

CENTENARY COLLEGE CATALOG

Every effort has been made to ensure that the information contained in the Program & Policy section of the Centenary College Catalog is accurate.

Nevertheless, it is the students' responsibility to independently verify the accuracy and completeness of the information contained in this catalog, and to remain current with changes that occur. Since expected changes may occur during the academic year, the listings, descriptions, course offerings and information on costs in this catalog do not constitute a guarantee on behalf of the College. The College reserves the right to correct clerical and /or typographical errors.

Centenary College admits students without regard to race, color, handicap and national or ethnic origin.



Student-Centered Learning... Unparalleled Service

Please check the College Website (www.centenarycollege.edu) for the most up-to-date Catalog information.

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CENTENARY COLLEGE

Centenary College Today

Centenary is a true college in the sense that liberal learning is an integral part of its academic philosophy for both its undergraduate and graduate programs. Centenary's programs, especially at the undergraduate level, are designed to provide students with an ideal blend of career preparation options and a solid liberal arts foundation. Centenary is an independent college offering bachelor degree programs and associate degree programs in the liberal arts and career areas; and master degree programs in business administration, counseling, counseling psychology, education, English, leadership and public administration, and special education. Complementing the academic program at the undergraduate level is an advising program that matches students with faculty members on a one-on-one basis, career planning and placement, and internship opportunities related to a student's major. The total growth of the student, both undergraduate and graduate, is taken into account in planning the Centenary College experience. Specifically, for the undergraduate, the offerings of WNTI, Centenary TV, and the Centenary Performing Arts Guild and other arts organizations add an important cultural dimension to student life. Centenary College offers a variety of extracurricular activities including intercollegiate and intramural sports, clubs and organizations to meet many interests, and social activities round out the undergraduate student life. Centenary College adheres to the values of Student-Centered Learning and Unparalleled Service.

An Historical Note

Centenary College throughout its history has always been ready to adapt to meet the changing needs of its students. In 1976 men were admitted part-time in the evening Continuing Education program. In 1988 Centenary admitted men and women to all full-time and part-time programs, returning to its original role as a coeducational institution. Centenary was founded in 1867 as Centenary Collegiate Institute, a coeducational preparatory school. In 1910 it became a preparatory school for girls. Later, junior college courses were offered, and in 1940, Centenary Junior College was formed. Centenary College, as a four-year institution for women, granting bachelor's and associate's degrees, was established in 1976. In the same year Centenary's coeducational Continuing Studies Department was founded, significantly expanding the ability of Centenary to serve citizens of Northwest New Jersey. This growth in adult education led to the College's creation of the Centenary Adult and Professional Studies (CAPS), an accelerated degree program for the working adult whose schedule prevents him/her from attending a more traditional schedule. Centenary College now enrolls men as full-time students in all programs on the same basis as women. In the fall of 1988 men were admitted as commuter students; in the fall of 1989 residence facilities for men became available, allowing men to participate in the College's full residential life program. In the fall of 1995, Centenary College introduced its first master degree program – Master of Arts (MA) in Education: Instructional Leadership. Since then Centenary has added a Master of Arts (MA) in Special Education, a Master of Arts (MA) in Counseling, a Master of Arts (MA) in Counseling Psychology, a Master of Arts (MA) in School Counseling, a Master of Business Administration (MBA), a Master of Arts (MA) in English Literature, a Master of Arts (MA) in Leadership and Public Administration, a Master of Arts (MA) in Education: Education Leadership, an on-line Master of Education (M.Ed.) in Educational Practice, a Master of Arts (MA) in Education: Instructional Leadership, and an online Master of Arts in Learning and Technology. All of the graduate programs are coeducational. Centenary College has been related since its founding to the Methodist Church. The name chosen for the College in 1867 commemorated the centennial of the beginning of Methodism in the United States. Today, Centenary proudly continues its relationship with the United Methodist Church and enjoys a student body rich in diversity in religious and ethnic backgrounds.

Centenary College's Faculty

Students discover that Centenary professors are, above all, dedicated teachers. Full professors, department chairpersons, as well as newer faculty members, all teach classes and advise students on an individual basis. Classes are small (the average size is 17 students) and the student-to-faculty ratio is a very desirable 17:1. Although Centenary faculty members are accomplished professionals in their fields, it is their skill as teachers which is paramount and which plays an important role in the success of their students. They have come to Centenary because they want to teach, and they enjoy direct contact with students on a day-to-day basis.

Centenary College's Setting

Centenary's attractive 42-acre campus is located in a pleasant, residential area of Hackettstown, a community of 16,000 people in Northwest New Jersey. The College's 65-acre equestrian center is located eight miles from the main campus on scenic Schooley's Mountain. Nearby, in town or at shopping malls, are most of the shops, services, and conveniences to meet students' personal needs. Hackettstown is also close to interstate highways, providing access to major metropolitan areas such as New York City, which is just an hour away. For recreation such as skiing or boating, the scenic Pocono Mountains are less than 30 minutes from campus, and the New Jersey Shore and its many beaches are within an easy drive.

Mission Statement

Centenary College is a community of learners distinguished by a diverse student body, a dedicated faculty and staff, and stimulating educational opportunities. Centenary College is committed to a quality liberal arts and career studies education with a substantial international dimension to engage students in learning and prepare them for satisfying careers, successful lives, community service and lifelong intellectual pursuits. As the primary educational and cultural resource for Northwest New Jersey, Centenary offers a range of undergraduate, graduate, and professional programs as well as non-degree courses for professional and personal development.

Vision Statement

Working with area businesses, institutions, and school systems, Centenary College and its graduates are, and will continue to be, key resources for regional economic and educational development, and for recreational and artistic initiatives to enrich the surrounding communities. Centenary College is committed to enlarging its presence in the immediate and expanded geographic region through its quality undergraduate and graduate programs, and by becoming:

1. A model for personalized, individually focused education;
2. An innovator in the integration of a quality liberal arts education with career preparation;
3. A standard-bearer in internationalizing its campus and its programs;
4. A pioneer in developing and implementing community service initiatives;
5. An acknowledged leader with its contemporary Career, Business, and Education technology centers and with an Equestrian Studies program second to none.

Library/Learning Resource Center

The Taylor Memorial Learning Resource Center houses significant print and audiovisual collections which are searchable using the library's online catalog. A wide range of databases as well as e-books, audio books, and video material can be accessed on the library's website. The library also has a number of public access computers and provides loaner laptops for students. Materials not currently available from the college's library can be borrowed through inter-library loan. The library provides 24 hours/day, 7 days/week reference service via Q&ANJ. The library staff is trained in research techniques and is always available to assist students.

Career Center

The goal of the Career Center is to assist students in connecting academic, co-curricular, and vocational experiences in a meaningful way, leading to successful career employment following graduation. Students should begin using the Career Center in their freshman year. Exploration of personal and work values, interests, skills and personality can be done through a variety of methods. This helps students confirm a major, select a career field, or develop employability skills throughout their time at Centenary. There are assessment tools and an extensive career library for investigation. Professional career counselors are available for individual appointments, to interpret career assessment results, assist with job search correspondence, and do mock interviews. The Center maintains a wide variety of job listings (full-time, part-time, summer positions) from throughout the local and regional area. Also campus Work-Study assignments are obtained here. There are numerous workshops during the academic year to help students fine tune their job search and on-the-job maintenance skills. The Career Center also helps students obtain Internship assignments. These semester-long work experiences are for academic credit. Sophomores, juniors and seniors with a minimum GPA of 2.5 who have completed a minimum of 40 college credits may explore a career field, gain valuable work experience, and often receive a salary. Students can build a valuable network of information and contacts to use in their first job search, a career change, or pursuing graduate school information. Career and life planning are a part of every student's experience at Centenary College.

Graduate Department Statements

Business

The Master of Business Administration is designed to provide graduates with the skills needed to function in upper-management positions, critically analyze an organization's performance, use technology in problem solving and communication, understand and appreciate the legal and cultural realm of the workplace, and understand and appreciate the global business environment.

Counseling and Psychology

The Master of Arts in Counseling is designed to provide graduates with fundamental competencies in the theory and practice of counseling.

The Master of Arts in Counseling Psychology is designed to promote student appreciation for the role of the professional counselor, develop a thorough understanding of the theory and practice of counseling, and acquire mastery of the skills inherent to the profession. Students completing this program acquire the academic preparation that is prerequisite for completion of the National Counselor Examination and the academic qualifying criteria for the New Jersey Professional Counselor licensure.

The Master of Arts in School Counseling is designed to provide students with the knowledge and skills commonly used by school counselors. This program certifies the student to be a New Jersey School Counselor.

Education

The Master of Arts in Education: Educational Leadership is designed to prepare educators for leadership roles in the public schools. The program will assist students in developing a thorough understanding of the theory and practice of educational leadership, developing the skills necessary to function as an educational leader and to support effective teaching and learning, acquiring the necessary evaluative skills to critically analyze a learning organization's performance, understanding the uses of technology in education and the skills to use educational technology effectively, developing an appreciation of the legal, cultural and ethical issues that influence the nation's educational institutions, and developing educational leaders at the K-12 level who are qualified for certification as school building administrators (principals).

The Master of Arts in Education: Instructional Leadership is designed to enhance the competencies, knowledge, and skills of educational professionals in the areas of design, implementation, practice, and assessment of instructional programs. Furthermore, the program is designed to equip professional educators with the skills necessary to become master teachers and instructional leaders in their institutions and/or organizations, thus enabling them to return to their institutions and/or organizations as master classroom instructors as well as facilitators, advocates, and evaluators of instructional programs.

