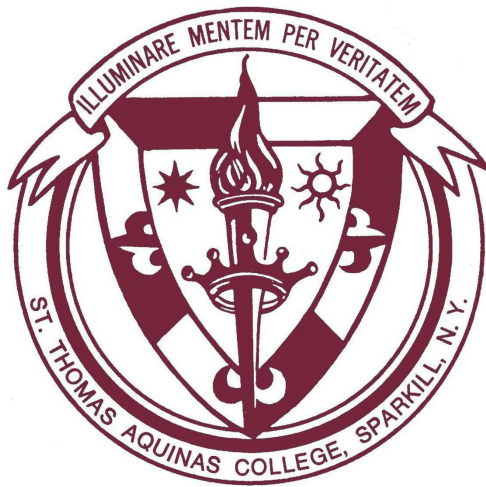




2024-2025 UNDERGRADUATE CATALOG



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

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the College.

The College reserves the right to make any changes it deems advisable in the offerings, regulations, and fees stated in this catalog

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History of the College

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

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

The College enrolls students each year at all levels of study, without regard to race, sex, color, age, national origin, religious affiliation, or physical limitations. The majority of undergraduate students are full-time, and freshmen typically enroll after high school, with 50% choosing to reside on campus. Graduate students are most often working professionals and thus many are part-time students. The College's 14,000 alumni reside primarily in the Middle Atlantic States, although alumni do live, work, and study across the country and the globe.

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

Mission of the College

St. Thomas Aquinas College seeks to challenge, guide, and energize each student to realize and create their own path to success and commit themselves to making a profound difference in the world.

Vision Statement

St. Thomas Aquinas College endeavors to be a vibrant, inclusive learning community that is the top choice for students who seek a leading-edge, transformative education that is rooted in the liberal arts, and prepares them for success in a changing world.

Values and Commitments

Commitment to Access and Affordability

Access to higher education has been a core principle of the College since its founding. We are committed to providing access to all students, especially those from diverse learning backgrounds and those who have been historically underrepresented due to social and economic inequities—

for example, first-generation students and students of color. Since access is often about financial limitations, our commitment to education as a practice of social justice is to provide a quality education that is affordable by offering financial support to those students in need.

However, our commitment to access does not end once students are here. Our low student-to-faculty ratio allows students to work directly with highly credentialed faculty who are actively engaged in research and scholarship but are committed first and foremost to teaching and mentoring. Through them, students have access to a rigorous, transformative curriculum.

To help realize that path, students can access a range of outstanding internships, community service opportunities, research projects, clubs, and championship athletics.

Commitment to a Diverse Learning Community

We are committed to academic excellence. This means we are a responsive community, one that listens to our diverse and ever-changing student body. It means that diversity is reflected in the range of courses we offer, in the backgrounds and scholarly interests of our faculty, in the services we provide to support students, and in the identities and personal and academic pursuits of our students. It means we strive to provide opportunities for rich inquiry and encourage intellectual risk-taking. It means we understand and value the importance of educating not only informed but also compassionate citizens who, because they have been exposed to diverse experiences and voices, are prepared to participate in local and global conversations.

Commitment to Lifelong Learning

We are committed to learning as a lifelong practice. As soon as students enroll, they are supported in their academic, personal, and professional pursuits. And our relationships with students and the opportunities for learning and connecting don't end at graduation; we maintain connections with our alumni, supporting them as they venture into the world to pursue their dreams. Many students return to STAC for graduate school, and to participate in forums and panels, travel with other alumni, collaborate with professors on research, and even mentor and teach the next generation of Spartans. After all: Once a Spartan, always a Spartan.

Commitment to Nurturing the Whole Self

We are committed to providing opportunities to develop the whole self because we understand that a meaningful college experience provides more than just intellectual growth. Learning is not limited to the classroom. Opportunities are everywhere to cultivate curiosity and engage in critical and creative self-exploration: from First Year Seminar to the Career Center; from Loughheed Library and Bloomberg Professional Lab to the Spartan Athletic Complex; from the Center for Academic Excellence to the Center for Social Justice; from on-campus jobs to off-campus internships and other experiential learning opportunities; from Sullivan Theatre to the residence halls. Every corner and office of the campus actively leads to self-improvement.

And while we are proud that STAC feels like home to our residential and commuter students alike, we want them to deepen their learning by exploring the vibrant areas close to campus. Thirty minutes north of campus is Harriman State Park; thirty minutes south is New York City.

Students can access everything from jobs, internships, and volunteer opportunities to museums, galleries, concert venues, restaurants, and parks and recreation sites. We strive to be Spartans on the field, in the classroom, and across our communities.

Non-Discrimination Policy

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

St. Thomas Aquinas College provides reasonable accommodations that ensure equal access to the College's programs, services, and activities without charge to faculty, staff and students in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These include:

- Reasonable accommodations as required by Section 504 and ADA
- Accessible on-campus housing
- Consultation for assistance in developing self-advocacy skills.

The Office of Disability & Access Services recognizes people with disabilities as unique individuals and provides opportunities for self-advocacy, academic and personal growth. Reasonable accommodations are granted on a case-by-case basis to students and employees who disclose a disability and register with the Office of Disability & Access Services. Reasonable accommodations allow individuals with disabilities to enjoy equal access to fully participate in academic, employment and campus life. To find out more about reasonable accommodations, you are invited to contact the Office of Disability & Access Services, Spellman Hall 106, (845) 398-4087.

ADMINISTRATIVE INFORMATION

Admission to the College

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

REQUIREMENTS FOR ADMISSION

All high school students applying for admission must be in the process of completing an approved secondary school curriculum or equivalent. High school study should include college preparatory coursework in the following: four years of English, three years of mathematics, two years of a foreign language, three years of science (including two years of laboratory sciences), and four years of social studies. SAT or ACT exams are not required for admission.

APPLICATION PROCEDURE – FRESHMEN

Freshman candidates should complete the Common Applications and pay the application fee of \$30 on the Common App site in order to submit the application. The student's guidance office should complete the application with an official high school transcript, letters of recommendation through Naviance, an alternate student system portal, or via mail. Completed applications will be reviewed and an admissions decision letter will be sent in two weeks.

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

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

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

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

APPLICATION PROCEDURE – TRANSFER STUDENTS

Transfer students are admitted to the College in both September and January, and while there is no deadline, the Common Application should be submitted as early as possible. Official transcripts from secondary (high school) and all previous post-secondary institutions must be sent directly to the Office of Admissions along with a listing of any courses in progress at the time of application. Hand carried transcripts are not considered official. As soon as all information is received, the transcripts will be evaluated, and the student will be sent a decision notice followed by a credit evaluation.

Students who have attended a two-year college may transfer up to 70 credits and must complete at least 50 credits at St. Thomas. Credits in appropriate courses are transferable if a grade of "C-minus" or better was earned. Credits for appropriate courses in which a grade of "D" was earned may be transferable, but only if the courses were taken as part of the requirements for an earned A.A. or A.S. degree. Please note this excludes Teacher Education

courses, in which case a grade of “C-minus” or better must be earned for all students.

Acceptable courses from four-year colleges may be transferred when at least a “C-minus” grade is earned. Up to 90 credits may be transferred from four-year institutions and at least 30 credits must be taken at St. Thomas Aquinas College.

Finally, note the following:

- For all transfer students, 50% of all specific major requirements must be completed at St. Thomas Aquinas College.
- All transfer students must complete at least 60 credits at St. Thomas Aquinas College to be eligible for Latin Honors (*Cum Laude*, *Magna Cum Laude*, or *Summa Cum Laude*) at commencement.

INTERNATIONAL STUDENTS

Any student with international secondary/high school credentials will require a full-document evaluation by any member organization of the National Association of Credential Evaluation Services (NACES) stating that s/he has the equivalent of a U.S. high school diploma. A course-by-course evaluation is required for any student expecting college credit from an institution outside of the U.S. (Example: A-levels in the British education system or transferable credit from a college or university). This document is due by the end of the student's first semester. A registration hold will be placed on the student's account for his/her second semester. Once the document is received by Admissions or the Registrar, the hold will be removed.

NON-MATRICULATED STUDENTS

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

READMISSION OF STUDENTS

A student who leaves the College in good academic standing and wishes to return after one academic year or longer must file an application for readmission. Students who were academically suspended and wish to return after one academic year or longer must contact the Provost to request readmission. For these students, readmission is considered on the basis of the student's academic performance or other achievements during the period of separation from the College and is at the discretion of the Provost. All transcripts will be considered, including any credits taken at any other accredited institution of higher education after the initial suspension from St. Thomas Aquinas College.

Official transcripts issued directly from any college(s) attended in the interim should also be forwarded to the Office of Admissions.

ADMISSION TO SPECIAL PROGRAMS

THE HONORS PROGRAM

The Honors Program at St. Thomas Aquinas College is designed for students of superior academic ability with a demonstrated commitment to improving the human condition. The program reflects the Mission of the College in that its programming challenges, guides, and energizes students and prepares them for making a profound difference in the world, locally and globally.

Students who are selected for admission to the Honors Program will be invited to enroll in a series of Honors courses beginning with special sections of freshman writing and followed by advanced courses on topics in a variety of disciplines. The Honors Program encompasses the four years of undergraduate study during which students are expected to complete additional Honors courses, as well as follow a program of campus activities and off-campus service to the community.

Matriculated and transfer students who meet the specified criteria may be eligible for an honors scholarship to attend St. Thomas Aquinas College and, further, may attend a summer program at Oxford University in England. Full information is available from the Admissions Office or the Director of the Honors Program, Dr. Meghan DeWitt at 845-398-4157.

In addition to the freshman application procedures, interested honors candidates must submit two letters of recommendation – one from the guidance counselor and one from a teacher or principal. Transfer applicants must be referred to the program by their Honors Program director with one letter of recommendation.

THE AQUINAS LEADERS PROGRAM

The Aquinas Leaders Scholarship Program at St. Thomas Aquinas College is designed for students with strong academic abilities. Students accepted into the program take part in a broad range of opportunities for career preparedness, leadership training, community service, and collaborative work throughout their four years at the College, and have a front row seat for our STAC Chats. Acceptance to the program is based on a student's High School GPA.

THE PATHWAYS PROGRAM

The Pathways Program is designed especially for students with learning disabilities and/or attention deficit disorders who meet the program admissions criteria. The Program provides comprehensive services, including individual sessions with a Learning Specialist, academic skills workshops, and study groups. Only students who have been accepted into the Pathways program may access these extra support services, for which a surcharge is assessed. However, academic accommodations, such as testing modifications, are available without charge to all eligible students who have disclosed a disability and registered with the Office of Disability & Access Services.

Acceptance to the program is limited and competitive. A separate application is required, and eligible students can be considered only after they have been accepted by the College as full-

time students. Full information on admissions criteria and the application process is available by calling 845-398-4230 and on the College website.

HIGH SCHOOL DUAL ENROLLMENT

The College offers credit for certain classes taken by juniors and seniors at many area high schools. Such classes must be approved by the College and each course carries a modest tuition cost. Full credit is awarded for all courses completed and may be applied toward a degree at St. Thomas Aquinas or transferred to another institution.

High School students who earn STAC credit and enroll as full-time students at the College will receive a refund for their high school STAC course tuition charges.

Financial Information

Please visit our website for the most current tuition, fees, food and housing schedule.

REFUNDS

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

Tuition refunds according to the following dates:

Before the first day of class	100%
Within the first two weeks	75%
Within the third week	50%
Within the fourth week	25%
After four weeks	No Refund

Housing refunds according to the following dates:

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

Notes:

- Meal plans will be adjusted based on the number of weeks the student participated in the plan.
- All fees are non-refundable.

No deductions are made for delay in returning at the beginning of each semester or for absences during the year. The charge for room covers the period beginning with the evening preceding the opening of classes and extends to the day following the semester examinations. Regular school holidays are included, but Thanksgiving, spring recess, and the period between

semesters are excluded.

Since the College reserves the right to use all townhouse facilities during vacation periods, students who wish to remain at the College during these times must make arrangements with the Director of Student Housing. Students who remain during this period will be charged a residence fee.

Return of Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the new Department of Defense policy, St. Thomas Aquinas College will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the Military Service branch. In instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

STUDENT FINANCIAL SERVICES

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

HOW AND WHEN TO APPLY

All applicants for financial aid must complete a Free Application for Federal Student Aid. Factors such as the size of the family and the number of students enrolled in post-secondary educational institutions can greatly affect the amount of aid you might be eligible to receive.

All applications processed by December 15th for students who will matriculate the following September will receive priority in the distribution of financial aid. Applications received after this date will be considered; however, funds may not be available.

Students who will matriculate in January, must apply for financial assistance by November 1.

Eligibility for the types of loans offered under the Federal Stafford Student Loan program as well as for the Pell Grant are determined by the results indicated on the FAFSA application. To ensure the accuracy of the data presented on the application, the Office of Student Financial Services recommends students and families utilize the Direct Data Exchange offered through the application. Please keep in mind, once the application has been submitted, the Department of Education may require our office to request additional documentation to determine final

eligibility.

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

THE FINANCIAL AID AWARD PROCESS

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

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

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

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

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

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

FEDERAL RETURN OF TITLE IV FUNDS POLICY

Purpose

Federal regulations require the Office of Student Financial Services to apply a formula established by the U.S. Department of Education, titled R2T4, to determine the amount of federal financial aid a student has earned for those who have officially or unofficially withdrawn.

Official withdrawals are filed with the Registrar's Office, and students are expected to complete a withdrawal survey.

Unofficial withdrawals occur when students stop attending all classes at any point after the first week of classes.

How a Withdrawal Affects Financial Aid

Federal Student Aid (FSA), also known as Title IV funding, is awarded under the assumption that a student will complete all courses for the entire semester, and/or the payment period for which the funds were awarded. When a student stops attending classes, either officially or unofficially, regardless of the reason the student may no longer be eligible for the full amount of Title IV funds originally awarded.

The return of funds to the federal government is based on the premise that financial aid is earned in proportion to the length of time during which the student attended classes at the College. For example, students who withdraw in the second week of the semester have earned less of their awarded financial aid than students who withdraw in the fifth week.

Once the 60% point in the semester/payment period is reached (approximately Week 8), a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Calculating Title IV Funding

If a student officially or unofficially withdraws from St. Thomas Aquinas College, federal regulations require St. Thomas Aquinas College to calculate the amount of Federal Title IV funds earned during the term from which the student withdrew.

The percent earned is equal to the number of calendar days completed up to the withdrawal (officially or unofficially) date divided by the total number of calendar days in the semester/payment period. Breaks of 5 days or longer are not included in the count of total days in the payment period.

$$\text{Earned Percent} = \text{Number of Days Completed} \div \text{Total Days in Payment Period}$$

$$\text{Unearned Percent} = 100\% - \text{Earned Percent}$$

As a result of a withdrawal, students who received federal funds will be required to repay unearned aid. For more information on calculating earned and unearned Title IV Aid, please refer

to the link below for access to the federal worksheet:

[Federal Calculation Worksheet R2T4](#)

Determination of Withdrawal Date

The return of Title IV funds process begins when the student:

1) *Officially withdraws from the college through the following process.* A student who leaves the College during any semester or special session must complete a withdrawal form, available from the Office of the Registrar. Students who return after one full year must reapply for admission and for financial aid and may be subject to current curriculum requirements. If you are unable to come to campus to withdraw, please complete the information in the link below:

[Withdrawal/Leave of Absence](#)

or to the withdrawal (official or unofficial) date divided by the total number of calendar days in the semester/payment period. Official breaks of 5 days or longer, such as Spring Break, are not included in the count of total days in the payment period.

2) *Unofficially withdraws from the College or stops attending courses.*

Registered students who never attend any classes are called “no show students” and are handled separately. However, students who attend classes for a period of time early in the semester, then stop attending classes without notifying the College, will be considered to have unofficially withdrawn from the College for the purposes of financial aid reporting -- and for the purposes of reporting this status, the student’s withdrawal date will be the midpoint of the semester. Students will be assigned this status when they are reported by faculty as no longer attending classes at the time of mid-semester grades and given a grade of "FX."

Note: Instructors are required to report, as part of mid-semester grading, whether or not a student is still in attendance in a course by the day mid-semester grades are due.

Order of Return to Federal Aid Programs

In accordance with federal regulations, unearned aid will be returned to the federal programs within 45 days of the student’s withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Student Notification of Repayment

While the school is responsible for returning unearned federal financial aid to the federal government, students are responsible for any loan obligations as well as any balances due to the College. A notification outlining the amount returned to the federal and institutional

program(s) will be mailed to the student's address on file. St. Thomas Aquinas College will return funds on the student's behalf to the appropriate federal and institutional aid program(s) and subsequently will bill the student's account. Please note that the student is responsible for any outstanding balance resulting from a Return of Title IV calculation.

Post-Withdrawal Disbursements

A post-withdrawal disbursement will occur when the total amount of the Title IV assistance earned as of the withdrawal date is more than the amount that was disbursed to the student; this disbursement will consist of the difference between the two amounts.

Post-Withdrawal Disbursement of Federal Grant Funds

St. Thomas Aquinas College will automatically credit the student's account with a late disbursement of Pell Grant and FSEOG funds for current institutional charges (tuition, fees, room and board). Excess funds will be refunded to the student. The post-withdrawal disbursement will be made within 45 days of the date the institution determined the student withdrew.

Post-Withdrawal Disbursement of Federal Loan Funds

If a post-withdrawal disbursement includes federal loan funds, St. Thomas Aquinas College must obtain permission from the student, or from the parent if a PLUS loan, before it can be disbursed. The borrower will be notified within 30 days of the date of determination of withdrawal of the opportunity to accept all or a part of the post-withdrawal disbursement. The student or parent has 14 days from the date of notification to respond. St. Thomas Aquinas College will disburse the loan funds within 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding semester charges on the student's account and may pay up to the amount of the allowable charges. Any remainder will be paid directly to the student or parent.

Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment (unearned due to not attending for more than 60% of the payment period) of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe the institution because of the return of Title IV funds calculation will then have an unpaid balance and therefore are not eligible to register for subsequent semesters or receive academic transcripts until the balance is paid in full.

Additional Loan Information to Consider When Withdrawing

If the student is not enrolled for at least half-time (6 credits) for more than 6 months, their loans will go into repayment. More specifically the student's six (6) month grace period begins the day their enrollment status drops below half-time (6 credits). The student must complete Exit Loan Counseling at www.studentaid.gov and contact their servicer to make payment arrangements. Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note. The student should contact the servicer if they have questions

regarding their grace period or repayment status.

VA PENDING PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill ® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

PAYMENT OPTIONS

Students will not be permitted to attend class unless all indebtedness to the college is either paid or assigned to a payment plan and a clearance has been received from the Office of Student Financial Services no later than the first day of school. All financial accounts must be settled in full. Failure to settle accounts will prevent the student from receiving academic credit, diplomas or readmittance to the college. Checks should be made payable to St. Thomas Aquinas College and mailed to the attention of Student Financial Services. Payments in the form of Visa, MasterCard, American Express and Discover are also accepted. A \$50.00 fee will be assessed monthly if tuition and fees are not paid by the due dates.

Effective June 1, 2023, a non-refundable transaction fee will be added when using a credit card to make payment on a student account. The fee will be 2.85% of the payment amount. All transaction fees are charged and collected by the credit card issuer. Please note, debit cards are processed as credit cards and fees will apply. For example, if you make a payment of \$100 using a domestic credit card, the additional charge/processing fee will be \$2.85. This fee will be the responsibility of the credit card holder.

Payment in Full

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

Online Payments

Payments by credit card or electronic funds transfer can be made online on our website.

Payment Plans

The College, in collaboration with Nelnet, offers payment plans to help you meet the cost of college tuition. We offer payment plan options that allow you to pay your semester obligation over a 4- or 5-month period. The cost of the payment plan is \$65 per semester. If you are interested in signing up for a payment plan, more information can be found [here](#).

Semester Payment Plan

This plan allows for a schedule of equal payments. For the Fall semester, the payment plan opens June 1 and the first payment is due by July 20; the second is due by August 20; the third is due by September 20; the fourth is due by October 20; and the final payment is due November 20. For the Spring semester, the first payment is due by December 20; the second is due by January 20; the third is due by February 20; the fourth is due by March 20; and the final payment is due April 20. This payment plan carries a \$65 charge per semester. Failure to pay on the due dates will result in late fees.

International Payment Plans

With Nelnet Campus Commerce and Western Union as your trusted international payment partners, St. Thomas Aquinas College is pleased to now offer payment plans for international students. More information on international payment plans can be found [here](#).

Residence Life Room Reservation & Security Damage Deposits

All resident students are required to pay:

Security Damage Deposit

All resident students are required to pay a one-time \$225 Security Damage Deposit. Any damage charges will be billed directly to the student account. Once the payment is posted to the student account the \$225 Security Damage Deposit account will be replenished. Once a resident student withdraws from residing on campus, the amount remaining in the account will be posted to the student account and refunded if no charges are posted.

Room Reservation Deposit

All incoming resident students are required to pay a \$150 Room Reservation Deposit through Admissions for the upcoming semester. All current students who want to reside on campus are required to pay a \$250 Room Reservation Deposit for the upcoming semester. The Office of Residence Life will require verification of this payment through the Office of Student Financial Services.

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

FINANCIAL AID/SATISFACTORY ACADEMIC PROGRESS

Purpose

The purpose of this policy is to ensure that students receiving financial aid are meeting satisfactory academic progress standards. In an effort to comply with federal regulations, St. Thomas Aquinas College has developed the Satisfactory Academic Progress Policy for students to maintain or re-establish eligibility to receive Title IV funds.

Policy

In accordance with Federal regulations on Satisfactory Academic Progress (SAP), St Thomas Aquinas College has established Financial Aid SAP requirements that all students must meet in

order to remain eligible for Federal Title IV student aid. Title IV Student Aid Programs include but are not limited to: Pell Grant, SEOG, TEACH grant, Federal Work-Study, Federal Perkins Loan, and all Federal Direct student loans including the Federal Direct Parent Loan. SAP is divided into three major components:

- Qualitative (GPA based)
 - Pace (Cumulative Completion Rate – credit hours earned divided by credit hours attempted)
 - Maximum Timeframe (complete an educational program within a timeframe no longer than 150% or published length of the educational program) measurements.
- A. By the end of a student's second year (or 4 academic semesters), a student must have a cumulative GPA of at least a 2.0 and have an academic standing consistent with the College's requirements for graduation, as found in the College Catalog. Financial Aid SAP is reviewed at the end of each semester.
- B. Students who are not making academic progress will not be eligible for federal financial aid at St Thomas Aquinas College until academic progress is met or the student submits an appeal for financial aid and the Office of Student Financial Services approves the appeal.
- C. Student Financial Services will review the satisfactory academic progress of enrolled financial aid recipients each semester. Each such review includes the Qualitative (GPA), Quantitative (Pace of Completion), and Maximum Timeframe (150%) measurements discussed below.

Qualitative Measure (GPA)

- The quality of a student's progress is measured by grade point average (cumulative GPA).
- It is imperative that students continue to make satisfactory academic progress toward graduation and the attainment of their baccalaureate degree.
- You are required to maintain a cumulative GPA of 2.0 or above at the end of the semester SAP evaluation period to remain eligible for financial aid for the subsequent academic year. Students who fall below the 2.0 threshold are placed on a warning status with the opportunity to work back towards a 2.0 GPA.
- All graduate school students must maintain a minimum GPA of 3.0.

Pace

- All students must progress at a pace that allows the student to complete their program within the maximum allotted time frame.
- Pace refers to the length it takes to complete a program of study.

Maximum Number of Attempted Credits

A student's pace is calculated by dividing the number of successfully completed credits by the number of attempted credits. Students must successfully complete 67% of all credits attempted during the academic year *and* 67% of all credits attempted cumulatively during their undergraduate career, including accepted transfer credits. **Students must pass at least 67% of**

90	2.0	60 credits earned
120	2.0	80 credits earned
150	2.0	100 credits earned
181+	Student has reached maximum time frame – no further federal funding available.	

Maximum Time Frames

A student must consistently take and successfully complete courses that count toward his/her degree, and the degree must be earned within 150% of the published length of the program.

The published length for an undergraduate degree at St Thomas Aquinas College is 120 credits. No student may exceed attempted credit hours above 150% of their required degree plan therefore students are only eligible to receive financial aid for up to 180 attempted credits, including accepted transfer credits.

Financial Aid Warning

For all students, the failure to meet the minimum satisfactory progress requirements will result in a status of federal financial aid warning. If a student is in satisfactory status and fails to meet the minimum quantitative or qualitative requirement, he/she will be automatically placed on financial aid warning status for one semester.

Notification will be sent to the student that he/she is not meeting satisfactory academic progress requirements and he/she is at risk of future suspension of aid.

All federal aid will remain for the next semester while in a warning status. This is a one-time warning period for any student not meeting quantitative or qualitative SAP measures for the first time. These students will be reviewed at the end of the following enrolled semester to determine if they meet the minimum requirements (quantitative, qualitative) and will either be placed in a suspended status or reinstated to satisfactory.

Any student not meeting SAP requirements with regard to the maximum timeframe will automatically be placed on Financial Aid Suspension.

Financial Aid Suspension

Students in a warning status who fail to meet the minimum satisfactory academic progress requirements or students who are not meeting SAP requirements with regard to maximum timeframe will be placed on federal Financial Aid Suspension. Satisfactory academic progress requirements are reviewed at the completion of the warning semester to determine if the

student meets the minimum (quantitative, qualitative) requirements. Those who do not will be placed on Financial Aid Suspension and will be ineligible to receive federal financial aid.

Students will be notified of Financial Aid Suspension in writing. If a student is placed on Financial Aid Suspension, all federal and state aid will be withdrawn for future semesters. Students on Financial Aid Suspension have the option to reinstate aid as described below.

Reinstatement

Financial Aid may be reinstated when one of the following conditions has been met:

- The student completes courses without federal aid in one or more terms (semesters) at St Thomas Aquinas College until the cumulative GPA and Cumulative Completion Rate meet the required standard (while meeting maximum time frame conditions).
- The student files an appeal and the Financial Aid Appeal Review Committee at the College approves the appeal. (See appeal procedures below).

Appeal Procedures

Students who are suspended from federal financial aid may make a written appeal for reinstatement of eligibility if extenuating circumstances have contributed to their inability to meet the requirements for satisfactory academic progress, and the students' circumstances have changed such that they are likely to be able to meet those requirements at the next evaluation or through an appropriate academic plan. Extenuating circumstances may include, but are not limited to, the following:

- Death of an immediate family member
- Severe injury or illness of the student or an immediate family member
- Emergency situations such as fire or flood
- Legal separation from spouse or divorce
- Military reassignment or required job transfers or shift changes.

Note: Lack of awareness of withdrawal policies, requirements for satisfactory academic progress or unpreparedness for college coursework will not be accepted as reasons for the purpose of an appeal.

To Complete the Appeal Process:

1. Complete the SAP Appeal form emailed to you.
2. Complete a personal statement explaining the circumstances that prevented academic progress toward a degree/certificate and a plan to ensure future academic success.
3. Include any supporting documentation (Examples: letters from professors, a doctor's statement, copy of hospital/urgent care/physician's bill, obituary, funeral notice or death certificate, etc.).
4. The appeal also requires that you meet with the Office of Academic Support Services to construct an Academic Recovery Plan. Following the Academic Recovery Plan will ensure that you are able to meet SAP standards by a specified time.

To expedite your appeal, submit all documents together and be as detailed as possible in

your personal statement.

The Office of Student Success will coordinate with the Office of Student Financial Services to align the Academic Recovery Plan with the student's plan to return to good standing for satisfactory academic progress.

Deadlines to Appeal

- **October 1** to receive aid in the **fall**
- **March 1** to receive aid in the **spring**
- **July 1** to receive aid in the **summer**

Appeal Decision

Each appeal will be reviewed by a committee. If the appeal is approved, the student will be placed on probation and will be eligible to receive financial aid as long as the conditions of the academic plan continue to be met.

Financial Aid Appeal Probation

"Financial aid appeal probation" is a status assigned to students whose written appeal and academic plan has been reviewed by the Appeal Committee and the decision was made to reinstate aid.

Students will be required to satisfy their individual academic recovery plan while in appealed probation status. Students will continue to receive aid for as long as you continue to meet the terms of the academic recovery plan. The academic plan will be reviewed at the end of each semester until you fulfill the requirements of the plan.

If it is determined mathematically that you cannot regain compliance with SAP requirements, you will **no longer be eligible** for financial aid unless you later come back into standard.

What happens when the appealed probation period is complete?

A student may regain or lose federal eligibility following the appealed probation semester. The status for the semester following the appealed probation semester will fall into one of the categories below:

- Stay in an appealed probation status.
In order to remain in appealed probation status, a student must meet minimum satisfactory academic progress requirements for the term (semester) based on his or her academic plan requirements. The student will continue to have an individual academic plan for regaining Satisfactory Academic Progress.
- Move back to a suspension status.
If a student does not meet either the required pace of completion or GPA for the semester or the requirements of his/her academic plan, the student's status will return to suspension and federal aid will be canceled for future semesters.
- Move to a satisfactory status.

If a student meets the overall GPA and Cumulative Completion Rate (while meeting maximum time frame conditions) for satisfactory academic progress, aid will be reinstated.

NEW YORK STATE TAP AWARDS

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid								
Effective 2010-11 for students receiving their first NYS award payment in 2010-11 and thereafter.								
POINTS	6	12	18	24	30	36	42	48
SEMESTER	1st	2nd	3rd	4th	5th	6th	7th	8th
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.00	2.00	2.00	2.00

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

http://www.hesc.ny.gov/content.nsf/CA/TAP_Coach_S_to_Z

This provides the Standard of Satisfactory Academic Progress for the purpose of determining

state aid.

NOTE: Education law requires that no undergraduate student shall be eligible for more than four academic years (8 semesters) of State awards or five academic years if the program of study normally requires five years. Students in the Higher Education Opportunity Program are permitted five years (10 semesters) of eligibility. A fifth year of undergraduate tuition assistance will reduce a student's eligibility for graduate support by one academic year.

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

NYS TAP Waiver

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

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

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

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

ADDITIONAL FINANCIAL SCHOLARSHIPS

Yellow Ribbon Program

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

earn a college degree for free.

Scholarship Opportunities for All Veterans

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

Graduate Students

The Office of Student Financial Services will review the satisfactory academic progress of enrolled financial aid recipients each semester. Each such review includes the Qualitative (GPA), Quantitative (Pace of Completion), and Maximum Timeframe (150%) measurements discussed below. Please note the required number of program credits for students in the following graduate programs:

- MSEd – 36 credits
- MST – 36 credits
- MBA – 39 credits
- MPA in Criminal Justice – 36 credits

Cumulative Grade Point Average (GPA) - Qualitative Component

- A graduate student must maintain a minimum cumulative GPA of 3.0

Pace Rate for Attempted Credit - Quantitative Component

- A graduate student must complete at least two-thirds (66.67%) of all cumulative attempted credit hours.
- The following designations are considered to be attempted credit hours but are not considered to be successfully completed: F (failing), I (Incomplete), or W (withdraw).
- Transfer credit hours posted to the official transcript record are counted as attempted and earned credit hours.

Graduate School Maximum Time Frame: Degree Completion within 150% of the Average Program Length: Quantitative Component

- Students must complete their master's degree or certificate within 150 percent of the normal time required to complete a master's degree.
- For example, for a degree that requires 39 earned credit hours, students must be able to graduate within 45 credit attempts to remain eligible for federal aid.

Campus Organizations and Services

STUDENT ORGANIZATIONS

Beyond attending classes, the benefits of college life are derived from participating in a range of student-oriented activities. At STAC, the opportunities to participate and become personally involved are many and varied. St. Thomas Aquinas College's clubs, organizations, and committees reflect the interest of students in politics, religion, athletics, service to campus and community, professional fields, and a variety of special activities, social and otherwise. The College considers student engagement, a vibrant co-curriculum, to be an integral part of the educational process. Participation in such programming enriches each student's total experience, enhances one's overall sense of wellness, and contributes to the development of a well-rounded individual.

Student Development & Engagement

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

Some of the College's Special Programs and initiatives include all club and organization programs: Spartan Journey Orientation (new student, parents, and transfers); Family Weekend; hallmark student-led events such as Winter Wonderland and Earth Day; Commencement; as well as partnership activities with various offices and departments. Leadership and Recognition activities include conferences, retreats, topical series and symposia, and student recognition events.

Clubs and organizations assisted by the office include Media Clubs & Organizations such as the Thomist (College Yearbook), Thoma (Student Newspaper), WSTK (College Radio Station), and Voyager (Arts & Literary Magazine). Special interest student clubs and organizations include Alpha Phi Omega, Animation Appreciation Club, Art Therapy Club, Business Club, Campus Activities Board, Communication Arts Club, Commuter Student Organization, Criminal Justice Club, Dungeons and Dragons, eSports and eGaming Club, Forensic Science Club, Gender and Sexuality Alliance, International Cultures Club, Investment Club, Laetare Players, Mental Health Organization, NERD Club, Psychology Club, Random Acts of Kindness, Science Club, Spartan Volunteers, Special Effects Club, Sport Management Club, STAC Scholars, STACappella, The Guild, and Therapeutic Recreation Club.

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

The Student Government Association (SGA)

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

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

Alumni Association

The St. Thomas Aquinas College Alumni Association was established in 1968 for the purpose of maintaining and strengthening the relationship developed between the College and its graduates, and to promote the mission, goals, and welfare of the institutions. Membership in the Alumni Association is granted to all degree recipients of the College, with Associate Membership afforded to students who have achieved senior status and who are actively pursuing the completion of a degree.

There are no annual dues or fees associated with this membership; however, all alumni are strongly encouraged to contribute financially to The St. Thomas Aquinas College Fund, the College's annual giving program. The Alumni Association is managed by a Board of Directors, who work closely with the College's Office of Alumni Affairs. There are more than 14,000 STAC alumni residing in 48 states and 12 countries.

Mission and Ministry

The Mission and Ministry Program of St. Thomas Aquinas College, under the direction of the Chief Mission Officer, is coordinated collectively by the members of the College community. The main goal of the program is to enact the Mission of the College, which is to challenge, guide, and energize students, and to prepare them for lives that will make a profound difference in the world. In addition, we aim to create awareness of the mission and charism of our founding Dominican Order, in particular their Four Pillars of Community, Service, Study, and Prayer, with an emphasis on the value of service to the community in which we live and work.

The Mission and Ministry Program is designed for and welcomes students, faculty, and staff of all

faith traditions, and those who have none. Our work will allow us to collaborate with many of the offices across the campus, especially the Office of Student Engagement, as well as students, staff, and faculty to create opportunities that will strengthen our commitment to serving our community in direct and indirect ways and enhance our understanding of the role we play as members of the human community.

ATHLETICS

Intercollegiate Sports

St. Thomas Aquinas College, a proud member of Division II of the National Collegiate Athletic Association (NCAA) and the East Coast Conference, offers a diverse range of sports programs. Our student-athletes, driven by passion and dedication, compete in the regular season and postseason against schools in the ECC and other local and regional opponents. Our extensive list of sports includes Men's basketball, baseball, volleyball, ice hockey, bowling, sprint football, lacrosse, soccer, cross country, tennis, indoor and outdoor track and field, eSports, and golf. Women's sports include basketball, softball, soccer, field hockey, lacrosse, cross country, triathlon, bowling, tennis, indoor and outdoor track and field, flag football, and volleyball. Most student-athletes are offered various scholarship opportunities, rewarding their competitive spirit and inspiring them to achieve their best.

Student athletes must maintain at least a 2.0 grade point index which is mandatory for students receiving scholarships. Only full-time matriculated students may participate in intercollegiate sports. For further information contact the Athletic Office at 845-398-4065.

STUDENT SERVICES

Spartan Journey

An orientation program for first-year students is held the weekend before classes begin. During this time the students develop an awareness of the services and activities of the College, become familiar with the College campus, receive academic advisement, are afforded opportunities to meet other students, and engage in programs designed to foster personal growth. The program culminates in the New Student Convocation, a ceremony in Sacred Heart Chapel which formally welcomes students to the St. Thomas Aquinas community.

Student Engagement Newsletter

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

Health and Wellness

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

Student Parking

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

RESIDENTIAL LIFE

ON-CAMPUS HOUSING

The St. Thomas Aquinas College Office of Residential Life is committed to establishing a positive atmosphere in all student residences. This positive atmosphere complements each student's academic experience. Through the efforts of the Residence Life staff, students have the opportunity to grow in life skills such as assertiveness, mediation, wellness, and to learn how to respect and celebrate difference, to develop self-esteem, and to succeed academically. In addition, the Office of Residence Life coordinates both social and educational events to facilitate the development of supportive communities. Opportunities are provided through the Resident Assistant position and Residence Life Council for developing leadership skills.

ACADEMIC INFORMATION

PROGRAMS OF STUDIES - BACCALAUREATE DEGREES

Bachelor of Arts

Applied Humanities

Art

Art (K-12 certification)

Art Therapy

Biology

Chemistry

Communication Arts

Communication, Media & Design

Creative Writing

English

English (7-12 certification)

History

Philosophy and Religious Studies

Physics

Social Policy and Civic Engagement

Spanish
Spanish (7-12 certification)

Bachelor of Science

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

Bachelor of Science in Education

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

DUAL DEGREE PROGRAMS IN EDUCATION – 5-YEAR PROGRAMS

B.S. Ed. Early Childhood / Childhood Education & M.S. Ed. Special
Education B.S./B.A. Content area (7-12) & M.S. Ed. Special Education
B.S. Early Childhood/Childhood Education & M.S. Ed. Literacy
B.S./B.A. Content area (7-12) & M.S. Ed. Literacy

COOPERATIVE PROGRAMS WITH OTHER COLLEGES (Dual Degrees)

OCCUPATIONAL THERAPY

STAC students who fulfill admissions requirements are guaranteed a seat in the Master of Science in Occupational Therapy program at Le Moyne College in Syracuse, New York.

CHIROPRACTIC

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

PHYSICAL THERAPY

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

PODIATRY

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

BACCALAUREATE DEGREE REQUIREMENTS

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

- Complete all requirements for a major as specified in this Catalog.
- Complete all General Education Program requirements.
- Complete 50% of the major requirements at St. Thomas Aquinas College.
- Complete at least 60 credits in liberal arts and sciences courses (as defined by New York State) for all B.S. and B.S. Ed. degrees; complete at least 90 credits in liberal arts and sciences courses (as defined by New York State) for all B.A. degrees.
- Complete the final 30 credits for any degree at St. Thomas Aquinas College.
- Complete a minimum of 120 semester hours (credits), with a cumulative Grade Point Average of not less than 2.0.

ASSOCIATE DEGREES

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

MASTER'S DEGREES

The School of Business offers a program of study leading to the degree of Master of Business Administration, with concentrations in finance, healthcare management & informatics, human resource management, management, marketing, sport management, as well as a general concentration. Programs are available for students with Business and non-Business degrees alike.

The School of Education offers several graduate degrees:

- Master of Science in Education degrees, with majors in Literacy, Special Education, and Special Education with Autism, and Teaching English to Speakers of Other Languages (TESOL).
- Master of Science in Teaching degrees in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education, Art Education,

- and Art and Special Education.
- Post-masters certificate programs in Literacy, Autism, Special Education and TESOL are also offered. **See the College's Graduate Bulletin for curriculum requirements and other details.**

The School of Arts and Sciences offers a program of study leading to the Master of Public Administration.

Note: For all information on Master's Degree programs, see the College's *Graduate Catalog*.

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

Program Title	Program Code	HEGIS No.	Award	CIPC Code
Accounting/MBA, CPA License Qualifying	22890	0502/0506	BS/M.B.A.	52.0301
Accounting	09821	0502	B.S.	52.0301
Adolescence Education 7-12	36392	0803	M.S.T.	13.1205
Adolescence & Students with Disabilities	26057	0803	M.S.T.	13.1019
Applied Humanities	43859	4903	B.A.	
Art	09839	1002	B.A.	50.0799
Art Education	22942	0831	B.A.	13.1302
Art Education	36650	0831	M.S.T.	13.1302
Art Ed. & Students with Disabilities	38130	0831	M.S.T.	
Art Therapy	86095	1099	B.A.	51.2301
Autism	35936	0808	Adv. Cert.	13.1013
Biochemistry	36385	0414.00	B.S.	26.0202
Biology	19461	0401	B.S.	26.0101
Biology	41851	0401.00	B.A.	26.0101
Biology 7-12	22935	0401.01	B.S.	13.1323
Business Administration	09823	0506	B.S.	52.0201
Business Admin Non-Business Track	39778	0506	M.B.A.	52.0201
Business Administration	34548	0506	Adv. Cert.	52.0201
Business Administration/Management	19164	0506	M.B.A.	52.0201
Business	81478	5004	A.S.	24.0101
Chemistry	41852	1905	B.A.	40.0501
Childhood Education 1-6	22933	0802	B.S.Ed.	13.1202
Childhood Education 1-6	26059	0802	M.S.T.	13.1202

Childhood Education/Special Education 1-6	22933/36391	0802/0808	B.S./M.S.Ed	13.1001
Communication Arts	80367	0601	B.A.	9.0101
Computer Science	22588	0701	B.S.	11.0101
Creative Writing	35235	1507	B.A.	23.1302
Criminal Justice	78227	2105	B.S.	43.0103
Data Science	43018	0702	B.S.	30.7001
Early Childhood and Childhood Education	37639	0802	B.S. Ed.	13.1202
Educational Studies	37463	0801	B.S.	13.0101
English	09845	1501	B.A.	23.0101
English 7-12	22940	1501.01	B.A.	13.1305
Exercise Science	38094	1299.30	B.S.	31.0505
Finance	09822	0504	B.S.	52.0801
Finance	22626	0504	Adv. Cert.	52.0801
Forensic Science	32116	1999.2	B.S.	43.0408
Graphic Design	87516	1009	B.S.	50.0409
MBA in Healthcare Management and Informatics	42247	0506	Adv. Cert.	51.0701
History	09853	2205	B.A.	54.0101
Hospitality Management	38093	0508	B.S.	52.0904
Human Resource Management	42867	506	Adv. Cert.	52.1099
Liberal Arts & Sciences	84490	4901	B.S.	24.0101
Literacy Birth-6	35687	0830	Adv. Cert.	13.1315
Literacy	27344	0830.01	M.S.Ed.	13.1315
Management	36260	0506	B.S.	52.0201
Management	22627	506	Adv. Cert.	52.0201
Management	19602	5004	Cert.	52.0201
Management Information Systems	19601	5103	Cert.	52.1201
Management Relations/Industrial & Org. Psychology	19603	5009	Cert.	52.101
Marketing	09824	0509	B.S.	52.1801
Marketing	22625	0509	Adv. Cert.	52.1801
Mathematics	09846	1701	B.A.	27.0101
Mathematics	09847	1701	B.S.	27.0101
Mathematics 7-12	36393	1701.01	B.S.	13.1311
Mathematics/Students w/Disabilities 7-12	36393	1701/0808	B.S./M.S.Ed.	13.1311
Medical Technology	09843	1223	B.S.	51.1099
Philosophy/Religious Studies	81410	1599.1	B.A.	38.0001
Physics	41850	1902	B.A.	40.0801

Psychology	09850	2001	B.S.	42.0101
Social Policy and Civic Engagement	42883	2101	B.A.	33.0104
Social Sciences	09852	2201	B.S.	45.0101
Social Studies 7-12	36394	2201.01	B.S.	13.1318
Social Studies/Students w/Disabilities 7-12	36394	2201/0808	B.S./M.S.Ed.	13.1318
Spanish	09841	1105	B.A.	16.0905
Spanish 7-12	22939	1105.01	B.A.	13.1330.
Spanish/Students w/Disabilities 7-12	36392	1105/0808	B.A./M.S.Ed.	13.1330.
Special Education	26920	0808	M.S.Ed.	13.1001
Special Education	35936	0808	Adv. Cert.	13.1001
Special Education: Childhood 1-6	22934	0808	B.S.Ed.	13.1017
Special Education/Autism	26920	0808	M.S.Ed.	13.1013
Special Education: Childhood 1-6	26058	0808	M.S.T.	13.1017
Sport Management Studies	34249	0599	B.S.	31.0508
Teaching English to Speakers of Other Languages (TESOL)	42737	1508	M.S.Ed.	13.1401
Teaching English to Speakers of Other Languages (TESOL)	42738	1508	Adv. Cert.	13.1401
Therapeutic Recreation	81457	2199	B.S.	51.2309

General Education

St. Thomas Aquinas Gateway to Excellence (STAGE)

Total Credits: 39

The Mission of St. Thomas Aquinas College includes the goal of producing students who will be prepared to make a profound difference in the world. In line with this mission, our general education curriculum – St. Thomas Aquinas Gateway to Excellence (STAGE) – embraces a rigorous Liberal Arts education infused with meaningful problem-based and cross-disciplinary learning. A program that spans the entirety of the undergraduate experience, STAGE provides students the opportunity to be active participants in creating an educational plan in which they identify and produce high-quality work on significant questions and perennial issues relevant to their interests and aims. STAGE is committed to developing in students the proficiencies – transferable knowledge, skills, and capacities – necessary for an engaged citizenry as well as personal and professional success in the 21st century. Though the power of the Liberal Arts reverberates through life in a multitude of ways, its ability to develop in students the writing and thinking skills necessary for success is most noteworthy as they pass through this stage in life.

