law.*

JOAN A. BUZICK—2010
Lecturer in Teacher Education.
*B.A., Kean University;
M.A., Rider University;
M.A., New York University.*

PAUL CARUSO—2007
Lecturer in Writing.
*B.A., Montclair State University;
M.A., M.A., New York University.*

ROBERT J. CERCO—2010
Lecturer in Teacher Education.
*B.A., Thomas Edison State College;
M.A., Jersey City State College;
M.A., New Jersey City University;
Ed.D., Nova Southeastern University.*

MELVIN CHAMBERS—1977
Lecturer in Business Administration.
*A.S., Essex County College;
B.S., M.B.A., Fairleigh Dickinson University.*

MAO LIN CHRIS CHANG—2002
Lecturer in Computer Information Systems.
B.A., M.A., College of Chinese Culture.

- DAVID E. CHAPIN—2010
Lecturer in Computer Information Systems.
B.A., Earlham College;
M.B.A., University of Michigan.
- BRIAN S. CHUNG—2013
Lecturer in Creative Arts and Technology.
B.F.A., Amherst College.
- AARON S. COHEN—2012
Lecturer in Computer Information Systems.
B.A., M.S., Brown University.
- JUDITH A. COHEN—2011
Lecturer in Biology.
B.S., Queens College;
M.A., Brooklyn College.
- TED COHEN—1999
Lecturer in Psychology.
B.A., Fairleigh Dickinson University;
M.A., Kean College.
- FRED COLLINS—1989
Lecturer in Creative Arts and Technology.
A.D., Rhode Island Community College.
- KARYN D. COLLINS—2011
Lecturer in English.
B.A., Howard University
School of Communications.
- STEVE COLSON—1989
Lecturer in Creative Arts and Technology.
B.M.Ed., Northwestern University
School of Music.
- KENNETH COMPRES—2012
Lecturer in Network Engineering.
A.A.S., TCI;
B.A.S., Monroe College;
M.S., Mercy College.
- CLAUDIA CORTESE—2010
Lecturer in Writing.
B.A., Kent State University;
M.F.A., Sarah Lawrence College.
- KELLEI COSBY, '03—2003
Lecturer in Creative Arts and Technology.
B.A., Bloomfield College.
- DENNIS P. COYLE—2011
Lecturer in English.
B.A., The Catholic University of America;
M.Phil., Ph.D., Drew University.
- MADELINE I. CRUZ—2012
Lecturer in Nursing.
B.S., M.S., Rutgers University.
- AKUA S. DANSO-MANU—2011
Lecturer in Nursing.
A.A.S., Essex County College;
B.S.N., M.S.N., Seton Hall University.
- DENISE DAVIS—2005
Lecturer in Teacher Education.
B.A., Kean College of New Jersey;
M.A., Seton Hall University.
- ROBERT J. DEISCHER—1978
Lecturer in English and
Fine and Performing Arts.
A.B., Rutgers College;
M.A., Pennsylvania State University.
- KATHLEEN R. DEL GUERCIO—2005
Lecturer in Teacher Education.
B.A., Duquesne University;
M.A., Ed.S., Seton Hall University.
- DANIELLE DEMMING—2008
Lecturer in English.
B.A., Howard University
M.A., Seton Hall University.
- SALVATORE J. DE SIMONE—2006
Lecturer in Teacher Education.
B.S., M.S., Seton Hall University.
- NICOLAS A. DESTINO—2012
Lecturer in Writing.
B.A., State University of New York
at Fredonia;
M.F.A., Goddard College.
- ANTHONY DOMENICK—2010
Lecturer in Mathematics.
B.A., Emerson College;
M.A., New Jersey City University.
- CAROLE DORCENT, '99 – 2008
Lecturer in Nursing.
B.S., Seton Hall University;
B.S., Bloomfield College;
M.S.N., University of Medicine and
Dentistry of New Jersey.
- LESLIE DOYLE—1980
Lecturer in Writing.
B.A., M.A., University of Michigan.
- HISANI P. DUBOSE—2005
Lecturer in Creative Arts and Technology.
B.S., Seton Hall University.
- KATHERINE D. EGAN—2012
Lecturer in Physical Education.
B.A., The College of New Jersey;
M.A., East Carolina University.