Master of Education in Educational Practice

The Master of Education in Educational Practice is a unique and innovative online graduate program, specifically designed to meet the distinctive needs of the K-12 school teacher – preparing them to address the challenges of the 21st century classroom. The M. Ed. in Educational Practice program is comprised of twelve courses, totaling 36 credits. Understanding the busy lives of professional educators, the courses are scheduled to coordinate with the public school calendar. Technology will be effectively integrated within the program experience through Internet-based discussion forums, e-mail, video conferencing and other appropriate online applications. Ultimately, this experience will serve to provide instruction and educational leadership that will best align to the critical needs of the 21st century learner. The program is based on a cohort of students that progress through the program together. As a member of a cohort, students will work with teachers in a collaborative way. All classes are online, asynchronous, and accelerated, providing the flexibility to juggle the demands of teaching, extra-curricular responsibilities, mandated professional development, and family life. The learning outcomes are achieved through course work and learning experiences that are cohort based. Courses are designed around authentic project based activities, action research, and reflective practices. Each course has activities, strategies, and techniques that are immediately applicable to your classroom. As a result, you will be able to comfortably achieve your personal professional goals in a flexible, convenient, and practical online environment.

The Master of Arts in Special Education is designed to provide its students with the ability to understand and embrace diversity and to become leaders who guide others toward change in creating a learning environment in which all individuals are allowed and encouraged to maximize their potential.

English

The Master of Arts in English Literature is designed to provide qualified baccalaureate-level students an opportunity to develop their understanding and appreciation of literature. The program will prepare students for doctoral study, for advanced secondary education, and any kind of work that involves the arts of language such as interpretation, argument, and expansion.

Students who elect to take four or more courses (out of their ten required courses) in a particular area, plus their capstone course (exam or thesis) in that area, will be acknowledged on their transcripts as having a “concentration.” For instance, if a student were to take four courses plus the M.A. Exam all focused on writers from among the Romantics, their academic transcript would denote that they have a Master of Arts in English Literature with a concentration in Romanticism. Students do not have to pick a concentration, and may ignore this option altogether if they so choose. The Graduate Director will conduct any audit and have the final say in the matter of concentrations.

Leadership and Public Administration

The Master of Arts in Leadership and Public Administration is designed to provide baccalaureate-level students with a means to continue to develop their careers in public service. The program will assist the student in developing the advanced management and administrative skills necessary to function in managerial positions in the public sector, acquiring the necessary skills to perform as leaders and managers in the public sector, developing an understanding of current personnel administration methodologies, and acquiring an understanding of the processes of and the need for organizational change.

ACCREDITATION

Centenary College is accredited by the Middle States Association of Colleges and Secondary Schools and the International Assembly for Collegiate Business Education (IACBE), and pre-accredited by the Teacher Education Accreditation Council (TEAC). Centenary College through its Department of Business Administration has the following degree programs accredited by the IACBE: Master of Business Administration, Master of Science degree in Professional Accountancy, Bachelor of Science degree in Accounting, and the Bachelor of Science degree in Business Administration with concentrations in Finance, Management, Marketing, and Sports Management. The Bachelor of Social Work Degree is in accreditation candidacy with the Council on Social Work Education (CSWE). To inquire about the accreditation status of Centenary College's programs, you may contact the above agencies as follows:

Commission on Higher Education, Middle States Association of Colleges and Schools

3462 Market Street
Philadelphia, PA 19101-2680
Telephone: (215) 662-5606

International Assembly for Collegiate Business Education

PO Box 25217
Overland Park, Kansas 66225
Telephone: (913) 631-3009

Teacher Education Accreditation Council

Willard Hall Education Building, Suite 101
Newark, DE 19716
Telephone: (302) 831-0400

Council on Social Work Education

1725 Duke Street, Suite 500
Alexandria, VA 22314-3457

ADMISSIONS

Centenary College seeks to provide students with the ability to demonstrate True Learning, Global Citizenship, Service Leadership & Team Building and a Values-Centered Life. Therefore, the College considers students for admission on the basis of their ability to successfully complete the academic curriculum while upholding the above core values and contributing positively to the broader academic community.

Admission Requirements

Students seeking admission to Centenary College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. They must have their SAT or ACT scores submitted to the College. A personal interview is strongly recommended. Centenary College admits students without regard to race, color, sex, handicap, age, and national or ethnic origin. To complete the application process, Centenary College requires the following:

1. An application form completed by the student and sent to the Admissions Office with a nonrefundable application fee. Visit www.centenarycollege.edu for current fees. This fee is not credited to the annual charge. It is used to offset the cost of processing the application to Centenary College.
2. Official transcript of school records
3. SAT or ACT scores.
4. An application essay.

(Note: International students must submit TOEFL examination results and a completed Certification of Finances Form. An application fee should also be included (visit www.centenarycollege.edu for current fees.)

For students seeking admission into either the Art and Design program or the Graphic Design and Multi-Media Arts program, a portfolio of artwork is also required. The student's portfolio should contain 15-25 pieces of original artwork. The portfolio may be in

slide format or actual work may be presented at the time of the review. The faculty of those disciplines determines final decision of the student's admission to the Art and Design program or the Graphic Design and Multi-Media Arts program.

Centenary's Scholarship Program

Centenary's innovative scholarship program is merit based, streamlined, and easy to understand. Scholarships are available to both freshmen and transfers who are classified as full-time. Students moving from part-time status to full-time status for the first time may also be eligible for an award. Students who have been out of school for an extended number of years will be reviewed on a case-by-case basis. Students must have a minimum of thirty-two (32) credits left towards completion of the undergraduate degree to qualify for a scholarship.

Academic Awards (limited awards available)

Qualifications for freshmen are based on the high school GPA and SAT or ACT score. Transfers qualify based on the cumulative college GPA. Transfers with less than twenty-four (24) transferable credits will be reviewed based on the high school record, standardized test scores, and satisfactory academic progress. Academic awards are renewable, providing the student maintains a minimum cumulative GPA each year as determined by the scholarship received.

Leadership Awards (limited awards available)

Students who show outstanding extracurricular ability or promise and/or service to the Centenary Community may be eligible for a leadership award. Eligible students must be in good academic standing and must reside on campus.

Alumni Grant

An Alumni Grant is available to the child or grandchild of Centenary graduates. Eligible students must be in good academic standing.

Other Opportunities (limited awards available)

Transfer students who are members of Phi Theta Kappa and have a minimum 3.5 GPA may be eligible for a Phi Theta Kappa Scholarship. Centenary College also offers a scholarship for students who are active members of the United Methodist church. A comprehensive program of need-based grants is also available to freshmen and transfer students who demonstrate financial need as evidenced through completion of the Free Application for Federal Student Aid (FAFSA). For more information on Centenary's scholarship programs, contact the Admissions Office directly at 1-800-236-8679.

Freshman Admission

Admission decisions are made on a rolling basis. Students are encouraged to apply as early as possible to take full advantage of financial assistance opportunities, as well as housing and other student services.

Home Schooling

Applicants who have completed high school through home schooling must self-certify that they were home schooled and provide a transcript of coursework completed. SAT or ACT scores are also required.

Centenary College welcomes applications from home schooled students. Home schooled applicants should submit, to the extent possible, credentials similar to traditionally schooled students. These include:

- A statement describing the home school structure and mission.
- A transcript or record of courses successfully completed, that demonstrates completion of high school, with grades if awarded. If you did not receive grades, an explanation of the methods of assessment for course performance should be provided.
- Official SAT or ACT scores.
- Application essay.

Home schooled applicants are encouraged to visit campus for a personal interview to explore their specific educational goals and objectives and co-curricular experiences.

Admissions Guidelines for Entry Requirements

Distribution of high school course units:

Biological Science	1 (lab)
English	4
Mathematics	3
Physical Science	2

Considered for Regular Admission

A minimum High School GPA of 2.5 or above, SAT composite 850 or above, or ACT composite of 18 and a College-prep curriculum.

Provisional Admission

There are occasions when students whose credentials are insufficient for admission by the usual college standard may be given the opportunity to study at Centenary College. Students admitted under this stipulation may register for the normal course load of 16 credits and must prove their commitment to success.

Considered for Provisional Admission

HS GPA of 2.4 to 2.0

SAT composite 840 to 740

College-prep curriculum preferred

Other Admission Opportunities: Educational Opportunity Fund Program

The Educational Opportunity Fund Program (EOF) provides educational counseling and financial assistance to students whose academic records may or may not meet the standard entrance requirements; and who are economically disadvantaged. These students demonstrate the potential to contribute to the quality and diversity of the student body, and to succeed in college with the assistance of the supportive services offered by the EOF Program. Once accepted, initial freshmen students are required to participate in a six-week residential summer program. The summer program assists the students with their transition from high school to college, in addition to preparing them to meet the academic rigors at Centenary. EOF students are required to fulfill all requirements as stipulated in the college catalog and the EOF Program. Additional information on the EOF Program appears under Special Programs.