Proficiency-Based Approach to Critical Thinking: Learning and Assessment

In addition to breadth of content, a fundamental component to STAGE is its attempt to integrate intellectual and academic proficiencies (skills) across the curriculum. The development of demonstrable proficiencies will be addressed in a variety of courses and developed throughout a

four-year span. These proficiencies include:

1. Information Literacy
2. Problem Solving and Analysis
3. Written and Oral Communication
4. Global Learning and Social Responsibility
5. Quantitative Literacy

LEVEL ONE: FOUNDATIONS (100 level; 15 credits)

Through a series of required foundational courses, students will begin to develop the fundamental skills of information literacy, problem solving, written communication, and global learning and social responsibility, all of which are required for academic, professional, and personal success. Students are required to take these three courses:

FYS 101: First-Year Seminar

This course provides a semester-long introduction to the college academic experience, including the proficiencies necessary for academic success. Additionally, in an effort to build a foundation for civic knowledge and engagement in a mass democracy and a global, multicultural world, this course intentionally exposes students to enduring questions concerning identity, diversity, inequality, citizenship, democracy, privilege, social responsibility, and ethical action. Each FYS course topic will be unique to the instructor's teaching interest and discipline; however, the goals and intended student learning outcomes are consistent across the board.

Writing 101: Academic Writing I

The purpose of this course is to prepare students for the tasks of college-level writing through specific and often intense attention to the processes used to arrive at a written essay. In addition to emphasizing mechanics, form, audience, and style, Writing 101 teaches close reading skills, develops reading comprehension, introduces concepts like inference drawing, and helps students understand how to make meaning. Furthermore, it introduces rhetorical concepts and terms students will use throughout their undergraduate careers—such as argument, audience, claims, evidence, and so forth—that will be further developed as students progress through the sequence.

Writing 102: Academic Writing II

The second course in the Writing Program sequence reinforces the skills introduced and developed in Writing 101 by examining written and visual texts from a variety of disciplines. The aim of this course is to introduce students to a variety of texts -- including but not limited to literature, art, case studies, advertisements, essays, academic articles, and so forth -- and to strengthen students' interpretive, analytic, and information literacy skills. Writing 102 will help students recognize conventions specific to disciplines as well as conventions that appear across multiple disciplines. Furthermore, this course will also introduce the elements of research at the college level. Prerequisite: Writing 101

In addition, to fulfill the Foundations requirements, students must take designated courses in these two areas:

Quantitative Literacy

The goal of this course requirement is to advance and develop the skills necessary for students to connect quantitative thinking to real-world problems and everyday life situations. For purposes of general education, rather than the specific education required for mathematical fields and disciplines, courses in this area might push students to understand the broad applicability of quantitative literacy and thinking – polls, charts, probability, statistics, economic data, and problem solving.

Courses that satisfy this requirement will be identified on the General Education website and on Banner. For students majoring in Math or Science, this requirement will be satisfied by major-specific courses.

Scientific Reasoning

The goal of this course requirement is to advance the process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Grounded in the scientific method, these courses challenge students to think about cause and effect as key concepts in the field of scientific inquiry, particularly in its application to real-world problems.

Courses that satisfy this requirement will be identified on the General Education website and on Banner. For students majoring in Math or Science, this requirement will be satisfied by major-specific courses.

LEVEL TWO: BREADTH AND PROFICIENCY DEVELOPMENT (100 and 200 level; 15 credits)

Students must complete all Foundation courses and two Breadth and Proficiency courses before taking Gateway courses. Each Gateway course must have a different prefix from a different disciplinary area. Students must take at least one course from each of the four categories, and one more course from a repeated category. Through these five courses across multiple disciplines, students will gain a breadth of knowledge within the Liberal Arts and an intermediate development of key proficiencies.

- Global Cultures and Languages
- Literature and Creative Arts
- Philosophy and Religious Studies
- History and Social Sciences

Global Cultures and Languages

This category focuses upon developing the critical analysis of and engagement with the global community through a variety of disciplines, forms, and genres, both classic and contemporary, and from multiple ethnic and national origins. To fulfill this requirement, students must take one or two courses in foreign language instruction, the history, society, and culture of non-English speaking countries, or the literature of non-English speaking cultures. Courses that

satisfy this requirement will be identified on the General Education website and on Banner.

Literature and Creative Arts

This category focuses upon developing the skills of critical analysis necessary to interpret works of art and other cultural modes of expression, including music, film and literature, in a variety of forms and genres, both classic and contemporary, and from multiple ethnic and national origins. To fulfill this requirement, students must take one or two courses in literature, music, or visual art. Courses that satisfy this requirement will be identified on the General Education website and on Banner.

Philosophy and Religious Studies

This category focuses upon expanding intellectual curiosity and developing skills of reflective reasoning with regard to fundamental questions of human existence and society, and religious and philosophical traditions. To fulfill this requirement, students must take one or two courses in Philosophy or Religious Studies. Courses that satisfy this requirement will be identified on the General Education website and on Banner.

History and Social Sciences

This category focuses upon developing an understanding of the complex relationships between individuals and society, and the forces – political, cultural, economic, and institutional – that shape everyday life, past and present. To fulfill this requirement, students must take one or two courses in History, Sociology, Political Science, Economics, or Geography. Courses that satisfy this requirement will be identified on the General Education website and on Banner.

LEVEL THREE: GATEWAY (300-400 level; 9 credits)

In addition to a set of required foundational and breadth courses, students choose courses within a thematic course concentration -- called a Gateway -- that has a broad intellectual and cross-disciplinary significance. The Gateway will introduce students to integrative problem-solving challenges regarding the perennial issues of the day.

- Each of the three courses must be from a different discipline.
- Students must successfully complete all required Foundation courses and at least three Breadth and Proficiency courses before taking any Gateway courses.

Students choose three courses that are linked thematically within the idea of Global Learning or Social Responsibility. Courses that satisfy the Gateway requirement will be identified on the General Education Website, and on Banner.

The Gateway courses offer students a chance to expand on the skills and proficiencies acquired in the first two years and explore a topic that is vital to understanding and participating in our world. Furthermore, the area of Global Learning or Social Responsibility is a significant component of our College Mission.

Courses in the Gateway are connected by the fact that they are based on the principle that the

world is a collection of interdependent yet inequitable systems, and further that higher education plays a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity, justice, and cultural diversity at home and abroad.

STAC Seminar Program

Courses in the STAC Seminar Program help students prepare themselves for the work they will do as students and start thinking about the relationship between their coursework and the graduate schools or careers that await them after graduation.

STAC 099

This course, offered through the Student Success Office, assists students with the fundamentals of academic success, including time management, study skills, etc.

STAC 101

Offered through the Student Success Office, this course is designed to help freshmen transition to the expectations of College. Weekly sessions include insights into, among other topics, getting a tutor, understanding the financial aid process, diversity and inclusion, student activities, and working with your academic advisor. (1 credit)

STAC 102

Offered through the Career Center, this course provides a structured opportunity for students to engage in community-based learning experiences to connect, reflect on their goals and strengths, strategically assess the many opportunities on campus, articulate their goals while enrolled at STAC, and connect college to post-graduation. The course also provides opportunities to engage with faculty and students in relevant majors, and industry professionals, and culminates with a job project simulation or informational interview in which students interview a professional to explore an area of interest and practice networking. Required for all students except for those in the School of Education. (1 credit)

STAC 201

Offered through the Career Center, this course builds on the major and career exploration and life planning foundation established in STAC 102 and introduces and guides students through the preparation stage. STAC 201 emphasizes ensuring students have knowledge of the range of experiential learning opportunities and an action plan for starting experiential learning activities, along with fundamental collateral and skills to move forward with securing experiential learning opportunities. Required for all students in the School of Arts and Social Sciences and School of STEM. (1 credit)

Lougheed Library

The Lougheed Library – named for the College's founding librarian Sister M. Alfred Lougheed – is located on two levels in Spellman Hall. In addition to its collections of books and print periodicals, the library offers a variety of other digital resources and services for the college community. Qualified reference librarians are available to assist students, one-on-one, with

their research. Faculty may reserve Information Literacy classes with a librarian for students to learn to find, evaluate, and ethically use reliable and relevant information for their academic work. Interlibrary loan services make it possible for students, faculty, and staff to borrow materials from libraries around the country.

The library web page affords all college members 24/7 access to the library catalog, numerous databases containing thousands of full-text journals, and a variety of other resources for all disciplines. User guides for selected databases are found in the library and on the library web page. The library is home to three technology classrooms:

- The Bloomberg Professional Laboratory contains 12 Bloomberg terminals.
- The Innovation Center contains 3-D printers and space for robotics work.
- The Bonaparte Classroom is home to the College’s Virtual Reality classes.

The library facility, which is open year-round (7 days-a-week in the fall and spring terms), also offers public computers and Wi-Fi. There are spaces for group study on both library levels. Individual study carrels are located on the lower level for those who wish to work independently in a quiet atmosphere.

Academic Terminology

Academic Year

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

Classification of Students by Earned Credits

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

Full-Time	A student carrying 12 or more credits.
Part-Time	A student carrying fewer than 12 credits.
Freshman	A student who has successfully completed 0-29 credits.
Sophomore	A student who has successfully completed 30-59 credits

Junior	A student who has successfully completed 60-89 credits.
Senior	A student who has successfully completed 90 or more credits and has a cumulative GPA of at least 2.0 (C average).
Non-matriculated	A student who has not been accepted by the College as a degree candidate.

Credit Hours Defined

One credit hour represents approximately 56 minutes of in-class lecture, recitation, or discussion (or 120 to 180 minutes of laboratory/studio work) per week, and 112 minutes of out of class work. Most courses carry 3 semester hours of credit; several laboratory courses carry 4 semester hours of credit, combining a 3-hour lecture format with a 1 credit lab built in.

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

New York State Credit Hour Definition

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

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

Section 52.2(c)(4) stipulates: “A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum;

(ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.”

US Department of Education Credit Hour Definition

Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 stipulates the following:

“Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.” U.S. Department of Education guidance on Program Integrity regulations (<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>) also stipulate: The credit hour definition does not dictate particular amounts of classroom time versus out of class student work.

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

St. Thomas Aquinas College Credit Hour Policy

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

St. Thomas Aquinas College generally follows a semester system with Fall and Spring semesters consisting of a minimum of 14 weeks, which includes one week for exams. Summer terms are typically less than 14 weeks but adhere to the policy in terms of meeting time and the amount of work required. Terms for certain academic programs (such as the campus at Sullivan Correctional

Facility) have been adjusted but nonetheless adhere to the policy in terms of the amount of work required.

Program faculty and academic administrators are responsible for developing, maintaining, and evaluating the curriculum within each of the Schools, although the Provost and Vice President for Academic Affairs, as a representative of the President and the Board of Trustees, retains final control and approval of the curriculum across the College. Assignment of credit hours for courses is determined within the program based on faculty expertise and course learning objectives. Existing courses will be evaluated for adherence to the federal credit hour regulation using an annual audit. New courses will, upon review and approval at the program level, be reviewed by the Provost, Deans, the Curriculum Committee, and the Faculty Senate, and recommended for approval or denial.

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

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

Types of Courses Offered

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

Lecture and Seminar

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

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

Laboratory and Experiential Learning Credits

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

Laboratory: Classroom/Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 14 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 14 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work

1 (for lower level classes)	120 contact minutes	1680 contact minutes	50 minutes	700 minutes	2380 minutes (39.6 hours)
1 (for upper level classes)	180 contact minutes	2520 contact minutes	50 minutes	700 minutes	3220 minutes (53.6 hours)
	60 contact minutes	040 contact minutes	00 minutes	400 minutes	440 minutes (107.3 hours)

Courses by Appointment

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

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

- Students must be in good academic standing.
- Courses by Appointment are only available to juniors and seniors.
- Courses by Appointment are offered only during the Fall, Spring, and Summer semesters.
- Courses by Appointment are not available as repeats of courses in which D's or F's were earned.
- Students cannot enroll in more than one (1) Course by Appointment or Independent Study in one semester.

Independent Studies

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

appropriate Academic Dean.

To enroll in an Independent Study, a student must submit the application form found on the Registrar's website as well as a syllabus and course description created by the sponsoring faculty member. Enrollment in Independent Studies is limited in the following ways:

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

Internship/Field Experience

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

Typically, internship credit is awarded at the rate of 1 credit for each 40 hours of internship site work; the most common internships are 3-credit courses with 120 hours of work in a semester. The academic work of the class -- journals, papers, etc. -- is not included in those hours.

Workshop

A workshop is a course of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, and where the actual learning environment takes place on-campus, but in a non-academic context, such as the College television studio, etc. The learning experience will typically involve a campus supervisor and directed activity/learning will occur outside of a classroom setting. Contact time and student work requirements must be established and documented and must match the total amount of work for credit using the tables above. The faculty member or director responsible for the experience is required to keep records of the amount of supervised work and the amount of outside work assigned so that contact hours can be calculated. Most workshop classes are taken for 1 credit.

Accelerated Courses

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

Online Courses

Online courses are offered in two ways: either in a hybrid format in which the class meets for one day in person and the remaining work is assigned online, and asynchronously online via the College's Learning Management System, Canvas, without any on-site face-to-face meetings. These courses must have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following

- A. Regular instruction or interaction with a faculty member every day or week the course runs.
- B. Academic engagement through interactive tutorials; group discussions moderated by faculty; virtual study/project groups; engaging with class peers; and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work for credit time as in the tables above, even if delivered asynchronously.

Hybrid Courses

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

Credit for Prior Learning

The College may award academic credit to students who have achieved the objectives of specific courses outside of traditional classroom instruction and who satisfactorily validate that achievement through the submission of a portfolio conforming to specified criteria.

Applicants must be matriculated in a degree program at St. Thomas Aquinas College. Credit for Prior Learning Experience may be awarded as follows:

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

Life Experience credits cannot be applied to the 30-credit minimum that students must

complete at the College.

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

Non-Matriculating Students

Students wishing to enroll in the College but who choose not to become candidates for a degree may enroll without applying for formal admission as a Non-Matriculated Student. In most cases, courses taken under this status may be applied to a degree should the student wish to matriculate at a later date. An application for degree status must be submitted when 24 credits are completed.

Major and Minor

A major is the main program of study leading to a student's degree. Majors vary in number of credits. A minor is typically 18 credits, often accumulated under the heading of free electives. Students should declare a minor when they declare a major but cannot declare or change a minor after the completion of 90 credits. No more than 6 credits from a student's major requirements may be used toward a minor. In the case of a double major, no more than 9 credits can be shared across both majors.

Note: 50% of the credits leading to a minor must be taken at St. Thomas Aquinas College.

Grading and Academic Standards Policies

Quality Point Index and Grade Point Average

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

Grade	Quality Points Earned Per Credit	Total Quality Points Earned for 3 credit class
A	4.0	12.0
A-	3.7	11.1
B+	3.3	9.9
B	3.0	9.0
B-	2.7	8.1

C+	2.3	6.9
C	2.0	6.0
C-	1.7	5.1
D	1.0	3
F	0	0

In other words, students who earn a grade of A in a 3-credit course earn 12 quality points; a grade of B earns 9 quality points, and so forth. The quality point index – or Grade Point Average – is determined by dividing the total number of quality points earned by the number of credits attempted, that is, the number of credits for which a student is registered, whether or not the courses are passed or failed. However, courses from which a student withdraws are not counted in credits attempted; they do not affect a student’s average. Here is an example of computing a GPA:

Course	Grade	Quality Points per credit	Total points earned
English 101	B	3.0	9.0
CA 101	C+	2.3	6.9
Math 101	A	4.0	12.0
Phil 101	B-	2.7	8.1
Econ 102	C-	1.7	5.1

Total Quality Points Earned = 33.1

Number of credits taken = 15

Actual GPA for semester = 2.2

Grading System

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

Grade	Percentage Value
A	95-100
A-	90-94
B+	87-89

B	83-86
B-	80-82

C+	77-79
C	73-76
C-	70-72
D	65-69
F	0-64

Other grades often used

FX = Failure

Failure due to ceasing to attend class at or before the midpoint of the course. In the case of students enrolled in Online courses, an FX grade is awarded to students who have ceased participation in the course.

R = Repeated Course

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

- Students may only repeat a course in which they have earned a grade of C-minus, D, F, or FX ; NC grades (created only for one-time use in Spring 2020) can also be retaken.
- To repeat a course more than once, a student must obtain the permission of the Registrar.
- Repeated courses may not be taken as Courses by Appointment or Independent Studies.
- Repeated courses MUST BE taken at St. Thomas Aquinas College so that the original grade may be replaced with the new grade in the calculation of the cumulative Grade Point Average.
- Repeating courses with a grade of C-minus or D may have financial aid implications.
- Students are encouraged to check with the Financial Aid Office prior to repeating a course in which those grades were earned.

W = Withdrew

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

INC= Incomplete

Indicates that a student has completed the majority of the assigned coursework, but due to some

extraordinary circumstances cannot complete work assigned at the end of the semester. Students who require an Incomplete must discuss this option with their instructor in advance of the last week of class if possible and create a specific plan for submitting the work. A link to the Incomplete Grade Form is available from the Registrar.

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

PASS/FAIL

Pass indicates that the student has satisfied the requirements for the course; Fail indicates that the course goals have not been attained. No quality points are assigned to a Pass/Fail. Only certain courses may be taken on a Pass/Fail basis; see the Registrar for more details.

NS=No show

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

AU = Auditing Courses

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

Grade Reports

Grades are available through Banner Self Service for students.

Grade Appeal Policy

The following procedures are in practice for students who wish to appeal a grade. Students who feel they have been unfairly graded may appeal the grade within 60 days of the end of the semester in which the grade was earned. Students must take the following steps, in order:

1. They must first consult the instructor for an explanation of the grade.
2. If not satisfied at this level, they must consult the appropriate Dean of the School where the course is housed who - after consultation with the instructor - may or may not recommend that the grade be changed.
3. If students remain dissatisfied, they must submit the appeal in writing to the Provost & Vice President for Academic Affairs. Having received the written complaint, the Provost & Vice President for Academic Affairs shall forward a copy of it to the faculty member and ask the faculty member to respond in writing.
4. The Provost & Vice President for Academic Affairs, after consulting with the Dean, may or may not direct that the grade be changed and will communicate the decision in writing to the student.

Transcripts

An official transcript is one bearing the seal of the College. An unofficial transcript is one given to the person whose credits are listed thereon and marked "Student Copy." The College accepts no responsibility for the accuracy of the unofficial transcript after it has been issued. Upon graduation, each student is entitled to one unofficial transcript of his/her college record. There is a fee of \$5.00 for each additional transcript requested whether official or unofficial. The College does not accept hand-delivered official transcripts. All official transcripts from other institutions must be mailed by the issuing institution.

Satisfactory Academic Progress

It is imperative that students continue to make satisfactory academic progress toward graduation and the attainment of their baccalaureate degree. Students who do not continue to make satisfactory academic progress are subject to three possible conditions of Academic Standing: being placed on probation; being suspended from the college; or being dismissed from the college. The following states the college's criteria for judging satisfactory academic progress and the conditions that result from failing to maintain satisfactory progress. Note that this use of the term is separate from the Financial Aid implications described elsewhere in this catalog.

Cumulative Grade Point Averages and Academic Standing

The following table indicates the Grade Point Averages that lead to the different levels of Academic Standing:

Cumulative Grade Point Averages and Academic Standing

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

*Includes all credit hours (earned at St. Thomas Aquinas College as well as transfer hours) applied toward the St. Thomas Aquinas College bachelor's degree. However, only St. Thomas Aquinas College credits are used in calculating the Grade Point Average.

- Averages will not be "rounded." For example, 1.79 will not be rounded to

1.80. Therefore, 1.79 will be within the range for Academic Probation.

- Some academic programs (e.g. the B.S. Ed. Program) have requirements in addition to those below. Students pursuing such degrees must satisfy the additional requirements as determined by the relevant Dean.

Good Standing

All students with a cumulative GPA of 2.00 or higher are considered to be in Good Standing.

Probation

Students on academic probation:

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

Suspension

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

- May not attend the college for the subsequent semester.
- May register for summer and winter session courses.

Readmission to the College following the semester of suspension may be gained by appealing in writing to and meeting with the Provost. During their semester of suspension, students are strongly recommended to take courses at a local two-year college to establish a record of grades that demonstrate readiness to return to full-time academic work. Readmitted students are placed on Probation and are often subject to additional requirements and restrictions at the discretion of the Provost.

Dismissal

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

Because decisions regarding Academic Suspension and Dismissal are based on the accumulated Grade Point Average at the end of the relevant Fall or Spring semester, two clarifications are

required:

1) Note about Winter and Summer Sessions

Students who are suspended may register for Winter or Summer courses, but registration in those courses will not affect the status of Suspension. In other words, because the decision is based on the previous semester's work, any formal appeal of the decision is independent of upcoming course registration(s). Therefore, students cannot postpone their appeal regarding Suspension or Dismissal until after Summer or Winter coursework is completed; doing so may affect registration, housing, and financial aid.

2) Note about Incomplete Grades

Decisions about Academic Suspension and Dismissal are based on the accumulated Grade Point Average of the previous semester, including any Incomplete grades the student may have earned. Incomplete grades do not affect the status of Suspension or Dismissal. In other words, because the decision is based on the previous semester's work, any formal appeal of the decision must be made without regard to a grade of Incomplete or the grade that may replace it. Students cannot postpone their appeal regarding Suspension or Dismissal until after Incomplete grades are resolved.

Academic Standing and Athletic Participation

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

Academic Policies and Procedures

Academic Honors

The Dean's List

The Dean's List includes those students whose academic achievements warrant recognition by the Deans of the three Schools at the College. The list is published each semester, and students receive a letter of congratulations from the Provost. To be eligible for the semester's Dean's List, students must have achieved a Grade Point Average of 3.5 or better in that semester while carrying no fewer than 12 credits and earning no grade lower than a C. *Note: students involved in a student teaching experience in any given semester are not eligible for the Dean's List that semester.*

The Distinguished Dean's List

Students who are on the Dean's List for three consecutive semesters are placed on the Distinguished Dean's List and are invited to the annual Honors Convocation in the Spring.

Academic Integrity

Academic integrity is a commitment to honesty, trust, fairness, respect and responsibility within

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

A college community of integrity upholds personal accountability and shared responsibility, and ensures fairness in all academic interactions of students, faculty, and administrators. While we recognize the participatory and collaborative nature of the learning process, faculty and students alike must show respect for the work of others by adhering to the clear standards, practices, and procedures contained in the policy described below.

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

Academic Dishonesty

Academic dishonesty is defined as any behavior that violates the principles outlined above. St. Thomas Aquinas College strictly prohibits academic dishonesty. Any violation of academic integrity policies that constitutes academic dishonesty will be subject to harsh penalties, ranging up to and including dismissal from the College.

Examples of Academic Dishonesty

Cheating

- Giving unauthorized help on a test or other academic exercise.
- Accepting unauthorized help on a test or other academic exercise.
- Attempting to obtain unauthorized help from another student on a test or other academic exercise.
- Copying from another student's work.
- Allowing another student to copy from your work.
- Using unauthorized materials during a test or other academic exercise, such as a textbook, notebook, or calculator; use of electronic devices such as computers or phones; use of specifically prepared items, such as notes written on paper, clothing, furniture, or oneself.
- Fraudulently obtaining copies of tests, such as from offices, waste receptacles, or from students who have previously taken the test.
- Giving test questions or test answers to other students who have not yet taken that test.
- Obtaining test questions or test answers from other students who have already taken that test.

Plagiarism

Plagiarism is representing someone else's work or ideas as one's own and occurs when appropriate credit is not given to the original source. Note that plagiarism can be intentional as

well as unintentional, and information sources refer to both print and electronic media.

Examples of plagiarism include the following:

- Failing to indicate direct quotations.
- Failing to indicate the source of direct quotations.
- Failing to indicate the source of paraphrased material.
- Copying another's lab reports, data files, or computer programs and presenting them as one's own.
- Submitting work that was written or prepared, in whole or in part, by another person either on campus or off-campus, including Internet sites and including applications of Artificial Intelligence (for example, ChatGPT).
- Purchasing or attempting to purchase work written or prepared by another. (Section 213-b of the NYS Education Law prohibits the sale of term papers, essays, and research reports to college students.)
- Borrowing or attempting to borrow work written or prepared by another and presenting it as one's own without permission.

Deception

- Signing a name other than one's own on any document, such as a registration form or letter of recommendation.
- Intentionally presenting false information on any document, such as a registration form or letter of recommendation.
- Taking or attempting to take a test for another person.
- Allowing another person to take a test in one's place.
- Falsifying data for labs, experiments, and research projects.
- Listing reference sources that have not been used.
- Inventing reference sources.
- Unauthorized multiple submissions of papers and other academic exercises (submitting the same paper in two different classes without the permission of all instructors involved).
- Lying to an instructor or other College official (e.g., intentionally misrepresenting the reason why one has missed an examination).
- Aiding another student in academic misconduct.

Faculty Procedures for Academic Dishonesty

Because all faculty members have authority and jurisdiction within their classes, when they discover an instance of academic dishonesty, they make the decision about how to handle it. For example, the faculty member can fail the student on the essay, test or quiz, or even for the course as a whole, as seems appropriate to the offense in the judgment of the faculty member. Other academic penalties may be imposed, such as repeating a test or revising an essay, as the faculty member sees fit. Therefore, in most cases, the faculty member makes this decision on his or her own, and that decision turns out to be the final one.

However, for all Academic Dishonesty offenses, faculty must file a Student Conduct Academic

Dishonesty Report with the appropriate Academic Dean and the Office of the Provost, indicating whether it is a matter for further investigation or not by indicating one of the following on the form:

- Report to Dean and Provost only; complaint requires no further action
- Request for further action and investigation to be taken by the Dean and/or Office of the Provost

Therefore, the Office of the Provost will maintain records of all reported incidents. The Provost will determine whether the student in question has on file any previous cases of academic dishonesty and impose any sanctions that may be warranted. If deemed necessary, a student's record of previous offenses may be shared with faculty at the discretion of the Provost.

The Academic Integrity and Standards committee will regularly review reports submitted by the faculty. For serious offenses and repeat offenses the committee may recommend further action. If a faculty member decides that no additional action is required from the Provost, the form will remain on file while the student is enrolled at the College. On the other hand, if the faculty member requests that further action and investigation be taken, then the Provost may review possible sanctions by:

- Meeting with the faculty member making the request
- Meeting with the student being charged
- Meeting with the Dean of the appropriate School
- Meeting with the Academic Integrity and Standards Committee

Sanctions

Sanctions for specific violations of the College's Academic Integrity Policy will be discussed with the relevant instructor, the Dean, and the Academic Integrity and Standards Committee if necessary. In the case of repeat offenses, students must meet with the relevant Dean. Violations fall into two categories, Level One and Level Two, as defined below.

Level One Violations

Level One violations are less serious examples of academic integrity. These may often be attributable to a student's academic inexperience or lack of understanding of the specific details regarding academic integrity. Such violations are often accidental or are less intentional than Level Two versions.

Level One violations may often occur on a minor assignment or quiz, something that contributes to a small percentage of the total course work. Below are a few common examples of violations that might be considered as Level One:

- Improper citation due to lack of awareness regarding academic citation
- A small occurrence of plagiarism

- Cheating on a quiz or minor test
- Unauthorized collaboration on a homework assignment
- Making up a reference source for a minor assignment
- Falsifying or creating a small number of data points on a lab exercise
- Falsifying the signature of another student for an attendance sheet

Note: an alleged second Level One violation may be treated as an alleged Level Two violation.

Sanctions for Level One violations may include, but are not limited to, one or more of the following at the discretion of the faculty member, Dean, or Provost:

- No penalty
- Required participation in a workshop on academic integrity at the Center for Academic Excellence or Lougheed Library
- An assigned paper or project related to academic integrity
- A make-up assignment at the discretion of the faculty member
- A grade of no credit for the original assignment
- A failing grade on the assignment
- A failing grade for the course

Level Two Violations

Level Two offenses are very serious violations of our academic integrity policy that involve a significant portion of course work relative to Level One violations. Level Two violations are typically deliberate, and the intent to violate the policy is clearer in the way in which the offense is manifested. Below are some examples of violations that can be considered as Level Two:

- Numerous repeated Level One violations
- Substantial evidence of plagiarism on a major assignment
- Clearly evident copying or use of unauthorized materials, devices, or clear evidence of collaboration on a major exam
- Having someone take an examination in a student's place
- Having someone perform coursework for an online or hybrid class.
- Creating false evidence or data or any other source material for a major assignment or project
- Facilitating the dishonesty of another student on a major exam or assignment
- Intentionally destroying or altering another student's work.
- Knowingly violating research ethics

Sanctions for Level Two violations may include, but are not limited to, one or more of the following:

- A failing grade for the course
- Disqualification from Honors Societies
- Dismissal from a departmental or school honors program
- Denial of access to internships or research opportunities
- Removal of fellowship or assistantship support
- Disciplinary probation
- Suspension for one or more semesters

These recommendations for sanctions at each level are intended as guidelines for the College community. For both Level One and Level Two violations, the sanction imposed should ideally be proportional to the nature of the violation committed. Prior to assigning a penalty to the student, the faculty member may wish to meet with his or her Dean and, if necessary, the Provost to determine an appropriate penalty for the student. If a Level Two offense is particularly egregious, the Provost will refer the case to the Academic Integrity and Standards Committee (AISC), which will determine the appropriate penalty.

Pending the resolution of the case, should it be necessary to report a grade, the faculty member will record an Incomplete for the student as a final grade for the relevant course. No final grade in the course will be reported for the student until a final decision has been rendered. After any resolution to the case, the AISC will consult with the faculty member regarding the appropriate grade to be granted.

Appealing a Determination of Academic Dishonesty

Appealing a First Offense

A student accused of his or her first violation of the Academic Integrity Policy, and who receives a penalty from the faculty member, may appeal the decision to the faculty member and then to the Dean of the relevant School. Once the faculty member notifies the student of the violation, the student shall have ten (10) business days to submit an appeal in writing to the Dean with a clear explanation of his or her response to the charge.

Appealing when there are Repeat Offenses

A student accused of multiple infractions of the Academic Integrity Policy, and who receives a penalty from the AISC, may appeal the decision to the President of the College. Upon official notification of a decision by the AISC, the student shall have five (5) business days to submit an appeal in writing to the President. Appeals at this level must be based on one or more of the following grounds:

- New evidence is available which was not reasonably available at or before the time of the student's last presentation to the AISC.
- A procedural error occurred which can be shown to have had a detrimental effect on the decision of the AISC.

- The decision of the AISC is clearly in error when viewed in light of the information presented to the AISC or the decision imposes inappropriate sanction(s) having no reasonable relationship to the offense(s) committed.

In arriving at a decision, the President will meet with the student in question, the Provost and Vice President for Academic Affairs, and, if appropriate, the Vice President for Student Development. The President shall notify the student of her decision within five (5) business days of the last meeting, unless special circumstances make that impracticable.

Note: The President of the College shall notify the Provost of appeals that originate through the President's office.

Disruptive Student Policy

In Academic Classrooms and Faculty Offices, St. Thomas Aquinas College expects that each student will behave lawfully, maturely, and responsibly and that his/her behavior will not be detrimental to the orderly conduct of the College's function as an educational institution. Students are prohibited from engaging in disruptive behavior in classes and faculty offices.

Disruptive behavior includes verbal and/or physical conduct which tends to interrupt to the extent of stopping or preventing the normal continuance of a class or of a meeting in a faculty member's office.

In the event that a student engages in disruptive behavior in a class or a faculty member's office, the College may require the student to leave the site of the incident, impose conditions upon the student's resumption of ordinary relations with the faculty member of class, and/or take such other appropriate action as may be warranted in the discretion of the College. Other College procedures and directives may apply to related topics, such as disruptive behavior outside of classrooms and faculty offices and disciplinary action that may result from occurrences of disruptive behavior.

1. First occurrence of disruptive behavior by a student

- a. The faculty member should direct that the student leave the classroom or office immediately, and that the student should meet with the relevant Academic Dean before returning to the faculty member's class or office.
- b. If the student complies in leaving the classroom or office, the Dean should specify in writing the conditions under which the student may resume normal relations with the class or faculty member.
- c. If the student does not comply with the directive to leave the classroom or office, the faculty member should immediately contact the Office of Campus Safety and ask that members of the Campus Safety staff escort the student from the classroom or office.
- d. The faculty member should inform, in writing, their Dean, the Provost & Vice President for Academic Affairs, and the Vice President and Dean for Student Development of the event and briefly describe what happened.

2. Second or Subsequent Occurrences of Disruptive Behavior by a Student

- a. In the event of disruptive behavior that is repeated after the initial report of such behavior, the faculty member should immediately contact the Office of Campus Safety and ask that a member of the Campus Safety staff escort the student from the classroom or office.
 - b. The faculty member should inform, in writing, their Dean, the Provost & Vice President for Academic Affairs, and the Vice President and Dean for Student Development of the event and briefly describe what happened.
3. **Instances Where the Assistance of Members of the Campus Safety Staff is required to remove a Student.**
- a. In incidents where the faculty member judges that a direct request to the disruptive student to leave the classroom or office would be futile or inappropriate under the circumstances, or if such a direct request is not respected, a more direct intervention may be appropriate. In any instance of disruptive behavior resulting in a required departure or removal from a classroom or faculty office through the assistance of members of the Campus Safety staff, the concerned student shall meet with the Provost and Vice President for Academic Affairs and the Vice President and Dean for Student Development prior to the student's next attendance of the concerned class or meeting with the concerned faculty member.
 - b. This meeting shall afford the student an opportunity to present the student's explanation of the events leading to the required departure or removal and shall provide the Provost and Vice President for Academic Affairs and Vice President and Dean for Student Development an opportunity to gather more information regarding the incident.
 - c. The condition under which the student may resume normal relations with the concerned class or faculty member will be determined by the Vice President and Dean for Student Development and the Provost and Vice President for Academic Affairs in consultation.

OTHER ACADEMIC POLICIES

Attendance Policy

The College's policy regarding student attendance is clear and straightforward: regular and on-time attendance at all classes is required for all students. Responsibility for attendance rests with the student. Instructors may develop their own attendance policies, which must be adhered to by all students in that class. Additionally, instructors may specify particular academic penalties for infractions of the attendance policy. Students who are absent because of religious beliefs will be given an opportunity to make up any missed examinations or work requirements if they request it at least two weeks prior to the absence.

Auditing Courses

Students may audit courses. Students who audit courses receive neither credit nor quality points for the course. Audited courses do not satisfy degree requirements, nor are they counted in determining total student course load credit. The Registrar has additional information about auditing.

College Level Examination Program

The College Level Examination Program is designed to award college credit to students who have acquired academic knowledge outside the traditional classroom situation. Students who have been accepted for matriculation in a degree program at St. Thomas Aquinas College may be awarded:

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

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

Commencement

The Annual Commencement is a celebration of the achievement of an academic milestone – a college degree – and an event designed to launch students into beginning the next phase of their lives. Accordingly, we expect students to have completed their degree programs by that date.

However, students within 6-8 credits of earning the degree may participate in the May Commencement with proof of registration for these remaining credits in the summer immediately following Commencement. In special circumstances, and with permission of the Registrar and Provost, students who are unable to complete those credits in the summer may participate in the May Commencement. Students must provide proof of registration documenting that all remaining classes will be completed by the end of the Fall semester immediately following Commencement. For both of these exception categories, students must provide documentation of their registrations by the Friday three weeks before Commencement.

Commencement Honors

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

Academic Awards

Latin Honors

Latin honors are awarded to Baccalaureate degree recipients who have achieved a high cumulative Grade Point Average and completed the College's minimum number of credits earned at the College. Latin Honors are awarded to students who meet these criteria by the time of their graduation:

- Students must have earned a minimum of 60 credits at St. Thomas Aquinas College.
- Students who have transferred into St. Thomas Aquinas College and have earned fewer than 60 credits at the College are not eligible for Latin Honors.
- Students cannot have received any grade lower than a C.
- Students' cumulative Grade Point Average must meet the following minimums:

Summa Cum Laude: 3.80; Magna Cum Laude: 3.65; Cum Laude: 3.50.

The Francis Cardinal Spellman Award

Presented annually at Commencement, the Francis Cardinal Spellman Award is given to the two graduating seniors (one transfer student and one a four-year matriculated student) with the highest Grade Point Averages of their class. In the event of a tie, the student with the highest number of credits earned at the College will be given the award. These students will also be invited to deliver the Valedictorian and Salutatorian addresses at the ceremony.

The Sister Regina Rosaire Dolan Award

Presented annually at Commencement, the Sister Regina Rosaire Dolan Award is given to the graduate student in the M.S. Ed. program in the School of Education with the highest Grade Point Average of the class.

Service Awards

Silver and Gold Key Awards

These are presented to students who have demonstrated commitment to the College through their leadership and consistent service contributions.

The Terence Cardinal Cooke Award

Presented annually at Commencement, the Terence Cardinal Cooke Award is given to an undergraduate student who has demonstrated outstanding and meritorious service to the College.

The Cindy Hsu Mental Health Champions Award

This award, initiated by and honoring the work of the journalist Cindy Hsu, is presented to students who have distinguished themselves by their commitment to mitigating and resolving a range of mental health issues faced by all members of the College community.

Courses Taken at Other Colleges

Once students have transferred into the College – that is, have been accepted in a program of study that leads to a specific degree – the remainder of the courses required by their program of study must be taken at St. Thomas Aquinas College. Students who did not transfer into the College, however, may receive permission to take a maximum of six (6) credits off campus at an accredited college. Prior approval is required to ensure that the courses successfully completed off campus will apply to the student's course of study. Further information and application forms are available through the Office of Student Success. Credit for the course will be accepted for transfer into the College only if the grade is a "C" or better.

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

Faculty Advisors

Every student is assigned a faculty advisor by the Office of Academic Support Services. Faculty

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

- Students on academic probation are required to meet with the Office of Student Success and/or the Provost, and are strongly encouraged to meet regularly with their advisor.

Honors Convocation

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

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

Leave of Absence

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

Military Leave of Absence

Students on military leave who receive orders for active duty or deployment will receive "W" (Withdrawal) grades for the term. The student must present a copy of their military orders to the Veterans Certifying Official. Depending on when the student withdraws during the term, tuition, fees, and financial aid including veteran's benefits may be adjusted. If a student receives military orders, Faculty may decide, within their discretion, to submit final grades. In such cases, the student has the option not to withdraw from those classes in which the student and faculty have come to an agreement. Should faculty assign incomplete grades instead, the student must follow the incomplete clearance plan between the student and faculty. The STAC incomplete grade policy remains in effect. Failure to complete the assigned work, test, papers, etc. within the faculty's deadline or the published last date to submit an incomplete grade will result in an "F"-failure grade. Annual Training (AT) or other normal training orders are not considered mobilization or active duty orders. Students should make a formal request to postpone their orders until the end of the term. Since MMC does not have an excused absence policy, the student will need to follow the military leave policy as stated above.

New Student Convocation

Each year, in the first week of the Fall semester, members of the College community welcome the incoming class with a ceremony in Sacred Heart Chapel. Following the event, the students are invited to the Romano Center for a reception to meet the faculty and staff that will support them during their time as students at the College.

Registration

All matriculated students must register during regular pre-registration periods or open registration. Non-matriculated students may only register during open registration. Registration for incoming freshmen is overseen by the Office of Student Success during Summer Registration Fairs. Within their first semester, students are assigned advisors who must approve all subsequent registrations. Registration may be rescinded at the discretion of the College if financial obligations are not met, or if a student is not in good academic standing. Note the following:

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

Sex Discrimination and Sexual Misconduct

The College seeks to maintain a safe learning, living and working environment. In furtherance of our Mission, and in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by the Violence Against Women Act of 2013 (“VAWA”), Title VII of the Civil Rights Act of 1964 (“Title VII”), Article 129-B of the New York State Education Law (“Article 129-B”), the New York State Human Rights Laws (“NYSHRL”), and all other applicable law, the College is committed to maintaining a community free from all forms of sex discrimination and sexual misconduct. In accordance with Title IX, the College does not discriminate on the basis of sex and prohibits dating violence, domestic violence, sexual assault, sex discrimination, sex-based harassment, sexual exploitation, sexual harassment, stalking, and retaliation (collectively “prohibited conduct”) in its educational programs or activities that it operates, including admissions and employment.

The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education (“DOE”). Campus crime statistics generally may be viewed at the DOE’s web site at:

www2.ed.gov/admins/lead/safety/crime/criminaloffenses/index.html – and statistics for STAC may be obtained from the Title IX Coordinator identified below.

Any inquiries about the application of Title IX and related issues of sex discrimination, may be referred to the College’s Title IX Coordinator, the U.S. Department of Education’s Assistant Secretary for Civil Rights, or both.

Norman Huling
St. Thomas Aquinas College
Title IX Coordinator
125 Route 340
Sparkill, NY 10976
Romano Student Alumni Center
Telephone: (845)398-4068
Email: nhuling@stac.edu

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Telephone: 1-800-421-3481
Fax: 202-453-6012
TDD: 1-800-877-8339
Email: OCR@ed.gov

The College has established this Sex Discrimination and Sexual Misconduct Policy (the “Policy”) to promptly and equitably address allegations of all forms of sex/gender-based discrimination and harassment, sexual misconduct and retaliation. This Policy: (i) defines prohibited conduct; (ii) sets forth available resources and reporting options; (iii) describes the College’s processes for responding to complaints, as defined herein; and (iv) describes programs implemented by the College to educate and increase awareness among the College community, including steps to ensure that sex discrimination does not continue or recur within the College’s education program or activity.

Student Identity Verification

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

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

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

All student accounts and registration information are created and maintained in our STAC Student Information System, Banner. Student information and registration information is maintained by the registrar’s office, and students have self-service access to register for classes via Banner Self Service. Student access to Banner Self-service and the our learning management System (LMS) CANVAS is managed via a unique user-id, password and Multi-factor authentication passcode via the STAC Single Sign-On(SSO) portal.

Active Students are provided with an SSO ID and asked to complete the First-Time User setup process which verifies the user identification and establishes additional security protections

including security questions and Multi-Factor Authentication (MFA) Passcodes. These protections ensure user identification and authorized application access to Canvas and other student specific systems (e.g. Banner Self-Service). In addition, these security features enforce regular password updates and required strength.

Any time a user logs in with a new device, they will be required to enter the additional MFA passcode to ensure proper authorization. SSO ensures that all new login attempts have been done through authorized devices (PC, Laptops, Phones) in order to verify the student's identity in the class. In addition, all correspondence is linked to the students @stac.edu account, which neither the student nor instructor can change. In addition, student @stac.edu email accounts are protected via Google Account authorization which is a separate ID and PW.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against College policy for a user to give someone his or her password or to allow others to use his or her account. St. Thomas Aquinas College uses Canvas as its learning management system. The Canvas system integrates with University authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of the College's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

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

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

Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, no one outside St. Thomas Aquinas College shall have access to, nor will the College disclose, any information (other than "Directory Information") from students' records without the written consent of students, except to appropriate personnel within the College, to officials of other institutions to which students apply, to persons or organizations providing students with financial aid, to accrediting agencies involved in their accreditation process, to persons in compliance with a judicial order, to parents of dependent students, and to persons in an emergency to protect the health or safety of students or other persons.