GUY-SERGE EMMANUEL–2011
Lecturer in Creative Arts and Technology.
B.A., Brooklyn College;
M.S., Pratt Institute.

REMOUN R. ESTFANOUS–2009
Lecturer in Mathematics.
B.S., Alexandria University;
M. A., New Jersey City University.

DANIEL L. EVANS–2005
Lecturer in Creative Arts and Technology.
B.A., Montclair State University.

NANCY FISCHER–2007
Lecturer in Creative Arts and Technology.
B.F.A., William Paterson College.

LORRAINE A. FLOOD–2011
Lecturer in Nursing.
B.S.N., Wagner College;
M.S.N., Adelphi University.

MARIA ALCINA FONSECA–2012
Lecturer in Nursing.
B.S., Kean College;
M.S., M.B.A., Rutgers University.

JEREMY E. FOUTS–2009
Lecturer in Physical Education.
B.S., M.S., California University of
Pennsylvania.

JAMES L. FRANEY–2012
Lecturer in Business.
B.S., M.B.A., Centenary College.

GWENDOLYN E. FRANKLIN–2005
Lecturer in English.
B.A., Howard University;
M.B.A., Baruch College.

DOREEN GAGNON, '84 – 2004
Lecturer in Nursing.
B.A., William Paterson University;
B.S., Bloomfield College;
M.S., Felician College.

TORIONO M. GANDY, '08 – 2009
Lecturer in Creative Arts and Technology.
B.A., Bloomfield College.

KEVIN M. GEORGE–2011
Lecturer in Mathematics.
B.S., Rutgers University;
College of Engineering;
M.A., University of Saint Mary.

CAROL ANN GIAMPOLO-
SCHESKOWSKY–2003
Lecturer in Teacher Education.
B.A., William Paterson University;
M.A., Seton Hall University.

CAROLYN R. GINSBERG–2009
Lecturer in Writing.
B.S., M.B.A., Fairleigh Dickinson University.

CHERYL M. GROSS–2010
Lecturer in Creative Arts and Technology.
B.F.A., M.F.A., Pratt Institute.

JENNIFER CAMILLE GUERCIO–2009
Lecturer in Writing.
B.A., M.A., North Carolina State University.

MARY ELLEN HALEY–1994
Lecturer in Writing.
B.A., Douglass College;
M.A., Seton Hall University.

RANDI D. HAWKINS–2001
Lecturer in Writing and Economics.
B.A., M.A., Rutgers University;
M.S., Duquesne University.

SUSAN A. HEBERT–2007
Lecturer in Economics.
B.A., Miami University;
M.B.A., DePaul University.

RONI HENNING–2008
Lecturer in Creative Arts and Technology.
C.F.A., Cooper Union School of Art
and Architecture.

STEVEN F. INSOLERA—1991

Lecturer in Writing.
B.A., *Montclair State College*;
M.F.A., *Rutgers University*.

LOUIS G. IZZI—2003

Lecturer in English.
B.A., *Montclair State University*;
M.A., *Seton Hall University*.

MARVIN KAZEMBE JEFFERSON—1995

Lecturer in Creative Arts and Technology.

VADNEE JEFFERSON—2011

Lecturer in Biology.
B.A., *Ramapo College*;
D.C., *New York Chiropractic College*.

BRIAN SANG-CHEUL KONG—2012

Lecturer in Computer Information Systems.
B.S., *Cornell University*;
M.S., *Polytechnic Institute of New York*.

VICTORIA A. LANE—2004

Lecturer in Biology.
D.C., *Cleveland Chiropractic College*.

CHRISTOPHER LANGNER—2012

Lecturer in Biology.
B.S., M.S., *Montclair State University*.

ABIGAIL L. LASHOMB—2008

Lecturer in Psychology.
B.S., *Clarkson University*;
M.S., *Seton Hall University*.