Step Ahead Program

The Step Ahead Program is a residential, pre-college transitional, summer program designed to provide students planning to attend Centenary College in the fall with the opportunity to acquire a firm foundation in reading, writing, and/or math skills as well as developing appropriate learning strategies. The primary goal of the Step Ahead Program is a student-centered learning environment to strengthen college readiness skills for students with mild to moderate learning disabilities whose educational background and SAT/ACT scores indicate a need for remedial course work as determined, in part, by the college placement test. In addition, students may be recommended for the summer program for the purpose of addressing social/emotional concerns and personal adjustment to college life. Participants must be admitted as full-time freshmen for the fall prior to registering for the Step Ahead program for the summer before their first fall semester. Students are recommended for the program based upon their need for remedial course work. There is an additional fee for this program. Please visit www.centenarycollege.edu for current charges. Students who successfully complete the program and their required course work taken during the program will begin the freshman year on a provisional status. Students admitted under this stipulation may register for the normal course load after achieving a grade point average of 2.500 or higher at the end of the first or second semester. **For more information, contact the Disability Services Office located in the Harris and Betts Smith Learning Center.**

Transfer Admission

A student wishing to transfer to Centenary College should have a cumulative GPA of 2.000 or better. In addition to following the regular admissions procedure, the transfer applicant must arrange to have official transcript(s) of college grades and course descriptions forwarded to the Admissions Office for evaluation of transfer credit. Students wishing to transfer to Centenary College on a part-time basis also should arrange to have their official transcript(s) sent directly to the Admissions Office. Centenary College evaluates a student's prior learning within the context of the College's own degree programs.

1. A forty (40) credit "College Core Requirement" designed to assure that the student has successfully completed a program of general education, which is consistent with the principle of a liberal education.
2. As a signee of the State's transfer credit policy guide, Centenary adheres to a course-to-course transfer policy that guarantees students who transfer into Centenary College from a State of New Jersey public two-year college with an AA degree minimally 45 credits toward its core requirements, or minimally 31 credits for a student from a NJ public two-year college with an AS degree.
3. The evaluation of transfer credits is conducted unofficially through the Office of Admissions.
4. Official transfer credit is awarded by the Transcript Evaluator upon receipt of final transcripts after the student submits an enrollment deposit.

Transfer Credit Guidelines

The following criteria are used in the evaluation of transcripts presented to Centenary College by students seeking transfer admission:

1. Residency Requirement: A minimum of thirty-two (32) credits (the sophomore year for an Associate degree and the senior year for the Bachelor degree) must be completed at Centenary College in order for a student to earn a Centenary degree. The residency requirement must be Centenary classroom course credits (credits based on Prior Learning Assessment and/or CLEP examinations cannot be applied to the residency requirement).
2. The evaluation of transfer credits is conducted through the Office of Admissions and/or the Registrar's Office from official documents received through the Office of Admissions or the Registrar's Office.
3. A course may be transferred to a Centenary College degree program if (a) the student has earned a grade of "C-" or above for the course; (b) the course was taken in a degree granting, regionally or nationally accredited institution, or any school/college which is an active candidate for such accreditation as determined by the *Accredited Institutions of Postsecondary Education and Programs*, Harris and Shelly, American Council on Education, published annually; (c) the content of the course is the equivalent of a course offered at Centenary and/or consistent with the goals and objectives of the College's curriculum.
4. Advanced Placement (AP courses) and credits earned through examination (e.g., College Level Examination Program or CLEP) may be applied towards a student's degree program. However, AP courses and/or CLEP credits are usually applicable only for transfer into the College's core, as elective credits, or in lieu of entry-level courses in a student's major field. AP and CLEP credits are not applicable for transfer in lieu of upper level courses (300 or 400 level) in one's major field without approval from the respective departments. AP and CLEP credits cannot be applied toward the College's final 32 credits residency requirement.
5. Students with advanced standing, depending on their status upon entering the College, will be required to complete all of the College's core requirements for which they have not received comparable transfer credit.
6. A maximum of 50% of the courses (credits) of a specified major program may be transferred toward the requirements of that major. Courses in excess of that percentage may be counted toward the elective portion of the degree program. Exceptions will be made for institutions with which Centenary has completed a formal articulation agreement.
7. The exact amount of semester credit hours is transferred. Quarter hour course credit is transferred after multiplying that credit by two-thirds (2/3). One unit equals four (4) semester credit hours unless a different conversion is indicated on the transcript.
8. College preparatory and remedial courses are not transferable.
9. Pass (P) credit courses are not generally transferable. Exceptions are made for credit awarded by institutions whose standard of grading is the Pass/Fail system and/or the transcript denotes that a "P" grade is the equivalent of a grade of "C" in a graded course.
10. Credit cannot be granted for courses for which the student has already received credit by examination or has received a passing grade in a comparable course.
11. The cumulative grade point average does not transfer. A student's grade point average at Centenary is determined by the work completed at Centenary.
12. Students from community (junior) colleges and/or proprietary schools are allowed a maximum of 72 semester credit hours which may be transferable to any Centenary baccalaureate degree program, to the extent that they are applicable to a particular program. A maximum of 96 credits from a four-year institution or combination of two and four-year institutions may be transferred.
13. The result of the evaluation is given to the student and placed in the student's file on a form designated for that purpose. The student receives a copy of the evaluation form, upon which the credit hours received in transfer and their Centenary equivalencies are stated.
14. Once the transcript evaluations are completed and the determination of which the College has accepted courses and credits is made, and the student has been informed of the evaluation, the student is advised to see his/her advisor or the appropriate Department Chairperson so that those credits and courses can be properly applied to their specific degree program.
15. The student's designated academic advisor and/or appropriate Department Chairperson, following the initial transfer credit evaluation, is responsible for determining which of the credits received in transfer are directly applicable to the student's degree program and the distribution of specific transfer credits to the student's major. The actual number of courses/credits needed to complete a prescribed degree program, regardless of the total number of credits received in transfer, is directly related to this determination.
16. International transfer students should discuss their options with the Director of International Studies.

Enrollment Deposit

Upon acceptance as a full-time student, the College requests an enrollment deposit within 30 days from date of a student's acceptance. The deposit (visit www.centenarycollege.edu for current charges), which is deducted from the student's first semester tuition charges, is required of all newly admitted students. Students accepted into the EOF Program should visit www.centenarycollege.edu for their deposit amount. For students seeking campus housing, an additional deposit (visit www.centenarycollege.edu for current charges), which is deducted from the first semester residence charges for housing, also is required. If the student decides to withdraw his/her enrollment, the deposit(s) will be refunded in full if the College is notified in writing by May 1. Notification of cancellation after May 1 will result in forfeiture of the deposit(s). Students planning to enter Centenary College as freshmen or transfers for the spring term are entitled to a full refund of their enrollment deposit provided the Admissions Office is notified of their cancellation in writing prior to December 31. Notification of cancellation after December 31 will result in forfeiture of the required deposits.

Readmission

Procedures for readmission apply to those students who have previously attended Centenary, left the College for a period of at least one semester, and have not attended college elsewhere during the interim. Students who have attended college elsewhere during their absence from Centenary are reviewed under both the transfer admission procedures and specific readmission procedures. Students seeking readmission after dismissal for academic reasons may petition for readmission after one academic year. The student is encouraged to have earned at least twelve to fifteen credits at an accredited institution of higher education with a 2.5 cumulative grade point average and must follow the readmission policies of the College. Readmission is not automatic. Students seeking readmission to Centenary should contact the Admissions Office to initiate the process which includes clearance from the Business Office, Registrar's Office, Student Services, and Financial Aid Office. Official transcripts from all institutions attended in the interim must be forwarded to the Admissions Office. No additional application fees are charged for readmission students.

Deferral of Application

A student wishing to defer an application must notify the Admissions Office in writing of this intent on enrollment. Deferrals are permitted for one semester, with the approval of the Dean of Admissions and the Financial Aid Office. A student wishing to be considered for admission after a file has been closed must reapply by submitting a new application with a new application fee. All records will be kept on file for two academic years following the original application date.

Final Transcripts

Our offer of admissions does not become final until you complete your senior year in high school. Your status as an admitted applicant is contingent on your continued excellence in academic achievement and personal character during the remainder of your secondary school career. A final transcript of your academic record must be sent to the Centenary Admissions Office as soon as possible after you graduate. Transfer students must complete the semester in good academic standing. Please be sure to have final, official transcripts forwarded to the Admissions Office to ensure credit evaluation and posting for all work successfully completed. All students must submit proof of high school graduation or the equivalent.

Credit by Examination

Centenary College participates in the Advanced Placement Examination Program (AP), the College Level Examination Program (CLEP), and the American College Testing Program (ACT). Students interested in receiving credit for advanced placement courses should take the specific examination sponsored by the College Entrance Examination Board. Examinations administered by the College Entrance Examination Board and the American College Testing Program of the American College Testing Service are given in general and subject areas. Centenary will grant credit for scores at or above the "C" level as set forth in the equivalency tables prepared and published by these testing agencies. A maximum of 16 semester hours of CLEP or ACT credit may be applied toward an Associate's and 32 semester hours toward a Bachelor's degree.

Part-Time Studies Admissions Procedures

Every student wishing to take courses at Centenary College on a part-time basis (less than 12 credits per semester) must submit an "Application for Part-Time Studies" with a nonrefundable application fee (visit www.centenarycollege.edu for current fees). Additionally, the following documentation must follow depending on whether you are a degree-seeking student (matriculated) or a non-degree seeking student (non-matriculated).

Matriculation Requirements

Under 24 years of age - High School graduates only (first-time college students):

1. Official high school transcripts or GED;
2. SAT or ACT scores
3. Complete immunization records.

Under 24 years of age - Transfer students:

1. Official transcripts from all colleges and post-secondary institutions attended;
2. Official high school transcripts or GED;
3. Complete immunization records

Over 24 years of age - High School graduates only (first-time college students):

1. Official high school transcripts or GED;
2. Complete immunization records.

Over 24 years of age - Transfer students:

1. Official transcripts from all colleges and post-secondary institutions attended;
2. Official high school transcript or GED;
3. Complete immunization records.