Standard "Directory Information" is not protected under the provisions of the Privacy Act. The

College, however, will honor student requests (in writing) to withhold any or all of the "Directory Information," which includes such things as, name, address, email address, honors achieved in the curricular life of the college, individually identifiable photograph, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. For further clarification students should consult the Registrar.

Withdrawal from a Course

Students who wish to withdraw from a course must do so by the date indicated on the academic calendar (available on the Registrar's webpage). See the Registrar for more information.

Withdrawal from the College

A student who leaves the College during any semester or special session must complete a [Withdrawal](#) Form. Students who return after one full year must reapply and may be subject to current curriculum requirements.

Academic Services and Opportunities for Students

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

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

Advising

The Office of Student Success also provides a range of services related to advising and the curriculum. Among these are:

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

Special Opportunities for Students

Study Abroad

The College offers exchange programs with other institutions, such as St. John's University which

offers overseas programs for college credit in France, Spain, Ireland, Hungary, Japan and Italy. The Study Abroad Program is coordinated through the Career Services Office.

Summer Session

The Summer Session includes a varied program of studies over three accelerated semesters and is open to students who wish to accelerate their regular programs of studies. The summer session is also open to all students from other colleges or universities; for teachers working toward certification; and for those persons interested in taking college courses for personal satisfaction.

Winter Session

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

Off-Campus Courses

The College coordinates a number of off-campus programs at regional high schools. These courses are open to qualified high school students with permission of the high school principal.

Academic Honors Societies

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

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

Alpha Mu Alpha. Since its inception in 1937, the American Marketing Association (AMA) has remained committed to the advancement of excellence in the field of marketing. Alpha Mu Alpha is the national marketing honor society for qualified undergraduate, graduate and doctoral marketing students.

Alpha Phi Sigma is the national criminal justice honor society and is dedicated to the recognition of scholarly achievement in the field of criminal justice. The society is a member of the National Association of College Honor Societies and is officially designated as the national honor society by the Academy of Criminal Justice Sciences. Alpha Phi Sigma rewards academic excellence among students pursuing undergraduate and graduate studies. Members are selected from criminal justice majors who earn a 3.2 average in their criminal justice classes and their coursework overall; who have at least sophomore status; and who have completed at least four courses in their major. Membership is by faculty recommendation.

Alpha Sigma Lambda is the national honor fraternity for students in continuing higher education.

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

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

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

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

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

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

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

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

Sigma Tau Delta is the International English Honor Society formed in 1924. Sigma Tau Delta's

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

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

SALUTE Veterans Honor Society is the first national honor society for student military and veterans. SALUTE recognizes the academic success of our student veterans. SALUTE is an acronym of the foundation blocks and core-values of the honor society, and is the basis for success; Service, Academics, Leadership, Unity, Tribute, Excellence. Established at the College in 2020.

Academic Programs

SCHOOL OF ARTS AND SOCIAL SCIENCES

Dr. Heath Bowen, Dean

Dr. Stacy Sewell, Assistant Dean

APPLIED HUMANITIES

New ethical challenges confront us daily, from AI to global warming to biomedicine. STAC's Applied Humanities (AH) program thus inspires the need for moral leadership -- those who lead with humanity and strive to create more value for society. In this program, students will think critically and creatively about human dynamics and concerns, past and present, and gain an appreciation for diversity, inclusion, and empathy. Through philosophical reflection and examining diverse forms of cultural, literary, and artistic expression, students will leave STAC with a purpose, the pursuit of a good and well-lived life, and devotion to transforming modern society. Through applied and experiential learning opportunities, students will be in the position to put humanities into practice. In embracing ethical leadership, students examine the values of historical and celebrated leaders and how they align with their values and moral commitments in contemporary society. Finally, students will develop individualized pathways toward future careers.

ART

(See Visual Communication in Art below)

ART EDUCATION (K-12)

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

Through their Art courses, students develop skills through experience in various media leading to an understanding of the practice of art and artistic expression as it exists in a personal, social, cultural, and multicultural context. Through specific education and art education courses students learn the nature of human development, and the theory and practice of both education in general as well as art education. This studio based hands-on approach prepares students as artists while they become involved in the "art" of teaching art.

ART THERAPY

The Art Therapy program introduces students to a human service profession that focuses on the use of art as an alternative means of expression. Students learn how art therapists use their skills as artists and clinicians to guide the individual in creative exploration and expression. Through the creative process, there can be a sense of release, freedom, self-

awareness, and personal growth. Lectures, field experience, and experiential projects help the students understand the effectiveness of the profession with diverse populations, techniques.

COMMUNICATION ARTS

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

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

Note: This program will be phased out in May 2028, to be replaced by Communication, Media, and Design.

COMMUNICATION, MEDIA & DESIGN

The Communication, Media & Design program aims to equip students with the skills and experience needed for successful careers in professional communication. It emphasizes fundamental oral and written skills while offering exposure to traditional and new media, legal and ethical issues, and practical applications. The program includes four concentrations: Social and Interactive Media, which focuses on new media for communication and marketing; TV & Digital Media, which covers writing, producing, and editing content for broadcast platforms; Graphic Design, which specializes in visual design for print and digital media; and General, where students can take a mix of classes across areas to hone their interests.

CREATIVE WRITING

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

Creative Writing students can also have a front seat at readings by professional writers who appear at our Writers @ Work series. In addition, these writers typically sit in on creative writing seminars with undergraduates, offering students an unparalleled opportunity to work one-on-one with famous, even Pulitzer-prize winning writers. Students will also get a chance to work on our literary journal, *Voyager*, a completely student-run publication.

Note: This program will be phased out in May 2028, to be replaced by a concentration in the

English Major.

CRIMINAL JUSTICE

The criminal justice program enables the student to grow as an informed citizen of a democracy which is concerned about maintaining and preserving individual freedom and justice and dealing with the problem of crime and its control in a free society. The program prepares students for careers in law, law enforcement, government, prevention of crime, and rehabilitation. Practicums offer experience in diversified placements: federal and state government agencies, law enforcement settings, rehabilitation and social welfare centers, law firms, etc. Criminal Justice is a true multidisciplinary field of study. It is informed by the study of law, sociology, political science, history, psychology, economics, geography, political and social philosophy, and the natural sciences. Criminal justice is thus quite broad and encompasses diverse content and methods. The criminal justice major requires students to complete a broad array of courses in criminal justice and criminology, including contemporary problems and topics as well as offerings in comparative criminal justice and global issues; the social sciences; and research methods.

ENGLISH/ENGLISH with GRADES 7-12 CERTIFICATION

The program of studies in English offers courses which address the development of literature in England and in the United States. Reading literature produced over a span of time and in different cultures offers an appreciation of the creative imagination and a deeper understanding of the human condition. All English courses enhance the development of vitally important analytical and critical skills in reading and writing. Our accomplished faculty will interact with you through one-on-one conferences, small classes, and individual attention to develop your writing. Students can also receive teacher certification for grades 7-12 in our Adolescence Education program.

HISTORY

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

LIBERAL ARTS AND SCIENCES

A degree in the liberal arts and sciences is appealing to employers who are looking for a generalist: someone who has the proven ability to think about different topics and has not been trained to work in only one mindset. Any professional needs to understand the world and society in order to be a contributing citizen. The liberal arts add to your quality of life by

fostering an ongoing investigation of your own environment and the global and historical cultures that complement and conflict with it.

Note: This program will be phased out in May 2028, to be replaced by Applied Humanities.

PHILOSOPHY AND RELIGIOUS STUDIES

Do objective truths exist? If they do, can we discover them? Or is all human knowledge subjective? What does it mean to be human, and how can humans be ethical? How do we know what behaviors are ethical and which are immoral? Is morality merely a human invention? What is the best way to organize society? Is democracy the best political system, or is it a big mistake?

Philosophers have provided a wide variety of answers to these sorts of questions for thousands of years. The academic study of philosophy both introduces students to the history of philosophy and trains students to come up with their own sophisticated and logical answers to these questions.

The major offers several focused tracks and specializations:

Philosophy Specialization

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

Pre Law Specialization

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

PSYCHOLOGY

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

SOCIAL POLICY AND CIVIC ENGAGEMENT

The Social Policy and Civic Engagement (SPCE) major blends expertise from various disciplines to help students develop the skills needed for work and graduate studies in policy analysis, public service, and community engagement. As an interdisciplinary major, STAC professors throughout the School of Arts and Social Sciences contribute to the major's structure and curriculum.

In keeping with the ethos of “public sociology,” this major cultivates in students the critical thinking skills needed to examine, question, and dissect social inequalities, while also exploring the possibilities for positive social change through politics, grassroots organizing, and community engagement. Not simply addressing theoretical questions, this major has a clear focus on applied and on-the-ground solutions, presented from the perspective of a wide range of disciplines, including sociology, economics, history, statistics, and political science.

Students must supplement their classwork with experientially oriented projects. These practical components of the major will provide opportunities for students to develop career-related skills, network and build connections for their post-college career, work in diverse settings, and participate in community change work.

SOCIAL SCIENCES/SOCIAL SCIENCES with GRADES 7-12 CERTIFICATION

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

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

The goal of the Social Sciences major is to expose students to a range of issues central to collective life in modern, industrialized societies and to the key analytical frameworks for understanding those issues. Students in this major will be challenged to think critically about their participation in contemporary social systems and institutions and to see these phenomena in historical perspective.

Students will be exposed to perspectives in sociology, history, psychology, economics, and criminology through the major’s core requirements. Students are encouraged to pursue these areas of thought more deeply through their free electives. For teacher certification programs in Social Sciences, Grades 1-6 and 7-12, see the School of Education section.

SPANISH/SPANISH WITH GRADES 7-12 CERTIFICATION

The Spanish program prepares students to communicate orally and in writing in Spanish while offering them a multicultural awareness consonant with the mission of the college. Spanish majors study in depth the literature, history, and culture of Spain and Spanish America. Graduates with a B.A. can pursue postgraduate work in the Humanities or Social Sciences, and they are prepared for diverse fields where good writing and general communication skills, and knowledge of history and culture are paramount. Among the careers they might enter are law, translation, and trade and finance, as well as secondary

education.

For a career in education, STAC offers a teacher certification program for students who wish to teach Spanish in grades 7-12 and a concentration in Spanish for those preparing to teach in primary/elementary school programs. For the teacher certification programs in Spanish Grades 1-6 and 7-12, see the School of Education section.

THERAPEUTIC RECREATION

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

VISUAL COMMUNICATION IN ART

STAC's Visual Art program is founded on the belief that art is integral to all forms of contemporary communication. Students take foundational courses in drawing, painting, sculpture, photography, digital media, art history and printmaking, as well as electives based on students' personal or career interests. A Visual Art degree prepares students for careers in community center programs, museums, art galleries, schools, art therapy settings, fashion, merchandising, film and TV, and advertising. Your degree will also position you well for graduate study in visual arts and related fields. Internships with approved arts organizations are available and encouraged so students can gain hands-on experience and add to their portfolio and resume.

VISUAL COMMUNICATION IN GRAPHIC DESIGN

Through lectures, studio work, computer training and internships, Graphic Design majors learn to organize information and ideas into clear, compelling visual communications as they train for a career that increasingly combines technology with the creative process. Visiting industry professionals and a state-of-the-art digital lab help students prepare for entry into fields that include print and web communications, packaging, publication, and multimedia.

Note: This program will be phased out in May 2028, to be replaced by a concentration in Communication, Media, and Design.

MINORS IN THE SCHOOL OF ARTS AND SOCIAL SCIENCES

Art Therapy Minor

Required courses: ART 202, ART 204, ART 205, ART 219, ART 229, ART 309, ART

325. The following courses are recommended: PSYC 103, PSYC 206, PSYC 301 and PSYC 306.

Communication Arts/General Minor Required courses: (2) CA 210, 220

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

Communication Arts/Journalism Minor Required courses: (3) CA 210, 220, 326.

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

Criminal Justice Minor

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

Forensic Psychology Minor

Required courses: PSYC 103, CJ/PSYC 230, CJ 101, and CJ 201. One course selected from the following: CJ 312 or CJ 315. One course selected from the following: CJ/PSYC 314, PSYC 301, PSYC 302, PSYC 307, or CJ/PSYC 326. Students are encouraged to take FS 101 as their Scientific Reasoning requirement in the General Education Program.

History Minor

Required Courses: HIST 101 or 102; HIST 121 or 122; HIST 225; One course each of the following: American History 300/400 level; European History 300/400 level; Global History 300/400 level; HIST 420.

Human Rights and Social Justice Minor

This minor examines issues of human rights and social justice from an interdisciplinary perspective. Topics include, but are not limited to, societal problems of discrimination, poverty, education, immigration, genocide, and crimes against humanity. The minor aims to help prepare students for advanced study in affiliated disciplines or in careers that incorporate human rights and social justice advocacy, including journalism, filmmaking, law, teaching, policy analysis, or service in government or nongovernmental entities.

Required courses (3 credits): Required courses: SOC 101 and two (2) courses selected from 200 level courses in sociology. Electives: Three courses selected from an approved list of upper-level sociology offerings or pre-approved by the Department and the Dean of the School Arts and Social Sciences.

Latina/o/x Studies

Latina/o/x Studies is a growing and popular field across colleges and universities, enabling students to develop a solid background in the complex history, literature, music, film, and intellectual traditions of Latin American communities in the United States. The Latina/o/x Studies minor at STAC examines the history, cultures, and intellectual traditions of Latin American communities in the United States.

Performing Arts Minor

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

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

Psychology Minor

Required courses: PSYC 103. One course selected from the following: PSYC 206, PSYC 208, or PSYC 316. One course selected from the following: PSYC 211, PSYC 220, PSYC 302, PSYC 311, PSYC 313, or PSYC 340. One course selected from the following: PSYC 301, PSYC 306, PSYC 307, PSYC 315, or PSYC 334. One course selected from the following: PSYC 205, PSYC 214, PSYC 215, PSYC 222, PSYC 230, PSYC 318, PSYC 325, PSYC 326, or PSYC 327. One course selected from any of the above or any other PSYC course. At least three courses must be at the 300/400 level.

See also Forensic Psychology Minor above.

Religious Studies Minor

Required courses RELS 101 or RELS 102; RELS 221. Electives: Four courses in Religious Studies

Social Media Minor

This minor prepares students to work in the new media environment. Courses focus on the specific functions and utility of various social media applications as well as the new technologies associated with social media. Additionally, this minor exposes students to the fundamental principles of developing content for a range of social media platforms, as well as the additional skills of computer and web design. Required courses: CA 240, 213. One course selected from: MKTG/CA 340, MKTG 330. Two courses selected from: 221, 220, 230, 315, 330. One course selected from: ART 231, 227, 335, CS 485.

Sociology Minor

The Sociology minor allows students majoring in other subjects to explore the relationship between core issues in contemporary society and their major area of study. Required courses: SOC 101, Two (2) courses selected from 200 level courses in sociology.

Three (3) courses selected from: SOC 300, SOC 307, CJ 315, SOC 404, SOC 405, RELS 101 or RELS

215. One course (3 credits) must be a 300-level Sociology course.

Spanish Minor

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

Visual Communications in Art Minor

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

Visual Communications in Graphic Design Minor

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

Writing Minor

The Minor in Writing is designed to expose students to a variety of types of writing, to sharpen their writing skills, and to develop critical faculties. The Writing Minor requires three courses within the English program and supplements them with courses from Communication Arts, each introducing students to writing in other professional contexts. Required Courses: ENG 208, ENG 309, ENG 311, ENG 312. Select two courses from the following: CA 209, CA 210, CA 213, CA 310, CA 326.

COURSE DESCRIPTIONS FOR THE SCHOOL OF ARTS AND SOCIAL SCIENCES

All courses listed below are 3 credits unless otherwise noted.

Applied Humanities Courses

AH 201: Introduction to Applied Humanities

Humanities explores the human condition, including our relationships and cultural values, to deepen self-understanding and empathy. Applied Humanities takes these insights and applies them practically for personal and societal improvement.

This course will introduce you to applied humanities, preparing you to integrate these concepts into your daily life and career. You will explore philosophy, history, literature, and creative arts, engage with political, cultural, and social ideas, and develop research methods to address real-world issues. The course includes an Applied Project assignment where you'll design a project to meet a client or community's needs.

AH 410: Applied Humanities Capstone

In this course, students will design and deliver a “capstone” project that applies humanities-based methodologies to a practical problem or issue in the real world. Completion of the project and accompanying reflective essay will involve careful analysis of the focal issue’s

historical, ethical, and cultural aspects, requiring students to synthesize the knowledge they have mastered in completing the Applied Humanities degree. The course will culminate with students publicly presenting their projects with posters, lightning talks, or other formats approved by their advisor and the Capstone Committee.

AH 412: Internship/Experiential Learning Requirement

The Applied Humanities internship/experiential learning requirement offers students a hands-on experience in integrating humanities disciplines with real-world applications. Participants will engage in projects that emphasize critical thinking, creativity, and communication skills while collaborating with various organizations. Through mentorship and practical assignments, students will develop valuable insights into how humanities can address contemporary societal challenges.

Art Courses (including courses in Art Education, Visual Art, Visual Communications in Graphic Design, Visual Communications in Media Arts, and Art Therapy)

ART 101: Introduction to Art

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

ART 200: Special Workshops

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

ART 202: Introduction to Painting

This introductory studio course in the tools, materials, and techniques of contemporary painting includes practice in paint manipulation, including color theory, brushwork, and creative problem solving. The history of painting creates a foundation for style and image development. Prerequisites: none.

ART 203: Two-Dimensional Design

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

ART 205: Drawing Skills and Processes

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

ART 210: Photography I

Basic course in black and white still photography. Development of skills in the use of cameras, films, and darkroom procedures. *Breadth and Proficiency category: Literature and Creative Arts*

ART 211: Photography II

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

ART 215: Introduction to Printmaking

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

ART 216: Introduction to Ceramics

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

ART 217: Introduction to Sculpture

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

ART 218: Design Foundations

In this studio course, emphasis is placed on the fundamental principles, theory and elements of graphic design. Through a variety of exercises and projects students will learn the creative process from concept to execution and the vocabulary needed to effectively critique visual communication. Color and its relationship to composition, through harmony and contrast are explored. Illustrator and Photoshop programs used. Prerequisites: none.

ART 219: Art as Therapy

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

ART 227: Digital Studio

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

ART 228: History of Graphic Design

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

ART 229: Techniques and Methods in Therapeutic Art

The therapeutic properties of several artistic mediums and techniques; the populations and stages of development for which each is conducive; and how each material can be used

to facilitate health. Prerequisites: none.

ART 231: Introduction to Digital Design

An introduction to computer-generated design for non-art majors as a tool for visual communication and personal expression. Prerequisites: none.

ART 232: Art History Survey

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

ART 233: Creativity & The Creative Process

In this course, we investigate the personal, intellectual, and theoretical aspects of art-making while also exploring the creative process necessary for developing visual images and objects. Students work in various media to solve conceptual problems. The course introduces students to creative thinking, aspects of representation, expression, and critical method. PREREQUISITES: none

ART 234: Web Design

This course is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. Students develop the necessary technical, theoretical, and design skills to create user-sensitive websites and learn how to develop efficient navigation of a website. PREREQUISITE: ART 227

ART 236: Designing for Failure: Disruptive Technology and Wicked Problems

This course explores the intersection of design, technology, and complex societal issues through the lens of failure. Students will investigate how disruptive technologies have the potential to both exacerbate and help solve wicked problems—complex, multifaceted issues resistant to traditional problem-solving methods. Through case studies, readings, discussions, and hands-on projects, students will critically examine the role of design in addressing societal challenges, embracing failure as a catalyst for innovation and social change.

ART 237: Expressive Typography

Through directed projects, students will explore type design and its practical applications in order to produce expressive and conceptual projects with type. Students will develop an appreciation for the artistry of typographic forms and an in-depth knowledge of typographic terminology. PREREQUISITES: none

ART 239: Buddhist and Hindu Art

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

will be emphasized. *Breadth and Proficiency categories: Literature and Creative Arts or Global Cultures and Languages*

ART 240: Visual Literacy and the Digital Image

This course is an introduction to visual literacy through the history of the photographic image within media culture. Students will develop an informed and critical understanding of visual imagery –as information source, within culture, and as artistic expression. Students will develop critical thinking skills, and will learn the methods of analysis necessary to interpret media content as well as methods of critical writing appropriate to media analysis. Students will examine, interpret, and evaluate photographs both within mass media and captured during the class. Adobe Photoshop will also be used to edit, color correct and alter photos. PREREQUISITE: None

ART 241: Self-Expression Workshop

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

ART 242: Gallery Design & Management

This course focuses on elements of exhibition management and introduces students to the process of planning and implementing exhibitions. Emphasis is loosely divided between academic learning – from readings, research, writing, and class discussion, and hands-on practice assisting in the production of exhibitions and receptions for the Azarian McCullough Art Gallery. Additionally, students gain theoretical and practical experience in event planning, design, marketing, and management. Students can take either or both courses. PREREQUISITE: None

ART 245: Documentary Photography

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

ART 247: Studio Friday Workshop

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

ART 250: Painting New York Environments

This course covers several important art movements located in New York City and the Hudson Valley. It examines ways in which painters have reacted to the changing circumstances in both natural and urban environments, emphasizing the social and political contexts in which the works exist. Prerequisite: none.

ART 261: Gallery Workshop

Using the Azarian-McCullough Art Gallery as venue, students will plan and curate the Spring Student Show. Students in this Workshop will design marketing and educational materials to support the show, arrange installation and deinstallation, organize a reception and provide other support necessary for the success of this annual art exhibition.

Prerequisite: none.

ART 290: Seminar in Art and Design

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

ART 302: Intermediate Painting

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

ART 305: Intermediate Ceramics

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

ART 308: Sculpture II

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

ART 309: Developmental Art Therapy

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

ART 311: Printmaking II

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

ART 316: Brand Development

Through directed projects, students examine principles of marketing, branding, and corporate identity design. Students design consumer labels, logos, letterhead, packages, and other elements of corporate identity design including web presence. Business and contemporary design theories as well as how they relate to relevant social theories are included. PREREQUISITE: ART 227

ART 318: Art Since 1945

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

ART 320: Photojournalism

Explore the dynamic world of photojournalism in this course, where you'll learn to capture compelling stories through images. Delve into the ethical considerations, techniques, and history of visual storytelling, while developing your own photographic style. Through hands-on assignments and critiques, you'll gain the skills needed to create impactful narratives that engage and inform audiences.

ART 323: Creative Direction

This course is designed to give the students a "real world" learning experience. Throughout the semester students will be working in teams to develop a unique design solution for a real client. Students will learn how to develop a creative brief, manage workflow, generate ideas as a team, present to a client professionally, and create a successful design package for a client. PREREQUISITE: ART 227

ART 325: Applications of Art Therapy

The therapeutic use of art with special populations through brief field assignments in various settings. Through observation of a working professional and participation, the student will gain skills in using the therapeutic art experience. Prerequisite: ART 219.

ART 327: Publication Design & Production

The course examines and demonstrates software and techniques used in digital page design for printed media. Basic typography and production processes will be explored. Design problems will be used to explain how to effectively prepare a job from concept through the printing process. Projects will be used to explore traditional and digital printing technology and techniques used in producing a job for press. Prerequisite: ART 227

ART 329: Advanced Typography

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

ART 330: Twentieth-Century Art History

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

ART 331: Drawing for Art & Design

This is a drawing studio course with an emphasis on perceptual and technical drawing skills through the introduction of traditional drawing techniques and materials. Skills in contour, gesture, perspective, and value, as well as elements of composition, line quality, and construction, will be introduced and practiced. Processes that lead to more refined or complex drawings, including contemporary concerns and approaches, will be developed. PREREQUISITES: None

ART 332: Figure Drawing

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

ART 337: Photographic Concepts

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

ART 341: Information Design

Communication of data is a vital characteristic of graphic design. In this course, students will develop an understanding of information design and data visualization. Emphasis will be placed on research, presentation, and advanced software techniques including, but not limited to, Adobe Illustrator, Photoshop, and InDesign. PREREQUISITE: ART 227 or permission of instructor.

ART 345: Digital Media Art

In this course various fields generally grouped together as the 'digital arts' are introduced. This will include digital photo and computer image manipulation, use of still images to build a time-based film and simple video film editing including sound. Project assignments will

concentrate on the acquisition of basic imaging and multimedia skills, and the aesthetics of digital art as an expressive art form. Students have access to video and sound editing programs within the digital imaging lab but must provide their own digital cameras. Prerequisite: ART 227 or ART 231 or ART 240.

ART 346: 3D Design & Packaging

In this course, students will develop and demonstrate an understanding of the materials, processes, creative concepts and studio approaches that impact upon three-dimensional designs. The concept of “sustainable design” is introduced and integrated into a package design project. Valuable case studies are included. While considering the profitability of the product, students are required to design in a way that benefits the global environment.

PREREQUISITE: ART 227

ART 347: Portfolio Preparation

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

ART 350: Art as Social Practice

Using historic and contemporary examples of artistic activism, this course examines how art is employed to raise awareness, build organizations, activate communities, and insight change.

Social theories and artistic strategies, including urban intervention, guerrilla tactics, public art, social sculpture, project-based community practice, interactive media and street performance, are analyzed. Prerequisites: none.

ART 375H: Aesthetic Development Through Design

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

ART 401: Special Projects

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

ART 402: Advanced Painting Portfolio

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

refined.

Prerequisites: ART 302 and ART 203.

CMD 411: Internship for Art and Design

An opportunity to gain first-hand experience in a job-related situation. Prerequisite: Permission of the instructor.

ART 407: Conceptual Drawing Portfolio

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

Prerequisites: ART 205 and ART 331.

ART 409: Web Design II

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

ART 410: Internship in Therapeutic Art

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

ART 411: Internship in Fine Art

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

ART 413: Printmaking II

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

CMD 420: Capstone (for CA Majors)

Required of all Communication Arts majors, and taken generally in the junior or senior year, this course is intended as a culmination experience, in tandem with CA410 or 411, the Communication Arts Internship. A central theme of the course will be exposure to, and interaction with, professional communicators in guest lecture and seminar formats. As often as possible, the course will promote student participation in, or interaction with,

trade and professional organizations. Students will conduct thorough research on current communication topic. They will write a comprehensive research paper and present their findings in a formal presentation. PREREQUISITES: CA220 and at least 30 credits in Communication Arts

ART 430: Art Therapy Seminar

Designed to be taken in tandem with ART 410, providing students supervision and research

training for entry into the professional arena. Topics include the development of professional portfolios and the application of research to professional forms of conduct and tasks within a clinical setting.

ART 450: Portfolio in Art

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

Course Archive

These courses are no longer regularly offered:

ART 201: Creative Experiences for Non-Art Majors

ART 212: Creative Textiles

ART 213-214: Jewelry Making I & II

ART 221: Engineering Design

ART 225: Nineteenth Century European Art

ART 305: Ceramic Workshop II

ART 308: Sculpture Workshop II

ART 313: Puppet Making

ART 314: Ceramic Technology

ART 315: Watercolor

ART 317 American Art

ART 340: Editorial Design

ART 405: Non-Western Art

Communication Arts Courses

Please note that effective September 2028, the Communication Arts degree program will be phased out and will become a program leading to a degree in Communication, Media, and Design. Courses for this new program are listed in the section titled "Communication, Media, and Design" and include courses from Art, Communication Arts, and Graphic Design.

CA 101: Speech Communication

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

emphasized.

CA 115: Introduction to Acting and Stage Direction

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

CA 150: Broadcast Workshop (credit varies)

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

CA 160: Journalism Workshop (credit varies)

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

CA 170: Yearbook Workshop (credit varies)

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

CA 199: Theater Workshop (1 credit)

Provides performing arts students the opportunity for hands-on learning associated with aspects of theater production with the Laetare Players, the St. Thomas Aquinas College theater company. Students may choose one area of production on which to base their Workshop during any given semester. Areas may include performing a major role, set construction, costume design, lighting design, sound design, box office/marketing and others.

CA 200: Special Studies in Communications

Offered occasionally. Topics vary with each offering.

CA 201: Oral Interpretation of Literature

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

CA 204: Studies In Culture

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

CA 205: TV & Digital Hosting

This course allows students to develop better oral communication skills for on-air broadcasts in television and digital media. Students will improve skills in front of the camera while learning about messaging and branding over various platforms in order to produce usable content intended for television and digital media. This includes broadcast news, sports, podcasts, social media platforms and more. There will be critical evaluation of audio and video performances. PREREQUISITES: NONE

CA 207: Writing for Broadcast Media

This course is an introduction to scriptwriting in various forms and styles of the mass media including T.V., radio, and film. Students explore writing a variety of media scripts. Classes consist of reading, writing, and analyzing various forms of media writing. PREREQUISITES: NONE

CA 209: Communicating in Professional Environments

This course will assist students in learning the skills to bridge the gap between academic and professional settings and then effectively communicate within any professional context. Students will explore written, verbal, and nonverbal strategies for interacting with customers, clients, employees, coworkers, investors, and more. Topics will include business writing, content creation, the job search, and professional presentations. PREREQUISITE: WRITING 102

CA 213: Media Strategies for Public Relations

This course provides students with a fundamental understanding of the principles, theories, and practices of public relations (PR). Through a combination of theoretical concepts and practical applications, students will explore the role of PR in shaping public perception, managing organizational reputation, and fostering mutually beneficial relationships between organizations and their stakeholders. PREREQUISITE: WRITING 102

CA 214: Introduction to Magazine Article Writing

Focus on writing for magazines. Learn how to write a good query letter, how to get information from sources and how to construct a well-developed article. Prerequisite: WRT 102

CA 220 Introduction to Media

This course involves the study of the media and the channels and platforms for how entertainment and information is communicated. It will examine the importance of convergence in the media industry, the functions, structures, and influences of newspapers, books, magazines, broadcast (radio and television), movies, the Internet, advertising, and digital media including social media, blogs and video games. We will begin to address media theory, comparing the methods, techniques, and effects of different media on society. PREREQUISITES: None

CA 221 TV Studio Production

TV Production requires more than just transmitting and recording video and audio.

Incorporating pictures, music and special effects are part of a directors' media toolkit. Students will learn both the concepts and techniques involved in producing video productions in a studio. Classes will consist of lectures, demonstrations and hands-on projects designed to teach technical as well as intellectual concepts of modern production workflow. In this course we continue to study television production as it applies to live studio programming. Instruction is offered in the areas of basic studio camera operation, mixing audio for television, and television directing, with an emphasis on underlying principles of video technology.

PREREQUISITES: NONE

CA 226: Storytelling Across Platforms

Students will focus on news and feature writing by employing the elements of digital journalism to tell stories interactively through the use of text, images, sounds, video clips and graphics. The class brings together elements of broadcast, marketing, advertising, writing and social media in order to help students effectively communicate their ideas in digital form.

CA 227: Broadcast Journalism

This course will enable you as developing journalists to acquire the necessary critical thinking skills you will need to best convey broadcast messages to diverse audiences. In this class you will learn to gather, produce and deliver news in a variety of television genres in journalism. We will study how to write with images, video and sound to create engaging journalistic pieces in television as well as in new interactive, digital environments. By watching, listening to and analyzing broadcast news stories you will observe professional models to help improve your skills as a writer and reporter. Professional guests will also join us throughout the semester to discuss television standards and what you need to know in today's multimedia landscape. This course is designed to prepare students to work in television journalism by creating informed journalists who can accurately report, gather information, employ ethical news values, collaborate, create compelling content and deliver crucial information to a rapidly changing audience. PREREQUISITE: CA 207 Writing for Broadcast Media

CA 230: History and Development of Mass Media

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

CA 231: Gender & Communication

This course delves into the dynamic interplay between gender and communication within various social contexts. Students explore how gender identities, roles, and expectations shape communication practices, and how communication constructs and reinforces gender norms.

This course examines theoretical frameworks and empirical research on gender and communication, drawing from disciplines such as communication studies, sociology, psychology, and gender studies. Through readings, discussions, and interactive activities, students critically analyze how communication both reflects and perpetuates cultural

understandings of gender. PREREQUISITES: None

CA 240: Media & Culture

Communications technology, from the written word and the printing press, to television, film and the social web, has a profound effect on society and culture. This course requires students to consider the impact of media on individual attitudes, values, and behaviors. Students will critically analyze the ways in which media reflects, represents, and influences culture. The course will examine the study of media in the historical, economic, religious, educational, and political contexts and help students understand that without communication and communication media, it would be impossible for humans to preserve and pass along cultural characteristics. The goal of the course is to have students understand that culture is created, shaped, transmitted, and learned through communication. Using the framework and theories created by the father of media studies (Marshall McLuhan) and his student (Neil Postman), students will examine contemporary media and its effect on all aspects of culture. The course will explore the age-old question: Does technology change society or does society change technology? PREREQUISITES: None

CA 241: Video Magazine Production

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

CA 245 Digital Editing

This course provides a comprehensive introduction to digital editing techniques used in various media formats, including video, audio, and digital images. Students will gain hands-on experience with editing software and learn to apply critical editing principles to produce polished, professional-quality content. PREREQUISITES: NONE

CA 300: Special Topics

Offered occasionally. Topics vary with each offering.

CA 303 Persuasive Speaking and Pitching

This course explores the principles and practices of persuasive communication, focusing on developing students' abilities to craft and deliver compelling speeches and pitches. Through a combination of theoretical study, practical exercises, and real-world applications, students will enhance their understanding of persuasion strategies and their effectiveness in various contexts. Students will learn to identify persuasive appeals, such as ethos, pathos, and logos, and develop the skills and confidence to craft and deliver persuasive speeches and pitches that are engaging, ethical, and effective in achieving their intended goals. PREREQUISITES: None

CA 309 Audio Storytelling/Podcasting

Students will gain knowledge of audio equipment and software as they gain journalistic skills in audio storytelling. Through hands-on training students will create their own audio

project, such as a podcast, radio show or talk series that can be distributed in digital form.
PREREQUISITES: CA 102 Intro to Production and CA 226 Storytelling Across Platforms

CA 311: Studies in Persuasion

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

CA 314: Sport Media

An overview of the coverage of sports by all media: print, radio, television and electronic. The focus will be storytelling and the new age of multimedia that includes Facebook, Twitter, blogging and an array of other applications. The students will have the opportunity to study sports coverage and its effects on life through class lectures, writing assignments, video and guest speakers. PREREQUISITES: None

CA 315 Field Production

This course will cover the preparation, videotaping and editing of on-location single-camera video production. Through in-class demonstrations, lectures, readings and hands-on projects, this class offers students the opportunity to begin learning, or advance, skills in electronic field production. Scripting, camcorder techniques, lighting and editing will be addressed. We will also study and evaluate the works of single camera news, sports, documentaries and more in order to better understand and apply these techniques in class. Students will work on their own projects (individually and in groups) to produce, direct, shoot and edit multiple projects throughout the semester. The class is highly collaborative, student-centered, and results driven with the goal of creating content that can be viewed by the STAC community. PREREQUISITE: CA 102 Intro to Production

CA 320 Media Law & Ethics

This class will explore constitutional and ethical issues involving the media. Topics include: a history of media regulation, an introduction to theories on ethics, important court decisions, the differences between legal and ethical issues surrounding print/broadcast/digital and rising cases in new media and technology. Some issues specifically addressed will be ethics in the newsroom, media regulation, fact-checking and libel, copyright, television in the courtroom, First Amendment rights, privacy, libel, social media concerns and media liability with rising technology. Students will use mock trials and case studies to assess the different questions surrounding the law and media. For those of you planning to enter any media profession, this class will provide you with tools to be better informed about your legal and ethical responsibilities. PREREQUISITE: CA 220 Intro to Media

CA 322: Strategic Public Relations: Event Management & Crisis Communication

This course will provide students with an opportunity to demonstrate their mastery of the skills, techniques, and knowledge required to conceptualize, plan, and carry out a public relations event. The focus of the advanced course is to examine and understand niche areas of public relations, specifically event planning and crisis communication. Working in

groups, students will tackle several public relations campaign projects. The goal of this course is to enhance the students' skills and knowledge in public relations, as well as develop their management and analytical skills. PREREQUISITES: None

CA 325: TV Studio Production II

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

CA 330: Sports Broadcasting

This course covers the preparation, scripting, recording, editing and live video coverage for sports broadcast production. Using live, multi-camera techniques students will cover a variety of sports events in order to produce high quality video that meets television and digital broadcast standards. Students will also explore new media techniques and social platforms as they become available during the semester. The goal of this course is to gain technical, practical and interpersonal skills necessary to work in live sporting events and on-location field production. Prerequisite: CA 102 Intro to Production

CA 331: Media Theory & Criticism

This course is an introduction to understanding the ways that media create our worlds, helps us to create meaning, and mediates our experiences. Focusing on both traditional mass media (radio, television, print) as well as incorporating analysis of new media (the Internet, social media, and networked publics), this course will give students the vocabulary and tools to not only critically evaluate these systems and their impacts, but to engage in research and criticism of them. PREREQUISITES: NONE

CA 335: Communication Arts Seminar

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

CA 340: Social Media Marketing

Examines the life cycle of the social media marketing and communications process -- from strategy to implementation to program monitoring and measurement; addresses the applications of social media through hands-on experience, developing skills in the most widely used social platforms. (Cross-listed as MKTG 340.)

CA 341: TV News Show Production

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

Prerequisites: CA 221 TV Studio Production and CA 227 Broadcast Journalism

CA 407: Broadcast Media Programming

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

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

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

Prerequisites: CA 220, permission of the instructor and completion of 36 credit hours on the Communication Arts major.

CA 413: Theory and Criticism of Media and the Performing Arts

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

CA 420: Multimedia Production

This course provides students with a comprehensive understanding of the art and science behind creating compelling videos across various platforms. Through a hands-on approach, students will explore the entire video production process, from ideation and pre-production planning to shooting, editing, and distribution. Participants will gain proficiency in using industry-standard video editing software, honing their storytelling skills, and mastering the technical aspects of audiovisual production. The course emphasizes a multiplatform approach, preparing students to produce content tailored for social media, streaming services, and other digital channels. Through a series of practical projects and collaborative exercises, students will not only develop technical expertise but also cultivate a keen eye for visual storytelling, ensuring they are well-equipped for the dynamic and evolving field of multimedia video production. Prerequisites: CA 102 Intro to Production and CA 245 Digital Editing

Course Archive

These courses are no longer regularly offered:

CA 375H: Freud on Broadway

CA 376H: International Communications

Communication, Media & Design Courses

Please note that effective September 2028, the Communication Arts degree program will be phased out and will become a program leading to a degree in Communication, Media, and Design. Courses for this new program are listed in this section and include courses from Art, Communication Arts, and Graphic Design.

CA 102: Intro to Production

This is an entry-level course that will serve as an introduction to basic video/film/audio production. The goal of the course is for the student to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a story. Students explore how video techniques are used to structure meaning in media messages. They will also engage in the analysis and critique of student projects. Prerequisites: NONE

CA 202: Digital Content Creation

This course provides students with a comprehensive understanding of creating effective written content for digital platforms. Students will learn the principles and best practices of writing for the web, social media, blogs, and other digital media. Through a series of hands-on exercises and projects, students will develop their writing skills for digital audiences. They will learn how to craft engaging headlines, write compelling copy, and adapt their writing style to different platforms and audiences. The course will cover topics such as content planning, editing, and optimization for search engines. Students will also explore the role of storytelling in digital content creation and how to use narrative techniques to capture and maintain audience interest. By the end of the course, students will have the skills and knowledge to create high-quality written content for digital media that is engaging, informative, and optimized for online success. Prerequisites: WRITING 102

CA 205: TV & Digital Hosting

See Communication Arts listing for details.

CA 206 Intro to Social & Interactive Media

This course introduces students to the fundamental concepts and practices of social and interactive media. Students will explore the history, evolution, and impact of social media on communication, society, and culture. Through a combination of theoretical study and hands-on activities, students will learn about different types of social and interactive media platforms, their features, and their uses. They will also examine the role of social media in shaping public discourse, influencing consumer behavior, and fostering community engagement. The course will cover topics such as social media platforms, blogging, podcasting, and other forms of interactive media. Students will learn how to create and share content on social media platforms, engage with online communities, and evaluate the credibility and reliability of online sources. By the end of the course, students will have a basic understanding of social and interactive media and be able to use various platforms effectively for personal and professional communication. Prerequisites: None

CA 207: Writing for Broadcast Media

See Communication Arts listing for details.

CA 209: Communicating in Professional Environments

See Communication Arts listing for details.

CA 213: Media Strategies for Public Relations

See Communication Arts listing for details.

CA 220 Introduction to Media

See Communication Arts listing for details.

CA 221 TV Studio Production

See Communication Arts listing for details.

CA 226: Storytelling Across Platforms

See Communication Arts listing for details.

CA 227: Broadcast Journalism

See Communication Arts listing for details.

CA 231: Gender & Communication

See Communication Arts listing for details.

CA 240: Media & Culture

See Communication Arts listing for details.

CA 245 Digital Editing

See Communication Arts listing for details.

CA 303 Persuasive Speaking and Pitching

See Communication Arts listing for details.

CA 304 Film & TV Documentary

This course is an academic survey course in documentary TV and film, it is not a production course. The course will examine the broad range of documentary practices from the earliest actualities to contemporary documentary media through weekly screenings. While viewing the documentary films students will take notes on the important unique directorial, stylistic elements and storytelling forms that give these films historical significance. Regular viewings and feedback will encourage the discussion of social, political and cultural context in documentaries as well as the consideration of the basic aesthetic concepts of documentary film. PREREQUISITES: NONE

CA 309 Audio Storytelling/Podcasting

See Communication Arts listing for details.

CA 314: Sport Media

See Communication Arts listing for details.

CA 315 Field Production

See Communication Arts listing for details.

CA 320 Media Law & Ethics

See Communication Arts listing for details.

CA 322: Strategic Public Relations: Event Management & Crisis Communication

See Communication Arts listing for details.

CA 330: Sports Broadcasting

See Communication Arts listing for details.

CA 331: Media Theory & Criticism

See Communication Arts listing for details.

CA 341: TV News Show Production

See Communication Arts listing for details.

CA 420: Multimedia Production

See Communication Arts listing for details.

CMD 410: Internship

The Communication Arts internships provide communication arts students the opportunity to learn by working for a semester at a media site in a field of special interest to the student. Generally, students are assigned to a field placement for journalism, television or film production, cable, radio, theater, public relations, advertising, social media, etc. PREREQUISITES: CA 220, permission of the instructor and completion of 36 credit hours in the Communication Arts major

CMD 411: Internship for Art and Design

An opportunity to gain first-hand experience in a job-related situation. PREREQUISITE: Permission of the instructor.

CMD 420: Capstone (for CA Majors)

Required of all Communication Arts majors, and taken generally in the junior or senior year, this course is intended as a culmination experience, in tandem with CA410 or 411, the Communication Arts Internship. A central theme of the course will be exposure to, and interaction with, professional communicators in guest lecture and seminar formats. As often as possible, the course will promote student participation in, or interaction with, trade and professional organizations. Students will conduct thorough research on current communication topic. They will write a comprehensive research paper and present their findings in a formal presentation. PREREQUISITES: CA220 and at least 30 credits in Communication Arts

CMD 425: Capstone for Art and Design

In this capstone course, students compile a portfolio of their best design work completed during program coursework, internships, and for freelance clients (if applicable). Work selected should demonstrate the depth and breadth of your creative experiences and highlight your ideas and conceptual ability as well as your skills. PREREQUISITES:

Permission of the instructor

ART 227: Digital Studio

See Art Course listings for details.

ART 233: Creativity & The Creative Process

See Art Course listings for details.

ART 234: Web Design

See Art Course listings for details.

ART 237: Expressive Typography

See Art Course listings for details.

ART 240: Visual Literacy and the Digital Image

See Art Course listings for details.

ART 242: Gallery Design & Management

See Art Course listings for details.

ART 316: Brand Development

See Art Course listings for details.

ART 320: Photojournalism

See Art Course listings for details.

ART 323: Creative Direction

See Art Course listings for details.

ART 327: Publication Design & Production

See Art Course listings for details.

ART 331: Drawing for Art & Design

See Art Course listings for details.

ART 341: Information Design

See Art Course listings for details.