SIDNEY H. LAWRENCE—2000

Lecturer in Mathematics.
A.B., *City College of New York*;
M.B.A., *University of Chicago*.

ZACH LAYTON—2011

Lecturer in Creative Arts and Technology.
B.A., *Oberlin Conservatory of Music*;
M.A., *New York University*.

EDWARD T. LEVINE, '11-1996

Lecturer in Mathematics.
B.S., M.S., *Bloomfield College*.

PAUL M. LEWANDOWSKI—1992

Lecturer in Biology.
B.A., *St. Francis College*;
M.A., *Montclair State College*;
D.C., *New York Chiropractic College*.

GAIL LIGHTHIPE—1997

Lecturer in Writing.
B.A., *Cedar Crest College*;
M.A., *New York University*.

JEFFREY LINDBERG—2008

Lecturer in Creative Arts and Technology.
B.A., *Montclair State University*;
M.F.A., *William Paterson University*.

JACQUELINE L. LIPPER—2013

Lecturer in Mathematics.
B.A., *Kean University*;
M.A., *Montclair University*
M.S., *New Jersey Institute of Technology*.

LINDA LOGANG—2010

Lecturer in Nursing.
B.S., B.S.N., *Henderson State University*;
M.S.N., *University of Medicine and
Dentistry of New Jersey*.

PETER W. LONGA—2012

Lecturer in Nursing.
A.A.S., *Raritan Valley Community College*;
B.S., *University of Juba*;
M.S.N., D.N.P. *University of Medicine and
Dentistry of New Jersey*.

KAREN ANN LUCHKA-'99-2011

Lecturer in Accounting.
B.S., *Bloomfield College*;
M.B.A., *Regis University*.

TRACY J. MASTROMARINO—2011

Lecturer in Nursing.
B.A., *Wagner College*;
M.S., *Hunter College*.

USELINE N. MATTHEW—2008

Lecturer in Mathematics.
B.A., M.A., *Kean University*.

DENNIS F. MAZONE—2005

Lecturer in Sociology.
A.S., *Burlington County College*;
B.S., *Trenton State College*;
M.A., *Monmouth University*.

BERNEARD T. MCCLOSKEY—2004

Lecturer in Spanish and Religion.
B.Phil., *Sacred Heart Seminary*;
M.Theo., *University of Detroit*;
D.Min., *St. Mary's Seminary and University*.

MONICA A. MCCLURE—2012

Lecturer in Writing.
B.A., *DePauw University*
M.F.A., *New York University*.

CATHY McCORMACK—2009

Lecturer in Nursing.
B.S., *University of Scranton*;
M.S., *Columbia University*.

LAWRENCE M. MENDELSBERG–1991

Lecturer in Biology.

B.A., Rutgers University;

D.C., New York Chiropractic College.

GINA MARIE MIRANDA-DIAZ–2012

Lecturer in Nursing.

B.S., Columbia University School of Nursing;

M.S.N., Hunter-Bellevue School of Nursing.

SUSAN SORCE MONFET–2005

MARCIA REYNOLDS, '94–1994
Lecturer in Chemistry.
B.S., Bloomfield College;
M.A., Marygrove College.

KEITH ROBINSON–2011
Lecturer in Creative Arts and Technology.
B.S., New York Institute of Technology.

JAMES ROTONDA–2009
Lecturer Psychology.
B.A., Fordham University;
A.B.D., Rutgers University.

BENJAMIN H. RUBIN–2013
Lecturer in History.
B.A., Hanover College;
M.A., Western Carolina University.

GREGORY J. RUSSO–2005
Lecturer in Mathematics.
B.S., St. John's University;
M.B.A., University of Rochester.

ELIZABETH ANN SALERNO–2007
Lecturer in Teacher Education.
B.A., William Paterson University;
M.A., Nova Southeastern University.

RASHEEDA S. SAMPSON-JEFFERSON–
2005
Lecturer in Creative Arts and Technology.
B.A., Rutgers University.

ASHLEY A. SARDONI, '04 – 2011
Lecturer in English and Writing.
B.A., Bloomfield College;
M.F.A., Fairleigh Dickinson University.