Post-Baccalaureate Students

1. Official transcripts from all colleges and post-secondary institutions attended;
2. Verification of high school graduation or the equivalent;
3. Complete immunization records.

Non-Matriculation Requirements (not degree seeking)

1. Verification of high school graduation or the equivalent;
2. Complete immunization records.

If extenuating circumstances exist which may affect the student's ability to complete this admissions file or obtain the pertinent documents in a timely fashion, a personal interview must be arranged with an admissions counselor prior to acceptance into Centenary College. Once a student's admissions file is complete, an admissions decision will be rendered and the student will then be notified of that decision. Once a student has been accepted, he/she is then eligible to register for classes. If a student applies for admission as a part-time student but chooses not to attend classes at that time, the application is valid for one calendar year. After that time, the student must reapply and pay another application fee.

FINANCIAL INFORMATION

Financial Aid

Centenary College provides information and confidential counseling related to Federal, State, and institutional financial aid programs. All federal, state, and private assistance programs, including eligibility for campus employment are handled through the Financial Aid Office. Anyone seeking financial assistance should submit the **"Free Application for Federal Student Tuition Aid" (FAFSA)**. Since resources are limited, priority is given to students who are full-time and who have filed by the priority deadline of April 15th. By appointment, the staff of the Financial Aid Office will assist students and provide counseling to students and families. When completing the FAFSA, enter the Centenary College Title IV number, 002599. Centenary College administers Federal, State, and institutional financial aid to all eligible students without regard to gender, race, color, handicap, age, and national or ethnic origin.

Application Deadlines

Deadline dates are different for Federal, State and college aid. Centenary College aid deadline is April 15. New Jersey Tuition Aid Grant (TAG) deadline for returning students who reside permanently in the State of New Jersey is June 1. Federal, State, and private grants are available to qualified students based on regulations as set forth by the agency administering the individual grant. Federal grants include: the Federal Pell and Federal Supplemental Education Opportunity Grant (SEOG). State grants include: Tuition Assistance Grant (TAG) and the Educational Opportunity Fund (EOF). Students who qualify for financial assistance will not be awarded institutional aid over the cost of tuition, school room and board charges, and mandatory fees. Student loan opportunities exist in the form of Subsidized Stafford Loans, Unsubsidized Stafford Loans, Perkins Loans, parent PLUS loan, and NJ Class Loan. Centenary offers need-based Federal Work Study and institutionally based College Workstudy funds to eligible students. Opportunities exist for students to work at various locations on campus including designated Community Service locations under the Federal Work Study program. Students may work up to 8 - 10 hours per week and earn up to \$1,200 per academic year. Students are paid on a monthly basis for hours worked. In order to remain eligible for financial aid, students must carry and maintain minimally 6 credits per semester and maintain satisfactory academic progress according to the Centenary Catalog. The Financial Aid Office measures academic progress at the end of each academic year for aid eligibility the following academic year. Students who are denied eligibility for financial aid based on their failure to maintain satisfactory academic progress have the right to an appeal. All appeals

must be submitted in writing to the Director for Financial Aid. Should a student withdraw from all courses (officially or unofficially) in a semester, their aid will be adjusted according to Federal and State regulations. Tuition and charges will be adjusted according to the institution's refund policy posted in the Centenary College Catalog. Withdrawal could impact aid that has been awarded for tuition and living expenses. To initiate a withdrawal, a "Withdrawal Form" must be completed in the Office of Student Engagement.

Refund Policies

The following is a summary of Centenary College's refund policies with regards to tuition, room and board, and fees. This policy is used to determine the adjusted costs the student is obligated to pay the College after the percentage to be refunded has been applied. This policy is not to be confused with Federal and State regulations regarding the return of Federal and state aid funds when a student receiving Federal and state financial aid withdraws. (Federal and State aid includes all aid identified on a student's financial aid award as a Federal or state scholarship, grant and/or loan.) A separate calculation, to determine the aid that must be returned, if any, is done according to Federal and state regulations. However, the percentage of funds that must be returned, as prescribed by the regulations, may not match the percentage used to determine costs. This may then create a balance owed by the student to the college above any prior unpaid balance or a balance due on federal grants that must be repaid directly to the federal government. For detailed information or examples of the application of these policies, please contact the Business Office.

Institutional Refund Policy for Undergraduate Full-Time Students for the Fall and Spring Semesters*

Refunds of the annual charges paid will be made in accordance with the following schedule:

Withdrawal prior to the 1st day of semester classes	...	100%
Withdrawal during the 1st and 2nd week of classes	...	80%
Withdrawal during the 3rd week of classes	...	60%
Withdrawal during the 4th week of classes	...	40%
Withdrawal during the 5th week of classes	...	20%
Withdrawal after the 5th week of classes	...	0%

The date used to calculate the specific period of enrollment shall be the date on which the student notifies the Office of Student Affairs, in writing, of his/her intent to withdraw from the College. The written notification date, **not** class attendance, is used to determine refund percentage. Refunds will be made in accordance with any federal and/or state loan or grant program regulations.

Institutional Refund Policy for Undergraduate Part-Time and Graduate Program Students for the Fall and Spring Semesters*

Refunds of semester charges will be made in accordance with the following schedule:

Withdrawal prior to the 1st day of semester classes	...	100%
Withdrawal during the 1st week of classes	...	75%
Withdrawal during the 2nd week of classes	...	50%
Withdrawal during the 3rd week of classes	...	25%
Withdrawal after the 3rd week of classes	...	0%

The date used to calculate the specific period of enrollment shall be the date on which the student notifies the Registrar's Office, in writing on an Add/Drop Form, of his/her intent to withdraw or take a leave of absence from the College. The written notification date, **not** class attendance, is used to determine refund percentage. Refunds will be made in accordance with any federal and/or state loan or grant program regulations.

Institutional Refund Policy - Summer Sessions - All Students*

Refund of Summer Session charges will be made in accordance with the following schedule:

Withdrawal prior to the 1st day of summer session classes	...	100%
Withdrawal during the 1st week of classes	...	75%
Withdrawal during the 2nd week of classes	...	50%
Withdrawal after the 2nd week of classes	...	0%

The date used to calculate the specific period of enrollment shall be the date on which the student notifies the Registrar's Office, in writing on an Add/Drop Form, of his/her intent to withdraw or take a leave of absence from the College. The written notification date, **not** class attendance, is used to determine refund percentage. Refunds will be made in accordance with any federal and/or state loan or grant program regulations.

Note: *Due to new regulations regarding the return of Federal and State funds, any student receiving Federal/State grants or loans should contact the Financial Aid Office (extension 2350) before withdrawing or taking a leave of absence.

Payment of Bills

All financial obligations to the College must be paid before the end of each semester. No grade report or transcript will be issued to any student, and no person may participate in Commencement or receive a degree, if all financial obligations owed the College have not been met. A student whose grade report is withheld due to an unmet financial obligation may view his/her grades in person in the Registrar's Office. The financial obligations include: tuition, room and board, and all other forms of indebtedness to the College such as special course fees, parking fines, library fines, and return of library books. Any financial obligations outstanding the semester after the one for which a student was billed may be submitted to an outside collection agency. The student will then be responsible for any collection costs and/or attorney's fees (30%-50% of the amount placed for collection). All checks should be made payable to Centenary College and not to any individual officer. Returned checks are subject to a service fee.

For the latest and most up-to-date information on tuition and fees, please contact the Business Office or visit www.centenarycollege.edu

ACADEMIC POLICIES AND PROCEDURES

Orientation

Orientation programs for both new full-time and new part-time students are held at the beginning of the Fall and Spring Semesters. During the orientation process, the new student is introduced to Centenary College – its code of honor, geography, customs, traditions, ideals, academic code of conduct, and regulations, as well as other students, faculty, and administrators. Attendance at the appropriate orientation program is required of all new students. During the orientation program, new students meet with faculty advisors to discuss their first semester course of study and, if not already registered, to register for those courses. English and Mathematics placement is determined by SAT scores. Prior to taking an on-line course, students are required to take an on-line course orientation.

Academic Advising

Although Centenary College believes that all students are responsible for their own education, academic programs, and successful completion of program degree requirements, the College provides an Academic Advising Program to assist students in making appropriate decisions about their academic programs and courses. Incoming students are assigned to faculty advisors, usually in their chosen major areas of study, whose guidance and assistance help to ease the transition to college life. New students initially meet their faculty advisors prior to the start of their first term at Centenary to discuss their career aspirations and their academic programs and to select their classes for the semester. Throughout their course of study, students are encouraged to meet often with their advisors, who monitor the student's academic progress, help the students clarify career goals and relate these to their academic goals, share and disseminate information, and advise students on college policies and degree requirements. In addition, students and advisors meet each semester to review the next semester's selection of courses and prepare for registration.

Registration

Registration for new students and returning students who did not register at early registration takes place at the beginning of each semester on dates to be set forth in the Academic Calendar. Students will be provided with information and instructions concerning registration by the Registrar's Office. Early registration is held for continuing students during the semester in which they are presently enrolled. Students obtain their registration materials from the Registrar's Office, determine their course selections, meet with their faculty advisor to discuss their programs and to secure his/her permission and signature, and return their registration forms to the Registrar's Office. The Registrar's Office will notify students concerning the dates and procedures to be followed.