ART 346: 3D Design & Packaging

See Art Course listings for details.

Criminal Justice Courses

CJ 101: Introduction to Criminal Justice

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

CJ 103: Introduction to Courts

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

CJ 105: Introduction to Policing

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

CJ 200: Special Problems

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

CJ 201: Criminology

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

CJ 205: Juvenile Delinquency and the Juvenile Justice Process

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

CJ 206: Police Organization and Administration

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

CJ 209: Criminal Investigation

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

CJ 210: Law of Criminal Evidence

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

CJ 211: Probation & Parole: Theory & Practice

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

CJ 230: Forensic Psychology

An introduction to forensic psychology as the application of science and profession of the law to issues relating to psychology and the legal system. The role of the forensic psychologist in court proceedings, and the techniques, instruments, and controversies involved in forensic assessment will be covered in this course. Prerequisite: PSYC 103.

CJ 300: Special Topics in Criminal Justice

Offered occasionally. Topics vary with each offering.

CJ 301: Criminal Law

An introduction to criminal law in the United States, including the doctrines and rules used by the courts. Prerequisite: CJ 101 and CJ201 and Sophomore, Junior or Senior status.

CJ 304: Criminal Justice and Community Relations

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

CJ 306: Comparative Criminal Justice Systems

Various criminal justice systems and methods in selected foreign countries. Prerequisite: CJ 101 or CJ 201 or SOC 101.

CJ 307: Civil Law

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

CJ 311: Criminal Justice Information Technology

Examines the relationship between Information Technology and Criminal Justice. Students gain insights to the areas including project management, collection, analysis and use of data, voice communications (cell, land mobile radio), and GIS (Geographic Information Systems).

CJ 310: 21st Century Police Roles

Policing in the 21st century has expanded into many new areas as well as growing in scope. The traditional crime fighting, and enforcement aspects of policing have been joined with areas ranging from transportation management to emergency management to computer crimes. Police have taken a leadership role through problem oriented and community policing in the social services among other disciplines. This class will explore various elements of the new and expanding roles of the police and their impacts on the criminal justice system. We will also explore the recent "defund the police" movement and its implications.

CJ 312: Penology

The history, theories and practices of criminal punishment as these relate to the present

penal system. Goals and philosophies of punishment, strategies of punishment, effectiveness of punishment, the nature of penal reform, and future directions for punishment in contemporary society. Prerequisites: SOC 101 or CJ 101 or 201.

CJ 314: Psychopathology of Violence

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

CJ 315: Prisons in America

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

CJ 319: Terrorism

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

CJ 320: Controversial Issues in Policing

Policing by its nature is controversial. Police have the authority to detain, apply physical force, and in select cases apply deadly physical force. They also have the authority to use investigative techniques that are very intrusive. This class will explore various elements of controversial issues in policing.

CJ 350: Criminal Justice Research (1 credit)

This one-credit course, which students may take up to three times, affords upper-level criminal justice majors the opportunity to work as a research assistant to a criminal justice faculty member. Research includes helping to facilitate and transcribe discussions from focus groups, conducting and/or transcribing interviews; compiling sampling frames; disseminating questionnaires; collecting and cleaning data; preliminary data analysis; contributing to literature reviews; and other tasks as necessary. Prerequisite: permission of instructor.

CJ 401: Constitutional Law and the Criminal Justice System

The growth of the constitutional relationship between the individual and government at the federal, state, and local levels. Questions relating to search and seizure, interrogation of suspects, public speech, and mass demonstrations. The 1st, 4th, 5th, 6th, 8th and 14th Amendments. Prerequisite: CJ 301.

CJ 403: Contemporary issues in criminal justice

Contemporary Issues in Criminal Justice is one of two required senior seminars for all majors (students can choose to take CJ 410 instead). The class explores issues and research

related to an area in criminal justice that is important and timely in the field, and ideally one which spans the various areas of the criminal justice system. As a seminar, students are expected to play a major role in their own learning, and to develop a critical perspective on the topic. The course builds on and synthesizes previous criminal justice and related classes. In recent years, CJ 403 has focused on the reentry from prison of returned citizens, and the consequences of persistent racial biases and racial justice.

Prerequisites: Senior status (or upper level junior), Criminal Justice major or minor, CJ 101, 201, and at least two 300 level electives in Criminal justice. Other majors with permission of the instructor.

CJ 404: Law and Society

(Also offered as SOC 404) The nature and purpose of law and the relationship of law to specific social constructions of reality from a variety of theoretical approaches, especially those of Durkheim, Marx, and Weber. Prerequisite: SOC 101 or CJ 101, or permission of the instructor.

CJ 405: Research Methods in Social Science

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

CJ 410: Criminal Justice Practicum

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

English Courses

English 100, 101, and 102 have been retitled Writing 100, 101, and 102; for descriptions see the Writing Courses category below. Writing 100, 101, and 102 can replace those courses for students who need to retake them.

ENG 201: Intro to British Literature: Beowulf to Virginia Woolf

This course surveys some of the writers and texts that have come to make up the canon of English literature. We cover representative works of poetry, drama, and prose from the Middle Ages through the twentieth century. Moving chronologically, we trace the changes and developments of English literary forms and genres, exploring how important works relate to events in British history. In so doing, you will work to develop skills in close reading and analytical writing necessary to investigate the vexed cultural issues that such works engage—status, gender, race, nationhood, the other, family, education, and a host of other concerns. Finally, we consider how many of the writers we encounter reflect on writing itself, asking what literature is good for, what it can do, and how it relates to the

rest of the world. Prerequisite: Writing 101. Breadth and Proficiency category: Literature and Creative Arts; Fulfills the GROUP 1 requirement for the English Major

ENG 203: Introduction to American Literature

This course traces the changes and developments of American literary forms and genres, exploring how important works of literature helped to shape, and were shaped by, events in American history. Prerequisite: Writing 101. Breadth and Proficiency category: Literature and Creative Arts; Fulfills the GROUP 1 requirement for the English Major.

ENG 205: Introduction to World Literature

This course explores how important works of literature helped to shape, and were shaped by, events around the world. We consider how writers reflect on writing itself, asking what literature is good for, what it can do, and how it influences and reflects the world. Prerequisite: Writing 101. Breadth and Proficiency category: Literature and Creative Arts or Global Cultures and Languages. Fulfills the GROUP 1 requirement for the English Major.

ENG 207: Introduction to World Mythology

Refines and enhances the skills of writing developed in Writing 101 and Writing 102 by reading a selection of representative myths from a variety of cultures. Prerequisite: Writing 101. Breadth and Proficiency category: Literature and Creative Arts; Global Cultures and Languages. Fulfills the GROUP 1 requirement for the English Major.

ENG 209: Introduction to Creative Writing

This course introduces the craft of writing fiction, poetry, and non-fiction. Students learn through lectures on craft, peer workshopping, and the study of contemporary writing. Prerequisite: Writing 101.

ENG 211: Introduction to Critical Theory

This course introduces a wide range of literary critical approaches popularized in the twentieth and twenty-first centuries, including New Criticism, psychoanalytic theory, Marxist theory, deconstruction, new historicism, feminist/queer theory, critical race theory, postcolonial theory, and ecocriticism. This introduction to critical theory will furnish you with an invaluable set of strategies and tools for analyzing how the texts we read (be they literary works or cultural productions broadly conceived) inevitably engage powerful issues of class, race, gender, sexuality, and more. *Foundational course required to complete the English major/minor/concentration and Pre-Law major.*

ENG 221: Introduction to Major Literary Types

This course explores the forms and techniques of the major genres of literature. Course sections often concentrate on guiding themes—Literature of the Fantastic, Literature of Disability, etc.—to lend focus to students' encounters with a wide range of literary types. Prerequisite: Writing 101. Breadth and Proficiency category: Literature and Creative Arts; Fulfills the GROUP 1 requirement for the English Major.

ENG 232: Literature for Children

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

ENG 300: Special Topics

Offered occasionally. Topics vary with each offering, and different courses may fulfill different requirements within the English Major. Past offerings have included Literature and the Environment, American Autobiography, American Pragmatism, among others.

Prerequisite: ENG 211.

ENG 304: Development of Drama

This course is a drama survey designed to provide an overview of some significant dramatists and plays in the Western theatrical tradition. Because it is impossible to survey every era, we will be examining selected and representative samples from several centuries as we endeavor to chart literary and artistic developments and draw out some underlying thematic connections. As we move chronologically from ancient Greek to twentieth-century dramatists, we will consider some of the following thematic underpinnings and tensions: gender identity and power dynamics, the active life and the contemplative life, learnedness and civic responsibility, and social status. *Pre- or corequisite: ENG 211; This course counts as an upper-level elective for the English major (Group IV).*

ENG 305: Shakespeare

This course surveys representative comedies, histories, tragedies, and romances by William Shakespeare. Throughout the semester, we will aim to situate these plays within their historical contexts by reading them alongside both literary texts by lesser-known authors and long-forgotten cultural artifacts, including woodcuts depicting fantastical creatures and happenings, legal proclamations concerning appropriate attire, and bawdy broadside ballads. This interdisciplinary approach will enrich our understanding of how plays such as *1 Henry IV*, *As You Like It*, and *The Tempest* engage powerful issues of gender, race, status, selfhood, and more. *Pre- or corequisite: ENG 211. Foundational course required for completion of the English Major (GROUP II).*

ENG 306: Shakespeare II

While English 305 furnishes an introduction to Shakespearean drama, this course offers students the chance to explore particular aspects of, or approaches to, those dramas in greater depth. This class will not only situate a number of Shakespeare's histories, comedies, and tragedies within their historical contexts, it will also give particular attention to a particular special topic such as Shakespeare and Film, Shakespeare and his Fellow Dramatists, Shakespearean Adaptations/ Adaptations of Shakespeare, etc. *This course can fulfill either the Shakespeare component of Group II or the "Literature of Early Modern England (1485–1660) component of Group III in the English Major. Prerequisite: ENG 211.*

ENG 307: History of the English Language

In this course we will explore the historical development of English from its Indo-European origins to contemporary American dialects and slang. Along the way, we'll tackle some of the big questions about English: What did English look and sound like at different points in the past? How and why did the language change as it did? What major social, political, and cultural developments affected—or were affected by—the development of English? What is the relationship between language and personal—and national—identity? Class readings will consist of textbook chapters, supplementary essays, and historical examples that will allow us to open up some of these issues of language study into nuanced and provocative discussions about the nature of language and identity. Pre- or corequisite: ENG 211. *Fulfills the language or literature of the English Middle Ages (675–1485) component of the English Major (Group III).*

ENG 309: Nonfiction Writing

This creative writing class focuses on the writing and close reading of creative nonfiction. This genre uses the literary techniques often found in fiction and poetry to tell true stories about real people and events. Texts may include memoir, nonfiction shorts, the personal essay, the lyric essay, and other forms. Prerequisite: WRT 102.

ENG 310 “Mafia Worlds:” Movies & Lit

In this course we will examine both the fiction-stereotypes, myths, and legends - surrounding the Italian mafia and the reality and scope of Italian Mafia control - nationally and transnationally - through an analysis of some of the most important American and Italian films and literature portraying Mafia culture. By analyzing historical, anthropological, literary, and cinematic texts, we will explore the Italian Mafia as an example representative of organized crime, while recognizing that the “mafia” system is not unique to Italy. Mafia systems exist in every country across the globe, and they all have a tremendous impact on global economies, politics, and culture. Students will also explore mafia systems in other countries, using the Italian system as a point of reference.

ENG 311: Advanced Poetry Workshop

This is an advanced seminar-workshop in which the primary focus is on detailed critical evaluation of individual student creative work in poetry. Assigned readings, individual conferences with the instructor. Prerequisite: ENG 102. *This course counts as an upper-level elective in the English Major.*

ENG 312: Advanced Fiction Workshop

This is a seminar-workshop in which the primary focus is on detailed critical evaluation of individual student creative work in writing fiction. Assigned readings, individual conferences with instructor Prerequisite: ENG 102. *This course counts as an upper-level elective in the English Major.*

ENG 313: Literature of the Middle Ages: Monsters, Heroes and Pilgrims

This course will introduce students to the literature of the English middle ages. We will begin with Anglo Saxon poetry—including Caedmon’s Hymn, *Beowulf*, and *The Wanderer*—in both modern English translation and the original Old English. Students will proceed to

consider the rise of Middle English literature in the wake of the Norman Conquest, focusing in particular on the anonymous Arthurian romance *Sir Gawain and the Green Knight*. The course will conclude with an extended look at Geoffrey Chaucer's experimental narrative *The Canterbury Tales*.

Throughout, we will seek together to make connections between the older worlds of Old and Middle English literature and the world we live in today. Pre- or corequisite: ENG 211. *Fulfills the language or literature of the English Middle Ages (675–1485) component of the English Major (Group III)*.

ENG 315: Status, Sexuality and Selfhood in Renaissance Literature

In this course, we will examine poetry, plays, and prose of the English Renaissance or “early modern period”—a span of literary history encompassing roughly the Tudor dynasty in the late fifteenth century, the rise and fall of the Stuart dynasty in the first half of the seventeenth century, the short-lived English Commonwealth, and the very early years of the Restoration. Our goals throughout the semester will be to gain an appreciation for the variety and quality of the writing produced during this important era in English literary history, to develop an understanding of the development of various genres in England, to acquire a sense of how the literature relates to the cultural conditions in England at this time, and to gain practice in reading critically and writing analytically about literature. In particular, we will work to enrich our understanding of how the texts we encounter engage powerful issues such as self-fashioning, obedience, dissent, gender, sexuality, faith and doubt. Pre- or corequisite: ENG 211. *Fulfills the literature of early modern England (1485–1660) component of the English Major (Group III)*.

ENG 318: Restoration Literature and the Rise of the Novel

The period stretching from the Restoration of Charles II in 1660 to the publication of *Lyrical Ballads* in 1798 witnessed three major literary shifts: the witty and often bawdy court literature of the Restoration gave way to the piercing satire of the early eighteenth century and then to the inward sentimentalism of the late eighteenth century. In the process, the modern literary world as we now know it was born, a world full of literary criticism and biographies, novels and newspapers, literary celebrities and hack authors. Throughout the semester, we will be exploring this contradictory period, examining such themes as the creation of modern authorship, the development of new literary genres, the relationship between literature and science, and the literary construction of the modern self. As we do so, we will allow the literature of the eighteenth century to challenge, perplex, amuse, and vex us. Pre- or corequisite: ENG 211. *Fulfills the 18th–19th-century English literature (1660–1900) component of the English Major (Group III)*.

ENG 320: Angels and Devils: Donne, Milton and a Century of Crises

The project of this course is to consider the major works of the great seventeenth-century poets John Donne and John Milton in their literary, intellectual, and cultural contexts. We will begin by tracing Donne's development from biting satirist, to master of love lyrics, to Dean of St. Paul's Cathedral. The course continues with Milton's earlier and shorter works, including selected poems and a sampling of prose. Our semester will conclude with a careful reading of Milton's *Paradise Lost* in its entirety. As we survey the creations of these

two masters of poetic form, we will explore in particular the tensions between birth rank and education, human agency and God's omnipotence, the material and the spiritual world, orthodoxy and heresy, monarchy and republicanism. Pre- or corequisite: ENG 211. *Fulfills the literature of early modern England (1485–1660) component of the English Major (Group III).*

ENG 324: Literature & The Environment

Writers have long been inspired by the environment and humans' interactions with it. Through this intensive study of literature and its relationship to the environment, we will work on improving your skills in reading, writing, creative and critical thinking, and analysis of complex situations within an ethical frame. Because this course fulfills the Gateway requirement, there will be an emphasis on global learning and social responsibility.

ENG 325: English Romanticism

This course will discuss some forty years of revolutionary poetry and fiction in the British Isles. The Romantic poets defined the imagination as the power to perceive or create new kinds of relationships between human beings and between human beings and nature. Inspired in part by the French Revolution, writers of the period challenged social conventions, revised accepted cultural mythologies, forged new uses for language in which they discovered liberating powers, and set a new course for the understanding and appreciation of the natural world. This period also saw the rise of the Gothic novel, culminating in Mary Shelley's epochal *Frankenstein*. Pre- or corequisite: ENG 211. *Fulfills the 18th–19th-century English literature (1660–1900) component of the English Major (Group III)*

ENG 326: Gothic, Romantic, and Victorian Literature

This course will explore the broader cultural contexts of Romantic and Victorian British literature, working in particular to resituate the popular genre of the Gothic alongside canonical poetic and prose productions. In so doing, students will analyze the Romantic and Victorian aspects of works traditionally categorized as gothic, and the gothic aspects of canonical works as well, thus illuminating historical canonization's vexed relationship with racism, sexism, and classism. Moreover, the course will read well-established works of Romantic and Victorian literature alongside both literary texts by lesser-known authors and long-forgotten cultural artifacts, thus enriching our understandings of how texts like William Wordsworth's *The Prelude*, Mary Shelley's *Frankenstein*, and Charles Dickens's *A Christmas Carol* engage powerful issues of gender, race, class, sexuality, and more. Pre- or corequisite: ENG 211; *Fulfills the 18th–19th-century English literature requirement of the English major (Group III).*

ENG 327: Postcolonial Fiction

This course provides an overview of the emergence of post-colonial literature that addresses the experiences of Empire or are produced by writers from countries with a history of colonialism or writers who have migrated from formerly colonized countries. We will closely examine the major areas of concern from a number of different

perspectives, including the perspective of the colonizer, the colonized, and the formerly colonized. We will also explore the issues of nationalism, feminism and migration. Pre- or corequisite: ENG 211. *Fulfills the gender and multicultural component of the English Major (Group III).*

ENG 328: Advanced Playwriting/Screenwriting

Advanced Playwriting and Screenwriting is a writing course in which students will analyze scripts and film scenes while teaching students the terms, concepts, and direction necessary to write their own scripts and create a storyboard. This course requires students to read closely, explain/explicate, and analyze. Using the workshop model, students will critique their work and the work of others. Students will explore, develop, and express their own ideas through class discussions, close reading of the texts, and scriptwriting. Students will develop an awareness and appreciation of the artistic expression that can take place through theater and film. Students will become familiar with the conventions of playwriting and screenwriting.

ENG 332: American Literature to 1900

European literary critics largely dismissed early American writers, despite the fact that many of them were writing from the social, political, and economic margins and were engaged in creating original and compelling literature that articulated uniquely American experiences, philosophies, and temperaments. In this class, we explore the complexities that marked and sometimes marred the character of this young country vis-à-vis its fledgling literary canon, with particular attention to the rise of the novel and simultaneously the rise of literacy, considering the important role reading and writing played in the effort to create a moral and democratic nation. Pre- or corequisite: ENG 211. *Fulfills the American Literature (beginnings to 1900) component of the English Major (Group III).*

ENG 342: Irish Writers

Irish Literature from the eighth century A.D. to present. Pre- or corequisite: ENG 211.

ENG 346: Literature and Gender

Building on the theories introduced in Critical Methods, this course examines literature with attention to what it reveals about gender, constructs, sexuality, norms, politics, and other complex and often emotionally charged topics

ENG 347: Romance and Renaissance in America

F. O. Matthiessen's 1941 publication of *American Renaissance: Art and Expression in the Age of Emerson and Whitman* defined an important period of American Literature and established a way of looking at an American version of romanticism that dominated critical discussion for decades, and eventually led to larger discussions about topics such as canon formation, gender, race, and sexuality. This class will read works from the 1830s to the 1860s by a variety of well-known and virtually unknown American writers and discuss Matthiessen's ideas as well as contemporary responses to them. Pre- or corequisite: ENG 211. *Fulfills the American Literature (beginnings to 1900) component of the English Major*

(Group III).

ENG 351: African American Writers

A critical survey of classic and enduring literary works by African American writers. This course traces the development of the African American literary tradition from its 18th Century roots, to the slave narratives and early novels of the 19th century, to the Harlem Renaissance and the great works produced in the 20th century, to its flourishing in modern and contemporary times.

Representative works of literature are discussed and evaluated with emphasis on narrative development and literary technique, as well as historical, sociological, and political contexts. Readings are used to familiarize the student with some of the major ideas and issues that have helped to shape the development of African American Literature. Pre- or corequisite: ENG 211. *Fulfills the gender and multicultural component of the English Major (Group III).*

ENG 375: Themes in Global Culture and Literature

In this course we will read short and long selections from foundational texts by authors from all over the world and from every time period, from the East and the West. We will examine common themes and stories that transcend the boundaries of language, country, and time. We will look in depth at one or two social issues as reflected in literature—which will vary by semester. These issues include sex, politics, religion, gender, class, race, ethnicity, identity, family, (in)justice, oppression, and community – the very same issues that are so important in our world today and have been relevant across many centuries and many cultures. One such exploration, for example, will consider women’s issues and female enslavement/empowerment across cultures and time. This course is designed to further the goals of STAC’s General Education Gateway curriculum by helping you to generally expand your own worldview and specifically understand issues of social justice via global literature and cross-cultural artistic movements. The particular works we will study will give you the opportunity to explore dramatically different cultural assumptions and modes of expression. You will learn to do close reading, to recognize meaning in context, and to understand and articulate aspects of the worldview of others. Prerequisite: ENG 211. *This course counts as an upper-level elective in the English Major. This course serves as a Gateway course in the Gen Ed curriculum.*

ENG 376: Italian Literature in Translation

Honors Course. In this course we study the enduring legacy of Italian literature, art, and culture from 2000 years ago in ancient Rome to 2022 in modern Venice. We read foundational Italian cultural representations that profoundly influenced world culture, literature, art, and music for centuries. We will look in depth at particular social issues that are represented in Italy but also transcend Italy. These issues will vary by semester but will include, for example, two transformational texts -- Dante's *Inferno* and Machiavelli's *The Prince* -- two texts that have shaped culture and politics around the world for centuries. In another semester we will look at the presence and impact of the Italian mafias on Italian and American economies, politics, literature and especially film and tv. This course is designed to further the goals of STAC’s General Education Gateway curriculum by

helping you to generally expand your own worldview and specifically understand issues of social justice cross-cultural artistic movements. The particular works we will study will give you the opportunity to explore dramatically different cultural assumptions and modes of expression. You will learn to do close reading, to recognize meaning in context, and to understand and articulate aspects of the worldview of others. These skills are directly applicable to many areas of our knowledge-based economy and are vital to your development as an informed global citizen of the world. *This course serves as a Gateway course in the Gen Ed curriculum. This course counts as an upper-level elective in the English Major.* Prerequisite: ENG 211.

ENG 380: English Literature 1900-present

The twentieth century witnessed a major expansion of literature in English as Irish, Scottish, Welsh, Canadian, Indian and Australian voices all began to be heard and to redefine what English literature could be. We will expand our horizons as we consider poetry, fiction and drama, not only from the English Isles, but also from the Commonwealth areas as well. Identity politics, emergent nationalism, and gender formation are among the topics to be considered. Pre- or corequisite: ENG 211. *Fulfills the 20th–21st-century British or American literature (1900–Present) component of the English Major (Group III).*

ENG 381: American Literature 1900-present

In 1837, Ralph Waldo Emerson directed American writers to stop listening to “the courtly muses of Europe” for inspiration. The evolution of the American novel allows us to see the before-and-after context of Emerson’s famous remark, from the British influence of the 18th and early 19th centuries, to the experimentation with original voices in the mid 19th Century, to the achievements of Modernism and the contemporary period. Pre- or corequisite: ENG 211. *Fulfills the 20th–21st-century British or American literature (1900–Present) component of the English Major (Group III).*

ENG 382: The Contemporary Novel

The novel in the English-speaking world from 1960 to the present. Pre- or corequisite: ENG 211.

ENG 400: Special Studies

Offered occasionally. Topics vary with each offering. Prerequisite: ENG 211.

ENG 401: Modern Poetry

Major British and American Poetry from 1900 to 1950. Prerequisite: ENG 211.

ENG 402: Contemporary Poetry

A consideration of some of the important poets who have helped to shape contemporary poetry. A diverse, multi-cultural perspective will allow us to read, discuss and evaluate representative poets and poems. Prerequisite: ENG 211. *Fulfills the 20th–21st-century British or American literature (1900–Present) component of the English Major (Group III).*

ENG 409: Writing Internship

This is an upper-level writing internship for students who have completed at least 75 credit hours of undergraduate coursework with a concentration in English and/or Writing. This internship offers the student an opportunity to fully-develop and enhance written communication skills in a professional setting. Internships involve at least 120 contact hours, scheduled conferences with the professor, and a project journal.

ENG 410: Senior Seminar

This is the capstone experience for English majors; the point of the course is to demonstrate everything accumulated as an English major here – all the highly polished analytical, writing, and interpretive skills accrued across the prescribed coursework of the program. The readings are different every semester, but the goal is the same: to give students the chance to put into practice the critical faculties that define someone about to receive a BA in English.

Prerequisites: ENG 208, ENG 211, and at least three upper-level English courses, or permission of instructor. *Foundational course required for completion of the English Major (GROUP 2).*

ENG 411: Directed Thesis Workshop

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

Course Archive

ENG 208: The Craft of Writing

ENG 303: Development of Drama I - The Western Theatrical Tradition.

ENG 319: Late Modern Literature from Modernism to Postmodernism.

ENG 345: History of Comedy

ENG 377H: America in Crisis: The Thirties

Film Courses

FILM 202: Spanish and Latin American Cinema

For description see LATX 202: Spanish and Latin American Cinema

FILM 216: Film Appreciation

A study of the motion picture medium, the aesthetics of film art and the collaborative nature of the industry. Development of understanding of film's symbolic language as means for evaluating a film's merits. *Breadth and Proficiency category: Literature and Creative Arts*

FILM 217: Film History

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

Breadth and Proficiency category: Literature and Creative Arts

FILM 219: Modern Movies: 1950-present

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

FILM 316: The Great Filmmakers

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

FILM 378H: International Film

An overview of the great films of directors from around the world such as Kurosawa, Ozu, Fellini, Ray, and Vargas, and representatives of such movements as the *Nouvelle Vogue*, Italian Neorealism, and Russian Formalism.

Geography Courses

GEOG 201: Human Geography

Interrelations of people and their environment, geographic concepts of the character and arrangement of the major physical-biotic systems and their significance to people in their surroundings and daily existence. *Breadth and Proficiency category: History and Social Sciences*

GEOG 202: Political Geography

The changing character of geopolitical patterns and concepts in world politics; the significance of geography in the strategy of national and international affairs and the power aspect as a prerequisite for understanding contemporary problems. *Breadth and Proficiency category: History and Social Sciences*

GEOG 205: World & Regional Geography

Introductory survey of the study of geography as a social science, emphasizing the relevance of geographic concepts in understanding human populations and problems within a global context. Maps and other geographic tools are used to examine issues and questions concerning cultural and environmental spatial patterns. No prerequisites are required. *Breadth and Proficiency category: History and Social Sciences*

GEOG 301: Economic Geography

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

GEOG 302: Urban Geography

The demographic, economic, and planning aspects of geography in modern urbanization as a

result of ever- increasing population, growth of industry, mass transportation; basic problems of residential, commercial, and industrial complexes in a megalopolitan society in America.

Course Archive

These courses are no longer regularly offered:

GEOG 300: Special Problems

GEOG 320: Monsoon Asia

GEOG 401: Geography of Latin America

Global Cultures

GLOB 101: Introduction to Latina/o/x Studies

For description see LATX 101

GLOB 201: Latin Music USA

For description see LATX 101

GLOB 203: Global Cultures: Italy

La bella Italia! In this course you will learn all about Italy, its people and its culture through a study of its literature, art, music, and film. You'll explore Italy virtually and learn about Italy's contributions to Western civilization and the global community more broadly. You will also learn about the worldwide Italian diaspora. The course will be offered in English. Also offered as ITAL 203. *Breadth and Proficiency category Global Cultures and Languages*

GLOB 204: Global Cultures: Spain

Examination of Spain and its culture through a study of literature, art, music, and film. Spain's global impact will be considered. Course offered in English. *Breadth and Proficiency categories: Global Cultures and Languages*

GLOB 205: Global Cultures: France

Examination of France and its culture through a study of literature, art, music, and film. France's global impact will be considered. Course offered in English. *Breadth and Proficiency categories: Global Cultures and Language*

GLOB 301: Diverse Perspectives in Education

This course will address diverse perspectives in education, multicultural education and how educators and schools can build supportive practices for all students. Public schools in the United States should be places that work toward the goals of providing all students, regardless of myriad intersecting identities, with opportunities for learning, growth, access to resources, safety, and equity. However, amid this struggle, the promise of education has played out unevenly for different groups both reflecting and contributing to social inequality. Through readings, projects, and class discussions, students will learn about significant issues in multicultural education and the impact of social justice issues in P-12 schools and beyond while thinking about action they can take in the future.

GLOB 302: Introduction to Contemporary Latin American Literature
(For description see LATX 302/GLOB 302: Introduction to Contemporary Latin American Literature)

GLOB 303: Food Culture & Globalization

This course provides a foundation for students to achieve the following proficiencies: Global self-awareness, cultural diversity, perspective taking, personal and social responsibility, and knowledge application. At the end of this course students will be able to hit the “Gateway” benchmarks from STAC’s Global Learning and Social Responsibility Rubric. In this course we will explore how food shapes world cultures. This is a GATEWAY course.

GLOB 305: The Latina/o/x Experience in Literature & Art

(For description see LATX 305/GLOB 305: The Latina/o/x Experience in Literature & Art)

GLOB 310 "Mafia Worlds:" Movies & Lit

In this course we will examine both the fiction – stereotypes, myths and legends – surrounding the Italian mafia and the reality and scope of Italian Mafia control -- nationally and transnationally—through an analysis of some of the most important American and Italian films and literature portraying Mafia culture. By analyzing historical, anthropological, literary, and cinematic texts, we will explore the Italian Mafia as an example representative of organized crime, while recognizing that the “mafia” system is not unique to Italy. Mafia systems exist in every country across the globe, and they all have a tremendous impact on global economies, politics, and culture. Students will also explore mafia systems in other countries, using the Italian system as a point of reference. This course is sometimes cross listed with ENG 376. This is a GATEWAY course.

GLOB 311 Savoring Italy around Globe

This comprehensive course thoroughly examines Italian food culture from various angles. It covers historical and contemporary Italian food and wine culture, along with the expanding influence and commerce of Italian food, particularly in the U.S. Throughout the curriculum, participants will explore the history and evolution of Italian cuisine, traditional ingredients and dishes, and the cultural importance of food in Italian society.

GLOB 325: Global Marketing

(Also offered as MKT 325. See MKT 325 for course description.)

History Courses

HIST 101: History of the United States I

From the colonial period to 1865; emphasis on selected topics to comprehend their historical and contemporary significance on American life and tradition. *Breadth and Proficiency category: History and Social Sciences*

HIST 102: History of the United States II

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

History and Social Sciences

HIST 121: Renaissance to Revolutions, 1500-1848

Examine major political, economic, social, cultural and intellectual developments that affected Europe and the world. Study the transformation of Europe from the Renaissance to the French Revolution. Includes an assessment of industrialization in Europe. *Breadth and Proficiency categories: History and Social Sciences or Global Cultures and Languages*

HIST 122: Revolutions to World Wars, Since 1848

Examine the Industrial Revolution, the origins of the two World Wars, the rise of totalitarianism, the challenge of Soviet power, and the reconstruction of Europe. Explore Europe's changing relationship with the world. *Breadth and Proficiency categories: History and Social Sciences or Global Cultures and Languages*

HIST 206: Perspectives in Global History

This course examines history from a global perspective as well as the similarities and differences among historical developments over time and in different geographic and cultural contexts. Course topic chosen by instructor. No prerequisites are required. *Foundation categories: History and Social Sciences.*

HIST 207: Social Protest in America

This course examines social movements in the American context, historically and in the present. We will examine theories about social movements, why they occur, how they are organized, and the strategies of organizers. Students in this course will examine the evidence from selected social movements over time, primarily the labor, women, and civil rights movements in the United States. We will pay special attention to perspectives on "radicalization" from the progressive or "left" tradition and from the conservative or "right". Additionally, we will examine the responses these movements have elicited from the public, political and social elites and from less formalized structures of power. Lectures and readings will prepare students to address key questions such as: is it accurate to speak of an American protest tradition? To what extent is the American public responsive to collective action? How have different institutions framed/used/rebuked social movements over time? And, finally, how have the changes sought by protest movements been adopted by educators, policymakers, and the dominant culture?

HIST 225: Writing for History

The goal of this course is to introduce students to the methods and skills of history. Its primary goal is to develop in students the practical and analytical skills needed to effectively read, write, and think about history; and, second, to gain a better understanding of how historians approach the past and the problems of historical interpretation. Prerequisite: WRIT 101 and WRIT 102 and permission of instructor and three 300 level courses in history.

HIST 250: Nicaragua and the United States

This course examines the history of Central America in general and Nicaragua specifically, with close attention to its relations with the United States. Prerequisite: none. *Breadth and Proficiency categories: History and Social Sciences or Global Cultures and Languages*

HIST 300: Special Problems

Offered occasionally. Topics vary with each offering. Prerequisite: may require permission of the instructor depending on content. Prerequisite: HIST 101 or 102; HIST 121 or 122..

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

An in-depth study of selected major problems for America/Europe/Non-West in an age of challenge and change. Prerequisite: HIST 101 or 102; HIST 121 or 122.

HIST 303: Problems In American/European History

An in-depth study of selected major problems for America/Europe in an age of challenge and change; both internally and in its relationship to the contemporary world; primary sources and interpretive material will be evaluated for background and significance. Prerequisite: HIST 101 or 102; HIST 121 or 122.

HIST 305: Colonial America

Aspects of intercolonial political, economic, social, and cultural patterns with emphasis on their impact on colonial society in creating an American tradition significant to the present day. Prerequisite: HIST 101 or 102.

HIST 306: American Revolution

Examines the American Revolution as a pivotal event in the North American colonies. Topics include colonial life and society, the failure of British imperial and colonial policy, classical liberalism, and the political development of a new nation through 1800. Prerequisite: HIST 101 or 102.

HIST 307: The Rise of the American Nation

An examination of the early national period from 1800 through 1848. Themes include the rise of democracy, northern capitalism, slavery, reform movements, and manifest destiny. Prerequisite: HIST 101 or 102.

HIST 308: History of Sports in the United States

Examines the historical development of sporting practices in the United States from a social and cultural standpoint, particularly through the lenses of race, class, and gender. Prerequisite: HIST 101 or 102.

HIST 309: Civil War and Reconstruction

An appraisal of the causes of the war, its progress and aftermath; interpretations of historians as to its inevitability, its political and military leadership, its legacy. Prerequisite: HIST 101 or 102.

HIST 311: Twentieth Century American Diplomacy

America's role viewed from the historical perspective as a world power since 1892; the shift from isolationism to internationalism and global responsibility; reappraisal of specific objectives and goals of foreign policy and changes in the conduct of diplomacy to the present day. Prerequisite: HIST 101 or 102.

HIST 314: The 1960s

An examination of the politics, culture, and society of the period with emphasis upon the conflicts over cultural authority and political legitimacy, between the forces of order, consensus, and containment of those of protest, resistance, and liberation. Topics will include the cold war, civil rights, the student movement, the Vietnam War, sexual liberation and the counterculture. Prerequisite: HIST 101 or 102.

HIST 315: American Women's History

The course surveys women's struggle for suffrage and political rights, the conflicts between women of different classes, races, and generations, and the difficulties and opportunities that have accompanied women's attempts to balance work and home life. Prerequisite: HIST 101 or 102.

HIST 316: City and Suburb in America

This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Themes to be discussed are the impact of industrialization, immigration and internal migration, the onset of racial and urban problems, the formation of new and distinctive urban subcultures, the problems of health and housing, and corrective public policies from the 19th century to the present. Prerequisite: HIST 101 or 102.

HIST 317: Genocide, Crimes Against Humanity, and Human Rights

An examination of imperialism, racial ideology, and theories of genocide that have led to crimes against humanity. Emphasis is placed on an examination of historical circumstances that led to acts of violence, investigation, and analysis of policies of discrimination, and systematic and institutionalized violence of one group of people by another. Prerequisite: HIST 101, 102, 121, or 122.

HIST 318: Racism and Global Perspectives

This course will explore racism by examining western colonialism, the historical construction of racism, and the cultural structures and historical discourses of racism. Prerequisite: HIST 101, 102, 121, or 122.

HIST 319: Apartheid: Discrimination and Reconciliation

This course examines the creation and development of the policy of apartheid in South Africa. Prerequisite: HIST 101, 102, 121, or 122.

HIST 320: Age of the Renaissance and Reformation

The intellectual, religious, and institutional developments as they affected these two separate and distinct movements in the emergence of secular culture and religious reform. Prerequisite: HIST 101, 102,121, or 122.

HIST 321: The Civil Rights Movement in the United States

This course surveys the civil rights movement led by African Americans in the United States, from the early twentieth century until the present. Students in this course will examine the emergence of the movement, including the demographic and industrial transformations, agricultural change in the South, and resulting political and economic changes effect on race relations. Prerequisite: HIST 101, 102,121, or 122.

HIST 324: Immigrants in America

Examine experiences of European and non-European immigrants. Explore reasons and implications of their displacement and adjustment. Examination of immigrant perspectives and current debates about immigration and immigrant experience. Prerequisite: HIST 101, 102,121, or 122.

HIST 325: Hitler's Germany

Examine the reasons that led to the rise of Nazism. Examine Fascist/Nazi ideology, examine the rise of Hitler, construction of a Total State. Explore how Nazi Germany functioned and evaluate compliance and resistance against the Nazi regime. Prerequisite: HIST 101, 102,121, or 122.

HIST 326: Capitalism and Freedom

This course explores the intricate relationship between capitalism and individual liberty, examining how economic systems influence social and political freedoms. Through case studies and discussions, we will investigate the implications of market dynamics on inequality, innovation, and democracy. By the end of the course, students will develop a nuanced understanding of capitalism's role in shaping modern societies and individual rights. Prerequisites: HIST 101 and HIST 102

HIST 327: Native American History and Resistance

This course delves into the rich and diverse history of Native American communities, highlighting their resilience and resistance in the face of colonization and systemic oppression. Students will examine key historical events, cultural practices, and movements, focusing on the impact of U.S. policies on Indigenous peoples. Through a combination of primary sources, literature, and contemporary case studies, we will explore themes of identity, sovereignty, and activism. By the end of the course, students will gain a deeper understanding of Native American experiences and the ongoing struggles for rights and recognition. Prerequisites: HIST 101 and HIST 102

HIST 340: Modern Latin America

An analysis of the background and development of Latin American history, society, and politics, particularly problems relating to stability and change, such as population pressures on existing political, economic, and social institutions, and the contemporary revolution of rising

expectations. Prerequisite: HIST 101, 102,121, or 122.

HIST 343: History of China

Chinese history with emphasis on significant periods in the development of China; special attention to periods beginning with the Qing dynasty, Opium War, 1911 revolution, communist state, China's role in the modern world. Prerequisite: HIST 101, 102,121, or 122.

HIST 344: Colonial and Post-Colonial History

Examine European colonialism with emphasis on Africa/Asia. Emphasis is on an examination of colonial policies, impact on colonies and emergence of nationalism. Prerequisite: HIST 101 or 102 and HIST 121 or 122.

HIST 345: Colonial and Postcolonial Vietnam

From the French colonial experience to the United States' intervention, this course brings together the histories of colonialism, nationalism, and anti-communism, using Vietnam as a focal point. Prerequisite: HIST 101 or 102 and HIST 121 or 122.

HIST 346: Modern Africa.

The complex historical and psychological forces of the past applied to the problems of the emerging nations achieving political stability, economic viability and cultural identity; the future of the continent in world politics. Prerequisite: HIST 101, 102, 121, or 122.

HIST 348: History of Russia

History of the Russian Empire, the Bolshevik revolution and the establishment of a totalitarian regime under the U.S.S.R., the collapse of communism and its consequences. Prerequisite: HIST 101, 102,121, or 122.

HIST 420: Research Seminar

Research seminar required of history majors with focus on a selected problem area for intensive study. Prerequisite: Permission of instructor and three 300 level courses in history.

Humanities Courses

Courses with the Humanities' prefix (HUM) are interdisciplinary in nature and are offered at various times. HUM courses may also be accepted for credit in other disciplines with approval of the appropriate Dean.

HUM 201: Service in The Community

This course offers students a supervised experience in the activities of community organizations and voluntary service. The course provides an expression of civic responsibility while demonstrating how community agencies function in response to human needs.

HUM 302: The Holocaust

Study of diverse representations of the historical forces surrounding the Holocaust, and an opportunity to analyze and discuss selected literary works.

Human Rights and Social Justice Courses

HRSJ 201: Introduction to Human Rights and Social Justice

Introduces important issues of our times-human rights and social justice. Students will explore and analyze social justice issues and consider action for social change. Some issues and actions we will consider are race, social class, gender, and conceptualization of social justice projects. *Foundation categories: Global Cultures and Languages.*

Italian Courses

ITAL 101: Conversational Italian I

For students with little previous experience in speaking Italian. Listening, speaking, reading and writing are emphasized.

ITAL 102: Conversational Italian II

For students with some previous experience in Italian and a continuation of the communicative approach of ITAL 101.

ITAL 111: Italian for Business 1

ITAL 112: Italian for Business 2

ITAL 200: Special Studies in Italian (3 to 6 credits) Offered occasionally. Topics vary with each offering. Various aspects of language, literature, and civilization. To include study abroad and summer immersion programs.

ITAL 201: Conversational Italian III

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

ITAL 202: Conversational Italian IV

Bentornati all'italiano! Welcome back to Italian class! This course is designed for students with some knowledge of Italian who have taken Ital 201. You will use your base knowledge of Italian to strengthen your communication skills: oral expression, listening comprehension, and intermediate reading and writing. These communication skills are fundamental skills that will be useful to you in your personal *and* your work life for years to come – knowing a second language gives you a competitive edge in your career choices and will make you more marketable when you graduate. Also, in this course you will learn to discuss Italian elements of the culture, history, and worldview of the Italian people– the Italian people in Italy and the Italian diaspora. This will help you expand your own worldview, and it will help you participate more effectively and responsibly in a multicultural world. *Breadth and Proficiency category Global Cultures and Languages*

ITAL 203 Global Cultures Italy

Overview of Italy and its culture through a study of its literature, art, music, and film, including Italy's contributions to Western civilization and the global community more broadly. The course will be offered in English. Also offered as GLOB 203. *Breadth and Proficiency category Global Cultures and Languages*

ITAL 210: Italian Communication - Oral and Written

This course is designed for students with advanced knowledge of Italian. You will strengthen your communication skills: oral expression, listening comprehension, and intermediate reading and writing. These communication skills are fundamental skills that will be useful to you in your personal *and* your work life for years to come – knowing a second language gives you a competitive edge in your career choices and will make you more marketable when you graduate. Also, in this course you will learn to conduct advanced discussions in Italian elements of the culture, history, and worldview of the Italian people– the Italian people in Italy and the Italian diaspora. This will help you expand your own worldview, and it will help you participate more effectively and responsibly in a multicultural world.

Breadth and Proficiency category Global Cultures and Languages

ITAL 211: Communication in Italian

This course is designed for students with very advanced knowledge of Italian. You will strengthen your communication skills: oral expression, listening comprehension, and intermediate reading and writing. These communication skills are fundamental skills that will be useful to you in your personal *and* your work life for years to come – knowing a second language gives you a competitive edge in your career choices and will make you more marketable when you graduate. Also, in this course you will learn to conduct advanced discussions in Italian elements of the culture, history, and worldview of the Italian people– the Italian people in Italy and the Italian diaspora. This will help you expand your own worldview, and it will help you participate more effectively and responsibly in a multicultural world.

Breadth and Proficiency category Global Cultures and Languages

ITAL 300: Special Topics

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

ITAL 300: (Special Topics) History and Culture of Italy

Travel-embedded course involves a grand tour of Italy (Venice, Assisi, Pisa, Florence, Rome, Pompeii) alongside the study of Italy from the ancient Romans to the present.