RAY SAWYER–2013
Lecturer in Mathematics.
A.S., Bergen Community College;
B.S., M.S., Montclair State University .

PERRY MARTIN SCHWARZ–2000
Lecturer in Writing.
B.A., Montclair State University;
M.A., William Paterson University;
M.P.A., Kean University.

ELIZABETH SEATON–2000
Lecturer in Creative Arts and Technology.
B.A., Rutgers University;
M.F.A., Vermont College.

COREY R. SEIFERT–2006
Lecturer in Creative Arts and Technology.
B.A., The College of New Jersey.

ABRAHAM I. SHABAN–2011
Lecturer in Mathematics.
B.S., M.S., St. Louis University.

ROBERT R. SILLERY–2011
Lecturer in Writing.
BA., Fairfield University;
M.A., Montclair State University.

MICHAEL SOTO–2011
Lecturer in Writing.
B.A., University of North Texas;
M.A., Sarah Lawrence College.

CLARK STOECKLEY–2011
Lecturer in Creative Arts and Technology.
B.F.A., Webster University;
M.F.A., Brooklyn College.

PETER C. SYAK–2001
Lecturer in Business Administration and
Creative Arts and Technology.
B.S., Case Western Reserve University;
M.S., Carnegie-Melon University.

HALIMA M. TAHA–2011
Lecturer in Creative Arts and Technology.
B.A., Sarah Lawrence College;
M.A., New York University;
Ph.D., Shepperton University.

ANTHONY L. TROHA–2005
Lecturer in Science.
B.S., M.S., Stevens Institute of Technology;
M.S., Ph.D., University of California.

BORIS TSESSARSKY–2010
Lecturer in Writing.
B.A., SUNY Binghamton;
M.F.A., Sarah Lawrence College.

NIKIESHA J. VIRGIL–2008
Lecturer in Psychology.
B.S., The University of the West Indies;
M.S., Illinois State University.

EMILY R. WASHINGTON–2005
Lecturer in Writing.
B.A., University of Illinois;
M.A., Fairleigh Dickinson University.

ROOSEVELT R. WEAVER–2010
Lecturer in Teacher Education.
B.A., Yankton College;
M.S., Simmons College;
Ed.D., Harvard University.

JOHN D. WEIMAN–2008
Lecturer in Creative Arts and Technology.
B.F.A., Tiler School of Art,
Temple University.

RAYMOND WHITE—1994
Lecturer in Computer Information
Systems.
A.A., B.S., St. Peter's College;
M.B.A., Fairleigh Dickinson University.

AVID WILLIAMS—2011
Lecturer in Creative Arts and Technology.
B.M., Queens College;
M.M., Brooklyn College.

GEORGE WRIGHT—2008
Lecturer in Psychology.
B.S., University of Massachusetts;
M.S., Radford University.

MATTHEW J. WRIGHT '08 – 2009
Lecturer in Mathematics.
B.S., Bloomfield College;
M.S., New Jersey Institute of Technology.

TAMARA L. YADAO—2005
Lecturer in Creative Arts and Technology.
B.A., University of Michigan;
*M.F.A., Photography and Related Media
School of Visual Arts.*

FRANK V. ZACCARIA—1986
Lecturer in Science.
B.A., Rutgers University;
M.S., University of Bridgeport;
D.C., Columbia Institute of Chiropractic.

JONATHAN ZALBEN—2009
Lecturer in Creative Arts and Technology.
B.A., Yale University;
M.A., New York University.

SCOTT ZANGER—1988
Lecturer in Sociology and Religion.
B.A., Roanoke College;
*M. Div., D. Min.,
Lutheran Theological Seminary.*

WEIPING ZHANG—2008
Lecturer in Computer Information
Systems.
B.S., Rutgers University;
M.S., New Jersey Institute of Technology.

SIGITA A. ZIBAS—2000
Lecturer in Chemistry.
B.A., Miami University;
M.S., Ph.D., Seton Hall University.