Course Changes and Withdrawals from a Course(s)

During the first week of the semester, full-time students may make course changes (add and drop). After the first week, no course(s) may be added to a full-time student's schedule. Full-time students who withdraw from a course or courses after the first week of classes will have a grade of "W" (withdrew) posted on their transcripts. In addition, fees per add, drop, or add/drop will be charged (visit www.centenarycollege.edu for current fees). If a student withdraws from a class after the date posted on the Academic Calendar allowing for withdrawals, an automatic grade of "F" will be recorded. Part-time students may make course changes (add and drop) during the first two weeks of classes. Part-time students who withdraw from class(es) after that class has met for the first time will have a grade of "W" (withdrew) posted on their transcripts. When changing courses or withdrawing from a class(es): (1) obtain the Add/Drop Form from the Registrar's Office and have the form completed and signed by your advisor; (2) bring the completed and signed form to the Registrar's Office for processing; (3) if withdrawal from a course is after the one week Add/Drop Period, payment of the Add/Drop Fee must be made in the Business Office before returning the form to the Registrar's Office.

Remember: *Failure to attend any class or verbal notification to the instructor, faculty advisor, and/or the Student Services does not constitute an official withdrawal. Failure to withdraw officially by following the above procedures will result in a permanent grade of "F" for the course(s).*

Semester Course Loads

By definition, a student registered for 12 credit hours is considered a full-time student. The tuition for a full-time student entitles him/her to take up to and including 18 credit hours per semester (with the exception of special programs such as Prior Learning Assessment credits). Additional credit hours may be taken by students in good academic standing with the permission of the student's faculty advisor and Department Chairperson in the area of the student's major, at an additional cost for courses in excess of the 18 credits but not to exceed 22 credits. Visit www.centenarycollege.edu for current charges. If a student is charged for excess credits and drops a class after the first week add/drop period, the refund of the excess credit charged will be made in accordance with the full-time refund policy of the College. A student may carry no more than 16 credit hours a semester if on academic probation and no more than 16 credit hours a semester if admitted as a provisional student. All courses, day or evening, independent studies, internships, and practicums taken are included in the total number of credit hours a student is permitted to take. For Graduate Studies, 9 credit hours per semester is considered full-time. No more than 12 Graduate Studies credit hours may be taken in a semester.

Grading System

The value of grades may generally be described as follows:

A	Excellent
B	Good
C	Average
D	Below Average
F	Failure
AU	Audit (No Credit)
I	Incomplete
MD	Medical Excuse
P	Pass (in a Pass/Failure option course)
W	Withdrawal

Pluses and minuses may be used in reporting grades and they are computed in the grade average. Their use is optional with the instructor.

Determination of Grades

Each instructor is responsible for determining the grading and examination policy for his/her class. This policy includes how the instructor arrives at the semester grade for each student, the proportion of grade given for papers, tests, hourly exams, semester examinations, or other requirements of his/her course. The instructor must provide a written copy of his/her policy, along with a course syllabus, to his/her class and he/she must file a copy of the policy with his/her Department Chairperson, the Faculty Office, the Academic Affairs Office, and the Registrar's Office. Once grades are posted in the Registrar's Office, they are considered final and cannot be changed by the instructor unless there was an error in the posting or calculation of a specific grade.

Calculation of Grade Point Average

Averages for all students are determined by the point scale as follows:

A	=	4.0	C	=	2.0
A-	=	3.7	C-	=	1.7
B+	=	3.3	D+	=	1.3
B	=	3.0	D	=	1.0
B-	=	2.7	D-	=	0.7
C+	=	2.3	F	=	0.0

The average is computed by dividing the total number of credit hours attempted into the total number of quality points earned. Pass/Fail grades are not used in determining grade point averages.

Incomplete

An incomplete is not computed in the grade point average. When the course is completed, the cumulative average will be recalculated, replacing the "I" with the value for the grade received. A grade of "I" must be completed within two weeks of the start of the next semester; otherwise a permanent grade of "F" will be recorded for the course(s).

Removal of a Grade of "F" from Computations

When a course in which an undergraduate student has received a grade of "F" is repeated at Centenary, both the original grade of "F" and the grade for the repeated course will appear on the student's transcript. However, the computations of the student's cumulative grade point average will be based on the grade received for the repeated course. If a student finds it necessary to take a course for the

third time, the first "F" will not be calculated in the cumulative grade point average but the second and third grades will be included in the average, and all grades received for that course will appear on the transcript. If a student who repeats a course receives a "W" the original grade of "F" will prevail. If the student retakes the course at another institution, the original grade of "F" in the course taken at Centenary remains in the cumulative grade point average. Exceptions to this policy are Internships, Independent Studies, and Practicum courses.

Pass/Fail Grades

A student electing a course approved for P/F grading may have the option of being graded on a P/F or receiving a customary letter grade. He/she must, however make such a decision during the first week of classes and report his/her decision to the Registrar's Office. Pass/Fail grades are not included in calculations of the student's grade point average.

Audits

A student may audit a course with the consent of the instructor. A student must declare he/she is taking a course for audit at the time of registration, or during the one week Add/Drop period. Otherwise, all courses for which a student registers will be for credit. The charge for auditing a course is one-half of the for-credit charge. Visit www.centenarycollege.edu for current charges.

Dean's List

The Dean's List is Centenary College's recognition of excellent academic performance on behalf of its students, and it is noted on the student's transcript immediately following the semester in which the honor is earned. Full-time, three-quarter-time, and half-time students are eligible for the Dean's List as noted below.

Full-time and three-quarter-time students are eligible for the Dean's List if they comply with the following criteria: (1) a student must have a semester grade point average of 3.5 or above; (2) a full-time student must have completed a minimum of 12 semester credits, 9 semester credits for the three-quarter-time student, in a given semester, and (3) a student may have no grade below a "C." Half-time students are eligible for the Dean's List on a yearly basis if they comply with the following criteria: (1) a student must be enrolled for both the fall and spring semesters in a given academic year as a half-time student; (2) a student must have a yearly cumulative grade point average of 3.5 or above; (3) a student must have completed a minimum of six semester credits in each of the two semesters in a given academic year; (4) a student may have no grade below a "C." For the half-time student, the Dean's List honor is noted only following the spring semester. In addition, students receiving an incomplete in a course will not be eligible for the Dean's List. A student who has received a "W" is eligible for the Dean's List provided his/her grade point average and semester hour requirements are met.

Attendance Policy

Students are expected to attend all scheduled classes. It is especially important for students to attend classes during the first week of each semester and to attend the scheduled class preceding or following a holiday (Thanksgiving, Christmas, Spring Holiday, etc.). A student who finds it necessary to be absent from class should, as a matter of courtesy, inform the instructor in advance of the absence. If absences occur, it is the student's responsibility to make up the work missed and to contact the instructor in regard to the missed work. Permission to make up any type of course assignments may be granted at the discretion of the instructor. Each faculty member is required to establish and monitor the attendance policy for each of the assigned courses he or she teaches. The attendance policy must be stated in the syllabus and distributed the first day of class, or stated on a separate attendance policy sheet and distributed the first day of class. An instructor may lower a student's grade due to excessive absences, because in many classes the student's presence and participation are important in completing the work of the class and achieving success in the course. In many instances, excessive absences will result in poor grades or failure.

A student required to withdraw from a course due to excessive absences may file an appeal and request a hearing with the Academic Review Board. Before withdrawing a student from a class due to absences, it is advisable for the instructor to notify the student. However, attending classes and monitoring the number of absences accumulated are the responsibility of the student.

Dissemination of Grades

Grade reports are mailed to each student at his/her permanent address within a reasonable period following the end of each semester, including the summer sessions.

Undergraduate Course Listing and GPA*

All undergraduate courses for which a student registers (including repeated courses) are listed on the undergraduate transcript and are used to calculate the student's grade point average whether or not they are taken to fulfill degree requirements.

Graduate Course Listing and Graduate GPA*

All graduate courses for which a student registers (including repeated courses) are listed on the graduate transcript and are used to calculate the student's grade point average whether or not they are taken to fulfill degree requirements.

*The undergraduate and graduate transcripts are separate documents.

Grievance of a Grade

If a student has a grievance in regard to the misapplication of an instructor's grading policy for a course, he/she must comply with the following procedures: (1) the student first must make an appointment with the instructor in question to discuss the manner in which the grading policy was administered; (2) if still dissatisfied, the student must then make an appointment with the Department Chair to discuss the issue in an attempt to resolve the conflict; if the instructor in question is the Department Chairperson, then the student must make an appointment with the Vice President for Academic Affairs to discuss his/her concerns. 3) If still dissatisfied, the student then must file an appeal in writing with the Academic Review Board (ARB). The student must send a written explanation of his/her situation to the Dean of Students for Academic Support and request a hearing with the ARB, clearly stating the reason for the request, and provide, when appropriate, supporting documentation. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of an instructor's grading policy or unusual extenuating circumstances. All appeals must be filed no later than the last day of the tenth week of the semester immediately following the one in which the grievance occurred. Both the student and the instructor are required to attend the grievance hearing, if one is called. If the instructor is unable to attend, the department chair at his/her discretion may choose to attend instead. The department chair may also attend with the instructor if he/she chooses to do so.