ITAL 310 "Mafia Worlds:" Movies & Lit

In this course we will examine both the fiction – stereotypes, myths and legends – surrounding the Italian mafia and the reality and scope of Italian Mafia control -- nationally and transnationally-- through an analysis of some of the most important American and Italian films and literature portraying Mafia culture. By analyzing historical, anthropological, literary, and cinematic texts, we will explore the Italian Mafia as an example representative of organized crime, while recognizing that the “mafia” system is not unique to Italy. Mafia systems exist in every country across the globe and they all have a tremendous impact on global economies,

politics, and culture. Students will also explore mafia systems in other countries, using the Italian system as a point of reference.

ITAL 311 Savoring Italy around Globe
(For Course description see GLOB311.)

Latina/o/x Courses

LATX 101/GLOB 101: Introduction to Latina/o/x Studies

Latina/o/x 101 is an introduction to the historical and contemporary issues that shape the political, social, and cultural practices and experiences of Latinx, Latino/Latina, and Hispanic communities in the United States. The course explores subjects related to and interconnected to the field of Latinx/o/a studies, including art, media studies, cinema, linguistics, gender, identity, race and ethnicity, migration/immigration, politics, and economics. The specific works to be considered will vary from semester to semester and will be announced in the syllabus by the instructor.

LATX 201/GLOB 201: Latin Music USA

This course is a comprehensive introduction to Afro-Caribbean and Latina/o/x music produced in the U.S. and their relation to Latin America from the 1920s to the present. . Their roots, influences, genres, and characteristics are discussed concerning cultural, religious, and socio-economic-political contexts. (No Prerequisites)

LATX 202/FILM 202: Spanish and Latin American Cinema

This course approaches visual narrative from a global perspective by analyzing a selection of Spanish, Latin American, and U.S. cinema from the Mexican Golden Age (1936-1950) to the new Millennium and their influence on the current world film production. (No Prerequisites)

LATX 302/GLOB 302: Introduction to Contemporary Latin American Literature

Readings in English translation of outstanding works of Latin American literature from the nineteenth century to the present, illustrating a specific or a variety of genres (short stories, novels, poetry, and dramatic plays). Differences between Spanish and English ways of written expression will be pointed out and emphasized. This course counts as an elective for the Latina/o/x minor. (No Prerequisites)

LATX 305/GLOB 305: The Latina/o/x Experience in Literature & Art

In this course we explore contemporary issues in the Latinx experience in the U.S. We consider the Latinx life between two worlds as documented in literature and art. We will look at the multinational quality of Latinos as a group – the largest and fastest growing single ethnic group in the U.S and discuss issues of cultural, social, and political Latinx identity. The particular works we will study in this course will give you the opportunity to explore dramatically different cultural assumptions and modes of expression. We read from the works of Latinx writers from Chicano, Puerto Rican, Cuban-American, and Dominican-American traditions. Note: All readings will be in English, and the course will be conducted in English. (No Prerequisites). This is a GATEWAY course.

Music Courses

MUS 101: Introduction to Music

This course emphasizes listening for the purpose of understanding a wide range of musical styles and cultures, ranging from ancient traditions to the present. The course examines music of numerous time periods both for its intrinsic value as well as how it relates to culture, historical context, function with society, and political importance. Music is viewed as a universal phenomenon that is common to all cultures. *Breadth and Proficiency category: Literature and Creative Arts*

MUS 150/151: Choral Singing (1 credit)

Entails the practical application of choral singing techniques including voice production, basic music theory, sight-singing, ensemble performance and stage deportment. The enjoyment of singing will be emphasized as well as choral singing as a lifelong endeavor. Repertoire includes classical music from the choral literature as well as arrangements of popular vocal music. This course may be repeated for credit.

MUS 203: Introduction to American Music

The course emphasizes listening for the purpose of deeper understanding of our American musical landscape in all of its variety. Additionally, it focuses on ways in which music has accompanied and influenced our collective development as a nation. American music as it relates to global influences, different cultures, politics, functionality, and intrinsic enjoyment are examined. *Breadth and Proficiency category: Literature and Creative Arts*

MUS 204: Music Fundamentals

Music Fundamentals focuses on the basic rudiments of music, including rhythm, pitch, harmony and other elements. It is devoted to the facilitation of learning these fundamentals through hands-on practice including improvisation, group assignments, reading and writing music notation and listening analysis. *Breadth and Proficiency category: Literature and Creative Arts*

MUS 205: Introduction to Jazz

This course is an exploration of the historical, cultural, political, and musical origins of jazz. Jazz is one of the only uniquely American musical art forms and relates directly to our development as a nation after the Civil War years. The Development of Jazz explores the many faceted history of jazz and its relationship to culture, race relations and political influences. The course also explores jazz and its standing as an international phenomenon. *Breadth and Proficiency category: Literature and Creative Arts*

MUS 210: Basics of Singing

A practical introduction to singing based on a hands-on, workshop model. The course focuses on vocal technique, anatomy and physiology of the voice, how to practice, stage deportment and a historical overview of singing styles throughout history.

MUS 220: Guitar Performance

Guitar class is appropriate for complete beginners with no experience in music as well as intermediate players who would like to sharpen their skills. The course provides students with the opportunity to learn fundamental guitar performance techniques as well as the historical and cultural development of the guitar as an instrument.

MUS 300: Special Topics

These are selected specialized topics that may include: World Music, Music of South America, Afro-Pop Music, Music Technology and other courses that reflect contemporary topics in music making and consumption.

Philosophy Courses

PHIL 101: Introduction to Philosophy

Fundamental issues in philosophy. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 102: Logic and Critical Thinking

Methods for distinguishing good from bad reasoning. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 105: Movies and the Meaning of Life

Introductory philosophy course that analyzes the various conceptions of the human experience through film. Prerequisite: none.

PHIL 200: Special Problems

Offered occasionally. Topics vary with each offering. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 203: Philosophy of the Human Person

Development of themes concerning the nature of man such as determinism and materialism. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 206: Ancient and Medieval Philosophy

The development of philosophic thought from its origins in Greece to the end of the Middle Ages. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 207: Philosophy of the Modern Era

This course traces the main developments in philosophic thought from the 17th to the mid-19th century. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 209: History of Ethics

A chronological exploration of major ethical theories in Western thought, beginning with the

Greeks and moving through contemporary thought. Competing visions of ideal social justice will be examined, from theologically motivated worldviews, through utilitarianism, Marxism, and Rawlsian liberalism. Prerequisite: none. *Breadth and Proficiency category: Philosophy and Religious Studies*

PHIL 303: Philosophy of Religion

(Also offered as RELS 301) Development of the philosophical issues raised by religious belief such as the existence of God, the problem of evil, and the nature of faith. Prerequisite: One 100- or 200-level philosophy course or permission of instructor.

PHIL 304 Political Philosophy

Our political institutions and practices are the result of our thinking over several millennia about the type of political organization which has the best justification given our competing interests, differing values, and foundational moral principles. This course is intended to give an historical understanding of the developing intellectual process that has resulted in the debates we are still having concerning our political institutions and practices. Prerequisite: One 100- or 200- level philosophy course or permission of instructor.

PHIL 310: Philosophy of Knowing and Being

A study of the nature and scope of knowledge and of the nature of reality. Prerequisite: One 100 level philosophy course or permission of instructor. Prerequisite: One 100- or 200- level philosophy course or permission of instructor.

PHIL 375H: Ethical Choices for the 21st Century

The application of ethical theory and critical analysis in the establishment of well- reasoned personal positions on timely issues. Among the topics to be considered are abortion, euthanasia, the death penalty, justice, sexual morality, reverse discrimination and animal rights. (Honors Program students only.)

PHIL 376H: Ethical Issues in the World Economy

(Also offered as BUSA 376 and ECON 376) Ethical implications of the global economy. The philosophical basis for contemporary ethical theories and the application of ethical theories to moral decisions made in world economics. Ethical analysis of specific practices and cases in international business and industry and related governmental policies. (Honors Program students only.)

PHIL 402: Contemporary Philosophy

Development of major themes in the late 19th and 20th century philosophy such as pragmatism and the role of linguistic analysis. Prerequisite: One 100- or 200- level philosophy course or permission of instructor.

Course Archive

These courses are no longer regularly offered:

PHIL 315 Bioethics

PHIL 308 Scholasticism

PHIL 401 Existentialism

Political Science Courses

POLS 201: Contemporary American Politics

Basic principles of the Constitution and how it governs American political life. The structure, organization, powers and functions of our national government and their impact both socially and economically on our established institutions. *Breadth and Proficiency category: History and Social Sciences*

POLS 202: American Society and Politics

The role of political parties, pressure groups, public opinion, in our political process and contemporary society as they affect stability and change in our democratic society. *Breadth and Proficiency category: History and Social Sciences*

POLS 203: American Presidency

The presidency with its present unparalleled significance. The role of the office in both domestic and world affairs. The evolution of the American presidency from the ratification of the Constitution to the present. The individuals who have held the position. *Breadth and Proficiency category: History and Social Sciences*

POLS 204: The American Congress

The function of the Congress under the Constitution and the expanding legislative and non-legislative powers in response to a changing age; the role and responsibility of Congress to adjust to the political, economic, and sociological changes in American society and international relations. *Breadth and Proficiency category: History and Social Sciences*

POLS 205: Intro to Public Policy

Introduction to Public Policy is an undergraduate level course designed to introduce students to the theory and practice of public policy. In this course students will learn about the foundations of public policy to include the history, basic principles, theory, ethics and values, the connection between policy and practice, and the application of human service strategies.

POLS 211: Contemporary European Politics

The political, social and economic forces at work within the western European community since 1945; the redevelopment of western Europe since the war (1945) and the response to the Soviet threat. The European response to the breakup of the Soviet Union and its control of Eastern Europe. *Breadth and Proficiency category: History and Social Sciences*

POLS 300: Special Problems

Offered occasionally. Topics vary with each offering.

POLS 301: Comparative Government

Critical study of the political process and institutions of major powers, including Great Britain, the Commonwealth of Independent States (formerly the Soviet Union), Germany, France and Japan; their interrelationship and relationship to the United States; basic problems confronting each country internally and externally.

POLS 302: Urban Politics

The nation's urban areas and various reorganizational plans in the political process to meet the needs of the contemporary technological society; their relationship to critical issues such as poverty, welfare, education, and urban renewal.

POLS 312: The Politics of Modern Ireland

Nineteenth and twentieth century Ireland; the development of its political institutions, political parties, leadership and events leading up to partition in 1921, and the sequence of events until the present day.

POLS 332: Environment and the Law

(Also offered as BUSA 332) Introduction to environmental laws and regulations, their applicability and enforcement, with the objective of increasing awareness of environmental problems and their application in decision making, utilizing ethical, legal and business factors.

POLS 350: Constitutional Law

The origin, growth, and contemporary role of the Supreme Court, the evolution of constitutional interpretation and the contests over civil rights and liberties in our society today.

POLS 401: American Political Thought

Selected problems of political theories which have shaped the American nation in the representative writings of American political thinkers; their role in formulating the roots of contemporary political thought.

POLS 402: International Politics

International political behavior and patterns of conflict in international relations of the major world powers; the challenge to long-accepted methods of international law implicit in international communism; the evolving conflict of national sovereignty vs. supra-national concept.

POLS 410: Pre-Law or Government Service Practicum (3 or 6 credits)

Supervised field experience in a variety of law or government service settings. Prerequisite: permission of the instructor.

Psychology Courses

PSYC 103: General Psychology

Principles and practices of contemporary psychology. Learning, intelligence, motivation,

emotion development and personality and social psychology.

PSYCH 105: Reading & Writing about Psychology

An introduction to understanding basic psychological research and using APA style in writing.
Prerequisites: PSYC 103 and ENG 101, or their equivalents.

PSYC 205: Behavior Modification

Theory and principles of behavior modification techniques and methods employed in the classroom, institutional and residential settings. Practical application included.

PSYC 206: Child Psychology

Major concepts and theories about childhood as a life stage of physical, cognitive, social, and emotional growth and development; issues and problem areas of childhood.

PSYC 207: Introduction to Health Psychology

Application and contribution of psychological knowledge to problems of health and health care. The significance of psychological factors in the etiology, course and treatment of disease. The role of modern psychology in the prevention of disease and the maintenance and promotion of healthy behavior.

PSYC 208: Adolescent Psychology

Major concepts and theories about adolescence as a life stage of physical, cognitive, social, and emotional growth and development; adolescent relationships with family, peers, and society; issues and problem areas of adolescence.

PSYC 211: Multicultural Psychology

Examines the multiple ways in which culture can influence human perception, emotion, and behavior.

PSYC 214: Sports Psychology

(Also offered as SPM 214. See SPM 214 for course description.)

PSYC 218: Psych of Alcohol/Substance Use Disorders I

This course presents the major concepts, principles, and processes of addiction following the biopsychosocial model. The focus is on assessment and DSM5 criteria for substance use disorders and their relationship to other mental health disorders. Learn about diagnosing and assessing SUDs, levels of care within SUD treatment, and the important considerations for treatment decisions.

PSYC 220: Human Relations

This is a student-centered course which will explore individual values as well as the values of society. Self-knowledge, sensitivity, and communication skills will be identified and developed. Class participation and student interaction will be stressed greatly during this course.

PSYC 222: Introduction to Eating Disorders

History symptomatology and treatment of eating disorders and related areas. The biological, psychoanalytic, behavioral, and other theoretical perspectives.

PSYC 225/401: Human Resource Management

(Also offered as BUSA 401. See BUSA 401 for course description.)

PSYC 230: Forensic Psychology

(Also offered at CJ 230) An introduction to forensic psychology as the application of science and the profession of the law to issues relating to psychology and the legal system. The role of the forensic psychologist in court proceedings, and the techniques, instruments, and controversies involved in forensic assessment will be covered in this course. Prerequisite: PSYC 103.

PSYC 300: Special Topics in Psychology

Offered occasionally. Topics vary with each offering.

PSYC 301: Abnormal Psychology

Etiology, symptoms, and treatment of major categories of psychopathology. Prerequisite: PSYC 103.

PSYC 302: Social Psychology

(Also offered as SOC 302) This is an upper division course covering several topics in Social Psychology, including self-perception and the perception of others, attitudes and attitude change, group dynamics, attraction, prejudice, leadership, aggressive behavior, social influences, conformity, gender differences, and health psychology. Prerequisite: PSYC 103 or SOC 201.

PSYC 306: Personality Theory

Major approaches to personality development. Psychoanalytic, psychodynamic, behavioral, trait and humanistic approaches. Prerequisite: PSYC 103.

PSYC 307: Psychological Testing and Assessment

Principles of psychological and educational testing; use of standardized tests in evaluating individuals and groups; survey of tests of intelligence, achievement, personality and interest. Prerequisite: PSYC 103.

PSYC 310: Statistical Methods in Psychology

Fundamental statistical procedures and their application to the analysis and interpretation of psychological and educational data. Topics include measures of central tendency and variability, correlation, normal and t-distributions, chi square and simple analysis of variance. Prerequisite: PSYC 103, PSYC 105 and MATH 101 or higher; junior or senior standing.

PSYC 311: Psychology of Women

Women and male/female differences from both a biological and psychological perspective; gender roles, male/female relationships, and problems confronting women in today's society. Prerequisite: PSYC 103.

PSYC 313: Group Dynamics

The principles, theory and concepts of group behavior as provided by the study of major theorists. Practical application of group principles. Prerequisite: PSYC 103.

PSYC 314: Psychopathology of Violence

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

PSYC 315: Abnormal Child Psychology

Etiology, symptoms and treatment of major forms of psychopathology in childhood and early adolescence including behavior disorders, emotional and mood disorders, developmental disorders, eating disorders and problems resulting from child abuse and neglect. Prerequisite: PSYC 103.

PSYC 316: Adult Development

Adulthood, defined as beginning at age 21. Developmental stages of adulthood, maturity characteristics, identity, interpersonal relationships, and social and professional changes through the adult years; physical and emotional aspects of aging; death and dying. Prerequisite: PSYC 103.

PSYC 318: Psychology of Alcohol/Substance Use Disorders II

This course will introduce human addictions. The addiction process and chemical addictions will be explored, as well as a variety of treatment models. This Level II program teaches students to think about how they think regarding the disease of addiction and how they communicate. This course teaches the students the signs and science of alcohol and substance use disorder, the impacts and consequences of alcohol and substance use, and techniques and Evidence Based resources available to students when working with a client with an alcohol and substance use problem. Prerequisite: PSYC 218

PSYC 325: Positive Psychology

In Positive Psychology, the focus is on building personal strengths and resilience, instead of dwelling on pathology. The specific characteristics of people with positive outlooks will be identified, along with strategies for cultivating and experiencing authentic happiness and other positive emotional states. This course will examine the theoretical basis behind the positive psychology movement, the extensive research in support of the model, and the many applications of positive psychology to everyday life. Prerequisite: PSYC 103.

PSYC 326: Psychology and the Law

Students will learn how human psychology affects criminal interrogation procedures, the reliability of eyewitness testimony, juror decision-making, and the behavior of criminal suspects. Students will learn how psychological theories can predict and explain the behavior of the actors in the criminal justice system and will critique existing protocols while considering alternate possibilities. Prerequisite: PSYC 103.

PSYC 327: School Psychology

Students will explore the three basic functions of school psychology: assessment, counseling, and consultation. They will view different perspectives in response to the issues many schools face when educating students. Prerequisite: PSYC 103

PSYC 334: Counseling and Psychotherapy: Theories and Techniques

The principles and methods of counseling. The value of various approaches and processes. Application of techniques in the treatment of a variety of disorders. Prerequisite: PSYC 103.

PSYC 340 History of Psychology

The development of the theory and methodology of psychology from its early philosophical roots. The origins of contemporary psychological trends. Prerequisite: PSYC 103.

PSYC 345 Psychology of Literature

A study of psychological themes and concepts in classic and contemporary literature. The use of literature in personality assessment and psychotherapy will also be examined. Prerequisite: PSYC 103.

PSYC 394: Psychology of Harry Potter

Since the publication of Harry Potter and the Philosopher's Stone (Sorcerer's Stone, for American editions), the Harry Potter novels and films have been an international phenomenon. In addition to their entertainment value, they have motivated many individuals--including college students--to read and to discuss what they have read. What better evidence of their importance can be their frequent appearance on requests for banned books and at book burnings? Furthermore, the Harry Potter series has an obvious educational value. Professors at many colleges, including STAC, have discussed Harry Potter in their classes. Course prerequisite: PSYC 103 or permission of the instructor.

PSYC 402 Psychoanalytic Theory

Major concepts of Freudian psychoanalysis and its three major contemporary developments: ego psychology, object relations theory, and self-psychology. Application of psychoanalytic principles to dreams, psychopathology, psychotherapy, and the arts. Prerequisite: PSYC 103 and two courses at the 300/400 level.

PSYC 409: Experimental Psychology

Design and evaluation of selected experiments in such areas as learning, thinking, motivation, and social behavior. Prerequisites: PSYC 103 and 310, and three psychology courses at the

300/400 level.

PSYC 410: Psychology Practicum

A senior-level course involving supervised experience in mental health agencies, institutions, community residencies, research institutes, rehabilitation centers, special educational settings, and psychiatric centers. Research paper under supervision of Practicum Faculty. Prerequisites: Recommendations from two full-time psychology faculty and permission of instructor. Seniors only. Register in Fall or Spring to ensure adequate time for completion. May not be offered during winter or summer sessions.

PSYC 415: Industrial and Organizational Psychology

(Also offered as MGT 415) The principles, theories and concepts of human resource management. The processes and interventions at the individual, group and organizational levels that facilitate employee growth, productivity and development. Prerequisites: PSYC 103.

Course Archive

PSYC 407: Physiological Psychology

Religious Studies Courses

RELS 101 Introduction to Religion

This course is designed to acquaint students with broad themes in the study of religion. More specifically, the course will examine historically important theories concerning the origin and nature of human religious expression. Further, we will examine together some characteristic features of religious life and practice.

RELS 102 Religion and Society

Societies and social structures are never set up in ways that serve the interests of all members equally. This course uses the theories of Bruce Lincoln and Pierre Bourdieu to reflect on how religious traditions are utilized in the maintenance of relationships of domination in society. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 103 Hebrew Scriptures

An overview of the books of the Hebrew Bible with attention paid to the history and tradition of the Hebrew people. Within this overview, particular weight is placed on the prophetic tradition which plays a central role in shaping Judeo-Christian views on social justice. *Breadth and*

Proficiency category: Philosophy and Religious Studies

RELS 104 New Testament

This course considers the content of the New Testament in relationship to the social context in which it was created, focusing in part on the diversity of Christian beliefs and practices in the first few centuries CE. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 200: Special Problems

Offered occasionally. Topics vary with each offering. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 201: Early and Medieval Christian Thought

Development of the central concepts of Christianity from the apostolic era to the end of the medieval period. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 202: Christian Thought in the Modern Era

Development of the central concepts of Christianity in the modern era from the Renaissance and reformation to the twentieth century. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 203: Evolution of Jesus

This course focuses on how the image of Jesus has evolved since the 1st century, both within Christianity and outside Christianity. A special emphasis is placed on how the images of Jesus changed after the rise of capitalism and how Jesus is used both to justify capitalism and communism. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 204: Jews and Judaism: A History

A history of Jews and Jewish civilization from Biblical times to the present. Both primary and secondary source material will be analyzed using various tools of historical interpretation. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 208: Contemporary Jewish Beliefs and Practice

A study of the beliefs and practices of Judaism today. What Jews believe and how they put their beliefs into practice will be emphasized. The life cycle, holiday cycle, and ethical teachings, and the importance of the Holocaust and Israel in modern Jewish life and thought are highlighted. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 209: American Judaism Today

The story of the Jews in America, their history and beliefs. Where the American Jewish community finds itself at the end of the twentieth century will be discussed. The interweaving of history, sociology, economics, politics, and theology will be explored. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 212: Religion in America

The course traces the development of the various religious groups in America and their impact on American political, cultural, and social history. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 213: Religion, Race, and Social Justice

An examination of the role religion has played in both fostering and challenging racial prejudice in the United States. This course examines the special role race relations have had

in American culture and highlights the quest for racial equality as perhaps the longest lasting struggle for social justice in American history. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 214 Theology and Social Justice

An exploration into the relationship of theology and the practice of social justice through the eyes of Catholic saints, theologians, and through student-involved experiential learning. Students will engage in dialogue, reflective writing, experiential learning, and group projects to understand the relationship of theology and social justice and to further develop their own deepening call to individual and social responsibility. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 215: Religion and Capitalism

This course focuses on the relationship between economic exploitation, social order, and religion in the work of Marx, Weber, and Durkheim, as well as contemporary theorists working in their wake. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 216: Fundamentalism

A history of conservative Christian movements in America. Special attention is paid to the fundamentalist worldview and its vision of social justice. While this vision runs counter to the dominant liberal narrative, fundamentalists nevertheless have a clear vision of the place of humans in creation and their responsibilities for creation. *Breadth and Proficiency category: Philosophy and Religious Studies*

RELS 221: Hinduism & Buddhism

Focusing on Hinduism and Buddhism, part of this course considers how the elements of these traditions have been co-opted by modern agendas in ways that cohere with late capitalism and other forms of economic exploitation. *Breadth and Proficiency categories: Philosophy and Religious Studies or Global Cultures and Languages*

RELS 223: Islam and Western Imperialism

Survey of Islam's origin story, social and political history, and the contents of Qur'an. Islam's role in US foreign policy is additionally examined. *Breadth and Proficiency categories: Philosophy and Religious Studies or Global Cultures and Languages*

RELS 300: Contemporary Religious Issues in America

This course explores the creative forces that have shaped American religion and examines the challenges that confront the religious community today.

RELS 301: Philosophy of Religion

(Also offered as PHIL 303. See PHIL 303 for course description.)

RELS 309: Religion and Gender

This course first focuses on the social construction of gender, considering the theories of scholars such as Judith Butler and Anne Fausto-Sterling; second, the course considers how gender is constructed in American evangelical Christianity, how those constructions are legitimated within the communities, whose interests are served, and the similarity between those communities and mainstream America.

RELS 401: Christian Ethics in Contemporary Society

The meaning of Christian ethics with special reference to contemporary problems.

Prerequisite: RELS 101 or permission of the instructor.

RELS 408: Contemporary Christian Theology

The doctrines of the Christian creed in the perspective of contemporary theology.

Prerequisite: RELS 101 or permission of the instructor.

RELS 410: Senior Seminar

This course focuses on 20th century social theorists centrally concerned with the relationship between power, discourse, and social order.

Social Policy and Civic Engagement Courses

SPCE 102/SOC 102: Intro to Social Problems

This course provides an introduction to using sociological theory and social science research to analyze major social problems facing society today. We examine the social construction of societal problems, read theoretical writings dissecting these problems, and analyze how real-world solutions have impacted societal issues and power dynamics. Throughout this course we will have open discussions on solutions and the challenges we as a society face in implementing solutions to some of the biggest social problems facing society. This will include a deep investigation into socio-economic stratification, moral panics and substance abuse, welfare and crime, environmental issues and immigration. At the end of each unit, students will write a policy position paper in which they make an argument for a real-world policy solution to the issue discussed, requiring them to apply what they have learned in class to society.

SPCE 312/SOC 312: Theorizing Injustice

This course will introduce students to five theoretical points that have become common sense in “critical theory” scholarship, claims which can be found in various fields of study across the social sciences and humanities—from Marx to Poststructuralism to Critical Race Theory. The five central themes concern 1) the relationship between knowledge and power, 2) the ways in which social structures and institutional powers create subjects and produce desires, 3) the ways in which domination is unintentionally reproduced by people who ostensibly oppose domination, 4) the role of ideology in sustaining those relations of domination, and 5) the ways in which the state gets captured by hegemonic forces, which then utilize the state to discipline subjects in ways that benefit the hegemony. This foundational course will help students develop a secure theoretical grounding with which to understand contemporary social issues, relations of inequality, and forms of domination we face in the 21st century, whether related to race, class, or gender. Prereq: SOC 101, SPCE

102, SOC 102 or HRSJ 201.

SPCE 405: Research for Social Change

This class provides a broad overview of research methodologies, with a particular focus on the application of research methodology to the analysis of social problems and the development of sound social policy. The famous sociologist Pierre Bourdieu once stated that the purpose of research is to “reveal that which is hidden.” Designing a research tool, such as an interview protocol or survey, and using your sociological imagination to analyze and understand your interview data is a particularly powerful technique for revealing the hidden mechanisms of society. In this course, we will explore qualitative and quantitative research methods as applicable to the analysis and solving of social issues. The class will culminate in the development of a research proposal, where you make an educated argument for why specific social issues should be examined using a particular research method, and how that research could then be used to change policy. Prereqs: SPCE 102, SOC 102, MATH 110, Senior Status.

Social Science Courses

SS 205: Studies in Culture

Overview of American cultural development and comparison/contrast with other American (Western hemisphere) nations.

Sociology Courses

SOC 101: Introduction to Sociology

The fundamental concepts of the discipline, its scientific method, and its application to human behavior. Change in the individual's relationship to society including social role and interaction, social stratification, group and power relations, and relations between institutions. *Breadth and Proficiency category: History and Social Sciences*

SOC 102: Intro to Social Problems

(For description see: SPCE 102/SOC 102: Intro to Social Problems)

SOC 202: Society and the Modern Family

Family life in America from a comparative and historical perspective. The variations in different societies. The family as a social institution, changing attitudes, values and external social conditions, new perspectives on such problems as courtship, marriage, parenthood, conflict of values in family planning and the single parent family. *Breadth and Proficiency category: History and Social Sciences*

SOC 203: Race and Ethnicity in American Society

The role and influence of major racial and ethnic groups in American life and thought; emphasis on contemporary problems of conflict, adjustment and social change affecting American society.

Breadth and Proficiency category: History and Social Sciences

SOC 300: Special Topics in Sociology

Offered occasionally. Topics vary with each offering.

SOC 302: Social Psychology (Also offered as PSYC 302. See PSYC 302 for course description.)

SOC 304: Social Work In Today's World

Social work as a profession today. Social work, its history, nature and scope; family casework, psychiatric social work, children's services, court and medical social work, social work in correctional settings, public assistance, social group work, community organization. Field visits to social agencies.

SOC 305: Sociology of Propaganda

Is propaganda the chief mode of discourse in contemporary mass media and in the communications issued by our major social institutions, both public and private, for-profit and nonprofit? This course explores the ways in which political and commercial organizations and

policy makes use of propaganda to achieve social dominance and visibility at the expense of describing reality. Prerequisite: SOC 101.

SOC 306: Sociology of Emotions

How are emotions shaped by social conditions? This course explores how people's emotional lives are largely the result of their formative experiences in institutions and are molded by the way society prohibits some emotional expressions while encouraging others. Rather than universal experiences, emotions are viewed in this course as contingent and malleable.

Prerequisite: SOC 101.

SOC 307: White Collar Worlds

How are our experiences of work different today from those of people living in early or pre-industrialized societies? This course explores the ways in which modern bureaucratic institutions shape the individual's social psychology and how one can locate meaningful work in contemporary society. *Offered as a Gateway Course.*

SOC 309: Sociology of the Body

We often think of our bodies as simply a natural product. However, our understanding of bodies – whether healthy or sick, gendered and/or raced, or living or dead – is deeply rooted in culture. Globally and throughout time the exact same body can be interpreted in conflicting ways, whether we are comparing modern standards of the “healthy” body to the Victorian Era or exploring trends in body augmentation between cultures. Regardless, society ultimately gives the body meaning, and how we interpret bodily differences is a reflection of broad social values. In this class we will investigate how bodies are socially constructed and how these unique interpretations of bodies are a reflection of global social power structures. Students will explore how bodies fit (and don't fit) in society through a diverse reading of articles by authors from around the globe, as well as movies and documentaries that feature topics including: the intersectional body; the desirable body,

body control; the sporting body; and the birth and death of the body.

SOC 312: Theorizing Injustice

(For description, see: SPCE 312/SOC 312: Theorizing Injustice)

SOC 314: Childbirth & Healthcare Inequalities

Annually, an astonishing number of women die giving birth in the United States. The US mortality rate during and after childbirth is more than three times that of other equally wealthy nations. This course starts with this challenging question – why is it that women are still dying giving birth in a country with such wealth? The answer, as the course, will explore, lies in the inequities built into our healthcare system. This class uses the experience of childbirth to explore the intricate ways the US medical system creates, reinforces, and exacerbates long-percolating social inequities in regard to gender, race, class, and sexuality. The course will also broaden a student’s understanding of healthcare options by providing an array of comparisons between the US healthcare system and global approaches to maternal healthcare. Students will leave this class with a strong understanding of the complexity of healthcare challenges in the US through this deep dive into the maternal health crisis. Prerequisite: SOC 101, SPCE/SOC 102, SOC 202 or SOC 203

SOC 320: Living on the Margins

This course examines life on the margins of US society through first-person accounts and the perspectives of reformers, academic experts, and authors. This class does not approach homelessness, welfare receipt, or social deviance as inherently a social problem. Instead, we will trace the changing interpretation of social “deviant” and “dependent” behavior through US history and examine how US cultural norms have shaped our understanding of who is considered deviant. As we read about hobos, opium users, sex workers, welfare recipients, drug addiction, and contemporary homelessness, students will be exposed to the complexity of the experiences of individuals living on the margins of US society. Prerequisite: SOC 101, SPCE/SOC 102, SOC 202 or SOC 203

SOC 404: Law and Society

(Also offered as CJ 404. See CJ 404 for course description.)

SOC 405: Research Methods in Social Science

(Also offered as CJ 405) Research techniques, research designs, data collection procedures and causal inference. Prerequisite: junior or senior status. Should be taken no later than fall of senior year.

SOC 408: Deviant Behavior

(Also offered as PSYC 408. See PSYC 408 for course description.)

Spanish Courses

SPAN 101: Conversational Spanish I

This introductory course in Spanish emphasizes oral and written communication. We stress

all aspects of language learning: Students learn recognition through listening and reading exercises, and self-expression by means of speaking and writing. Spanish 101 is the first half of a year-long course. This is a fast-paced, active class in which each and every student must participate. This course is NOT for heritage speakers. *Breadth and Proficiency category Global Cultures and Languages*

SPAN 102: Conversational Spanish II

This is a continuation of the introductory course Spanish 101. It emphasizes oral and written communication and stresses all four language skills. Students learn recognition through listening and reading exercises, and self-expression through speaking and writing. As before, the second half of the introductory sequence is a fast-paced, active class in which all members of the group are expected to participate. *Breadth and Proficiency category Global Cultures and Languages*

SPAN 200: Special Studies in Spanish (3 to 6 credits)

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

SPAN 201: Conversational Spanish III

This is an intermediate level Spanish class, a third semester in the normal college-level sequence. It is intended to fill the needs of those students who have successfully completed the equivalent of a first-year college course or two years of high school Spanish and help them to develop their communicative ability while reviewing and expanding basic structures and vocabulary. As linguistic skills are reinforced, so is cultural awareness. The course is the first half of a year-long sequence. *Breadth and Proficiency category Global Cultures and Languages*

SPAN 202: Conversational Spanish IV

This is the second part of the intermediate level Spanish class, a fourth semester in the normal college-level sequence. It is intended to fill the needs of those students who have successfully completed the equivalent of a year and a half of Spanish and help them to further develop their oral and written communicative ability as we review and expand grammatical patterns and vocabulary. Cultural knowledge and awareness are reinforced by means of exposure to the art, history, and geography of the Spanish-speaking world. *Breadth and Proficiency category Global Cultures and Languages*

SPAN 204: Global Cultures Spain

Overview of Spain and its culture through a study of its literature, art, music, and film, including Spain's contributions to Western civilization and the global community more broadly. The course will be offered in English. Also offered as GLOB 204. *Breadth and Proficiency category Global Cultures and Languages*

SPAN 210: Spanish Communication -- Oral & Written (Intermediate Level)

The study of the Spanish language for oral and written expression. Required of all majors.

Breadth and Proficiency category Global Cultures and Languages

SPAN 211: Spanish Communication II

A continuation of SPAN 210 with an introduction to representative short literary works.

Breadth and Proficiency category Global Cultures and Languages

SPAN 300: Special Topics (3 to 6 credits)

Offered occasionally. Topics vary with each offering. This course may include: upper-level courses, study abroad, or summer immersion programs.

The following 300 and 400 level Spanish courses are conducted in Spanish:

SPAN 302: Highlights of Spanish Literature I

A study of selected major works of Spanish literature, in various genres, from the earliest significant literary manifestations up to and including masterpieces of the Golden Age. The course will provide textual analysis, interpretation, and an overview of Spain's cultural, political, and social history as a background against which these works were created. All work is done in Spanish.

SPAN 303: Highlights of Spanish Literature II

A study of selected major works of Spanish literature, in various genres, with a concentration on the period following the Golden Age to the present (18th to 20th centuries). The course will provide textual analysis, interpretation, and an overview of Spain's cultural, political, and social history as a background against which these works were created. All work is done in Spanish.

SPAN 305: Contemporary Spanish Drama

A study of selected dramatic works created in the interval between the flowering of the Generation of '98 and our own time, with emphasis on the evolution of Spanish theatrical traditions, and the innovations in subject matter, language and technique of individual playwrights.

SPAN 306: Great Spanish Poets

A study of selected masterpieces of Spanish poetry, with attention to the development of various forms from the earliest epic and lyrical examples, through the Renaissance and the best Romantic poetry. Emphasis is placed on the development of modern poetry from the end of the nineteenth century to our time.

SPAN 307: Nineteenth Century Realism

The poetry, novels, and theater of the Spanish romantic, "costumbrista" and "realista" literature of the 19th century are studied.

SPAN 312: Masterpieces of Spanish American Literature

Selected poetry, essays, and short stories from leading Spanish American authors, with

emphasis on the 19th and 20th centuries.

SPAN 313: The Short Story in Spanish America

Nineteenth and twentieth century Spanish American culture and ideals as seen through the short story.

SPAN 314: The Contemporary Spanish Novel

A study and interpretation of the Spanish novel since the Civil War through close reading of representative works. Analysis of the novels' socioeconomic and historical-philosophical contexts and the interplay between those contexts and the evolution of the genre itself.

SPAN 316: The Cultural Heritage of Spanish America

An analysis of the cultural and linguistic characteristics of Latin America. Outstanding literary figures will also be discussed.

SPAN 317: Hispanic Cultures in the United States

An analysis of the cultural and social aspects of Hispanic life in the United States, stressing its historical and cultural roots, its language and its own patterns of belief and behavior.

SPAN 319: The Novel in Spanish America

A close study of the major novels by writers from Spanish America, with an emphasis on contemporary masterpieces that have greatly influenced the novel in English: e.g., works by Cortazar, Fuentes, Garcia Marquez, and Isabel Allende.

SPAN 320: Spanish Thought Through the Ages

A study of selections from major works of Spanish literature, in various genres, but with a concentration on the essay and the narrative. The course will provide analysis and interpretation of texts, and an overview of Spain's philosophical, political, and social history as a background against which these works were created and to which their authors responded. All work is done in Spanish.

SPAN 345: The Cultural Heritage of Spain

The historical and geographical background of Spain, the diverse peoples who influenced the language, literature and customs of the country.

SPAN 401: Drama of the Golden Age

The study of the Comedia, an outstanding body of dramatic works produced during the Golden Age of Spanish literature and a unique contribution to the development of Western drama. This course offers an exploration of the historical and social framework that was both reflected in and influenced by this vital and wholly conventionalized literary phenomenon. Students will learn about the theater of Lope de Vega, Calderón de la Barca, and their respective "schools." They will explore the universal theme of "Life is a Dream" and the rich Spanish heritage of the "Don Juan" myth.

SPAN 402: Cervantes and The Quijote

A careful reading and interpretation of the first modern novel and one of the masterpieces of world literature, viewed in the context of its author's innovative vision of the role of fiction and against the background of a world power that has begun to lose its luster.

SPAN 404: The Generation of '98

The writings of members of the Generacion del '98 - essays, poetry, plays, novels - have had profound and far-reaching consequences for the intellectual and political lives in 20th century Spain itself and in Latin America as well. In this course, major works by Unamuno, Azorin, Machado, Valle-Inclan, Baroja, and Ortega y Gasset are studied and interpreted, and the contributions of this generation to the reinvigoration of Spanish creative genius are evaluated.

SPAN 406: Spanish American Thought

The development of a group of thinkers concerned with the problem of Latin American self-identity. The course will study such authors as: Andres Bello, José Martí, José Henríquez Ureña, Carlos Fuentes and others who have contributed to the intellectual development of Spanish America.

Therapeutic Recreation Courses

TR 101: Foundations of Recreation and Leisure

Social, psychological, historical and economic influence on the role of therapeutic recreation, recreation, play, and leisure in contemporary American society. Trends and scope of the American recreation movement. The forces and factors affecting therapeutic recreation, play preferences, practices, and behavior. An introduction to the field of therapeutic recreation and leisure studies and a general leisure education course for non-majors.

TR 201: Introduction to Therapeutic Recreation

Introduces students to the philosophical concepts and definitions of Recreational Therapy and implications for service delivery. The historical foundations and evolution of the Recreational Therapy profession is examined.

TR 301*: Leadership and Supervision of Recreation

Group processes, leadership & supervision in recreation. Analysis of leadership techniques, methods and styles. Fundamental supervisory and personnel management functions.

Prerequisite: TR 101 or permission of instructor.

TR 302*: Assessment and Therapeutic Recreation Process in Special Populations

An overview of the scope of recreation services provided in institutions, medical centers, rehabilitation and community settings for individuals with physical, social, emotional, and cognitive disabilities. Characteristics of disabilities, disabling conditions, terminology, legislation, advocacy, and programming. Fieldwork of 45 hours required. Prerequisite: TR101

or permission of instructor.

TR 309: Therapeutic Recreation in Gerontology

The aging process and the illness and disabilities experienced by aging persons. Students will explore the many issues surrounding the question; how therapeutic recreation benefits the emotional and social wellbeing of the older individual in society today. Analysis of information on lifelong, adult-onset and traumatic illnesses and disabilities experienced by aging persons. Direct client contact in the field work is a component of the course. Students will be required to complete no fewer than 45 hours in an approved therapeutic recreation setting. Competence in the areas of assessment, program design and therapeutic intervention will be developed and demonstrated. Prerequisite: TR 101 or permission of instructor.

TR 344: Therapeutic Recreation: Methods, Materials, and Process

This course is designed to develop techniques, methods, philosophy and skills in Therapeutic Recreation. Through classroom and practical application, students are provided opportunities to explore methods and materials used on T/R programming. Applications to group interactions, leadership, and related intervention techniques will be explored. Prerequisite: TR 101 or permission of instructor.

TR 401*: Organizing/Administering Recreation & Leisure Services

The administration of recreation and leisure services, including marketing and public relation techniques, financial facility, and personnel management. Theories and principles of management. Prerequisite: For majors in Leisure Management, TR 301 for majors in Therapeutic Recreation, permission of instructor.

TR 402*: Therapeutic Recreation: Principles and Practices

An advanced course in therapeutic recreation, focusing on comprehensive program planning and evaluation, the therapeutic recreation process, and activity analysis. Prerequisite: TR 302.

TR 403*: Therapeutic Recreation Techniques

The application of therapeutic recreation techniques to the clinical situation. Establishing a professional helping relationship through effective communication skills. Prerequisite: TR 302.

TR 404: Conceptual and Contemporary Issues in Therapeutic Recreation

An overview of current issues in therapeutic recreation which impact service delivery in a variety of settings and agencies. This course examines conceptual, theoretical, and practical issues associated with the organization and delivery of TR services, and students develop awareness for ongoing professional development during the academic program and into their professional careers. Prerequisite: completion of three 300-level TR courses.

TR 407: Research Methods in Therapeutic Recreation

This course is intended to provide students majoring in Therapeutic Recreation with a basic overview of the techniques for conducting both qualitative and quantitative research in a

clinical setting. The course focuses on the basic concepts, principles, and methods used in therapeutic recreation research from idea formulation through data collection, analysis and interpretation. Prerequisite: TR 302, TR 309, TR 402 and no fewer than 3 Psychology courses.

TR 410*: Recreation and Leisure Practicum

Supervised experience in a professional setting. Prerequisite: permission of instructor; TR 101, 201, 301, 302, 401 and permission of instructor.

TR 411*: Internship in Therapeutic Recreation (12 credits)

The assignment of 560 hours, consecutively experienced at one agency with supervision by a Certified Recreation Therapist. Meets requirements for certification by the National Council of Therapeutic Recreation Certification. Prerequisites: TR 101, 201, 301, 302, 402 and permission of instructor. Register no later than Fall of senior year. Not offered during summer sessions.

*These courses often require practical fieldwork outside of the classroom.

Writing Courses

Note: English 100, 101, and 102 have been retitled Writing 100, 101, and 102; these course descriptions are below. Writing 100, 101, and 102 can replace those courses for students who need to retake them.