EMERITI

ILONA H. ANDERSON

Professor Emerita of Communications.
B.A., *New York University*;
M.A.T., *Harvard University*;
Ed.M., Ed.D., *Teachers College*,
Columbia University.

PAUL M. BERNSTEIN

Professor Emeritus of Political Science.
A.B., *Boston University*;
M.A., Ph.D., *University of Pennsylvania*.

JOHN L. CAREY

Professor Emeritus of English.
B.A., *College of the Holy Cross*;
M.A., *Boston College*;
Ph.D., *University of Wisconsin*.

ELEANOR WEBBER GIBSON

Assistant Professor Emerita of Economics.
B.A., *Barnard College*;
M.A., *Columbia University*.

STEVE GOLIN

Professor Emeritus of History.
A.B., *Wesleyan University*;
Ph.D., *Brandeis University*.

JOAN W. CONKLIN HIGGINS, N^o56

Professor Emerita of Nursing.
R.N., *Presbyterian Hospital School*
of Nursing;
B.S., M.A., *Teachers College*,
Columbia University;
Ed.D., *Rutgers University*.

BARBARA MACHTINGER

Professor Emerita of History.
B.A., *University of Massachusetts*;
M.Ed., *Boston University*;
Ph.D., *Boston College*.

FRANCES McLAUGHLIN, N^o45,

Ped.D. (Hon '90)
Professor Emerita of Nursing.
B.S., *Seton Hall University*;
M.S., *New York University*.

JOSEPH M. MOST

Professor Emeritus of Chemistry.
A.B., *Rutgers College*;
M.S., *New Jersey Institute of Technology*;
Ph.D., *Rutgers University*.

JOHN F. NOONAN

President Emeritus,
Professor Emeritus.
B.A., *Wheeling College*;
M.A., Ph.D., *Bowling Green*
State University.

FRANK OGDEN

Professor Emeritus of
Business Administration.
B.S., *Case Institute of Technology*;
M.B.A., *Harvard University*.

LISA RABINOWITZ

Professor Emerita of Fine Arts.
B.A., *Oberline College*;
M.A., Ed.M., Ed.D., *Columbia University*.

ALICE ANN SAYLER

Professor Emerita of Chemistry and
Computer Information Systems.
B.S., *Juniata College*;
M.S., *Stevens Institute of Technology*;
Ph.D., *Worcester Polytechnic Institute*.

ALBERT R. TOMLINSON

Associate Professor Emeritus
of Accounting.
B.B.A., *University of Massachusetts*;
M.S., *Columbia University*;
C.P.A., *New Jersey*; C.M.A.; C.I.A.

JOHN TOWSEN

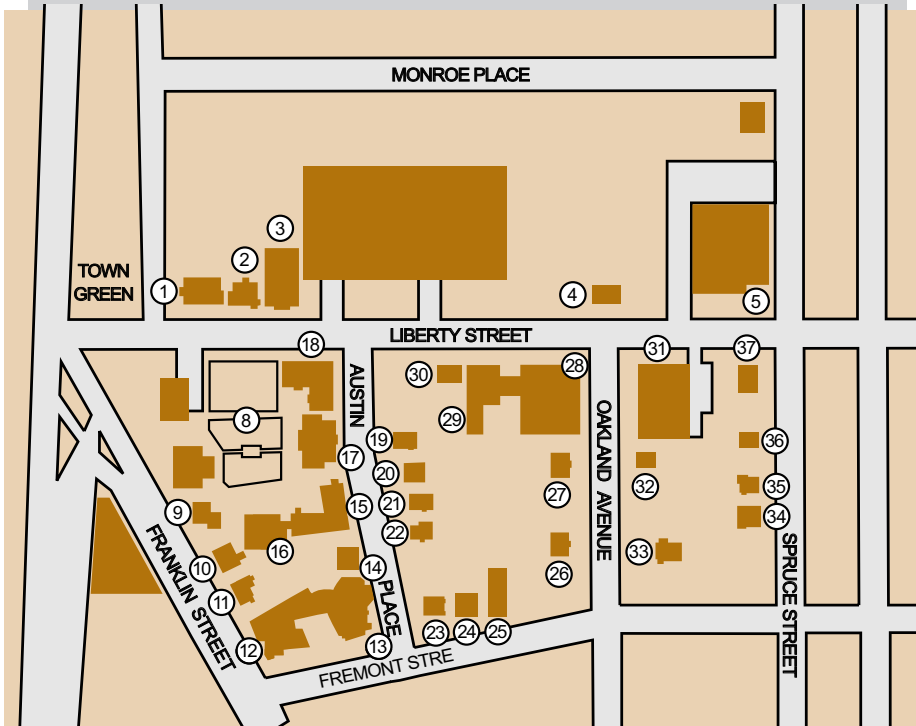
Professor Emeritus
of Theater/Multimedia Arts.
B.A., M.A., Ph.D., *New York University*.