Eligibility Policy for Athletics/Student Activities

Students involved in Student Life activities (e.g., student government; fraternities; sororities; clubs, etc.) and/or intercollegiate athletics at Centenary College must meet the following rule of eligibility: To participate in Student Life activities and/or intercollegiate activities, a student must meet the College's "Academic Progress" standards which are published in the College's catalog under "Academic Policies and Procedure." Individual clubs or organizations may establish eligibility regulations requiring higher grade point averages. Students participating in intercollegiate athletics must be matriculated and enrolled in a minimum of 12 semester credit hours at the time of participation. The student athlete also must meet the rules of eligibility of any conference and/or athletic association of which the College may be a member. To determine athletic eligibility, on or before but no later than the first day of practice of a given team, the Director of Athletics is required to submit a list of athletes' names to the Registrar's Office in order for that office to complete an analysis of player eligibility. The Athletic Director will then notify the team members of their eligibility. The analysis of player eligibility must be completed prior to the start of the regular season for each sport sponsored by Centenary College.

Academic Probation

A student's academic standing at Centenary is determined by his/her academic performance. Normally, a student is either in good standing, on academic probation, or academically dismissed from the College. To be in good academic standing, all students are expected to comply with the following minimal requirements:

Freshman year	1 - 12 credits 1.600 13 - 23 credits 1.700	Sophomore year	24 - 39 credits 1.800 40 - 55 credits 1.900
Junior year	56 - 71 credits 2.000 72 - 87 credits 2.000	Senior year	88 or more credits 2.000 (Including a 2.000 in the major field)

Note: The credit hours shown above are comprised of the total semester hours attempted, including grades of "P," Prior Learning Assessment credits, and transfer credits.

A student whose cumulative grade point average, and whose major cumulative grade point average during their senior year, falls below the minimum required for good academic standing is noted as being on "academic probation." A student on "academic probation" will have his/her records evaluated by the Academic Review Board (ARB) and, at the discretion of the ARB, may be given either a probationary semester in which to raise his/her cumulative grade point average to the level required for good academic standing, or dismissed from the College. A student who is given a probationary semester is restricted to a maximum of four classes during his/her semester of probation. All decisions regarding academic probation are based on a student's cumulative grade point average (not that of the current or past semester). All decisions regarding reduced course loads, continuance on probationary semester, dismissals, and any exceptions in general to the academic policy of the College are the province of the ARB. A student who is on a probationary semester and who fails to raise his/her cumulative grade point average to the level required for good academic standing after one semester of probation will be considered for dismissal. Students who are on a probationary semester are not eligible

to participate in campus activities – i.e., clubs, student government, Greek organizations, interscholastic sports, etc. Students who are on a probationary semester can continue to use their financial assistance if they qualify as determined through the Office of Financial Aid. “Academic Probation” is noted on a student's transcript.

Academic Progress Regulations

All students are expected to show consistent, methodical progress toward their chosen degree. The following Academic Progress Regulations apply to all students at Centenary College. Failure to maintain proper academic progress as outlined below could result in the loss of financial aid and/or dismissal from the College. In the event of dismissal, financial obligations will be in accordance with the College's refund policy. The Office of Financial Aid is responsible for determining student eligibility for financial assistance. The Academic Review Board is responsible for determining whether a student who shows a systematic pattern of failure to maintain proper academic progress is to be dismissed from the College. The academic progress for all students is evaluated at the end of each semester. First-time full-time enrolled degree students, in order to attain satisfactory progress toward the completion of a degree, must earn a minimum of 24 credit hours in their first 12-month period (including equivalent credit hours earned in development courses), whether or not the student receives financial aid during that period. To maintain satisfactory progress thereafter, full-time degree students are advised to earn a minimum of 32 credit hours in any subsequent 12-month period, and progress yearly from class to class. To maintain eligibility for financial aid, full-time students must earn minimally 24 credit hours toward their degree over any 12-month period. The College may require a student to attend summer sessions at either Centenary or another accredited institution (with permission) in order for him/her to maintain satisfactory progress and remain eligible for financial aid. Students who have been notified by the Office of Financial Aid that they have not maintained proper academic progress and, therefore, are not eligible to receive financial aid for the upcoming semester/year may appeal that decision in writing to the Director for Financial Aid. Questions concerning the appeal procedure should be addressed to the Office of Financial Aid. First semester freshmen will not be dismissed for academic reasons.

Class Standing

Full-time students are expected to progress from one class to the next over a twelve month period. A student's class standing is determined by the number of credits earned, as follows:

Freshman	0-23 credits
Sophomore	24-55 credits
Junior	56-87 credits
Senior	88 or more credits

Full-Time Students

Students who carry 12 or more credits or fee units are classified as full-time students. The normal course schedule for a full-time student is 16 to 18 credit hours per semester.

Part-Time Students

Students enrolled in courses equivalent to fewer than 12 academic credit hours per semester are considered to be part-time. Proper academic progress for part-time students is determined by the number of credit hours for which they are currently enrolled. All part-time students must satisfy the accumulated academic credit hours and GPA minimum requirements listed below. Failure to satisfy these minimum requirements may result in loss of financial aid as determined by the Office of Financial Aid and/or dismissal from the College as determined by the ARB.

Three-Quarter Time (students registered for at least 9 credit hours but less than 12)

SOPHOMORE YEAR: 24 credit hours completed after three semesters and two summers with a cumulative GPA of 1.6.

JUNIOR YEAR: 56 credit hours completed after six semesters and three summers with a cumulative GPA of 2.0

SENIOR YEAR: 88 credit hours completed after nine semester and four summers with a cumulative GPA of 2.0

Half-Time (students registered for at least 6 credit hours but less than 9)

SOPHOMORE YEAR: 24 credit hours completed after four semesters and two summers with a cumulative GPA of 1.6

JUNIOR YEAR: 56 credit hours completed after eight semesters and four summers with a cumulative GPA of 2.0

SENIOR YEAR: 88 credit hours completed after twelve semesters and six summers with a cumulative GPA of 2.0

Maximum Time Frame

Based upon the academic progress standards listed above, the maximum time frame for a student to complete a baccalaureate degree at Centenary College is:

Full-Time: 12 semesters or its equivalent

Three-Quarter Time: 15 semesters or its equivalent

Half-Time: 22 semesters or its equivalent

One-Quarter Time: 43 semesters or its equivalent

Dismissal from the College

Any student who displays a systematic pattern of failure to maintain proper academic progress in one or more semesters, who is on probation for an academic semester, or who violates the College's "Academic Code of Conduct" may be academically dismissed from the College by the Academic Review Board.

Students on Academic Probation must sign a contract indicating their willingness to meet certain criteria established by the ARB in order to remain at the college. Progress will be reviewed by the ARB on a monthly basis. Students not meeting the agreed upon criteria may be dismissed at any time during the semester after a hearing with the ARB. Dismissals from the College for academic reasons are noted on a student's transcript: "Academic Dismissal." Students who violate the College rules and regulations regarding social conduct may be suspended or dismissed by the Judicial Committee in accordance with procedures set forth in the College's *Student Handbook*.

Appeals: Any student who has been dismissed by the ARB may appeal in writing to the ARB. Letters requesting an appeal must be postmarked or received by the College on or before, but no later than, fifteen calendar days of the date on the letter of dismissal. Grounds for appeal may include technical error, changes in temporary grades, extenuating circumstances, and/or additional information not previously available to the committee. Letters of appeal must state the reason for appeal and, where possible, should be accompanied by appropriate documentation. The decision of the ARB is final. Students will be notified in writing within three weeks of the action taken. A second dismissal is final.

Readmission: Students seeking readmission after dismissal for academic reasons may petition for readmission after one academic year. The student is encouraged to have earned at least twelve to fifteen credits at an accredited institution of higher education with a 2.5 cumulative grade point average and must follow the readmission policies of the College. Readmission is not automatic.

Academic Code of Conduct

As an academic community, Centenary College endorses the pursuit of knowledge through open and honest discourse. Therefore, the College expects students to conduct themselves honestly in all academic activities. Any action which compromises this integrity or otherwise attempts to discredit the knowledge a student has acquired is inappropriate and unacceptable. Through continued participation in the academic code of conduct, students demonstrate respect for Centenary's commitment to academic excellence. It is the intent of the College faculty and trustees that each student acknowledges and adheres to the code. The following definitions of academic code violations encompass misrepresentations of fact and falsification of any portion of the academic process:

1. Plagiarism is knowingly copying published or unpublished material without acknowledging the source.
2. Duplicate course assignment is submitting the same assignment without the instructor's approval for more than one course, or submitting an assignment based on another student's work.
3. Collusion is working with one or more students without the approval of the instructor to complete a project that is expected to be the result of individual effort.
4. Unacceptable classroom conduct includes (a) disruptive and disrespectful behavior; (b) cheating during examinations and laboratory projects by sharing material, looking at another's work, use of unauthorized books, sources, or memory aids, and/or communicating verbally or non-verbally in order to attain assistance; (c) other types of inappropriate actions that impede the learning process.
5. Falsifying information is intentionally giving fraudulent information for the purpose of (a) avoiding negative sanctions; (b) seeking special privileges; (c) assisting another in these purposes.
6. Computer interference is causing damage to or disruption of on-line databases housed on campus, including piracy of copyrighted material and inappropriate duplication of computer disk information. Sanctions for the violation of the "Academic Code of Conduct" are determined by the instructor, but they are limited to academic sanctions pertaining to the course in question – e.g., resubmitting the assignment; grade reduction; failure of the course; etc. Recommendations for more severe sanctions are to be forwarded to the Academic Review Board. Students have the right to appeal sanctions to the Academic Review Board in compliance with the policies of Centenary College and the "Academic Code of Conduct." Copies of the "Academic Code of Conduct," in its entirety and with appeal procedures, may be secured from the Registrar's Office.