Writing 100: Basic Composition

The purpose of Writing 100 is to help students begin to understand the analytical and mechanical conceptions of the writing that will be expected of them in college. The course prepares students for the tasks of college-level writing through specific and often intense attention to the processes they use to arrive at a written essay. Particular attention is paid to developing reading comprehension; the course emphasizes such skills as inference-drawing and reading critically in a way often defined as “strong” or “active” reading. Writing 100 also focuses on formal and structural matters, such as organization, mechanics, and grammar. The course is frequently used by students for whom English is not the primary language. Sections of this course meet three times a week: MW or TR with a workshop for supplemental instruction on Fridays. *Note: With the permission of the instructor and the Director of the Writing Program, students who earn any grade higher than A- will be exempt from Writing 101 and given permission to register for Writing 102. The course is not open to students who have completed Writing 101 and Writing 102.*

Writing 101: Academic Writing I

The purpose of Writing 101 is to prepare students for the tasks of college-level writing through specific and often intense attention to the processes used to arrive at a written essay. Writing 101 develops reading comprehension, inference-drawing, and reading critically in addition to the usual emphasis on mechanics, form, audience, and style. Furthermore, it introduces rhetorical concepts and terms students will use throughout their undergraduate careers: argument, audience, claims, evidence, etc. Students will write approximately 20

pages of graded work; both out-of-class and in-class writing will strengthen students' writing skills. *This course satisfies one of two Foundations requirements for Writing classes.*

Writing 102: Academic Writing II

The second course in the Writing Program sequence focuses on examining a variety of written and visual texts from a variety of disciplines. The aim of this course is to introduce students to a variety of texts -- including but not limited to literature, art, case studies, advertisements, essays, academic articles, and so forth -- and to strengthen students' interpretive and analytic skills vs. Writing 102 will build on the skills developed in Writing 101 and help students recognize conventions specific to disciplines as well conventions that appear across multiple disciplines. Students will write approximately 20 pages of graded work; both out-of-class and in-class writing will strengthen students' writing skills. Prerequisite: Writing 101 or equivalent. *This course satisfies one of two Foundations requirements for Writing classes.*

WRT 101H: Honors Writing I

The purpose of the Honors sections of this course is to further prepare already-advanced students for the tasks of college-level writing through specific and often intense attention to the processes used to arrive at a written essay. In addition to emphasizing mechanics, form, audience, and style, Writing 101 teaches close reading skills, develops reading comprehension, introduces concepts like inference drawing, and helps students understand how to make meaning. Furthermore, it introduces rhetorical concepts and terms students will use throughout their undergraduate careers—such as argument, audience, claims, evidence, and so forth—that will be further developed as students progress through the sequence. Honors students will move through Writing 101H and Writing 102H as a cohort. *This course satisfies one of two Foundations requirements for Writing classes.*

WRT 102H: Honors Writing II

The second course in the Writing Program sequence reinforces the skills introduced and developed in Writing 101 by examining a variety of written and visual texts from a variety of disciplines. The aim of this course is to introduce students to various texts — including but not limited to literature, art, case studies, advertisements, essays, academic articles, and so forth — and to strengthen students' interpretive, analytic, and information literacy skills. Writing 102 will help students recognize conventions specific to discipline as well as conventions that appear across multiple disciplines. Furthermore, this course will also introduce the elements of research at the college level. Prerequisite: Writing 101H *This course satisfies one of two Foundations requirements for Writing classes.*

SCHOOL OF BUSINESS

Prof. Michael Murphy, Dean
Prof. Christine Cahill, Assistant Dean

The School of Business offers a program of study leading to the degree of Bachelor of Science. The purpose of the business curriculum is to prepare students for entrance into the business world, government, the professions, and graduate work.

Mission of the School of Business

The School of Business educates and enables students to make a positive contribution to the world and prepares them for success in the evolving and complex global business environment. We nurture ethical reasoning skills, an innovative analytic mindset, communication skills, and global perspectives through student-focused teaching and transformative experiential learning.

Ethics, Communication Skills, Experiential Learning and Study Beyond opportunities are the foundation cornerstones for students in the School of Business at St. Thomas Aquinas College. This foundation requires students to integrate social responsibility, effective communication, and application of their education to practical problems across all academic disciplines. The following requirements allow students to meet these expectations.

Our Experiential Learning and Study Beyond requirement is designed to integrate classroom knowledge with professional experience and give students a hands-on opportunity in their field of study. Along with the guidance of the Director of Experiential Learning, and Internship Faculty Mentor students can achieve educational and professional development in their field of study, which in turn helps define future career paths and goals. Students are required to fulfill their Experiential Learning piece through this process in order to meet graduation requirements.

All majors are required to complete CA 209 Communications Skills in Business, a Study Beyond experience, and an Experiential Learning experience. In addition, students majoring in Accounting, Business Administration, Finance, Hospitality Management, Management and Marketing are required to take ACCT 101 and ACCT 102 in their freshman year.

We also offer a five-year combined Bachelor of Science in Accounting and MBA degree. This program is registered with New York State and meets the education requirements for licensure as a Certified Public Accountant.

Accreditation

The School of Business at St. Thomas Aquinas College has received specialized accreditation for the following business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas: Master of Business Administration, Bachelor Science in Accounting, Bachelor Science in Accounting 150 CPA, Bachelor of Science in Finance, Bachelor of Science in Hospitality Management, Bachelor of Science in Management, and Bachelor of Science in Marketing. The IACBE grants accreditation

for business-related and accounting programs only. Locations and delivery modes for program offerings are at the sole discretion of the Member.

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) has accredited the MBA Digital Health Leader Certificate Program.

PROGRAMS OF STUDY

ACCOUNTING

The curriculum is designed to prepare students for entry into professional accounting careers or into graduate school. It achieves a balance between an extensive liberal arts curriculum and the study of accounting and other business disciplines. The program seeks to be an integral component in the mission of the College. Students begin with acquiring a basic understanding of Accounting in two introductory courses and then continue in the program with two intermediate and two advanced accounting courses as well as courses in Cost and Budgets, Federal Income Taxation, and Auditing.

Accounting students will be able to demonstrate proficiency in skills such as information technology and communication. They will develop the ability to think critically and use problem-solving techniques in strategic decision making. They will achieve an understanding of accounting theory and practical applications. The program will emphasize an ethical perspective of the global economy and prepare graduates to meet the needs of the modern workplace.

Note: Students majoring in accounting must maintain a Grade Point Average of 2.0 or higher in their undergraduate accounting courses or a Grade Point Average of 3.0 or higher in their graduate accounting courses.

150 HR MBA/CPA Program

The five-year combined Bachelor of Science in Accounting and MBA degree program is registered with New York State and meets the education requirements for licensure as a Certified Public Accountant. Accounting students take 9 -12 credits of graduate courses to complete the undergraduate accounting degree and 30 credits in the graduate program to complete the MBA degree and satisfy the 150-hour requirement for CPA licensure. The following courses are required to meet distribution of accounting courses: GMBA 1210 Financial Statement Analysis, GMBA 1211 Information Systems and Auditing Assurance, and GMBA 1212 Contemporary Accounting Theory. Course descriptions can be found in the Graduate Catalog.

BUSINESS ADMINISTRATION

The Business Administration Major seeks to provide students with a strong business foundation while instilling in them an expansive and creative overview of the world of contemporary business. The goal of the program is to prepare students for professional careers in business and not for profit organizations as well as graduate study.

*Not available to students entering Fall 2013 and thereafter

FINANCE

The Finance program provides quality and balanced education to the students, empowering them with technical skills and knowledge, and guiding them towards professional and ethical conduct. The major in finance offers students the opportunity to learn more about the principles and techniques of financial analysis. Students gain knowledge about capital management, current issues in finance, international finance, and portfolio management.

HOSPITALITY MANAGEMENT

The hospitality management program helps students achieve the knowledge and experience necessary to support a company's business objectives and ensure superior customer service across a wide range of service industries. Students learn how to be effective and ethical leaders in the industry and gain the financial and technical know-how to navigate the full spectrum of hospitality operations. Students discover how social, cultural, and economic forces impact the dynamic hospitality industry and will find opportunities to showcase and strengthen newfound skills at world-class hotels, conference centers, restaurants, and corporations, while learning from professors who have relevant, real-world experience in the hospitality and management fields.

A major in hospitality management prepares students for careers in hotels and resorts, conference and trade centers, event planning companies, restaurants, casinos, travel agencies, airlines, and human resource management and customer service management departments.

MANAGEMENT

The Management Major seeks to provide students with a strong foundation in management theory while instilling in them an expansive and creative overview of contemporary organizations. The aspects of management, organization, production, and labor are only a few topics that will be explored by students in this major.

Students will have the opportunity to take core required courses as well as electives such as Entrepreneurship, Organizational Behavior, Labor Relations, Managing Workforce Diversity, and Human Resource Management to gain further understanding of the practices of not only major corporations, but also the principles surrounding the success of the small firm. The management major will prepare students for professional careers in business and not for profit organizations and is an ideal choice for students who have an interest in graduate study in management, or an MBA program. Note: Replaces Business Administration Program

MARKETING

The Marketing program at St. Thomas Aquinas College provides a foundation that promotes a comprehensive understanding of the principles of marketing. Students develop their research and analytical skills and learn how to formulate pricing and promotional strategy as well as communicate their ideas effectively. To broaden their perspective, students are able to take courses in Consumer Behavior, Marketing Communications and Social Media. The curriculum emphasizes teamwork and technology and provides real world insights to the field of marketing which help students learn the skills, tools, and strategic techniques needed to be successful in

the industry.

SPORT MANAGEMENT

A sport management major explores the many dimensions of the sports business, which include marketing and promotions, facility and event management, socio- cultural issues, and law.

Learning to engage, assess, and evaluate the role sports play in our culture is a vital component in the field of sport management.

St. Thomas Aquinas College helps you to develop the skills necessary to prepare you to promote sports teams, manage events and facilities at a sport facility, or encourage the potential in youth by directing community sports programs or becoming a sports camp director. The graduates from the major will be capable of providing leadership and dealing with changing social values, knowledge, and attitudes as they apply to the dynamic field of sport management.

MINORS

The School of Business offers the following minors:

Accounting Minor Required courses: (12) ACCT 101, ACCT 102, ACCT 203, ACCT 204;

Elective ACCT 303 and ACCT 304 or Two Electives course (6) from: ACCT 205, ACCT 401, ACCT 403

Business Administration Minor (For Non-Business Administration Majors) Required courses: (6) ACCT 101, BUSA 202, BUSA 205, ECON 101, MGT 121, MKT 102 .

Digital Marketing Minor

Required Course (3): MKTG 102; Two elective courses (6) from: MKTG 200, MKTG 330, MKTG 340; Three elective courses (9) from: MKTG 423, MKTG 401, MKTG 400, CA 200, CA 213, CA 240, ART 227, ART 335, ART 400

Economics Minor

Required Courses: (6) ECON 101, ECON 102. Elective courses (12): Choose four from the following: ECON 300, ECON 301, ECON 304, ECON 313, ECON 347, ECON 350, ECON 376H

Finance Minor

Required Course (6): FIN 201, FIN 202. Four elective courses (12) from: FIN 303, FIN 305, FIN 329, FIN 411, FIN 412, FIN 421, ECON 313. Note ACCT 101 and ACCT 102 are prerequisite courses.

Hospitality Management Minor

Required Course (3): HOSP 101: One elective course (3) from: MKTG 102 or MGT 121, Three elective courses (9) from HOSP 201, HOSP 205, HOSP 301, HOSP 420, One elective course (3) from HOSP 305, CA 322, MKTG 301, MGT 315, MGT 340, SPM 209, SPM 220

Human Resource Management Minor

Required Business Courses (12): Four courses from: MGT 225, MGT 310, MGT 311, MGT 312.

Elective (6): Two courses from: MGT 315, MGT 340, PSYC 313, MGT 415

International Business Minor

Required courses: (3) BUSA 202. Group I (9): Three courses from: MKT 325, MGT 327, FIN 329, BUSA 331 or ECON 347. Group II (6): Two courses from: GLOB 203, GLOB 204, GLOB 205, POLS 402, FR 202 or FR 211, ITAL 202 or ITAL 211, SPAN 202 or SPAN 211).

Management Information Systems Minor

Required courses: (12) Four courses from: MIS 325, MIS 330, MIS 420, Object Oriented Language. Elective courses: (6) Choose two from the following: BUSA 208, BUSA 381, MIS 300, CS 150, CS 250, CS 435, Second Programming Language, or as advised.

Management Minor

Required Courses: (6) MGT 121, MGT 345. Elective courses (12): Choose four courses from the following: MGT 210, MGT 317, MGT 327, MGT 330, ECON 304, SOC 307

Marketing Minor

Required Courses: (6) MKTG 102 and MKTG 211. Elective courses (12): Choose four from the following: MKTG 203, MKTG 301, MKTG 305, MKTG 307, MKTG 317, MKTG 325, MKTG 330, MKTG 340, MKTG 401, MKTG 406, MKTG 423, CA 213.

Sport Management Studies Minor

Required Courses: (15) SPM 101, SPM 301, SPM 305, SPM 315, SPM 401. Elective courses: (3) Choose one from the following: SPM 200, SPM 209, SPM 214, SPM 300, SPM 303, SPM 314, SPM 320, ECON 301, MKTG 305

SCHOOL OF BUSINESS COURSES

All courses listed below are 3 credits unless otherwise noted.

Accounting Courses

ACCT 100: Accounting Lab (0 credits)

Practical applications of accounting theory and practice. Corequisite: ACCT 101, ACCT 102

ACCT 101: Principles of Accounting I

The fundamentals of accounting theory and practice, the accounting cycle and periodic reporting, analysis of transactions for receivables, merchandise inventory, plant assets and intangible assets. Corequisite: ACCT 100.

ACCT 102: Principles of Accounting II

This course is a study of accounting of a corporation with emphasis on the stockholders section of

the balance sheet, current and long-term liabilities, introduction to cost accounting for manufacturing, budget control, preparation of the statement of cash flows, and financial statement analysis. The course also includes accounting for partnerships. Prerequisite: ACCT 101. Corequisite: ACCT 100.

ACCT 203: Intermediate Accounting I

An intensive study of generally accepted accounting principles and their application to financial reporting including topics such as the conceptual framework, time value of money, cash and receivables, and the valuation of inventories. In addition, topics regarding acquisition/disposition of property, plant and equipment, natural resources, intangibles assets and related cost allocation methods and impairments are covered. Emphasis is placed on accounting theory and on pronouncements made by leading accounting authorities. Prerequisite: ACCT 102.

ACCT 204: Intermediate Accounting II

Continued intensive study of generally accepted accounting principles and their application to financial reporting with specialized topics including: liabilities, stockholder's equity, earnings per share, investments, revenue recognition, income taxes, pensions, leases and disclosures. Continuation of ACCT 203. Prerequisite: A grade of "C" or better in ACCT 203.

ACCT 205: Cost and Budget Control

A study of the planning and control functions of a business enterprise. It investigates the decision-making implications of the elements of cost and revenue in the manufacturing process. In addition, consideration is given to the interaction of material, labor, and overhead in both process and job order cost systems. The impact of standard cost procedures, utilizing predetermined rates and variance analysis as well as other established and experimental cost techniques on inventory valuation, income determination and performance evaluation are also investigated. Prerequisite: ACCT 102.

ACCT 300: Special Topics

Offered occasionally. Topics vary with each offering.

ACCT 303: Advanced Accounting I

An advanced study of specialized topics including: business combinations and the conceptual framework, accounting for mergers, consolidation, and stock acquisition, preparation of consolidated financial statements - date of acquisition and after acquisition. Prerequisite: A grade of "C" or better in ACCT 204.

ACCT 304: Advanced Accounting II

Continued study of specialized topics including: segment and interim reporting, foreign currency transactions, partnership accounting and accounting for state and local governments. Prerequisite: ACCT 303 or permission of the instructor.

ACCT 401: Federal Income Taxation

The theory and application of the Internal Revenue Code and Regulations with emphasis on individual taxation. Topics covered in this course include a brief history of U.S. taxation,

determination of individual tax, gross income inclusions and exclusions, capital gains and losses, depreciation and types of losses, employee expenses and itemized deductions. Prerequisite: ACCT 101, 102.

ACCT 403: Auditing I

The selection, scope and application of auditing standards and procedures in the examination of business accounts. The role of management, the independent public accountant, and the internal auditor in the examination of evidential matter and the internal control system. The ethics and legal responsibilities of the accounting profession. The course includes a study of auditing and the public accounting profession as they relate to the contemporary business environment. The course also covers the study and evaluation of internal control, both from a conceptual point of view and from a practical viewpoint. Prerequisite: A grade of "C" or better in ACCT 204.

ACCT 405: Entity Taxation & NFP/ Fund Accounting

The course is designed to help students understand the functions of a corporate tax department and its responsibilities with respect to tax reporting, tax determination, and tax defense. Corporate tax rules in the United States (which were significantly affected by the Tax Cuts and Jobs Act of 2017) and around the world, have allowed corporations to plan strategies to achieve the lowest tax rate or burden on a global basis. This course explores these rules. It also introduces students to the tax rules surrounding other business entities, often referred-to as "pass-through entities" such as partnerships, LLCs and S Corporations. In addition, the course will cover the accounting rules pertaining to governmental and not-for-profit organizations, including the basic principles of fund accounting. Pre-requisites: Intermediate Accounting I & II; Federal Income Tax

Course Archive

These courses are no longer regularly offered:

ACCT 310 Accounting for Not-for-Profit Organizations ACCT 402 Advanced Federal and State Taxation

ACCT 404 Auditing Practice

ACCT 406 Advanced Accounting Theory

Business Administration Courses

BUSA 101: Introduction to Business Administration

Business functions, the aspects of management, organization, production, labor, accounting, data processing, marketing, finance, and ethics. Recommended as an elective for non-business majors. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

BUSA 202: Fundamentals of International Business

The purpose of this course is to provide students with an overview of the field of international business. Students will develop an awareness of the challenges facing U.S. firms conducting business beyond national borders. They should be able to explain the strengths and weaknesses of common trade theories. They will also gain some familiarity with foreign exchange operations. At the conclusion of the course, students should be able to conduct basic analyses of the attractiveness of foreign markets. In addition, this course is intended to increase participants' multicultural

awareness.

BUSA 205: Business Law I

An introduction to the American legal system, with a specific study of areas of particular importance to business, including contracts, torts, constitutional law, ethics, agency and other aspects of the law related to business. This course is intended to serve as a basis for your understanding of the legal system and legal processes as well as legal reasoning. Recommended as an elective for non-business majors.

BUSA 206: Business Law II

A course in business law with a specific study of advanced areas of particular importance to business including corporations, partnerships, personal property, bailments, sales, commercial paper, and bankruptcy. Prerequisite: BUSA 205

BUSA/FIN 207: Personal Financial Management

(Also offered as FIN 207) This course provides an overview of the consumer and his/her need for informed personal financial decisions & judgments. Topics include: money management and planning, budgeting, tax planning credit and borrowing, saving and investment, housing, taxes, and retirement and estate planning. Recommended for non-business majors. Not available as a finance elective for finance majors.

BUSA 300: Special Topics

Offered occasionally. Topics vary with each offering.

BUSA 208: Data Analysis and Presentation

A course in which students utilize quantitative methods to explore data sets. The course will use a variety of tools, such as: spreadsheets, Tableau, R, Python. etc. to analyze data and apply visualization techniques to describe relationships. The class will use such techniques as descriptive statistics, time series, forecasting methods, and regression analysis.

BUSA 302: Business Statistics

Statistical analysis in various business situations. Topics include: descriptive statistics, use of the normal curve, statistical inference, correlations and regression analysis, nonparametric methods and use and interpretation of computer statistical packages. Prerequisites: MATH 108 or higher and CS 211 or higher, or permission of instructor.

BUSA 310: Principles of Real Estate I

This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

BUSA 313: Money and Banking

(Also offered as ECON 313) Money and monetary standards; commercial banking and the development of specialized banking institutions; evolution and functions of the Federal Reserve

system and the operation of credit and monetary contracts; foreign exchange practices and contemporary issues. Students are expected to get significant knowledge and awareness of the most pivotal current economic and finance problems, the impact of Monetary Policy, its central role in the macro- management of the economy and understand the interplay of parameters and forces that determine economic outcomes. Moreover, they should acquire the appropriate analytical and technical skills to form their own valuations. Prerequisite: ECON 101.

BUSA 331: International Law

(Also offered as CJ 331) This course examines the sources of international business law, the relationship between such law and the U.S. legal system, the choice of law in international business, the special issues that arise when doing business with foreign governments, the law governing international sales and the shipment of goods, and international intellectual property protection. In addition, the relationship between law and culture involved in international business transactions will be examined. Students will develop the analytical skills needed to understand and administer businesses in both an American and International setting. It will also address newer themes in international law such as the international law of human rights and international criminal law. Prerequisite: BUSA 202.

BUSA 332: Environment & Law I

Introduction to environmental laws and regulations, their applicability and enforcement, with the objective of increasing awareness of environmental problems and their application in decision making, utilizing ethical, legal and business factors. This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

BUSA 376H: Ethical Issues in the World Economy

(Also offered as ECON 376 and PHIL 376) Ethical implications of the global economy. The philosophical basis for contemporary ethical theories and the application of ethical theories to moral decisions made in world economics. Ethical analysis of specific practices and cases in international business and industry and related governmental policies. (Honors Program students only)

BUSA 381: Operations Research

(Also offered as MATH 381) An introduction to operations research techniques: topics in integer, nonlinear and dynamic programming; queuing theory; Monte Carlo techniques and applications of game theory. Prerequisite: MATH 108, 109, or 201 or permission of instructor.

BUSA 400: Internship

An opportunity to gain first-hand experience in a business environment under the guidance and supervision of an appropriate faculty member. Requires approval of the Dean of the School of Business.

BUSA 490: Business Strategies

This is a challenging capstone course that provides students with the opportunity to focus their business expertise on complex cases, collaborate with colleagues in order to analyze and evaluate

alternatives, provide solutions, and present and defend findings to an audience of their peers. Students work in teams and must integrate knowledge from the business core curriculum, their specific majors and the current business environment to construct and communicate strategic plans and implementation actions. Prerequisite: Seniors only, ACCT 102, FIN 201 and 9 credits in specialization area.

Economics Courses

ECON 102: Principles of Microeconomics

This course studies the basic principles of microeconomics, which explores how firms and individuals make decisions to meet unlimited wants and needs with limited resources. Microeconomics studies the processes underlying such decisions, and how they are aggregated into markets for goods and services within different contexts: that of perfect competition, monopoly, and of monopolistic competition. We also study the effects of various government policies, such as taxation, and their effect on the well-being of market participants, and consider the welfare implications. *Breadth and Proficiency category: History and Social Sciences*

ECON 103: Principles of Macroeconomics

This course studies macroeconomic principles and their applications. Macroeconomics is the study of economic phenomena at the aggregate level. The focus of the course will be the components of national income, economic growth, aggregate supply and demand, inflation, business cycles, unemployment and monetary and fiscal policy. Appropriate tools and models will be introduced and developed in order to understand how economic events affect the macroeconomy. Aggregate economic theory including an analysis of the determinants of national income, employment, price levels, and economic growth. *Breadth and Proficiency category: History and Social Sciences*

ECON 300: Special Topics

Offered occasionally. Topics vary with each offering.

ECON 301: Economics of Sport

Economics of Sports will use the world of sports to illustrate basic economic concepts. We will study the industrial organization of sports and discuss why sports leagues exist, antitrust issues associated with sports and finding the competitive balance. Also, we will study the impact of both public economics and labor economics in the world of sports including covering the topics of why players earn such high wages and why players organize themselves into unions. We will finish the semester with discussion surrounding collegiate sports. Prerequisite: ECON 102

ECON 302: Macro Workshop

This one credit course will cover the foundation of Intermediate Macroeconomics focusing on modern macroeconomic models. This foundational learning will aid in the comprehension and application of the important economic indicators to the Federal Reserve Open Market Committee. Prerequisite: ECON 101

ECON 304: Managerial Economics

This course introduces the application of the use of economic theory, especially microeconomic theory, to practical problem solving. The study of decisions and the interaction of consumers and firms, resulting in an understanding of the process by which prices and quantities are determined in a market setting all while considering scarcity. Analysis of internal operations and optimal decision-making, especially in the area of resource allocation and price formulation are emphasized. Also discusses the importance of corporate social responsibility specifically relating to moral hazard and other information asymmetry problems. Prerequisite: ECON 102

ECON 313: Money and Banking

(Also offered as BUSA 313). Students are expected to get significant knowledge and awareness of the most pivotal current economic and finance problems, the impact of Monetary Policy, its central role in the macro-management of the economy and understand the interplay of parameters and forces that determine economic outcomes. Moreover, they should acquire the appropriate analytical and technical skills to form their own valuations. Prerequisite: ECON 101.

ECON 315: Development Economics

Course Description: This course provides a focused analysis of economic development issues including: growth of income, distribution of income, poverty, population, market imperfections, institutional, and environmental issues, which developing economies often face. The appropriate microeconomic and macroeconomic policy settings within these problems are addressed. Further, this course seeks to focus on students' ability to think critically about theories of growth and economic development, poverty and inequality, and the differences between wealthier and poorer countries and societies.

ECON 347: The Global Economy

This course studies the global economic environment while expanding on the core microeconomic and macroeconomic principles. Topics to be covered include: basic economic theories of trade, trade barriers, the impact of trade policy on firms and consumers, exchange rates and their effect on economic agents and government policy, foreign exchange markets, balance of payments, and international monetary policy. Prerequisite: ECON 101 or 102.

ECON 450: The College Fed Challenge

The College Fed Challenge is a competition sponsored by the Federal Reserve System of the United States. This course requires students not only to learn about the inner workings of the U.S. economy and monetary policy, but also to work in a team environment, conduct independent research, and develop presentation and communication skills. The course culminates in a competition at the Federal Reserve Bank of New York where students from various colleges and universities showcase their knowledge of the economy and prescribe a course for monetary policy, presenting their proposals to senior Fed officials. Successful participation in the course requires independent research, in-depth economic analysis, effective communication, and a commitment to teamwork. Prerequisite: ECON 101 with a B or better.

ECON 376H: Ethical Issues in the World Economy

(Also offered as BUSA 376 and PHIL 376.) Ethical implications of the global economy. The philosophical basis for contemporary ethical theories and the application of ethical theories to moral decisions made in world economics. Ethical analysis of specific practices and cases in international business and industry and related governmental policies. (Honors Program students only.)

Course Archive

These courses are no longer regularly offered:

ECON 303: Comparative Economic Systems

ECON 320: Monsoon Asia

Finance Courses

FIN 201: Principles of Managerial Finance

The objective of the course is to develop an understanding of the financial applications needed in managing a corporate enterprise. The fundamental concepts and applications of profit planning, cash flow, financial statement analysis, cost of capital, capital budgeting, and working capital management are examined. Students are responsible for mastering the financial analysis techniques employed in management decision making for the purpose of maximizing the value of the corporate enterprise. Prerequisite: ACCT 102 Principles of Accounting II.

FIN 202: Investment Analysis I

Recognition and analysis of the different types of securities and markets. Basic risk analysis and valuation are studied. Among the other topics studied are market indexes and returns, risk and diversification, stock and bond trading, derivative securities, portfolio management, and mutual funds. Prerequisite: ACCT 102.

FIN 207: Personal Financial Management

(Also offered as BUSA 207) This course provides an overview of the consumer and his/her need for informed personal financial decisions & judgments. Topics include: money management and planning, budgeting, tax planning credit and borrowing, saving and investment, housing, taxes, and retirement and estate planning. Recommended for non-business majors. Not available as a finance elective for finance majors.

FIN 300: Special Topics

Offered occasionally. Topics vary with each offering.

FIN 303: Principles of Corporate Finance

The methods used to attain corporate objectives through capital financing. The underlying principles and techniques of equity financing, bond floatation, return on investments, cost of capital dividend policy, security underwriting, warrants and options; mergers and acquisitions; corporate reorganization and liquidation. Prerequisite: FIN 201.

FIN 305: Current Issues in Finance

The course deals with special topics in finance such as wealth accumulation and concentration, capital flows and capital mobility, risk management, arbitrage, mergers and acquisitions, Hedging etc. The emphasis in these topics, to a significant degree, will be dictated by the most important events and developments, as they occur, in the international financial markets and economies. Prerequisites: Math 101 or higher.

FIN 329: International Finance

Theories of international trade and international monetary systems. The effects of various factors on international finance, including foreign exchange markets, capital markets, international financial institutions, investment criteria and international liquidity. Prerequisite: BUSA 202.

FIN 411: Financial Institutions and Markets

The course is a study of financial institutions and instruments in a global marketplace. It will survey the factors related to the administration and management of assets and liabilities of financial intermediaries, commercial banks and other savings institutions and their role as suppliers of short and long-term funds and their impact upon individuals, corporations, institutions, governments and the world economies in general. Prerequisites: FIN 201 & ECO 101.

FIN 412: Investment Analysis & Portfolio Management II

Theory and techniques basic to control investment risks and to optimize investment returns. Security analysis, distribution of securities, regulation, and functional operation of the securities markets. Prerequisites: FIN 202.

FIN 421: Financial Statement Analysis

The techniques used in the interpretation of financial and operating statements. Analysis of the profit and loss statement, balance sheet, source and use of funds, profit plans and return on investment. Financial concepts such as solvency, quality of earnings, portfolio and leverage theory and analysis of financial analysis for use in management decision making. The course studies the theories and basic techniques utilized to control risk and optimize investment returns. Security analysis, distribution of securities, regulation and functional operation of the securities markets are examined. Among the other topics studied are market efficiencies, market indexes and returns, risk and diversification, stock and bond trading, derivative securities, portfolio management and mutual funds. Prerequisite: ACCT 102.

Course Archive

These courses are no longer regularly offered:

FIN 414: Public Finance

FIN 422: Mergers and Acquisitions.

Hospitality Management Courses

HOSP 101: Introduction to the Hospitality Industry

This introductory course provides an overview of the structure and scope of the hospitality

industry and examines the many facets and multiple components of the industry: accommodations, food and beverages, meetings and events, casinos and attractions. Topics include career realities and opportunities within each sub-field, service quality, sustainability, innovation and trends, and global perspective.

HOSP 201: Hospitality Management and Operations

This course details key hospitality industry organizations and their business, organizational, and management structures. Students will explore the basic operational principles specific to sub-segments of the field. Current issues, trends, and technologies within hospitality business operations specific to these segments will be evaluated and detailed. Prerequisite: HOSP 101 and MGT 121

HOSP 205: Hospitality Law, Ethics and Risk

This course explores legal and ethical concepts in the hospitality industry, including the structure of the American legal system, contract law, discrimination, product and property liability, and torts. Laws specific to the hospitality industry are introduced. Ethical perspectives are identified and applied to hospitality operations, and administrative law and government regulation of hospitality are also discussed. Prerequisite: HOSP 101

HOSP 210: Hospitality Finance and Revenue Management

This course encourages and enables students to think creatively and critically about the hospitality industry, including accounting and financial/data ratio analysis as a tool in hospitality decision making. Students' knowledge of accounting concepts using the industry version of the Uniform System of Accounts will be expanded upon, including the importance in revenue recognition, expense classification, and matching of revenue and expenses for operational analysis purposes. Students will study payroll accounting, withholding and tax reporting requirements, and regulations specific to the hospitality industry, along with labor variances and their relevance to understanding operations and performance versus budgets. Prerequisite: HOSP 101 and FIN 201

HOSP 301: Service Technology and Innovation

This course examines technology and innovation strategies in the hospitality industry. Planning and investment is focused on as students learn what technological innovations exist and how to use them to succeed in the hospitality business. Course topics include technology trends, recent innovations, databases and data analytics, and global distribution systems.

Prerequisites: HOSP 101 and CS 211

HOSP 305: Event Planning and Management

This course examines the issues involved in designing, planning, and staging an event. Students are expected to design and present an event concept in their area of interest and will learn event theming and programming, venue management, production, and entertainment.

Prerequisites: HOSP 101 or MKTG 102, MGT 121, or permission of instructor.

HOSP 412: Hospitality Internship

This course is a supervised and structured industry learning experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within a hospitality operation. The internship site is to be chosen in collaboration with faculty. Students must gain acceptance through an interview with a hospitality professional who will supervise the internship. Potential sites could include hotels, private clubs, convention centers, tourism offices, airports, airlines, spas, or restaurants. Students are required to work a minimum of 400 hours needed for completion. Prerequisite: HOSP 101, HOSP 201 and 60 or more credits completed.

HOSP 420: Leadership & Management in the Hospitality Industry

The primary goal of the course is to move students towards the development and understanding of the foundations of leadership, emphasizing the core traits and other personal qualities required of successful hospitality leaders. The course also focuses on the importance of leadership characteristics, values, management style, and professionalism as a basis for ethical decision-making in the hospitality industry context. Prerequisites: HOSP 201 and HOSP 205.

Management Courses

MGT 121: Management and Organization

A study of current management theory and practice. An introduction to the management functions of planning, decision-making, organizing, leadership and controlling. An understanding of the basic tasks of a manager in establishing the work environment, setting strategy, allocating resources in all types, sizes and levels of organization. The course will provide students with an understanding of the changing environment of managers and management practice in a dynamic global environment.

MGT 210: Entrepreneurship: Managing the Small Business

The fundamental approaches and techniques necessary to successful small business ownership. Sound principles of planning, structuring, financing, and promoting the small firm. Management controls and sound management practices. A study of the theory and practice of entrepreneurship including entrepreneurial opportunities, developing the business plan, small business marketing, managing small business operations, and financial management.

MGT/PSYC 225: Human Resource Management

(Also offered as PSYC 225) The roles of managers and administrators in dealing with personnel. Job analysis and evaluation, recruitment and training, discipline and grievance procedures, incentive, and wage administration. This course will provide you with the basics of Human Resource Management. Whether you intend to work in Human Resource Management or not, most of this course will affect you at some point in your career. For example, you will have your performance appraised. Therefore, it is important for you to understand how evaluations should work and their potential problems. Prerequisite: MGT 121.

MGT 310: HR Compensation and Benefits

This course is intended to provide students with a theoretical understanding of the methods and implications of compensation and hands-on experience in designing a compensation plan. This course is designed to provide the skills needed to obtain employment as an entry-level compensation specialist in an organization. It should also prove useful to those going on for work in human resources in general, those starting and running their own business, or those who want a better understanding of how human resource practices are actually managed. Prerequisite: MGT 121.

MGT 311: Training and Development

This course provides students with an overview of the roles of training and development (T&D) in human resource management. Theoretical foundations and practical issues involved in employee T&D in business organizations are explored. Further, this course seeks to examine the role of training from a strategic perspective, including needs assessment, design and delivery, evaluation of training, and implementation of training with performance management. It identifies specific techniques that help the manager meet the training needs from both the individual and organizational levels. This course also examines special topics of interest, such as learning development, career management, and diversity development. Prerequisite: MGT 121.

MGT 312: Recruiting, Selecting & Onboarding

The success of any organization largely depends on its ability to attract, select, and onboard the right talent. This course covers key topics related to attracting and identifying top talent, assessing candidate qualifications, and effectively integrating new hires into the organization. In addition, students will explore various recruitment methods and techniques, such as job postings, advertising, sourcing candidates, and leveraging social media and networking platforms. This course also examines the selection process, which includes different approaches for assessing candidate qualifications, and the onboarding process, which involves orientation, training, and creating an onboarding program that meets the needs of both the organization and the new hire. Prerequisite: MGT 121.

MGT 315: Labor Relations

Labor Relations is a survey course designed to expose students to “the core elements of union-management relationships.” The course has a broad focus which includes labor history, NLRB impact on labor relations, mergers, changes and updates on today’s unions and the impact of labor laws, grievances, and mediation with special attention to public sector and international organizations. Prerequisite: MGT 121 or permission of instructor.

MGT 317: Business Ethics

This course is an introduction to ethical decision making in business with an examination of individual, organizational, and macro level issues in business ethics. This course does not determine correct ethical action, but is designed to assist you as a potential businessperson to make more informed ethical decisions on a daily basis. To accomplish this objective, both descriptive and normative models of unethical and ethical decision making in business are analyzed. In most situations there are no absolute right or wrong solutions. Dilemmas, real life situations, and cases provide an opportunity for students to use concepts in the assignments and to resolve ethical issues. Critical thinking and informed decision making are emphasized.

MGT 327: International Management

This course focuses on problems that managers encounter when they cross international boundaries. At the conclusion of the semester, students should be able to: Identify cross-national differences in ethical views and practices. Describe how cultural values can affect employee attitudes about work. Diagnose and explain some of the causes of cross-cultural conflict. Describe the ways that organizations structure their international operations and the respective strengths and weaknesses of these structures. Describe how effective cross-cultural motivation strategies can be developed. Identify options for staffing international operations as well as their pros and cons. Identify problems in appraising performance and providing feedback about performance levels to people in different cultures. Prerequisite: BUSA 202.

MGT 330: Organizational Leadership

Theory and research on leadership in formal organizations; practical issues of on-the-job leadership experiences. Qualities of effective leaders. The complexity of the leadership process from the perspective of individual leaders, peers, and followers; the social and work groups to which organizational members belong; the organization and its internal and external environments. Prerequisite: MGT 121.

MGT 340: Managing Workforce Diversity

This course has been designed to enlighten students about the demographic changes in the United States workforce, including the attitudes, values, and behavioral changes that are likely to impact behavior in organizations, and the organizational response to these changes. We will study the impact of gender, race, ethnicity and other dimensions of a diverse workforce on organizations and management. We will develop knowledge, sensitivity, and skills in managing a diverse workforce, and clearly define diversity as a strategic business issue. We will focus on leading an effective work team and understanding the impact of diversity on individual behavior in organizations, team development and effectiveness, and organizational change and effectiveness. Prerequisite BUSA 101 or MGT 121.

MGT 345: Organizational Behavior

To introduce students to the discipline called organizational behavior, the study of individuals and groups in organizations. Today's students must find career success as individual contributors, team members and group leaders or managers. The new workplace is a meeting ground for diverse viewpoints, new ideas, problem-solving and interactive teamwork. Organizational behavior is essential for careers in business, government, education or public service. It stresses that all employees must be prepared to work in organizations challenged by uncertainty, continuous change and the innovations of technology. The course presents the basic foundations of OB through discussions of core theories, concepts and issues. Each unit of the course will translate theory-into-practice by using actual work situations. This introduction to OB will help students to face the challenges of tomorrow's workplace, not yesterday's workplace. Prerequisite: MGT 121 or permission of instructor.

MGT/PSYC 415: Industrial and Organizational Psychology

(Also offered as PSYC 415) An introduction to the field of industrial/organizational psychology, applying methods, facts, and principles of human behavior to people at work. Specific areas include employee selection, performance evaluation, training, effective leadership, integration of individuals and organizational goals, the impact of the style of the organization on working life, theories of organizations, conditions of work, and the future of industrial psychology.
Prerequisites: MGT 121 or PSYC 103

Management Information Systems Courses

These courses are archived, offered only when there is sufficient demand.

MIS 101: Introduction to Data Processing
MIS 111: BASIC Computer Programming
MIS 202: COBOL Computer Programming
MIS 207: Data Structures
MIS 300: Special Topics
MIS 302 Advanced COBOL
MIS 320: Programming with Assembler
MIS 325: Business Data Communication and Networks
MIS 330: Information Systems Theory and Practice
MIS 420: Database Analysis Design and Implementation
MIS 430: Structured System Analysis and Design
MIS 435: Theory of Operating Systems
MIS 440: Applied Software Development

Marketing Courses

MKT 102: Principles of Marketing

This course provides a decision-oriented overview of marketing management in modern organizations. We will study the process of creating and distributing goods and services, in response to consumer wants and needs. Forecasting, target markets, consumer behavior, product mix, pricing, channels of distribution, selling, and market control will be focused on. The total marketing function will be reviewed including internal and external influencers and how they affect the achievement of organizational goals.

MKT 203: Fundamentals of Selling

This course provides a decision-oriented overview of personal selling and assists the student in gaining an understanding of personal selling as a major function within the marketing and promotional mix of a firm and orients the student in the principles of selling. The sales job will be examined, followed by the important role of selling in helping organizations reach their objectives. Important social, ethical, and legal sales issues will be reviewed. Students will be asked to prepare and present a sales presentation by visual, verbal, and nonverbal communication of information, using the selling skills developed in class and from our text.
Prerequisite: MKTG 102.

MKT 211: Consumer Behavior

This course examines the role of the consumer in the marketing process. We will examine what motivates consumers to buy and how behavior influences buying decisions. We will also look

at the global impact of marketing and how firms need to adjust their marketing strategies to appeal to different cultures. Prerequisite: Sophomore status or permission of instructor.

MKT 301: Services Marketing

The growth of services in the U.S. economy. Social, cultural, and economic forces that have turned the marketplace from product-dominated to service-dominated. Techniques, concepts, and methodologies that need to be addressed and adjusted to best serve the interests of service markets. Prerequisite: MKT 102.

MKT 305: Sport Marketing

This course will teach students how to apply marketing principles to the many aspects of the sports industry, including sporting events, facilities, teams and various sports products. The following marketing strategies will be emphasized: product, price, distribution, sponsorships, promotions, advertising, consumer behavior, public relations and branding. We will also explore the current economic and social issues facing the sports industry today, and we will identify the various career opportunities that exist in this field. Prerequisite: MKTG 102.

MKT 307: Sales Management

This course provides a decision-oriented overview of sales management in modern organizations. We will study the function of executives in charge of sales management activities and the motivation of sales force personnel toward achievement of objectives. The selection, supervision, and training of sales personnel will be reviewed and the methods used by companies to gain their share of the market evaluated. The interaction of the sales department with other departments within the enterprise will be covered. We will focus on planning, organizing, staffing, training, directing, and evaluating sales performance. The total sales function will be reviewed including internal and external influences and how they affect the achievement of organizational goals, including the ethical and legal responsibilities of sales managers. Prerequisite: MKT 102.

MKT 317: Retail Management

This course provides a decision-oriented overview of the role of the retailer and strategic retail management. We will study types of retail establishments, merchandising, and store operations. Retail management techniques essential to planning, organization, effective control and profitable operation are covered. Situation analysis, targeting customers, gathering information, and choosing a store location will be reviewed. Promotional strategy, consumer behavior, pricing, and operations management will be focused on. Social, legal, and ethical issues and responsibilities will be studied. Prerequisites: BUSA 121 and MKT 102.

MKT 325: Global Marketing

(Also offered as GLOB 325.) An introduction to the application of marketing principles and techniques in a global environment with emphasis on the development of strategy in the areas of product, pricing, channel and promotion decisions. In addition, this course is intended to increase the students' multicultural awareness. Prerequisite: Stage Breath and Proficiency.

MKT 330: E-Commerce and Internet Marketing

This course addresses the challenges of e-commerce and marketing on the Internet, and understanding the best combination of marketing variables to carry out a firm's strategy. Specifically, this course seeks to develop your skills in applying the analytic perspectives, decision tools and concepts of marketing in the following areas: understanding and using this internet for marketing communications functions and the impact of e-commerce tools, developing an e-commerce strategy, evaluating current web sites, and analyzing web page design. Prerequisite: MKT 102

MKT 340: Social Media Marketing

(Also offered as CA 340.) Examines the life cycle of the social media marketing and communications process—from strategy to implementation to program monitoring and measurement; addresses the applications of social media through hands-on experience, developing skills in the most widely used social platforms. Suggested Prerequisite: MKT 102

MKT 401: Marketing Management

Managerial and operational problems involved in planning, organizing, coordinating, and controlling a total market program. Product development and distribution, promotional and pricing strategy. This course will disseminate and develop knowledge and skills in the essential aspects of marketing management, marketing strategy, and emerging New Economy marketing applications, with a focus on the development and execution of programs, audits, and plans. Prerequisites: MGT 121 and MKT 102.

MKT 406: Marketing Analytics

This course will expose the student to market research as a tool of management. It will cover the data collection techniques of sampling, interviewing, field methods, questionnaire construction, and computerized databases. Marketing research as a tool of management. The data collection techniques of sampling, interviewing, field methods, questionnaire construction, and computerized data analysis. Application of these techniques to a variety of marketing problems and discussion of alternate solutions. Prerequisites: BUSA 302, MKT 102, 211 and CS 211.

MKT 410: Marketing Internship

This course is a supervised and structured industry learning experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in the marketing area within an approved organization.

MKT 423: Integrated Marketing Communications

This course will take a practical, managerial perspective on advertising/promotion. It will expose you to the principles necessary to understand the advertising/promotion process; including but not limited to identifying consumer needs, to communicating effectively and motivating consumers to act/think consistent with managerial goals. Promotion and its history; its impact on society and the economy. Consumer and product research. Consumer

response and advertising appeals. The comparative effectiveness of the various media, agency management and operation. Prerequisite: MKT 102.

Sport Management Courses

SPM 101: Foundations of Recreation and Sport

An introduction to the field of therapeutic recreation and leisure studies and a general leisure education course for non-majors. Social, psychological, historical and economic influences on the role of therapeutic recreation, recreation, play, and leisure in contemporary American society. Trends and scope of the American recreation movement. The forces and factors affecting therapeutic recreation, play preferences, practices, and behavior.

SPM 103: Health and Wellness

The importance of maintaining one's physical well-being. Strategies for teaching behavioral interventions, methods of calculation of caloric intake and the relationship of exercise to health and physical fitness.

SPM 120: Sport in America

This course is not scheduled during the catalog period, but may be offered if student demand is sufficient.

SPM 201: Recreation Activities

The course explores and examines the theoretical foundations and basic skills, methods, and techniques necessary for the effective and efficient design and delivery of recreational sport programs in a variety of collegiate, public, quasi-public, and private settings, agencies and organizations.

SPM 202: Principles of Coaching

Principles of coaching assimilated from sports psychology, sports pedagogy, and sports physiology. The history of coaching, comparing and contrasting a variety of techniques, theories, and philosophies. Prerequisite: SPM 101 and at least 60 credits, and a declared SPM Major.