CHRISTOPHER W. WHITE

Professor Emeritus of Music.
M.Ed., *University of Massachusetts*.

Bloomfield, N.J. Map

Campus Map



1. **1 Park Place**
Office of Enrollment
Management & Admission
2. **229 Liberty**
Office of Academic Advising
Registrar
Center for Global Studies
3. **225 Liberty**
Security Office
Upperclassmen Residence
4. **185 Liberty**
Information Technology
Help Desk
5. **College Hall**
Adjunct Faculty Lounge
Classrooms/Labs
Division of Natural Science &
Mathematics
6. **Seibert Hall**
Division of Humanities
President's Office
7. **Knox Hall**
Business Office
Information Services Office
Institutional Research &
Assessment Office
Student Financial Services
8. **College Quad**
9. **Richards Hall**
Physical Plant
Service Center
10. **Voorhees Hall**
EOF Office
11. **Jarvie Hall**
Division of Education
12. **Robert V. Van Fossan Theatre**
13. **Westminster Arts Center**
Classrooms/Labs
Division of Creative Arts &
Technology
14. **Center for Career Development**
Student Employment Offices
15. **Schweitzer Hall**
Dining Hall
First-Year Residence
16. **Learning Resource Center**
Disability Services
SSS★Star Office
Center for Innovation in
Teaching to Enhance Learning
(CITEL)
17. **Talbot Hall**
18. **Clee Hall**
First-Year Residence
- 19-23. **Student Residence**
24. **Division of Social &
Behavioral Science**
25. **Division of Business**
26. **Office of Institutional
Advancement**
Alumni Affairs
Development
Public Relations
27. **Frances M. McLaughlin
Division of Nursing**
28. **College Library**
Center for Teaching &
Learning with Technology
Learning Hub
Media Center
Scott H. Kaplan Art Gallery
29. **Student Center**
Bookstore
Center for Student
Leadership & Engagement
Deacon's Den
Meeting Rooms
Wellness Center
30. **Student Affairs/
Residential Education &
Housing**
31. **Gymnasium/Athletics**
32. **Office of Academic Affairs**
- 33-36. **Student Residence**
37. **Future Offices**
38. **Future Student Residence**
39. **2 Broad Street**
Classrooms
Grant Offices
International & Professional
Studies
Marketing Office

Department of Security

225 LIBERTY STREET, LOWER LEVEL

Security Main Number: 973-748-9000, Ext. 1366

Toll Free Security Number: 800-809-2222

TIPS Line: 973-748-9000, Ext. 1466

Immediate Contact with Police, Fire, EMT Services: 911

Bloomfield College recognizes the importance of a safe and secure campus environment and strives to maintain a campus security program that provides protection for students, faculty and administrative employees.

The Office of Security is primarily responsible for providing a program of campus security and reports to the Vice President of Student Affairs. The campus security staff is provided through a contract with a professional security agency. Supervisory personnel is provided jointly by Bloomfield College and this professional agency. This combination provides unarmed security coverage 24 hours per day, 7 days per week through foot patrols, enforcement of parking regulations, and building access control where applicable. In addition, there is a roving foot patrol officer 24 hours a day. Jurisdiction of the security officers is limited to the property at the Bloomfield College campus and grounds.

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