All students are expected to adhere to Centenary College's policy concerning Academic Honesty. Any student found cheating, plagiarizing, submitting non-original work, etc., will receive a grade of zero (0) for that work. Flagrant cases of academic dishonesty may result in the student's being dismissed from the class and referred to the Academic Review Board for further action or sanction as deemed appropriate, up to and including dismissal from Centenary College.

Individual instructors or departments may impose additional penalties. Check the syllabus for the policy that applies to each class.

Leaves of Absence

Leaves of absence are permitted under special circumstances with the permission of the Vice President for Student Engagement and the Chief Academic Officer. Please refer to the "Student Handbook" on the college's web site www.centenarycollege.edu for further details, or see the Vice President for Student Engagement.

Withdrawal from the College

Full-time students who deem it necessary to withdraw from the College at any time must go to the Office of Student Engagement for an exit interview and to complete the required documentation. A student who fails to complete this process and who does not report to the College will be administratively withdrawn from Centenary 45 days after the first day of classes of the semester for which the student was expected or when it is determined that the student will not be at the College, whichever is earlier. Proper reporting to the College requires check-in at the Business Office for I.D. validation and the processing of official registration materials through the Registrar's Office. Failure to complete this process within seven days of the first day of classes of the semester for which a student is expected will result in automatic deregistration from classes for that semester and removal from the residence halls. The student may also be administratively withdrawn from the College if check-in procedures are not completed.

Transcripts

The College issues two types of transcripts – unofficial (given to the student) and official (issued directly to a college or an employer) upon written request of the student or alumni. The official transcript bears the College Seal. Requests for transcripts should be directed to the Registrar's Office. No transcript will be issued unless a student's final account has been paid in full. Students who request transcripts must pay a fee for each transcript requested.

Family Educational Rights and Privacy Act of 1974

In accordance with the Family Educational Rights and Privacy Act of 1974, Centenary College requires that every matriculated student who chooses to have the College release copies of grades, transcripts, or any other information relative to academic performance to parents, guardians, bill-payers, prospective employers, or governmental agencies, must authorize the College to do so. Therefore, every student will be required to complete a Release Form at the beginning of each semester which will either authorize the College to release such information or prevent it from doing so. A student's record will not be released without written consent, except to Centenary College faculty and staff who demonstrate a clear need to know. Other exceptions to the above policy include compliance with a judicial order or in an emergency involving the health or safety of a student or other person. In addition, Centenary College hereby designates the following categories of student information as public or "Directory Information." Unless specifically requested to withhold disclosure of the information by the student, such information may be disclosed by the institution for any purpose, at its discretion.

CATEGORY I: Name, address, telephone number, dates of attendance, classification, major/degree program, and current schedule of classes.

CATEGORY II: Previous institution(s) attended, awards, academic honors, degree(s) conferred, including dates.

CATEGORY III: Past and present participation in officially recognized activities.

Currently enrolled students, or any who have previously attended Centenary College, may inspect their records upon making an official request to the College Registrar and obtaining an appointment to do so. A student may challenge possible inaccuracies or misleading items in his/her record during the course of such an inspection. However, the fairness of a grade may not be challenged under this provision. Further information regarding the Family Educational Rights and Privacy Act of 1974 may be obtained from the Office of Student Affairs.

Credit for Study in Summer and Winter Sessions

A student who desires credit for summer or winter session courses at another college must have the prior approval of the Dean for Academic Affairs. Centenary will accept transfer credit for semester hours only for all approved courses in which the grade is "C-" or better. Associate degree candidates are allowed 9 credits for an entire winter/summer combination. Bachelor degree candidates are allowed 12 credits for an entire winter/summer combination. (Forms are available in the Registrar's Office.)

Degree Applications

All students who plan to graduate with a degree from Centenary are required to complete a Candidate for Degree Application Form in the Registrar's Office. This form must be completed a minimum of one semester prior to their anticipated graduation. For example: Candidates who plan to complete their course of study in December must have filed the above form with the Registrar's Office by the end of September; candidates who plan to complete their course of study by either May or September must have filed the above form with the Registrar's Office by the beginning of December. Students should check the Academic Calendar for the exact deadline dates for filing.

Degree Requirements

Centenary College offers programs leading to the degrees of Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Social Work, Associate in Science, and Associate in Arts, Master of Arts, Master of Science, and Master of Business Administration. For specific program outlines, refer to the section outlining course offerings by degree program. While Centenary provides quality advising and keeps accurate records to assist the student, it is ultimately the student's responsibility to make certain that all degree requirements have been successfully met.

Candidates for any degree from Centenary College must successfully complete the following requirements:

1. Baccalaureate degree candidates must successfully complete the College's Core Requirements. Associate degree candidates must successfully complete the College's Core Requirements as outlined in their respective programs.
2. All graduates must successfully complete 128 semester hours for a Bachelor degree or 64 hours for an Associate degree with a cumulative grade point average of 2.000 or better, and a minimum cumulative grade point average of 2.000 in their major field of study, as well as specific program requirements as outlined by the College catalog at the time of admission.
3. All degree candidates must complete their final 32 credit hours of course work at Centenary. Exceptions to this policy can be made only by the Chief Academic Officer.
4. Master's degree candidates must complete the requirements outlined in their respective program with a cumulative grade point average of 3.0 or better.

Associate Degree

Candidates for either the Associate in Arts or the Associate in Science degree must complete a minimum of 64 credit hours and attain a minimum 2.0 cumulative grade point average. Students who are working toward the Associate degree must complete the final 32 credit hours for academic work at Centenary.

Double Major

Centenary students may declare a double major. If the designations cross degree lines (BA, BS, BFA, BSW), the student must declare which designation is primary. The requirements for both majors must be completed in addition to the College core. Courses may be shared between degrees, providing the core and all major requirements for each degree are completed. A minimum of 128 credits is required.

The student must declare the double major with the Academic Success Center. Notification of the double major will be made to the advisor and the Department Chairs for both majors.

Second Baccalaureate Degree

Candidates for a second baccalaureate degree who already hold a baccalaureate degree from either Centenary College or another accredited college or university must satisfy the following requirements in order to qualify for a second baccalaureate degree from Centenary College.

- Meet the minimum residency requirement set by Centenary of 32 credit hours;
- Successfully complete the major and the College core requirements for that degree;
- Maintain a minimum overall cumulative grade point average of 2.0;
- Maintain a cumulative grade point average of 2.0 in the major.

While transfer credit may be applicable to avoid duplication of course work, the residency requirement of 32 credits must be met. Appropriate courses with a grade of C- or better will be accepted for transfer.

Minors

Minors must be declared with the Academic Success Center. A minor must also be identified on the Graduation Application prior to the awarding of the degree, and it must be completed at the same time as the major in order for it to be awarded.

Honors Degrees

Baccalaureate degree candidates who have achieved a cumulative average of 3.5 or better based on at least 50 graded semester hours of credits earned at Centenary will receive honors designations on their degrees. Credits earned through Prior Learning Assessment and/or CLEP exams do not count towards eligibility for honors designations. The specific designations are as follows: Summa Cum Laude, 3.850-4.000; Magna Cum Laude, 3.700-3.849; Cum Laude, 3.500-3.699.

Commencement

Centenary College awards degrees three times during the year: May, September, and January. There are two Commencement ceremonies, during the months of January and May as designated in the Academic Calendar. September and January graduates must participate in the January Commencement ceremony. **Candidates for any degree** (Associate, Bachelor or Master) must have completed all of their degree requirements in order to participate in either the January or May Commencement ceremony.

To be eligible to participate in the Commencement ceremony all students must be in good academic standing.

Undergraduate students must have an overall minimum cumulative grade point average of 2.000. Additionally, the GPA in the major courses must be 2.000 or better. Undergraduate candidates for graduation who do not have a minimum cumulative grade point average of 2.000 and a GPA of 2.000 in the major courses at the time of Commencement will be excluded from participation in that Commencement ceremony and will be given no more than one semester – i.e., summer sessions, fall, or spring, whichever is relevant – in which to raise their cumulative grade point average to 2.000 or above in order to qualify for graduation. **Students who are not successful in meeting the requirements of this probationary semester will be dismissed from the College for failure to maintain satisfactory academic standing and progress.**

Furthermore, any students who have not met their financial obligations to Centenary College in full, or who have not made satisfactory arrangements with the Business Office for payment, will be denied the privilege of participating in the Commencement ceremony.

Graduation applications must be completed and delivered to the Registrar's Office by the date specified in the Academic Calendar along with the graduation fee. **Graduation applicants who do not meet the specified application date will be moved to the next graduation date following completion of the application and payment of the graduation fee.**

Grading Policy for Graduate Studies

Graduate students must have a GPA of 3.0 in order to receive a degree. Any graduate student who receives more than two grades of C (to include C+, C, and C-) will be dismissed from the program. A graduate student who has received a grade of C may appeal to the Academic Review Board to request a determination of eligibility to repeat the course. (The student is not required to make such an appeal; however, in some cases, it will be necessary for a student to raise the grade for certification or licensure requirements, or to obtain the 3.0 GPA necessary for graduation.)* Decisions will be made on a case-by-case basis. No grades of D will be given (anything lower than a C- is an F). A grade of F will result in dismissal from the program. A minimum GPA of 3.0 is necessary for graduation.