SPM 209: Planning, Design and Management of Athletic Facilities

Sports facilities are changing at a rapid pace. Sport facility management represents one of the fastest growth areas in the sport industry. With new arenas, stadiums, health clubs, convention centers, and other facilities popping up all over the nation, numerous job opportunities are available in this discipline. This course provides an overview of sport facility planning and management. Key learning outcomes focus on understanding managerial issues related to various sport facilities including stadiums and arenas, sports facility planning, design and construction, sport facility finance and project feasibility. Prerequisite SPM: 101

SPM 214: Sport Psychology

(Also offered as PSYC 214) An introduction to the study of sport and sport related behavior from a psychological perspective. The history of sports psychology; the methods of inquiry

used in the study of sports and sport related behavior; the behavior, motivation, personality and performance of the individual within the context of sport participation. Prerequisite: PSYC 103.

SPM 220 Managing an Athletic Event

Sport events have grown to encompass much of our free time. Because of this growth, event management is one of the most sought-after skills in the entertainment industry. With the construction of massive new facilities, there is a growing need for skilled individuals who can fill arenas, stadiums, and coliseums with programming on a yearly basis. In an effort to help facilitate this need, this course provides the student with the necessary foundations of event management.

SPM 222 Athletic Fundraising

This course reviews the current approaches and techniques for increasing revenues as well as fundraising in athletic enterprises. In addition, this course serves as an introduction to the basic principles of fundraising, including athletic development. The major focus of the course is fundraising strategies which encompass, but are not limited to, such subjects as the history of development, ethical considerations, internal versus external reporting structures, annual and capital campaigns, special events, grants, major gifts, effective volunteer management, the solicitation process, role of marketing and public relations in fundraising, maximizing demographic data, governance, stewardship and case statements.

SPM 224 Sport Medicine in Athletics

This class is designed to complement the Principles of Coaching course for students interested in a coaching or similar career. This course will challenge students to think and learn about sports medicine, including different injuries/ailments/disorders that athletes often experience and the prevention, treatment and care for the aforementioned from the perspective of a coach. Prerequisite: SPM 101

SPM 301*: Leadership and Supervision of Recreation

Group processes, leadership & supervision in recreation. Analysis of leadership techniques, methods and styles. Fundamental supervisory and personnel management functions. Prerequisite TR or SPM 101 or permission of instructor.

SPM 303: Sport and Society

This course is designed to study sport in relation to social change perspectives taking into account global issues of race, religion, substance abuse, the law, gender, and money. The course will also examine the effect sports have on the youth of today. This course emphasizes the many aspects of sports and how they are affected by the mores, values and general cultures of our nation and the world. Prerequisite: SPM 101 or Permission of Instructor

SPM 305: Sport Management

The essential elements of administration and management of physical education and athletic programs. Organizing and structuring a school or other organization to achieve the objectives

of physical education and athletics. Management functions such as personnel management and supervision, program development, facility management, fiscal and budget management, the purchase of supplies and equipment, legal liability, public relations and office management. Prerequisite: SPM 101.

SPM 306: Leisure Education

Leisure education philosophies, concepts and models, and strategies. Counseling and helping techniques, service system development, research and trends as they pertain to overall leisure lifestyle enhancement. Prerequisite: SPM 101 or permission of instructor.

SPM 308: History of Sports in the United States

(Also offered at HIST 308) Examines the historical development of sporting practices in the United States from a social and cultural standpoint, particularly through the lenses of race, class, and gender. Prerequisite: HIST 102. This course is not scheduled during the catalog period but may be offered if student demand is sufficient.

SPM 314: Sport Media

(Also offered as CA 314). This course provides an overview of the intimate relationship between sports and the public, via the mass media. Using some historical context, the course will examine the impact that sports coverage has on society. Students will examine how news gathering and reporting techniques help sports reporters write compelling prose, for consumption on various media platforms. We will examine, critique and analyze current sports reporting, and will review some of the best in the field. Students will write a variety of sport-related material, including sporting event coverage, interviews, and features.

SPM 315: Sport Law and Ethics

Sport Law and Ethics will use the world of sports to incorporate and reinforce traditional legal concepts such as agency, contracts, torts and criminal law. The course will also include a discussion of ethical issues, constitutional issues, labor, alternative dispute resolution and religion in the context of sports. The practical aim of the course is to explore various legal and ethical issues that arise in sport practice.

SPM 320: Sport Governance, Law, and Ethics

This course examines the purpose and practice of sports governance and how it relates to the administration and management of sports. The course will assess the value and practice of governance for sport entities including youth sport, high school sport, and intercollegiate sport, including the NCAA, the Olympic Games, international federations, and professional sports. This course will also cover elements of NCAA regulations, rules interpretations, and enforcement decisions. The course will use the world of sports to incorporate and reinforce traditional legal concepts such as agency, contracts, torts and criminal law. The course will also include a discussion of ethical issues, constitutional issues, labor, alternative dispute resolution and religion in the context of sports.

SPM 401: Organization and Administration of Recreation and Athletics

This course analyzes the administration of athletic and recreation services, including the principles and theories of management. Students will gain knowledge of those skills which are most vital to the successful deliverance of athletic and recreation services. This will include the implications that management philosophy and technique (i.e.: facility, personnel, financial, safety, legal as well as marketing and promotion) has to that success. Prerequisite: SPM 101, SPM 305 and 60 credits.

SPM 405: Senior Seminar in Sport Management

An integrated study of the knowledge, concepts and professional skills gained from prior coursework and current practical experience in sport management. Strategies for sport industry career determination and implementation. Prerequisite: SPM Major, 90 credits.

SPM 410: Coaching Methods

The primary objective of this course is to assist the student through his/her practicum experience in coaching. Students will gain critical experience in the coaching of a sport by working with an experienced coach/administrator and process that experience with the instructor and classmates to aid in achieving greater understanding in the field. This course requires a minimum of 40 hours of observing coaching styles.

SPM 412: Sport Management Internship (6 credits)

The practicum is designed to offer a variety of opportunities in which to apply recreation techniques, sport management techniques and administrative skills in a school, after school, and professional settings. This field placement experience builds upon each individual's knowledge and skills as it integrates competencies of the program with both individual and professional needs. Participants are required to complete 240 hours of fieldwork in an approved setting. Prerequisite: SPM Major and 60 credits completed.

Supply Chain Management Courses

SCM 201: Introduction to Supply Chain Management

This course will introduce the principles, organizational roles, and challenges of management in Planning, Procurement, Manufacturing, and Logistics and their interrelations across Supply Chain organizations.

SCM 205: Forecasting and Logistics

This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. Prerequisite: At least Sophomore status.

SCM 210: Sourcing and Operations

This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. Prerequisite: SCM 205.

SCM 305: Supply Chain Management Technologies

This course covers the major relevant supply chain technologies and systems. In this course you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Prerequisites: SCM 205 and SCM 210.

SCM 310: Supply Chain in Action

In this course, you'll learn about the application of supply chain systems to vital real-world functions. Prerequisite: At least Sophomore status.

SCM 320: Global Supply Chain Management

This course will build on the Supply Chain principles learned in SCM 201, SCM 210 and 305 using case studies, simulations, and lectures to bring students into an active learning environment as closely as possible. Prerequisites: SCM 205 and SCM 210.

SCM 350: Supply Chain Practica

This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. Prerequisites: SCM 205 and SCM 210.

SCHOOL OF EDUCATION

Dr. Meenakshi Gajria

Dr. Melissa Collucci, Assistant Dean

In collaboration with the broader St. Thomas Aquinas College community and the professional community in schools surrounding our college, the teacher education program seeks to prepare educators who can meet the challenges of teaching in the twenty-first century. It is the vision of the teacher education program to prepare knowledgeable, caring educators who are dedicated to their students' intellectual growth and overall well-being.

Mission of the School of Education

The mission of the St. Thomas Aquinas College School of Education is to prepare knowledgeable and caring educators who are passionate about teaching and learning. We strive to prepare our graduates to make informed decisions that will result in effective, inclusive learning opportunities for all learners; to prepare future educators to become effective communicators and collaborators who have a strong understanding of their disciplines, emerging technologies, and the assessment practices that drive their instruction; and to develop reflective, life-long learners who will have a positive effect on student achievement and will become master teachers and instructional leaders.

To achieve our mission, the St. Thomas Aquinas College teacher education program creates a

caring, challenging environment for learning that supports each candidate's development as an educator. In this learning environment, learning is a collaborative endeavor in which candidates speak and write about what they are learning, and question, analyze and discuss ideas with others who are at varying levels of expertise.

The learning experiences we design for candidates are cumulative in nature and move them from novice performance toward expertise. As they move through our program, candidates assume increasing responsibility for teaching in their field experience classrooms. Their college classroom learning experiences are enriched by opportunities to implement teaching strategies and techniques during directed field experiences in settings that serve students from diverse backgrounds. The support and feedback from both classroom teachers and college faculty, along with the candidate's reflection and analysis of the experiences blend the study of research and theories of learning with the implementation of those theories in contemporary classrooms.

Matriculation to the School of Education (SoE) requires a review process, which is usually completed in students' sophomore year. Information on the matriculation process and criteria is available in the SOE office and online. For matriculation, students must have a minimum cumulative grade point average of 2.75, and a minimum grade point average of 2.5 in general studies and in the major or concentration, and at least a 2.75 in education courses. Teacher education candidates must maintain these minimum grade point averages throughout the program.

All Teacher Education candidates must complete courses in general education, teacher education, and a liberal arts or sciences major or concentration. Prospective elementary teachers who complete the Childhood Program requirements receive a B.S.Ed degree which would make them eligible for Grade 1-6 certification. Candidates can also extend their Childhood certificate to include Early Childhood, Birth -grades 2. Dual certification in childhood education and special education is available for candidates who complete additional specialized study.

Prospective secondary school teachers complete a major in one of the following: English, Spanish, social studies, or mathematics. In addition to the requirements for grades 7-12 certification. Prospective science teachers can complete a degree in Biology, Chemistry, or Physics in the STEM school and then transition to our Masters of Science in Teaching program for Adolescence Education completing both degrees in five years. Prospective Art teachers complete a major in Art and requirements for K-12 certification. The School of Education also offers integrated dual degree programs in Education. Candidates can also complete a baccalaureate degree with teacher certification in select disciplines and a master's degree in special education or literacy in five years.

Prospective elementary school teachers can apply for Middle Childhood Extension, grades 7-9. Prospective secondary school teachers can also qualify for Middle Childhood Extension, grades 5-6.

The teacher education program is field based, requiring all candidates to spend up to 30 hours

per semester in local elementary or secondary schools and agencies, to work with classroom teachers, to attend meetings of school boards, to tutor children, etc. throughout the program. Candidates must complete a minimum of 100 hours of fieldwork, 30 of these in a diverse setting and 15 in a special education setting, prior to student teaching. Placements may be secured by signing up in the Professional Resource Center (Borelli Hall).

All teacher education programs are approved and registered by the NY State Department of Education. These programs include the following:

- Educational Studies (does not lead to teacher certification)
- Early Childhood and Childhood Education, Birth -Grade 6 (dual certification)
- Childhood Education, Grades 1-6
- Childhood & Special Education Grades, all grades (dual certification)
- Adolescent education programs, Grades 7-12: English; mathematics; social studies; Spanish
- Art Education certification program, Grades K-12

Dual degree (B.A./B.S./B.S.Ed. & M.S.Ed.) 5 year programs

The School of Education offers integrated dual degree programs in Childhood Education or Adolescence Education with graduate studies in Special Education or Literacy. Candidates complete both degrees in five years.

Candidates who have met the standards of the teacher education program and who have successfully completed student teaching will be recommended for certification. The final decision regarding recommendation is reserved to the Dean of the School of Education, in consultation with the SoE faculty.

NEW YORK STATE CERTIFICATION EXAMINATIONS

The New York State Education Department (NYSED) requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). Candidates are responsible for obtaining information about these exams from the School of Education office. Candidates are required to complete all state teacher certification exams prior to student teaching.

College Pass Rate for New York State Certification Examinations:

Performance on NY State Teacher Certification Exams	Program Year 2022- 2023	Program Year 2021 - 2022	Program Year 2020 - 2021
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STAC, Summary Pass Rate	84%	89 %	94 %
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ACCREDITATION

St. Thomas Aquinas College is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) for the excellence in its educator preparation programs. AAQEP's mission is to promote and recognize quality educator preparation that strengthens the education system's ability to serve all students, schools, and communities.

SCHOOL OF EDUCATION COURSES

All courses listed below are 3 credits unless otherwise noted.

Education Courses

ED 206: Child Psychology

This course is a comprehensive study of human development from prenatal stages to early adolescence, focusing on practical application of theories and research related to child development: physical, cognitive, language, and social-emotional. Explore contemporary social conditions and dynamic growth processes, consider factors such as culture, heritage, socioeconomic level, personal health, safety, nutrition, and environment. Develop skills to create a safe and nurturing learning environment, fostering the health and learning of all students.

ED 208: Adolescent Psychology

This course, based upon established theories of development, research findings, and clinical data, presents a balanced account of adolescence as a critical transition from childhood to adulthood, as a positive and significant period of human growth and a vital period of personal development; biological, sexual, cognitive, psychosocial and cultural variables; implications with respect to education are addressed.

ED 212: Educational Psychology

A study of learners, learning and teaching. Theories of cognitive development and pedagogy, diverse abilities and varied cultural expectations; students will identify strategies to achieve equity in the classroom and use technology for gathering and presenting information.

Prerequisite: ED 206 or 208.

ED 213: Issues in Education

The course includes the history, philosophy, and role of education. Sociological factors affecting equal educational opportunity and diverse student populations, including English language learners are addressed as well as reform issues, multiculturalism, technology, and teacher professionalism. Field visits required. Prerequisite: ED 206 or ED 208.

ED 232: Literature for Children and Adolescents

This course is a comprehensive introduction to children and adolescent literature that highlights multicultural contributions to literature. Address the importance of sharing literature with P-12 students and its pivotal role in language development and literacy skills in all students including English Language Learners. Analyze and recognize genres, literary elements in both classic and contemporary titles. Expose students to literary criticism, awards, and the significance of illustrations using classic and multimodal formats, including technology platforms to engage, apply, and enhance learning. This course provides a well-rounded understanding of diversity and inclusion, encompassing both readers and authors.

ED 300: A Civic Education

The nature, needs, and purposes of civic/citizenship education. A comparison of the goals of civic education in New York State with other US states and other countries. An examination of how curricular decisions are made in public schools in the United States. In this course, you will reflect on experiences that have shaped your view of civic participation and your engagement in public life, and create a final project in which you can delve more deeply into one of the topics addressed in class.

ED 301: Diverse Perspectives in Education

This course will address diverse perspectives in education, multicultural education and how educators and schools can build supportive practices for all students. Public schools in the United States should be places that work toward the goals of providing all students, regardless of myriad intersecting identities, with opportunities for learning, growth, access to resources, safety, and equity. However, amid this struggle, the promise of education has played out unevenly for different groups both reflecting and contributing to social inequality. Through readings, projects, and class discussions, students will learn about significant issues in multicultural education and the impact of social justice issues in P-12 schools and beyond while thinking about action they can take in the future.

ED 302: Social and Emotional Learning

Well-implemented social emotional learning (SEL) programs positively affect students' success in school and in life. This course focuses on three dimensions of social emotional learning: (1) students' social and emotional competencies (SEC);(2) the SEC necessary for professionals who work in educational settings; and (3) evidence-based, best practices that support SEL. This course lays the foundation for future educational professionals to provide direct instruction in SEL competencies in classrooms, small groups, or after-school settings. The focus is on the theoretical underpinnings of SEL, the research behind it, and the methods and applications of best practices in SEL. Prerequisites: ED206 or ED208.

ED 303: Schools, Family and Community

The purpose of this class is to provide a foundation for understanding how schools, families, and members of the community interact to improve educational outcomes for children and adolescents. Theories and models for understanding family engagement in schools will be covered. The benefits of and barriers to collaboration between adults who interact with children will be discussed. Research-based practices to improve collaboration and create partnerships

between families, school personnel, and community partners will be applied to real-life scenarios.

ED 304: Multilingualism: Ideology and Practice

This course offers an overview of the history, philosophy, assessment processes, research, and legal aspects related to multilingual/bilingual education in the United States. Advocacy for emergent bilinguals (EBs) and English Language Learners (ELLs) will be highlighted. Likewise, the importance of family and community involvement in the context of ELLs and EBs lives will be analyzed and discussed. Field experience may be required for students in the School of Education.

EDAT/EDEL/EDSP/EDSC 415: Supervised Student Teaching (9 credits)

This is a supervised participation for a full semester, seven weeks each in general and special education settings, to demonstrate teaching competencies developed in methodology courses. Create lesson plans and materials that are appropriately challenging, adhere to state standard expectations, and consider student accommodations. Utilize pedagogies that highlight instructional and assistive technologies to enhance student learning. Modify instruction based on both formal and informal assessment results. Develop culturally responsive, inclusive, and affirming learning environments in which all students including students with disabilities can learn. Prerequisites: Admission to student teaching, all education courses, and evidence of completing three NY State mandated workshops: Child Abuse, Violence Prevention, and DASA.

EDAT/EDEL/EDSP/EDSC 420: Seminar on Reflective Teaching

This culminating seminar taken concurrently with student teaching is designed to encourage students to reflect on their teaching experience. Issues such as professionalism, human relations in the classroom, conflict resolution, parent involvement, physical and mental health in youth, preventing alcohol, drug abuse, AIDS, sources of stress in teaching, resources for professional development, coping strategies, the hiring process and portfolio presentations are discussed. New York State required seminars on Identification and Reporting of Child Abuse and Violence Prevention are provided.

Art Education Courses

EDAT 334: Special Methods: Teaching Art K-12 (4 credits)

Candidates will learn methods of teaching art through active participation in visual arts activities in drawing, painting, sculptures, selective crafts, and digital media. Course experiences will prepare prospective teachers in developing a responsible pedagogical approach as well as developing curriculum. Adaptation of instructional methods and materials, and enrichment for students with special learning needs and students from diverse cultural and language backgrounds will also be included. Fieldwork required. Prerequisite: EDEL 240 or EDSC 218; admission to the teacher education program.

Childhood Education Courses

EDEL 240: Curriculum for Inclusive Classrooms

This course introduces students to curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching elementary students within the

full range of abilities, including those with unique learning needs and students from diverse cultural and language backgrounds. Emphasis on designing differentiated learning experiences and utilizing technology for effective engagement, instruction, and assessment of diverse students in all content areas. Fieldwork required. Prerequisites: ED 206 and ED 212.

EDEL 312: Social Studies Methods for Inclusive Classrooms

Candidates will analyze, develop, and practice using teaching materials, methods, and strategies that stimulate students' interest in civics, history, geography, and economics. Candidates will develop unit/lesson plans and materials that demonstrate the application of research-based education theory, specifically inquiry, content-area literacy, and instructional technology to classroom practice. Candidates will also develop strategies to ensure that lessons are accessible to all students, including students with unique learning needs and students from diverse cultural and linguistic backgrounds. Fieldwork required Prerequisites: EDEL 240 and matriculation in the teacher education program.

EDEL 313: Mathematics Methods for Inclusive Classrooms

This course prepares the prospective elementary teacher to teach mathematics through the use of the Next Generation Mathematics Standards including the Standards of Mathematical Practices. Focus is on the psychology of learning mathematics, formal and informal assessment of student learning, the role of language, use of manipulatives and technology, examination of curriculum materials, content-specific and research-based pedagogy which emphasizes conceptual understanding, and meeting the needs of all learners through differentiation. Candidates will reflect and analyze their teaching practice and learn appropriate sources through which to update their own knowledge and skills. Fieldwork required. Prerequisites: EDEL 240, two liberal arts mathematics courses, and matriculation in the teacher education program.

EDEL 314: Science Methods for Inclusive Classrooms

Candidates will design classroom learning experiences that stimulate students' interest in science, develop unit/lesson plans that demonstrate application of research-based science education theory, specifically inquiry and explicit Nature of Science (NOS) instruction to classroom practice. Candidates will also develop strategies to ensure that lessons are accessible to all students, including students with special learning needs and students from diverse cultural and linguistic backgrounds. Fieldwork required Prerequisites: EDEL 240 and matriculation in the teacher education program.

EDEL 326: Literacy: Reading Methods for Inclusive Classrooms

This course provides an integrated and interactive approach to assessing and facilitating language acquisition and literacy development for all students including native English speakers and English language learners. There is a focus on developing skills in listening, speaking, reading, viewing, and writing with particular emphasis on high quality reading instruction as detailed by the research put forth by the Science of Reading for all students in elementary schools. Adaptation of instructional methods and materials is emphasized as well as enrichment for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork required. Prerequisites: EDEL 240 and matriculation in the teacher education program.

EDEL 327: Literacy: Writing Methods for Inclusive Classrooms

This course focuses on developing a literacy curriculum that supports the language and literacy development of all learners including native English speakers and English language learners. Candidates focus on supporting literacy skills in all areas of literacy identified by research—reading, writing, listening, speaking, viewing, and the navigation of online formats with special emphasis on the writing process. Current research regarding the Science of Reading and culturally and linguistically responsive teaching is emphasized. Adaptation of instructional methods and materials for all learners including those with unique learning needs and resources and those from diverse cultural and language backgrounds is focused upon. Fieldwork required. Prerequisites: EDEL 240, and EDEL 326.

Early Childhood Education Courses

EDEC 301: Curriculum and Instruction, Birth-Grade 2

This course is designed to give students an orientation to curriculum design in early childhood classrooms. The focus is on a general planning framework that can be applied to planning in specific content areas. Students will learn how to build both individual lessons and larger units. The course will provide information on more informal areas of the curriculum including effective use of routines and transitions and the integration of movement, art, and literacy activities into the curriculum. Fieldwork required. Prerequisites: EDEL 240 and matriculation in the teacher education program.

EDEC 302: Emergent Literacy: Language and Reading Development

This course focuses on theory and research that establishes best practices for teaching young children, B-2, to develop oral, reading, and writing language literacy skills and strategies. Focuses include phonemic awareness, phonics and decoding text, sight word acquisition, vocabulary development, fluency, comprehension, and creating a respectful learning environment that values all cultures, languages, individual differences, family contexts, and community. This course is based on the National Association of the Education of Young Children Standards and Common Core State Standards for Early Childhood Education. Fieldwork required. Prerequisites: EDEL 240 and matriculation in the teacher education program.

Special Education Courses

EDSP 241: Exceptional Individuals

This course focuses on the historical foundations and major legislation that underlie special education practice with a focus on the IEP process and current issues. IDEA categories. Characteristics of cultural and linguistically diverse students with disabilities and/or giftedness. The implications of those characteristics for educational intervention, transition to adulthood, and assistive technology. Inclusive practices including coteaching, collaboration, and research-based practices. Fieldwork required. Prerequisite ED 206 or ED 208.

EDSP 344: Strategies for Behavior Management

Focus is on research based best practices designed for effective classroom management and the development of social skills. Candidates will learn to implement tiered instructional strategies, including assessment of behavior, proactive teaching strategies, and collaboration. Techniques and principles for functional based assessment and behavior intervention plans will be covered. Fieldwork required. Prerequisites: EDSP 241.

EDSP 345: Autism, Disability, and Identity

Focus is on understanding the characteristics of students with autism and other low-incidence disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Examination of assessment, identification, and placement procedures, curriculum and instructional approaches, specialized techniques, and assistive devices with an emphasis on a system of supports for school inclusion and transition to adulthood. Fieldwork required. Prerequisite EDSP 241.

EDSP 347: Mild Moderate Disabilities

Focus is on understanding the characteristics of students with mild/moderate disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Discussion of assessment, identification, and placement issues. Instructional models/approaches which emphasize inclusive practices and high leverage practices. Fieldwork required. Prerequisite: EDSP 241.

EDSP 350: Issues & Strategies in Assessment

Addresses the use of formal and informal assessment procedures in special and general education to analyze student learning. Norm referenced and criterion-based assessments. Interpretation of statistical concepts and procedures used in educational assessment including standardized scores, reliability, and validity. Use of assessment information to develop student learning objectives and plan/modify instruction. Communication of assessment results to parents and professionals. Prerequisite: EDSP 241.

EDSP 412: Teaching Methods: Mild/Moderate Disabilities

Focus is on the application of research-based instructional strategies for P-12 students. Application of the Science of Reading principles for teaching reading, writing, math skills, and self-regulatory learning skills. Examination of strategies for assessing students' academic skills and monitoring progress. Competencies for consultation, coteaching, and collaboration. Fieldwork required. Prerequisites: EDSP 347, and EDSP 350.

Middle Childhood Extension Courses

EDMS 301: Psychology of the Middle School Student

This course examines established theory, research findings and clinical data on the middle childhood stage of development and integrates these findings with practical application. The physical, cognitive, affective and social-moral development of children in this transition stage will be explored. Prerequisites: EDEL240/EDSC 218 (Curriculum for Inclusive Classrooms/ Secondary Classrooms) and one additional methodology course.

EDMS 302: Middle School Curriculum and Instruction

This course examines curricula and instructional strategies for the middle school grades. Topics of study include interdisciplinary curriculum, personalized instructional strategies for diverse classrooms, learning communities, and instructional technologies. Field experience required. Prerequisite: EDMS 301: Psychology of the Middle School Student.

Adolescence Education Courses

EDSC 218: Curriculum for Inclusive Secondary Classrooms 7-12

Introduction to the history, theories, methodology and materials of the secondary school. Students will actively engage in the analysis, practice, and demonstration of various teaching materials, methods, and strategies. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork. Prerequisites: ED 212 and matriculation in the teacher education program.

EDSC 320: Math Methods for Inclusive Classrooms 7-12

Introduction to Common Core Content and Mathematical Practices Standards for teaching and learning mathematics in grades 7-12. Developing instructional strategies that enable learners to achieve the benchmarks of these standards, curriculum-based assessment, use of technology. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork required. Prerequisites EDSC 218 and matriculation in the teacher education program.

EDSC 321: Science and Technology Methods for Inclusive Classrooms, 7-12

Introduction to New York State Regents and the Next Generation Science standards for teaching and learning science and technology in grades 7-12. Developing instructional strategies that enable learners to achieve the benchmarks of these standards; curriculum-based assessment. Differentiated instruction and materials for students with special learning needs and students from diverse cultural and language backgrounds. Fieldwork required. Prerequisites: EDSC 218 and matriculation in the teacher education program.

EDSC 322: Social Studies Methods for Inclusive Classrooms, 7-12

Focus on New York State Regents standards for the secondary social studies curriculum, instructional strategies, criteria for selection of historical texts appropriate for adolescents, curriculum-based assessments, differentiated instruction and materials to accommodate diverse student needs. Integration of technology. Fieldwork required. Prerequisites: EDSC 218 and matriculation in the teacher education program.

EDSC 323: English Methods for Inclusive Classrooms, 7-12

This methods course focuses on NYSED standards for secondary English curriculum as well as the instructional strategies necessary for a successful English classroom including strategies found in all aspects of the BDA (before, during, after) reading framework and the writing process. Criteria for selection of texts appropriate for adolescents and differentiated instruction and materials to accommodate diverse student needs will be discussed. Students will be expected to complete lesson plans, a unit plan, and a tutoring project to prepare them for their future role as English teachers. Fieldwork required. Prerequisites: EDSC 218 and matriculation in the teacher education program.

EDSC 324: Spanish Methods for Inclusive Classrooms, 7-12

Focus on New York State Regents standards for the foreign language curriculum, instructional strategies and materials for teaching Spanish to non-native speakers of this language; curriculum-based assessment, differentiated instruction and materials to accommodate diverse student needs, integration of technology. Fieldwork required. Prerequisites: EDSC 218 and matriculation in the teacher education program.

EDSC 326: Reading in Content Areas

This course focuses on teaching reading across the curriculum to adolescent learners in all content areas. Strategies for increasing comprehension, expanding word identification, distinguishing between genres, building vocabulary, and integrating technology are discussed. Students in this course will learn to develop and differentiate reading, writing, speaking, and listening connections to support the range of learners in their classrooms. Prerequisites: EDSC 218; matriculation in the teacher education program.

EDSC 327: Writing Across the Curriculum

This course covers an introduction to the writing process and to its implementation across all content areas in grades 7-12. Based on the New York State English Language Arts and Literacy standards, the content includes the steps in the writing process, assessment formats and rubrics, differentiated instruction for learners in inclusive classrooms and for learners whose primary language is not English, and utilizing technologies in the process. Fieldwork required. Prerequisites: EDSC 218; matriculation in the teacher education program.

Minor in the School of Education

Education Minor

Required Courses: ED 206 or ED 208, ED 212, ED 213, ED 232, EDEL 240 or EDSC 218, EDSP 241.

SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Dr. Bianca Wentzell, Dean
Dr. Steve Burns, Assistant Dean

PROGRAMS OF STUDY

BIOCHEMISTRY

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

BIOLOGY (B.A.)

The BA in Biology is an interdisciplinary degree between the biological sciences and liberal arts programs. This interdisciplinary degree will provide students with the opportunity to combine a strong foundation in the biological sciences with a depth of focus in another discipline (such as Science Communication, Science Illustration, Behavioral Health, or others) by allowing students the opportunity to take advantage of the diverse course offerings across the College. This degree program can be paired with a Master's of Science in Teaching (4+1); see the School of Education section.

BIOLOGY (B.S.)

Biology is an ever-changing field with constant advancement in terms of the understanding of evolution, conservation, development, and even genetics. The emergence of new topics such as global warming or the threat of a new disease offer new opportunities to research and learn more about our surroundings. The primary goals of the biology major are to prepare students for study in medicine, dentistry, and other health professions. Students are exposed to the surrounding basis of life, organisms' structure and function in both flora and fauna, and the evolution of all organisms that link the world's ecosystems together. Our students take a variety of courses such as Anatomy & Physiology, Genetics, Microbiology, and Ecology. Every student has the opportunity to participate in a research project with one of our professors. Our faculty is committed to enhancing the historical and ethical perspective in the biological world. For the teacher certification programs in Mathematics Grades 1-6 and 7-12, see the School of Education section.

CHEMISTRY (B.A.)

The Bachelor of Arts (BA) in Chemistry provides candidates with a background in various disciplines within Chemistry while allowing flexibility in credits to take a minor or a second major. This program offers both lecture and laboratory experiences designed to prepare students for a wide variety of career options in the STEM field. Students will also have the opportunity to conduct hands-on research with one of our Chemistry faculty. This degree program can be paired with a Master's of Science in Teaching (4+1); see the School of Education section.

COMPUTER SCIENCE

The Computer Science major will provide students with the opportunity to study a technically oriented discipline. Students will focus their studies by choosing a concentration in Cloud Computing or Graphics, or work with faculty to design a custom specialized focus. Our department faculty members have many years of experience in computer science and have active, funded research programs (which frequently include student assistance).

DATA SCIENCE

The mission of this program is to empower students with the theoretical knowledge and practical skills necessary to pursue data-centric career opportunities in a wide variety of disciplines and organizations. The ability to extract valuable and actionable insights from large quantities of data will allow our students to make meaningful contributions to the commercial, scientific, or social field of their choice.

EXERCISE SCIENCE

Exercise Science is the study of specific aspects of human movement, or Kinesiology. This program trains and educates students in a mixture of hard science, applied science, and the techniques and principles of exercise. Upon successful completion of the program, students will gain an understanding of injury and illness prevention, examine how diet can affect the body, learn how to condition the body to perform at its optimal level and learn the basic study of the movements and coordination of all the body's parts and systems to improve the health and performance of an individual as a whole.

Students can choose the Kinesiology concentration to gain the knowledge and skills to become a certified health and fitness professional or sports coach. Or they can select the Allied Health concentration to build the foundations for graduate studies in physical therapy, athletic training, sports medicine, physical education, and many other related disciplines. In addition to offering students a rigorous science foundation, courses in specific fitness applications and internships dedicated to preparing students for entry into related careers, our program allows students the opportunity to create subspecialties in areas such as Sports Management, Education, Marketing, and Management, to name a few, in order to build career flexibility into their education.

FORENSIC SCIENCE

Forensic science is a constantly evolving and advancing discipline that combines biology, chemistry, and criminal justice to solve crimes and understand our past. Forensic science has helped identify criminal suspects and victims, exonerate the wrongly accused, and shed light on historical questions and mysteries. The major in Forensic Science is designed to meet the academic needs of students who are preparing to enter this highly marketable field or who wish to pursue a graduate degree in this area. A minimum GPA of 3.0 overall and a GPA of 3.0 in the sciences is required in order to remain in the major.

MATHEMATICS

Mathematics provides the opportunity for students to develop objective reasoning, precise thinking, and an appreciation of the contribution of mathematics to society. The logical solution of problems in this discipline fosters attitudes needed by all educated adults. Students can choose a pure Mathematics program, or they can choose to specialize in Applied Mathematics. For the teacher certification programs in Mathematics Grades 1-6 and 7-12, see the School of Education section.

MEDICAL TECHNOLOGY

Medical Technology students follow a similar course of study as our biology students, including biology, anatomy and physiology, microbiology, chemistry and physics. In their senior year, however, medical technology students complete a full-time clinical coursework at an AMA-approved medical technology school. St. Thomas Aquinas College is formally affiliated with the William O. Green, Jr., M.D. Medical Laboratory Science Program of the Valley Hospital in Ridgewood, New Jersey, which is an NAACLS accredited program. A student who has

successfully completed the clinical coursework, and has received their B.S. degree, is eligible to take the ASCP Board of Certification Examination for Medical Laboratory Scientist and/or any examination for which they satisfy the eligibility requirements.

PHYSICS (B.A.)

The Bachelor of Arts (BA) in Physics provides candidates with a background in various disciplines within Physics while allowing flexibility in credits to take a minor or a second major. This program offers both lecture and laboratory experiences designed to prepare students for a wide variety of career options in the STEM field. Students will also have the opportunity to conduct hands-on research with one of our Physics faculty. This degree program can be paired with a Master's of Science in Teaching (4+1); see the School of Education section.

PRE-PHARMACY DEGREE PROGRAM

St. Thomas Aquinas College will prepare you for a career as a pharmacist through our agreement with the Doctor of Pharmacy program at Long Island University. Students follow the STAC biology curriculum for the first two or three years and then transfer to Long Island University where they will complete the STAC requirements for the biology degree while concurrently completing their first year of the pharmacy program. After successful completion of the required number of transfer credits, students may apply for the bachelor's degree from St. Thomas Aquinas College.

PRE-PHYSICAL THERAPY DEGREE PROGRAMS

St. Thomas Aquinas College has articulation agreements for dual degree programs in Physical Therapy with New York Medical College (NYMC) and Dominican University of New York (DUNY). Students must work with their academic advisors to ensure that all course prerequisites for these programs are completed during their time at STAC. For further information students should contact the School's Dean.

- NYMC- Students completing the Biology (BS) or Exercise Science- Allied Health (BS) programs at STAC can apply for early acceptance into the Doctor of Physical Therapy Program at NYMC. Interested students must submit all application materials by Sep. 30 of the year preceding matriculation. Interested students must have a GPA of at least a 3.2 (Overall, Combined Science & Math, and Prerequisite GPA), with no course grades lower than a C+, as well as at least 10 hours of voluntary/work experience under direct supervision of a physical therapist.
- DUNY- Students completing the Biology (BS) or Exercise Science- Allied Health (BS) programs at STAC can apply for the Doctor of Physical Therapy Program at DUNY. Interested students must submit a letter of interest by Oct. 1 of the application cycle and apply by Feb. 15. Students must have a GPA of at least a 3.0 with no course grades lower than a C, as well as at least 60 hours of voluntary/work experience where a licensed physical therapist is employed.

PRE-PODIATRIC MEDICINE DEGREE PROGRAM

St. Thomas Aquinas College has an articulation agreement with the New York College of

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

PRE-CHIROPRACTIC DEGREE PROGRAM

St. Thomas Aquinas College has a program in conjunction with Northeast College of Health Sciences leading to completion of both a B.S. degree (in Biology, Biochemistry, or Exercise Science), and Doctor of Chiropractic degree. Students follow the STAC biology curriculum for the first three years. In the fourth year students transfer to NCHS where they will complete the STAC requirements for their Bachelor's degree while concurrently completing the first year of the chiropractic program. After successful completion of the required number of transfer credits, students may apply for the bachelor's degree from St. Thomas Aquinas College. For further information, students are advised to contact the Dean.

PRE-MEDICINE AND PRE-DENTAL DEGREE PROGRAMS

A broad liberal education which includes competence in biology, chemistry and physics is the required preparation for admission to medical or dental school. Most medical/dental schools do not specify a particular major field, but the student's undergraduate program must include courses specifically required for admission to the MCAT or DAT testing programs. Our Biology and Biochemistry majors are the best fits for pre-medical or pre-dental tracks. The Dean of the School of STEM and the student's faculty advisor will work with the student to ensure the appropriate biology elective courses are taken in these majors to meet the requirements for medical or dental school.

MINORS IN THE SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Biology Minor

Required courses: BIO 171&173, 172&174

Elective courses: 10 credits from any BIO 200, 300, or 400 level courses (not including Gateway courses)

Biotechnology Minor

Required courses (Biology Major): BIO/CHEM 403, CHEM 301, FS/BIO 405, FS/BIO 407, BIO325.

Chemistry Minor

Required courses: CHEM 171&173, 172&174, 251, 252. Elective course: One CHEM 300 or 400 level course

Computer Science Minor

Required courses: CS 101, 150, 250.

Elective courses: Three courses at CS 200, 300, or 400 level, or ART 341 (not including Gateway

courses)

Data Science Minor

Required courses: DS 101, CS/DS 201, DS 220, CS 301, CS 302, DS 311

Exercise Science Minor

Required courses: KIN 110, BIO 150&151 or BIO 251/253 & 252/254, KIN 330

Elective courses: One of the following- BIO 102; KIN 200, 201, 202, 302, or 333

Mathematics Minor

Required courses: MATH 201,202.

Elective courses: 10 credits from any MATH 300 or 400 level courses (not including MATH 307 or Gateway courses)

Physics Minor

Required courses: PHY 201&211, 202&212,

Elective courses: 10 credits from any PHY 300 level courses (not including Gateway courses)

COURSE DESCRIPTIONS IN THE SCHOOL OF STEM

Astronomy Courses

ASTR 101: Modern Mysteries of Astronomy

Contemporary problems in astronomy: black holes, cosmic evolution, life in the universe, pulsars, quasars. Lecture course.

ASTR 201: The Astronomical Universe I (4 credits)

Historical astronomy, the solar system, astronomical tools, stars, stellar evolution and systems, galaxies, and cosmology. Three lecture hours, two laboratory hours per week.

ASTR 300: Special Topics

Offered occasionally. Topics vary with each offering.

Biology Courses

BIO 101: Human Biology

Structure and function of the major systems of the human body and how they interact. This course is not intended for students with credit from BIO 150 or BIO 251. Non-lab course.

Foundation Category: Scientific Reasoning

BIO 102: Nutritional Biology

An introduction to the basic concepts in the field of nutrition. This course may help students understand the dangers of obesity, malnourishment, as well as why the nutrients listed on a nutritional fact label are important to human health. Topics include the fundamentals of nutrition, nutritional and disease prevention, weight management, malnutrition, hunger, and

current issues and research related to these topics. For non-science majors only. Non-lab course.
Foundation Category: Scientific Reasoning

BIO 103: Integrated Science I

Integrated Science I introduces biology as an integrated whole. Its goal is to teach students how to solve scientific problems by comprehending methods and concepts from biology, chemistry, physics, and mathematics. The Integrated Science curriculum will introduce motivated freshmen to the concepts and methods needed to attack upper level science. *Foundation Category: Scientific Reasoning*

BIO 104: Integrated Science II

Integrated Science II is a continuation of Integrated Science I, introducing biology as an integrated whole. Its goal is to teach students how to solve scientific problems by comprehending methods and concepts from biology, chemistry, physics, and mathematics. The Integrated Science curriculum will introduce motivated freshmen to the concepts and methods needed to be successful in upper-level science. Recommended prerequisite: Integrated Science I. *Foundation Category: Scientific Reasoning*

BIO 111: Animal Behavior

The physiological, ecological and evolutionary aspects of animal behavior. Non-lab course.
Foundation Category: Scientific Reasoning

BIO 120: Introduction to Microbes

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

BIO 130: Environmental Biology

The basic structure and function of the ecosystem and how human activity affects it. Lecture course. *Foundation Category: Scientific Reasoning*

BIO 140: Marine Biology

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

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

Study of the form and function of the human body at a level suitable for non-biology majors. Starting from the chemical level of organization this class moves to explore skeletal and muscle systems. This course is not intended for students with credit from BIO101 or BIO 251. Three lecture hours and two laboratory hours each week. *Foundation Category: Scientific Reasoning*

BIO 151 Essentials of Anatomy and Physiology II (4 credits)

Continuation of BIO150 studying the form and function of the human body at a level suitable for non-biology majors. This course covers the remaining organ systems. This course is not

intended for students with credit from BIO101 or BIO 252. Three lecture hours and two laboratory hours each week. Prerequisite: BIO 150. *Foundation Category: Scientific Reasoning*

BIO 171: General Biology I

Introduction to biological principles including biomolecules, cell structures and division, metabolism, genetics, and evolution. Three lecture hours and one recitation hour per week. Corequisite: BIO 173. *Foundation Category: Scientific Reasoning*

BIO 172: General Biology II

Introduction to biological principles including phylogeny, plant form and function, animal form and function, and ecology. Three lecture hours and one recitation hour per week. Corequisite: BIO 174. Prerequisites: "C-" grade or better in BIO 171 and 173. *Foundation Category: Scientific Reasoning*

BIO 173: General Biology Lab I (1 credit)

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

BIO 174: General Biology Lab II (1 credit)

Introduction to laboratory and field methods including experiments designed to complement the topics in BIO 172. A student research project is included. Two lab hours per week. Corequisite: BIO 172. Prerequisites: "C-" grade or better in BIO 171 and 173.

BIO 251: Anatomy and Physiology I (4 credits)

Structure and function of the human body with emphasis on the organ system level of organization: skeletal system, muscular system, nervous system. Three lecture hours per week. Corequisite: BIO 253. Prerequisites: "C-" grade or better in BIO 172 and 174.

BIO 252: Anatomy and Physiology II (4 credits)

Continuation of BIO 251 with emphasis on the structure and function of the circulatory, excretory, respiratory, and reproductive systems. Three lecture hours per week. Corequisite: BIO 254. Prerequisites: BIO 251 and 253.

BIO 253: Anatomy and Physiology Lab I (0 credits)

Laboratory topics to be covered complement the materials studied in BIO 251, using dissection of animal specimens, microscope slides and activities related to the study of physiology. Two laboratory hours per week. Corequisite: BIO 251. Prerequisites: "C-" grade or better in BIO 172 and 174.

BIO 254: Anatomy and Physiology Lab II (0 credits)

Continuation of BIO 253. Laboratory topics to be covered complement the materials studied in BIO 252 using animal specimens, microscope slides and activities related to the study of physiology. Two laboratory hours per week. Corequisite: BIO 252. Prerequisite: BIO 251 and 253.

BIO 300: Special Topics

Offered occasionally. Topics vary with each offering.

BIO 304: Medical Terminology (1 credit)

Medical terminology is a required course for many physician assistant schools. It is also a very useful course for students who wish to become EMTs, physicians, researchers, etc. In the surrounding area, a Medical Terminology course has not been available. This course would provide students with a knowledge of terms in an in-depth manner that would enable them to figure out the meaning of a majority of medically and health related terms under any circumstance. Prerequisites: "C-" grade or better in BIO 172 and 174.

BIO 307: Microbiology (4 credits)

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

BIO 309: Biophysics

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

BIO 311: Parasitology

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

BIO 317: Ecology (4 credits)

The study of the interaction of organisms with each other and with their environment, as well as an introduction to field techniques to study these interactions in nature. Three lecture hours; three lab hours per week. Prerequisite: "C-" grade or better in BIO 172 and 174.

BIO 320: Neuroscience

This course is designed to provide students with a detailed understanding of the nervous system in vertebrates and invertebrates. Specifically, this course will introduce students to the structure and function of the nervous system with specific focus on the properties of individual nerve cells and small networks of neurons. Following a brief overview of nervous system organization, students will study the unique properties of neurons, including synaptic signaling, neurotransmitter release, and the activation of postsynaptic receptors. Finally, students will investigate how these systems work together in sensory and motor systems as well as in learning and memory mechanisms. Pre-requisite course: BIO 252.

BIO 325: Bioinformatics

A project-based approach to learning bioinformatics with an interdisciplinary focus (Biology and Computer Science) using web-based programs to introduce the student to bioinformatics

and its capabilities, and to the concept of biological problem solving using computational thinking and techniques. Prerequisite: "C-" grade or better in BIO 172 and 174.

BIO 327: Forensic Microscopy (4 credits)

Also offered as FS 407 Forensic Microscopy. See FS 407 for course description.

BIO 350: Genetics (4 credits)

This course is a thorough examination of the basic fundamentals of genetics and their application to modern-day issues. Major topics include: structure and function of genes, Mendelian and non-Mendelian genetics, cellular division pathways, prokaryotic and eukaryotic chromosomal structure and gene expression, DNA structure and replication, transcription, translation and gene/DNA mutation. Special topics include cloning, stem cell research and the genetic basis of disease. Laboratory topics include DNA fingerprinting, PCR, gene transformation, fruit fly genetics and gene sequencing. Prerequisites: "C-" grade or better in BIO 172 and 174 and C- or better in CHEM 172 and 174.

BIO 403: Biochemistry (4 credits)

(Also offered as CHEM 403. See CHEM 403 for course description.)

BIO 404: Cell and Molecular Biology (4 credits)

Structure and function of eukaryotic cells including protein structure and function, energy and signal transduction, and intracellular and intercellular transport. Three lecture hours and three lab hours per week. Prerequisites: "C-" grade or better in BIO 172 and 174 and Pass CHEM 252.

BIO 405: Forensic Biology (4 credits)

(Also offered as FS 405. See FS 405 for course description.)

BIO 406: Immunology

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

BIO 407: Biochemistry II (4 credits)

(Also offered as CHEM 408. See CHEM 408 for course description.)

BIO 430: Internship in the Natural Sciences (1-3 cr.)

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

BIO 431: Literature Research in the Biological Sciences (1 cr.)

Upper-level students majoring in science are encouraged to pursue independent research projects under the supervision of a faculty member. This course, which can only be taken once in the academic career of the student, focuses on the skills and methods of writing a proposal for

independent research in a laboratory. This course cannot be taken simultaneously with BIO 432 Laboratory Research in the Biological Sciences. Prerequisites: "C-" grade or better in BIO 172 and 174, must have 60 college credits completed, 3.0 GPA in all science courses, approval by faculty mentor and student's advisor.

BIO 432: Laboratory Research in Biological Sciences (1-3 cr.)

In this course, science majors design and carry out an independent study project in collaboration with a faculty mentor. Students are expected to answer research questions while mastering the necessary skills to perform experiments, including proper data analysis, interpretation of data, and presentation of results. This course may be taken multiple times with the same faculty mentor per his/her discretion. This course cannot be taken simultaneously with BIO 431: Literature Research in the Biological Sciences. Prerequisites: "C-" grade or better in BIO 172 and 174, must have 60 college credits completed, 3.0 GPA in all science courses, approval by faculty mentor and student's advisor.

BIO 450-455: Medical Technology Clinical Education (15 credits)

Twelve-month period of academic and clinical training in a school of medical technology approved by the American Medical Association and the American Society of Clinical Pathologists. Prerequisites: Must be in the final year of the Medical Technology Program.

Chemistry Courses

CHEM 101: Elements of Chemistry I

An introductory course for students with a limited background in math and/or chemistry. This course emphasizes chemical problem-solving skills. Topics include atoms, molecules, ions, compounds, the periodic table, chemical reactions, reactions in solution, introduction to chemical bonding, thermochemistry, and gas laws. Chemical problem solving skills emphasized include scientific notation, dimensional analysis, and stoichiometry. 3 hours of lecture. Not open to students who have credit for CHEM 171 or higher. *Foundation Category: Scientific Reasoning*

CHEM 102: Elements of Chemistry II

An introduction to organic chemistry and compounds of carbon; polymers toxicity, food and nutrition, medicinal and pharmaceutical chemistry. Two hours lecture and two hours lab per week. Prerequisite: C- or better in CHEM 101. *Foundation Category: Scientific Reasoning*

CHEM 171: General Chemistry I

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

CHEM 172: General Chemistry II

Thermodynamics, reaction kinetics, chemical equilibrium, oxidation reduction reactions, electrochemistry, nuclear chemistry. Three lecture hours and one recitation hour per week. Corequisite: CHEM 174. Prerequisite: "C-" grade or better in CHEM 171 and 173. *Foundation Category: Scientific Reasoning*

CHEM 173: General Chemistry Lab I (1 credit)

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

CHEM 174: General Chemistry Lab II (1 credit)

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

CHEM 251: Organic Chemistry I (4 credits)

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

CHEM 252: Organic Chemistry II (4 credits)

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

CHEM 300: Special Topics

Offered occasionally. Topics vary with each offering.

CHEM 301: Quantitative Chemical Analysis (4 credits)

Introduction to the theory and methods of quantitative chemical analysis. Three lecture hours; three lab hours per week. Prerequisite: "C-" grade or better in CHEM 172 and CHEM 174.

CHEM 302: Instrumental Methods of Analysis (4 credits)

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

CHEM 305: Materials Science

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

CHEM 310: Physical Chemistry

(Also offered as PHY 310) Consideration is given to some important concepts in physical chemistry including the laws of thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, phase equilibria and the phase rule, atomic and molecular structure. Three lecture hours per week. Prerequisite: "C-" grade or better in CHEM 172 and CHEM 173 and Pass MATH 109 or MATH 201.

CHEM 400: Independent Study

Qualified students may, under the supervision of a faculty member, pursue independent study

and/or research on selected topics of special interest to the student and faculty member.
Prerequisite: permission of the Dean.

CHEM 403: Biochemistry (4 credits)

This course examines in detail the structure and function of all major biomolecules, [including proteins, carbohydrates, lipids and nucleic acids] as well as the regulation and organization of several metabolic pathways. Special emphasis is given to enzyme kinetics and their mechanisms, protein structure/function relationships as well as the biochemical basis for human disease. Metabolic pathways are examined from a thermodynamic and regulatory perspective. Laboratory topics include column chromatography, protein assays, western blot analysis, ELISA and enzyme kinetic assays. This provides the linkage between the inanimate world of chemistry and the living world of biology. Prerequisite: C- or better in BIO 172 and 174 and Pass CHEM 252.

CHEM 405: Environmental Chemistry

The chemistry of environmentally important chemical cycles, such as ozone depletion, acid rain, global warming, sewage treatment, and nuclear power, will be examined, as well as the fundamental chemical principles that govern environmental processes. Prerequisite: "C-" grade or better in CHEM 172 and 174 and Pass CHEM 252.

CHEM 407: Instrumental Methods of Analysis & Microscopy (4 credits) (Also offered as FS 407. See FS 407 for course description.)

CHEM 408: Biochemistry II

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

Computer Science Courses

CS 101: Computational Thinking

The primary goals of this course are to introduce the building blocks of Computer Science, the fundamentals of computers, and to present the idea of computational thinking. Topics include an overview of the discipline of Computer Science, computer hardware, models of computation, and the process of algorithm design. Robot and C++ programming projects are used to explore the topics discussed in the class. Includes a one-hour recitation per week. Prerequisite: None.

CS 150: Computer Science I

This is the second course in the computer science major software development sequence. The course covers the fundamental concepts of structured programming, with a focus on problem solving strategies and implementation. Prerequisite: CS 101.

CS 201: Python for Data Science

This course will help students develop the essential Python coding skills that every data scientist should have, using the same tools and software packages employed by data professionals. Topics include: conditional statements, iteration, common data structures, comprehensions & generators, functions & lambdas, custom classes, and error handling. A selection of data science

related topics will be studied as time permits, including: string pattern matching, advanced data visualization, and scraping data from the web. Prerequisite: DS 101.

CS 211: Software Topics

The purpose of this course is to expand the knowledge and expertise of students so they may become more technologically competent. Students will learn how to use software to solve a variety of problems. Topics will include textual design, mathematical design, information design and research design. Prerequisite: None.

CS 230: Gaming

This course provides an introduction to gaming. Specific topics covered include the history of games, game design theory, the game design process and the game production process. This course also covers the basics of actual game creation with various concepts illustrated by building 3D games. Prerequisite: C- or better in CS 150.

CS 250: Computer and Information Science II

This is the third course in the computer science major software development sequence. The course utilizes the object-oriented design approach to building applications, which emphasizes the creation and utilization of reusable software tools (objects). Specific topics covered include: I/O, and linear data structures (lists, stacks, and queues). Prerequisite: C- or better in CS 150.

CS 260: Cloud Computing

This course gives students an overview of the field of Cloud Computing, its enabling technologies, the various service modules (Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS), and the main building blocks of cloud systems. Students will gain hands-on experience through projects utilizing public cloud infrastructures (e.g., Amazon Elastic Cloud, Microsoft's Azure, and Google App Engine). Specifically, students will learn how to develop cloud-based software applications on top of various cloud platforms and also how to integrate application-level services that are built on heterogeneous cloud platforms into existing systems. Prerequisite: C- or better in CS 150 or CS 201.

CS 270: Computer Architecture

This first portion of this course covers the fundamentals of the electronic circuits that are used to build computers. Both combinational and sequential circuit analysis and design are covered. Several logic gates, memory circuits and processor circuits are introduced. Hands-on lab exercises and practical application design are emphasized. The second portion of this course covers the fundamentals of computer architecture. The design, selection, and interconnection of hardware components, along with the co-designing of the hardware/software interface, in order to create a computer that meets functional, performance, and energy consumption goals is covered. Prerequisite: C- or better in CS 150.

CS 300: Special Topics

Topics vary with each offering.

CS 301: Artificial Intelligence

This course is a broad introduction to the field of Artificial Intelligence (AI). Students will study the design of computer systems that exhibit traits normally associated with intelligence in human behavior, such as the ability to solve complex problems, strategize against an opponent, reason effectively, plan for the future, and understand natural language. Additional topics will be included from the subfield of Machine Learning, in which systems learn from vast quantities of data – identifying patterns and making decisions with minimal human intervention. Students will have the opportunity to implement intelligent systems using Python and popular software packages. Prerequisite: C- or better in CS 201 or 250.

CS 302: Database Management Systems

This course emphasizes the concepts and structures necessary for the design and implementation of database management systems. Topics include data models, data normalization, data description languages, query facilities, file organization, security, data integrity, and reliability. Prerequisite: C- or better in CS 150 or CS 201.

CS 305: App Development

Mobile computing devices have become ubiquitous in our communities. This course introduces the basics of contemporary mobile application development using Apple's iOS. Specific topics include the Xcode IDE, the Swift programming language, Apple's Model/View/Controller paradigm and supporting classes. The class will cover proper techniques for accessing back-end web services via the Internet using iOS. Since this is a class that uses Apple's iOS platform, students must have a Macintosh MacBook or iMac running a current version of the iOS with the most recent version of Apple's Xcode IDE installed, or be prepared to complete all of the programming projects in the College's Digital Imaging Lab. *Note: it will not be possible to use a Windows or Linux computer for this course as code written on those platforms cannot be deployed to either an iOS simulator or device.* Prerequisite: C- or better in CS 150.

CS 310: Cyber Security

This course provides an introduction to the principles and practice of cyber security with a focus on both fundamentals and practical information. The key topics of this course are applied cryptography; protecting users, data, and services; Internet security; IoT security; and common threats and defense strategies. Students will complete several practical lab assignments involving security tools (e.g., OpenSSL Wireshark, Metasploit and Nessus). The course will also involve assignments that require students to think both as an attacker and a defender, including writing secure code and exploiting insecure code. Prerequisite: Pass CS 380.

CS 315: Machine Learning Theory

This course will teach students the algorithms and mathematics underlying the most popular machine learning models. Students will study machine learning within the broad framework of optimization and loss minimization using techniques such as maximum likelihood estimation and gradient descent via backpropagation. The major theoretical machine learning concepts will be introduced, such as model fit and regularization, generalization, and bias-variance tradeoff. The ML models studied will include k-nearest neighbors, decision trees and forests, linear regression and logistic regression, hard- and soft-margin support vector machines, and neural networks. Students will use Python to implement basic versions of ML models and optimization

algorithms by hand. As time permits, additional topics may include ensemble methods, bagging and boosting, dimensionality reduction, the use of kernels, and reinforcement learning.

Prerequisite: Students are expected to have a strong grasp of Python programming and Students must have received a C- or better in both MATH/DS 312: Math for Data Science and CS 301: Artificial Intelligence (Also offered as DS315/MATH 315).

CS 320: Ethics in a Technological Society

This course will first introduce students to philosophical ethics and criticisms of them—such as consequentialism, deontology, and Nietzsche’s genealogy of morality—after which we will apply these approaches to a number of contemporary ethical issues or problems raised by developing technologies. For example, how might consequentialists evaluate the use of expensive medical technologies that extend human life beyond what was ever previously possible? Would deontologists extend the rights currently offered to humans to non-human robots or AI systems? From a Marxist perspective, do the technologies used to create, manage, and regulate financial markets serve to reinforce or reproduce the growing gap between rich and poor? The goal of the course is not to persuade students to adopt any particular moral or ethical position, but rather to show them how each ethical ideology potentially produces various social effects; given a particular way of ethical thinking, who stands to gain and who stands to lose. *Offered as a Gateway Course.*

CS 350: Data Structures and Algorithm Analysis

This course is designed to provide both a theoretical and practical approach to data structures and algorithms. Topics covered include algorithm analysis, searching and sorting algorithms, hashing, binary trees, b-trees, Merkle trees, tries, and graphs. The C++ programming language is used. Prerequisite: C- or better in CS 250.

CS 360: Human Computer Interaction

This course covers a broad range of important topics within Human Computer Interaction (HCI) and the implications for the design of interactive systems. It focuses on the design of interactive systems and human computer interfaces based on a multi-disciplinary approach through a synthesis of computer science, cognitive science, and psychology and utilizing analytical and empirical techniques to assess, create, and evaluate user experiences. Prerequisite: C- or better in CS 250.

CS 370: Graphics Programming

This course provides an introduction to 2D and 3D computer graphics. Topics include 2D raster graphics, 2D transformations, 3D transformations, hierarchical modeling, and geometric representations of curves and shapes that are necessary to create 3D content. The course also covers various algorithms for lighting, reflection, shading, and texture mapping. In addition, an introduction to animation techniques: keyframing, motion capture, and character rigging is presented. The OpenGL API is used for all the graphic programming assignments. Prerequisite: C- or better in CS 250.

CS 371: 3D Modeling and Animation

This course provides an in-depth experience with modeling and animation using Maya. Specific

topics covered include modeling (polygons and NURBS), shading, texturing, lighting, rigging and animation. Prerequisite: C- or better in CS 150.

CS 380: Networks and System Security

This course provides both a theoretical and practical approach to networks and security. The theoretical topics include data and packet transmission, the architecture of networks and protocols, security and network applications. The practical components of the course include exercises related to the construction, configuration, and administration of a network using appropriate hardware and software systems. Prerequisite: C- or better in CS 350.

CS 424: Data Mining

Data Mining studies the algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. This course introduces the basic concepts, principles, methods, implementation techniques, and applications of data mining, with a focus on two major data mining functions: (1) pattern discovery and (2) cluster analysis. Since data mining is also regarded as the key element of a more general process called Knowledge Discovery that deals with extracting useful knowledge from raw data, this course will also examine the knowledge discovery processes by examining the tasks of data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures. Special emphasis will be given to the machine learning methods as they provide the real knowledge discovery tools. Important related technologies, such as data warehousing and on-line analytical processing (OLAP) will also be discussed. Current data mining software will be used. Prerequisite: MATH 120, CS 301 and CS 302.

CS 435: Operating Systems and Embedded Systems Applications

This course provides an introduction to operating systems and embedded systems. Specific operating system topics covered include memory management, process management, device management and file management. The basic concepts related to embedded systems are reviewed. Specific embedded system topics covered will be related to programming robots. Prerequisite: CS 350

CS 450: Software Engineering

This course covers a collection of methods which embody an "engineering" approach to the development of computer software. Topics presented include: the nature of software and software projects, software development models, software process maturity, project planning, management, and various perspectives on software quality -- what it means, how to measure it, and how to improve it. Methods for analysis, design, testing, and implementation of large, complex software systems are discussed. The major work of the course is a group project. Prerequisite: C- or better in CS 350.

CS 485: Web Programming

This course covers the knowledge and skills necessary to develop a complex enterprise web application. This course will support the understanding of the data that drives the enterprise web development, which includes the analysis of web traffic and usage, and the personalization

of the web experience. This course focuses on the development of an enterprise web application with specific emphasis on the server-side enterprise web application programming and an n-tier system approach. The students in teams will design and develop a full enterprise web application including an n-tier implementation over the lifetime of the course. The development aspect will include server programming languages and systems (such as PHP, Django, Node) and database support (such as mySQL) as well as appropriate front-end development. Prerequisite: CS302.

CS 490: Senior Project

This course is a required capstone course for all senior computer science majors. Each student will design and complete a major project. Prerequisite: CS 450.

Course Archive

These courses are no longer regularly offered:

CS 111: Visual BASIC Programming

CS 330: Information Systems Theory and Practice.

Data Science Courses

DS 101: Introduction to Data Science

The world is increasingly data-driven. This course provides a practical introduction to the burgeoning field of data science and provides students with an understanding of the fundamental concepts in data science. The course also introduces Python programming within the context of data science. The course is both analytical and technical, however no prior programming experience or statistical background is assumed. Prerequisite: none.

DS 201: Python for Data Science

(Also offered as CS 201. See CS 201 for course description.)

DS 220: Data Cleaning and Manipulation

In this course, students will learn how to use Python and popular 3rd-party tools to store and manipulate large quantities of data and prepare it for further analysis. Typically, raw data received from a source has numerous issues that must be addressed before it can be used reliably, such as missing data, outlier values, and incompatible formats. Students will receive hands-on experience with the tools and techniques used to organize, clean, transform, and visualize data in a variety of formats and modalities, including tabular data, unstructured text, markup languages, 2D images, etc. Python will be used extensively throughout the course, along with popular software packages such as NumPy, pandas, and Matplotlib. While data manipulation is the primary focus, students will also further develop their general Python programming skills that are useful across all domains. Prerequisite: Minimum grade of C- in CS/DS 201.

DS 311: Applied Machine Learning

In this course, students will learn how to apply popular tools and techniques to solve practical machine learning problems using Python. Students will use scikit-learn to explore the entire ML workflow - from data preprocessing and feature engineering, to model selection and

hyperparameter tuning, to model evaluation and deployment. The most popular supervised ML models will be discussed, including linear models, support vector machines, decision trees and forests, neural networks, and ensemble models. Additional topics will be covered as time permits, including unsupervised learning and clustering, Natural Language Processing (NLP), AutoML, and dimensionality reduction. Students are expected to have a strong grasp of Python programming. Prerequisite: DS 220 and CS 301

DS 315: Machine Learning Theory

This course will teach students the algorithms and mathematics underlying the most popular machine learning models. Students will study machine learning within the broad framework of optimization and loss minimization using techniques such as maximum likelihood estimation and gradient descent via backpropagation. The major theoretical machine learning concepts will be introduced, such as model fit and regularization, generalization, and bias-variance tradeoff. The ML models studied will include k-nearest neighbors, decision trees and forests, linear regression and logistic regression, hard- and soft-margin support vector machines, and neural networks. Students will use Python to implement basic versions of ML models and optimization algorithms by hand. As time permits, additional topics may include ensemble methods, bagging and boosting, dimensionality reduction, the use of kernels, and reinforcement learning. Prerequisite: CS 301 and MATH 312

DS 325: Big Data and Machine Learning in the Cloud

The explosive growth of data being generated over the past several years requires data scientists to be able to handle ever larger and more diverse datasets efficiently. In this course, students will learn how to use the services of cloud platforms such as Amazon Web Services (AWS) and Google Cloud to address large-scale data analysis and machine learning tasks. Students will be introduced to traditional “Big Data” tools like Apache Spark and Hadoop, data warehousing technologies like Google BigQuery, enterprise-scale “NoSQL” database platforms like MongoDB and DynamoDB, and cloud-based machine learning platforms like Amazon Sagemaker and Google Vertex AI. These and similar tools are used by some of the world’s largest organizations to handle “internet scale” data analysis and decision-making tasks. Prerequisite: CS 260, CS 302; and DS 311 or DS 315

DS 411: Data Science Practicum I

The Data Science Practicum is a two-term capstone experience for students in the data science program. The practicum is an opportunity for students to directly experience the work of a data scientist by applying their analytical, modeling, machine learning, programming, and visualization skills to solve a problem using real-world datasets. The first term focuses on framing a problem and the related research question(s), then having these guide the preliminary design and the supporting analysis and data acquisition necessary for creating a final design. The second term focuses on implementation, verification & validation, and the creation of a plan of action for addressing the problem. Each student will have an advisor for their project to lend their knowledge and expertise, and also to provide guidance in the technical and managerial decisions required by the project. Students will have the opportunity to work on projects with faculty from a variety of disciplines, as well as with external companies and organizations. The practicum experience culminates in a public presentation. Prerequisite: DS 311

DS 412: Data Science Practicum II

The Data Science Practicum is a two-term capstone experience for students in the data science program. The practicum is an opportunity for students to directly experience the work of a data scientist by applying their analytical, modeling, machine learning, programming, and visualization skills to solve a problem using real-world datasets. The first term focuses on framing a problem and the related research question(s), then having these guide the preliminary design and the supporting analysis and data acquisition necessary for creating a final design. The second term focuses on implementation, verification & validation, and the creation of a plan of action for addressing the problem. Each student will have an advisor for their project to lend their knowledge and expertise, and also to provide guidance in the technical and managerial decisions required by the project. Students will have the opportunity to work on projects with faculty from a variety of disciplines, as well as with external companies and organizations. The practicum experience culminates in a public presentation. Prerequisite: DS 411

Exercise Science (Kinesiology) Courses

KIN 101: Introduction to Exercise Science

An introductory course to the field of exercise science. Prerequisite: none.

KIN 110: Fundamentals of Personal Wellness

The goal of this course is to provide students with a basic foundation in health education, emphasizing application of the knowledge and skills learned to promote healthy behaviors and overall wellness, including the impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. Prerequisite: none.

KIN 201: Stress Management

This course focuses on the causes of stress and its effects on physical and mental health. Practical approaches to stress management are explored. Prerequisite: none.

KIN 202: Motor Development and Learning

This course introduces students to the concepts, principles, and theories of human motor skill development and learning motor skills related to sport specific movements and physical activities. Prerequisite: none.

KIN 280: Human Nutrition

Examines scientific knowledge on nutrients and their interaction with bodily functions that affect health and overall well-being. Prerequisites: BIO 151 or BIO 172.

KIN 302: Sport Nutrition

Introduces students to scientific based principles in nutrition and their application to the needs of athletes and their interaction with exercise physiology. Students will be able to identify and convey the vigorous depth of information in sports nutrition and be able to formulate a diet plan for optimal sports nutrition. Prerequisites: KIN 280, or BIO 151, or BIO 252.

KIN 330: Physiology of Exercise (4 cr)

This course will provide students a basic understanding of the physiological principles underlying physical activity and human performance. The classroom and laboratory experiences of this course are intended to provide the student with an opportunity to discuss, observe and become aware of the acute and chronic responses of the human body to physical activity.

Prerequisites: Pass BIO 252 and 254 or Pass BIO 151.

KIN 333: Kinesiology

This course will provide students a basic understanding of the physiological principles of human movement through objective analyses and lab study, including an introduction to the principles of biomechanics. Students develop a practical understanding of the anatomical structures critical to upper and lower extremity motion in humans. Prerequisites: Pass BIO 150 or 251.

KIN 340: Exercise Test & Prescription (4 cr)

In this course, students learn how to conduct pre- exercise test screening of apparently healthy adults and the athletic population following nationally recognized testing protocols, including the procedures and skills needed to carry out various fitness assessment tests such as body composition assessment, cardiorespiratory endurance testing, muscular strength, and muscular flexibility. Prerequisite: KIN 330.

KIN 350: Theories of Strength Conditioning

This course covers advanced principles of training in the athletic and active population with the goal to maintain and improve athletic performance and overall physical fitness. Prerequisite: KIN 330.

KIN 401: Adapted Fitness

The aim of this course is to study the ways in which the needs of atypical individuals can be met through the practice of exercise testing and prescription based upon the pathophysiology of the disease and/or condition. Special emphasis is given to the planning, operating, teaching, and evaluation of select special populations, as well as focusing on the disease etiology and pathology, as they relate to disease management and/or treatment through exercise intervention strategies. Prerequisite: KIN 330.

KIN 410: Internship (9 cr)

The purpose of this course is to provide the undergraduate student with practical experience in relating theory to practice in a setting under close supervision from professionals and the College. Prerequisite: Must hold senior status as an Exercise Science major and receive permission from a faculty sponsor.

Forensic Science Courses

FS 101: Introduction to Forensic Science

Forensic science is the study and application of science to the process of law and involves the collection, examination, evaluation, and interpretation of evidence. This course introduces students to the basic principles and uses of forensic science in the American system of justice and examines the basic applications of the biological, physical, chemical and medical sciences to

questions of evidence and law. This course is open to non-science majors only. Prerequisite: none. *Foundation Category: Scientific Reasoning*

FS 201: Forensic Science

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

FS 405: Forensic Biology (4 credits)

Also offered as BIO 405. This course will review the identification and collection of biological evidence, and essential methods and basic applications of forensic DNA analysis and serology using case studies and laboratory exercises. Three lecture hours and three lab hours per week. Prerequisites: students in their third year of the forensic science program, or on-major juniors or seniors with a C- or better in BIO 172 and 174 and C- or better in CHEM 172 and 174.

FS 407: Forensic Microscopy (4 credits)

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

Prerequisites: Students in their third year of the forensic science program, or non-major juniors or seniors; C- or better in BIO 172 and 174 and C- or better in CHEM 172 and 174.

FS 410: Summer Internship (6 credits)

The internship must be completed during the summer of their junior year. A minimum of two hundred forty (240) hours must be completed to graduate. Prerequisites: Students in their fourth year of the forensic science program.

FS 415: Senior Seminar

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

Mathematics Courses

MATH 099: Mathematics Workshop II (3CE) Mathematical skills for students with fewer than two years of high school mathematics preparation or who are otherwise deficient in mathematics. A basic algebra course to prepare students for MATH 101. Note: Does not earn

College credit (offered when need arises).

MATH 100: Fundamentals of Algebra

Mathematical skills for students with fewer than two years of high school mathematics preparation or who are otherwise deficient in mathematics. A basic algebra course to prepare students for MATH 101.

MATH 101: College Algebra

An introductory course in algebra, intended to prepare students for calculus, precalculus, and higher-level studies in mathematics. Emphasis will be on solving problems symbolically, numerically, and graphically, as well as interpreting and analyzing solutions to understand the connections among these methods. Includes a one hour recitation per week. Students should enroll in this course only if they also intend to take one or more of Math 104, Math 109, or Math 201. Students who have earned a "C" or better in a math course for which degree credit is awarded may not register for or earn credit for Math 101. Reserved or restricted to: STEM Majors, Education Majors, and Finance Majors only, or by permission of instructor and Dean. *Foundation Category: Quantitative Literacy*

MATH 102: College Algebra and Trigonometry

Exponents and radicals, quadratic equations, logarithms, and introductory trigonometry.

MATH 104: Pre-Calculus Mathematics

Preparation for calculus. Curve tracing; algebraic, trigonometric, exponential, and logarithmic functions and their inverses; elements of analytic geometry. Includes a one-hour recitation per week. (Not open to students who have completed MATH 201 or equivalent.) *Foundation Category: Quantitative Literacy*

MATH 107: Data and Quantitative Literacy

This course advances the skills necessary for students to connect quantitative thinking to real-world problems and everyday life situations. This course challenges students to understand the broad applicability of quantitative literacy and thinking – polls, charts, probability, statistics, economic data, and problem solving. *Foundation Category: Quantitative Literacy*

MATH 108: Quantitative Methods in Business and Social Studies

Mathematical background for modern business methods. Topics in both theory and application; sets, relations; linear and quadratic functions; equations, inequalities; matrices, determinants, linear programming; fundamental analytical geometry; permutations, combinations, probability. *Foundation Category: Quantitative Literacy*

MATH 109: Applied Calculus

Selected topics in calculus pertinent to the study of life sciences and managerial and social sciences. Functions, limits, differentiation, integration, methods and applications of the differential and integral calculus. Prerequisite: C- or better in MATH 104 or equivalent.

Foundation Category: Quantitative Literacy

MATH 110: Statistical Analysis for Social Science

This course is an introduction to the use of quantitative methods for analyzing topics in social policy. Topics include exploratory data analysis, methods for visualization and interpretation of data, and an introduction to regression models. Throughout, emphasis will be placed on communicating insights from the models and analyses we perform.

MATH 120: Statistics

A first course in statistics. Conceptually covers the basics in descriptive and inferential statistics and computational facility with applied statistics; the proper use and interpretation of statistical results. (Not open to business administration, psychology, or special education majors.) *Foundation Category: Quantitative Literacy*

MATH 175H: Mathematics of Cryptology

Introduction to elementary yet rigorous mathematics from several different branches of mathematics that play a role in the enciphering and deciphering of messages: number theory, abstract algebra, matrix algebra, probability, and statistics. Prerequisites: Honors Program students only; MATH 101 or above. *Foundation Category: Quantitative Literacy*

MATH 180: Quantitative Literacy I for Educators

Introduction to problem solving techniques, the basic of sets, the algorithms of arithmetic and mental techniques for arithmetic, the rules for divisibility, and the calculation and use associated with divisors, the arithmetic of integers and models used to teach them, the basics of working with and using fractions, decimals and percentages, and algebraic and graphical reasoning to solve problems. Prerequisite: open to majors in the School of Education. *Foundation Category: Quantitative Literacy*

MATH 201: Calculus with Analytic Geometry I (4 credits)

The real number system; inequalities, absolute value, analytic geometry; functions; limits; derivatives and their applications. Prerequisite: Minimum grade of C- in MATH 104 or equivalent. *Foundation Category: Quantitative Literacy.*

MATH 202: Calculus with Analytic Geometry II (4 credits)

The definite integral; trigonometric and exponential integration; integration by parts, partial fractions and trigonometric substitutions; applications; improper integrals; vectors. Prerequisite: "C-" grade or better in MATH 201.

MATH 203: History of Mathematics

Selected topics from antiquity to present times. Contributions of different cultures to the field of mathematics will be discussed. Prerequisite: Pass MATH 104 or equivalent, or MATH 201 or equivalent.

MATH 204: Introduction to Proofs and Logic

This course is a first course in mathematical thinking. It is intended as an introduction to mathematical proof, and students who finish the course should achieve maturity in mathematical communication. This course covers an introduction to set theory, methods of proof, analysis of proof, induction, logical reasoning, relations, and basic number theory.

MATH 300: Special Topics

Offered occasionally. Topics vary with each offering.

MATH 301: Calculus with Analytic Geometry III (4 credits)

Sequences, Taylor's series, infinite series; partial differentiation; cylindrical and spherical coordinates; multiple integration and applications, vector algebra, gradients. Prerequisite: "C-" grade or better in MATH 202.

MATH 302: Linear Algebra

Linear equations and matrices, vector spaces, subspaces, linear independence, bases, dimension, determinants, linear transformations, eigenvectors, diagonalization, and orthogonality. Prerequisite: "C-" grade or better in MATH 202.

MATH 303: Differential Equations

First and second order differential equations; techniques for solution and application, series solution; Laplace transforms. Prerequisite: MATH 301.

MATH 304: Probability and Mathematical Statistics

Combinatorics; probability models, conditional probability and independence; discrete and continuous random variables; distribution functions and densities; moments; characteristic and moment generating functions; limit theorems. Prerequisite: "C-" grade or better in MATH 202.

MATH 305: Probability and Mathematical Statistics II

The Gamma function; commonly used distributions and densities, point estimation, hypothesis testing, confidence intervals and analysis of variance. Prerequisite: MATH 304.

MATH 306: Vector Analysis and Partial Differential Equations

Line integrals, vector calculus, Fourier series, Fourier transforms, Laplace transforms, partial differential equations and applications in engineering. Prerequisite: MATH 303.

MATH 307: Quantitative Literacy II for Educators

Problem solving techniques, number systems—including past systems, non-decimal systems, and the decimal number system—and arithmetic in such, the basics of geometric reasoning and problem solving, techniques and uses for measurements in geometry, transformations, symmetries, tilings, congruence and similarity of figures, introductory statistics and statistical inference, and introductory probability. This class may not be used in any major to satisfy a “MATH 300 or above” requirement. Prerequisites: MATH 180 and Childhood Education majors.

MATH 308: Discrete Mathematics

Logic, sets, Boolean Algebra, switching circuits, functions, computer arithmetic, methods of proof and mathematical induction. Prerequisite: “C-” grade or better in MATH 201 or MATH 109.

MATH 309: Discrete Math II (4 credits)

This course will cover the order of complexity, recursion, recurrence relations, graph theory, probability, statistics, and matrices. Emphasis is placed on providing a context for the application of mathematics within computer science. Prerequisite: MATH 308 (This course may not be used to satisfy a mathematics requirement for mathematics majors.)

MATH 312: Math for Data Science

In this course, students will be introduced to the advanced fields of mathematics used within data science and machine learning. The major topics will include multivariate calculus (partial derivatives, gradients and Jacobian matrices, etc.), linear algebra (vector spaces, matrices, linear transformations, eigenvalues & vectors, etc.), optimization, and advanced topics from probability theory and statistics (commonly used distributions and densities (e.g. multivariate Gaussians), hypothesis testing, confidence intervals and analysis of variance). With these mathematical tools in hand, students will be well equipped to explore the theory and algorithms of machine learning. Prerequisite: MATH 304

MATH 315: Machine Learning Theory

This course will teach students the algorithms and mathematics underlying the most popular machine learning models. Students will study machine learning within the broad framework of optimization and loss minimization using techniques such as maximum likelihood estimation and gradient descent via backpropagation. The major theoretical machine learning concepts will be introduced, such as model fit and regularization, generalization, and bias-variance tradeoff. The ML models studied will include k-nearest neighbors, decision trees and forests, linear regression and logistic regression, hard- and soft-margin support vector machines, and neural networks. Students will use Python to implement basic versions of ML models and optimization algorithms by hand. As time permits, additional topics may include ensemble methods, bagging and boosting, dimensionality reduction, the use of kernels, and reinforcement learning. Prerequisite: Students are expected to have a strong grasp of Python programming and Students must have received a C- or better in both MATH/DS 312: Math for Data Science and CS 301: Artificial Intelligence (Also offered as CS315/DS315)

MATH 350: Mathematics of Finance

Compound interest, accumulated values; nominal and effective interest rates; annuities; present values; amortization; bonds. Prerequisite: Pass MATH 104, 108, 109, 201 or equivalent.

MATH 351: Life Contingencies

Probability, mortality tables, single life functions; net; premiums for life annuities and insurance benefits; reserves. Prerequisite: MATH 350.

MATH 361: Numerical Analysis

Computer arithmetic, solutions of nonlinear equations; solving systems of linear equations, splines; numerical differentiation and integration; numerical solutions of differential equations. Prerequisites: C- or better in MATH 109 or MATH 201 (MATH 301 and MATH 302 are strongly suggested, but not required)

MATH 381: Operations Research

Prerequisite: Must pass Math 108, 109, or 201

(Also offered as BUSA 381. See BUSA 381 for course description.)

MATH 390: Modern Algebra

Groups, subgroups, permutations, cyclic groups, isomorphisms, homomorphisms, rings, integral domains, fields. Prerequisite: "C-" grade or better in MATH 202.

MATH 401: Theory of Numbers

Divisibility; distribution of primes; congruences; number-theoretic functions; primitive roots and indices; quadratic reciprocity; sums of squares. Prerequisite: "C-" grade or better in MATH 202.

MATH 402: Geometry

Selected topics from Euclidean and non-Euclidean geometries. Further topics in higher geometry as time permits. Prerequisite: MATH 302, 308, or 390 (or permission of instructor)

MATH 405: Real Analysis

The real number system; sequences; limits and continuity; differential calculus; Riemann integrals; infinite series; sequences of functions. Prerequisite: MATH 301.

MATH 407: Complex Analysis

Complex numbers; functions of a complex variable; limits and continuity; analytic functions; complex integration; sequences and series; residue theory; conformal mappings. Prerequisite: MATH 301.

MATH 410: Bayesian and Statistical Inference

This course covers the theoretical background of the Bayesian approach to data science (including the choice of prior distributions and calculation of posterior distributions) with an emphasis on practical applications to inference problems. Topics covered include Bayes' Theorem, prior distributions, inferences for discrete random variables, inferences for continuous random variables, linear regression, analysis of variance, MCMC/Gibbs sampler, and hierarchical models. Prerequisite: MATH 304

Physics Courses

PHY 201: General Physics I

Primarily for students in mathematics and the natural sciences. Fundamentals of motion, force, linear momentum, work, power, energy, gravitation, mechanics of rigid bodies, rotation, angular momentum, wave motion. Three lecture hours and one recitation hour per week. *Foundation Category: Scientific Reasoning* Corequisite: PHY 211. Prerequisite: C- or better in MATH 104 or equivalent.

PHY 202: General Physics II

The fundamentals of sound, fluid mechanics, electrostatics, electricity, electrical circuits, magnetism, optics, and optical instruments. Three lecture hours and one recitation hour per week. Corequisite: PHY 212. Prerequisite: "C-" grade or better in PHY 201 and 211. *Foundation Category: Scientific Reasoning*

PHY 211: General Physics Lab I (1 credit)

Laboratory experiments which parallel topics in Physics 201. Two laboratory hours per week. Corequisite: MATH 104 or equivalent

PHY 212: General Physics Lab II (1 credit)

Laboratory experiments which parallel topics in Physics 202. Two laboratory hours per week. Corequisite: PHY 202. Prerequisite: "C-" or better in PHY 201 and 211.

PHY 300: Special Topics

Offered occasionally. Topics vary with each offering.

PHYS 301: Thermodynamics

Examines the basic principles of thermodynamics and how they are used in the practice of engineering. Prerequisites: "C-" grade or better in PHY 202 and 212, CHEM 172 and 174, and MATH 109, 201, or 202

PHY 302: Atomic and Nuclear Physics

Introduction to relativity, atomic physics, discharge tube experiments; atomic models of Thomson, Rutherford, Bohr, photoelectric effect; black-body radiation; quantum theory; matter waves, and wave mechanics; properties of the nucleus and nuclear reactions. Prerequisites: "C-" grade or better in PHY 202 and 212, and MATH 202.

PHY 303: Statics

First half of a one-year sequence. Concepts of statics, including force systems, equilibrium conditions, simple structures, distributed forces. Shear and moments, friction and the concept of work, virtual work and stability. Prerequisite or concurrent registration: "C-" grade or better in PHY 202 and 212, and MATH 202.

PHY 304: Dynamics

Second half of a one-year sequence. Concepts of dynamics, including kinematics of particles, velocity and acceleration. Newton's Laws of motion, momentum, work, kinetic energy, potential energy, central force fields, vibrations, resonance, dynamics of systems of particles, kinematics of a rigid body, dynamics of a rigid body. Prerequisite: PHY 303.

PHY 305: Materials Science

(Also offered as CHEM 305) Electron structure of atoms; atomic and molecular bonding; energy bands; crystal structure; imperfections; noncrystalline solids; reaction rates; diffusion; transport phenomena; thermal conductivity, electrical conduction; metals, insulators, semiconductors; magnetism. Prerequisite: "C-" grade or better in PHY 202 and 212, and CHEM 172 and 174.

PHY 306: Electricity and Magnetism (4 credits)

Introductory aspects of electromagnetic theory. Static electric fields, Coulomb's Law, Gauss' Law, electric potential, capacitance and dielectrics, electric current and resistance, Ampere's Law, Faraday's Law, Maxwell's equations in integral form, electromagnetic waves. Three lecture hours and two lab hours per week. Prerequisites: "C-" grade or better in PHY 202 and 212, and MATH 202.

PHY 307: Mechanics of Solids

The physical principles describing the behavior of solids under stress. Topics include stress, strain, torsion, bending, transverse loading, transformations of stress and strain, beam and shaft design, beam deflection, energy methods, and column design. Prerequisite: PHY 303.

PHY 308: Linear Networks

Basic linear electrical circuits, theories and concepts. Signals and waveforms, network concepts, Kirchhoff's laws, energy and power, phasors, and steady-state analysis, resonance, filters. Prerequisites: "C-" grade or better in PHY 202 and 212, and MATH 202.

PHY 309: Biophysics

(Also offered as BIO 309) The applications of the laws of physics to principles and problems of the life sciences. The physics of living systems in statics, mechanics, fluid mechanics, thermodynamics, sound, electricity, and atomic physics. Lecture course. Prerequisites: "C-" grade or better in PHY 202 and 212.

PHY 310: Physical Chemistry

(Also offered as CHEM 310. See CHEM 310 for course description.)

PHY 400: Independent Study (1-3 credits)

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

Project Based Course

XLab 400

This experiential project-based course relies on agile development methodologies to enable learning and the application of knowledge. Students from a variety of programs apply their specific areas of interest, knowledge and experience to the creation of a significant industry-strength product. Prerequisite: Permission of instructor

Science Courses

SCI 101: The Development of Physical Science

For the non-science major. The historical development of physics and astronomy from the ancient Greeks and Babylonians through the present century. Offered occasionally.

Foundation Category: Scientific Reasoning

SCI 102: Chemistry in Our World

A non-scientist's understanding of chemists, their work, and how chemistry affects the whole of society. *Foundation Category: Scientific Reasoning*

SCI 120: Exploring Physical Science

Students discover for themselves some basic principles of physics through hands – on experiments in the classroom. For the non-science major but especially suited for future elementary school teachers. *Foundation Category: Scientific Reasoning*

SCI 121: Exploring Biology and Earth Science

An activities-based introduction to biology and earth science. The biology content includes the basis of life and biological principles including the scientific method, principles related to diversity and classification, characteristics of the five kingdoms and three domains, reproduction and life cycles of various organisms, genetics, biotechnology, and major ecological concepts. The earth science content will focus on an introduction to astronomy, basic atmospheric and weather phenomena, properties of rocks and minerals, and changes in the earth including formation and natural disasters. For non-science majors only. Three lecture hours per week. *Foundation Category: Scientific Reasoning*

SCI 200: Special Topics

Offered occasionally. Topics vary with each offering.

SCI 301: Apocalypses

Students will study the various geological cataclysms that have devastated the earth's biosphere, including the five great mass extinctions, and their similarities and differences compared to manmade apocalypses such as climate change and nuclear war. The ethical and economic dimensions of possible policy responses will be explored. *Offered as a Gateway course*

SCI 302: Current Environmental Issues

Students will discuss significant environmental issues and challenges that are prevalent in the media today in an academic setting and with access to the most current literature. For each timely

environmental topic presented, students will discuss first impressions, media representation, and they will learn the scientific context, as well as various communication strategies to educate others on the topics. Topics have included: genetically modified organisms in agriculture, alternative energy sources, and plastic pollution. *Offered as a Gateway course*

SCI 303: The Science of Drugs and Addiction

This is a unique course meant for non-science majors interested in the science of different drug types and how they modify brain function and human behavior. Specific drug types discussed include stimulants, hallucinogens, opioids, sedatives, depressants, and drugs that treat psychological disorders. Special focus is paid to the neuroscience and chemistry of drug action, the prevalence of drug use in society and around the globe, the history of drug policy, and the development of addiction. *Offered as a Gateway course*

SCI 376H: Science, Technology and Cultural Development

Great ideas from the beginning of science and invention to the cutting edge of contemporary theoretical thought in biology, chemistry and physics. Past and present scientific discoveries and the mutual interaction of scientific and cultural evolutions. (Honors Program students only.)

SCI 300: Special Topics

Offered occasionally. Topics vary with each offering.