*If a student repeats a course in which a grade of C has been received, both the original grade and the repeated grade will count in the GPA. Both grades will also be used to determine eligibility to stay in or to be removed from the program.

Graduate Course Listing and Graduate GPA

All graduate courses for which a student registers (including repeated courses) are listed on the transcript and are used to calculate the student's grade point average whether or not they are taken to fulfill degree requirements.

SPECIAL PROGRAMS

Centenary College Honors Program

The mission of the Centenary College Honors Program is to challenge academically motivated students to discover the interdisciplinary relationships and cultural mosaics within the liberal arts. It engages scholastically accomplished students in a program that they find stimulating and exciting. "Intensive Study in Cultural Diversity" is the annual highlight of the Centenary Honors Program. Each year honors program students will have the opportunity to enroll in this 4-credit course and participate in a one-to-two week study tour. The trips will be within the United States or overseas and will be offered during the intercessions or over the summers. Honors program students will receive a stipend to help defray the costs of the trip. In order to remain eligible for the stipend, students must maintain a 3.2 GPA, make appropriate progress in the honors curriculum, and attend at least one honors program lecture per semester.

Program Goal: The Centenary College Honors Program is designed around the theme "Kaleidoscope: Tradition and Change." Tradition and change are linked to the shifting patterns of life and culture in the 21st Century. Students and their instructors will study the development of emerging social and intellectual panoramas of the world and work to envision their future challenges and opportunities. They will consider transformations of government and social institutions and the evolution of new modes of human interaction. Through research, travel and discussion, students will develop new perspectives culminating in a senior research project in an area of personal interest.

Program Objectives: The Centenary College Honors Program will:

1. Produce graduates who envision themselves as leaders and innovators in their professional and social communities.
2. Enable students to gain insights into the impact of changes on a global and national scale, as well as to assess the future, and their potential.
3. Grant student-scholars recognition among peers and faculty.
4. Distinguish Centenary College as a place where outstanding academic performance is both encouraged and rewarded.
5. Enrich the Centenary community by encouraging participation in special events and presentations sponsored and promoted by the Honors Program.

Admissions: Students from the top 10 percent of the incoming freshman class are invited to join the Honors Program. Transfer students (with more than 30 and less than 60 credits) and current Centenary College students who have excelled academically are invited to join the program. International students must have a TOFEL score of at least 550.

Requirements: For continuation in the program, students must maintain a GPA of at least 3.2, make appropriate progress in the honors curriculum, and attend at least one honors program lecture per semester.

Academic Success Center (A.S.C.)

Through the campus Academic Success Center, located in the Harris and Betts Smith Learning Center, students may receive tutoring by professional or peer tutors. All students may request tutoring themselves or may be referred to the A.S.C. by their instructors. Students are encouraged to register for tutorial services as early as possible in a semester. Additionally, students can receive assistance with time management, effective listening skills, and note taking techniques, study strategies, and test taking hints. The staff counsels students with their academic concerns and is dedicated to helping them achieve academic enrichment and excellence. There are no fees for any of the services offered through the A.S.C.

Educational Opportunity Fund Program (E.O.F.)

The state-funded Educational Opportunity Fund Program, located in the Harris and Betts Smith Learning Center, provides supportive services and financial assistance to students who are the first in their families to attend college. These students, who have graduated from Abbott Districts, demonstrate the potential and motivation to be successful at Centenary College. In order to be selected for the Program, students must be New Jersey residents and fulfill the eligibility criteria established by the EOF Program. First-time freshman are required to attend a six-week residential summer program prior to their first semester of attendance at Centenary College. The summer program is designed to strengthen basic skills and enable the student to become familiar with campus structure and staff. Students also participate in seminars in leadership as well as personal and career development. Tutorial services are available every semester, including summer, to both initial and renewal students. In order to promote successful academic achievement, the staff closely monitors student progress. Counseling service is provided to assist the students in their adjustment to college life. Applicants for admission to Centenary College through the EOF Program must complete the regular admissions process before eligibility for the Program can be determined.

Services for Students with Disabilities

Centenary College is committed to full academic participation for persons with disabilities. It is the policy that no qualified person will be excluded from participating in any college program or activity or otherwise be subjected to discrimination with regard to any college program or activity. This policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities, and services. Achieving full participation and integration of people with disabilities requires the cooperative efforts of all departments, offices and personnel. To this end, Centenary College continues to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all members of its campus community. Assurance of equal academic participation rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1. has a physical or mental impairment; 2. has a record of such impairment; 3. is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning. Any student who has a disability is encouraged to identify him/herself and seek assistance through the Disabilities Services Office.

The Disabilities Services Office

In accordance with federal mandates, Centenary College provides reasonable accommodations and ensures accessibility for all students with disabilities through its Disabilities Services Office (DSO), located in the Harris and Betts Smith Learning Center. We recognize and challenge the potential of every student. Therefore, the mission of our Disabilities Services Office is to provide students with disabilities the necessary tools, reasonable accommodations and support services to participate fully in the academic environment. The staff assists each student to help maximize their potential for success while promoting self-awareness,

independence and self-advocacy. Our staff works closely with eligible students to afford each individual equal access to employment, educational opportunities, activities and programs.

What Services are Available?

Services are determined on an individual basis and may include, among others; arranging for academic accommodations such as access to classrooms or extended time testing; providing instructional support, remediation of basic academic skills, priority registration, tutorial assistance, academic counseling; and/or arranging for auxiliary aides such as books on tape, tape recorders, and specialized computer equipment and software.

Determining Eligibility for Services

Prior to the provision of accommodations and related services, students must self-identify and provide appropriate documentation to the Director of Disability Services. Depending on the nature of the disability and the accommodation requested, the amount of advanced notice may impact upon the college's ability to provide reasonable accommodations in a timely fashion. For this reason, students are encouraged to arrange for accommodations at the beginning of each semester.

Special Needs Programs

For students with learning disabilities, Centenary offers two specifically designed programs: Project ABLE, a fee-based, intensive learning support program during the fall and spring semesters, which provides one-to-one instructional support, tutoring, early progress reporting, and close academic monitoring. In addition, the Step Ahead Program, a six-week, pre-college summer program, focuses on remedial course work and making a successful transition to college.

Project ABLE: A Program for Students with Learning Differences

Recognizing and challenging the potential of every student is one of Centenary's most important traditions. For the college student with learning disabilities, we offer an individual approach, stressing learning strategies. Project ABLE is a fee-based, comprehensive support program designed to provide a student-centered learning environment for students with mild to moderate learning disabilities. Emphasis is placed on one-to-one instructional support sessions, professional tutoring, early progress reporting, and close academic monitoring. Project ABLE is not a remedial program but an educationally-based, support program designed to assist each participant in becoming a successful college student. This program is individually designed to help each student build their own *Academic Bridges to Learning Effectiveness*. Although success is not always a guarantee, participants often excel beyond their expectations. A "learning contract" or Individual Service Plan (ISP) is developed with each student at the beginning of the semester. Emphasis is placed on developing learning strategies, study techniques, organizational skills, personal accountability, and self-advocacy. Enrollment in Project ABLE is determined on an individual basis and primarily focuses on freshmen students who must self-identify and provide appropriate documentation in order to be considered. Generally, students participate in Project ABLE for, at least, their first year. Contact the Disability Services Office in the Harris and Betts Smith Learning Center with questions or for more information about arranging for academic accommodations and other disability-related programs and services.

Individualized Studies (B.A. Degree)

The Bachelor of Arts program in Individualized Studies is designed to meet the needs of those students who desire greater breadth of study in an arts or sciences discipline (or combination of disciplines) not offered as a major. An "individualized" program also may be designed to accommodate the student who wants to combine liberal arts with a career program or who desires an interdisciplinary program. The major advantage of this program is its adaptability to the educational goals of the student. To qualify for the Individualized Studies major, the student must develop a program of individualized study in consultation with the Dean for Academic Affairs. Program requirements must be specifically delineated for each semester of study, as they are for all other College programs. The student must then complete these program requirements as they have been outlined and approved. While a program of individualized study may be established at any point during the student's first two years at Centenary, the program must definitely be outlined prior to the beginning of the junior year, or in the case of a transfer student, at the commencement of his/her academic studies at Centenary. The Individualized Studies contract must include the following requirements: (1) the completion of all the College's core requirements; (2) a total of 32 credits in two disciplines, with a minimum of 16 credits in each of the two disciplines; (3) a minimum of 16 credits to be taken at the 300-400 level of course work, with at least 4 credits at this level per discipline. A "discipline" is defined as a major field of study or a related cluster within one of the departments. For example, Fashion Merchandising and International Studies (major fields of study) or Equine and Business (a related cluster within two departments). Credits applied to these two disciplines cannot be used for a minor or concentration in any other academic program, or to satisfy the College's core requirement. Only students preparing for Teacher Certification may include education courses as part of their Individualized Studies cluster.

Pre-Law

A traditional liberal arts program is recognized and sought by law schools. No specific major or set of courses is prescribed for entrance. A student should select a curriculum which enables him/her to strengthen skills in argument, analysis, and communications. Students interested in the law profession are encouraged to seek advising from the Pre-Law Advisor early in their academic program.

Study Abroad/Off Campus Study

Centenary College encourages qualified students (typically Juniors), who are in good academic standing, to consider a Semester Abroad study option. Those students who are interested in pursuing this opportunity should initially contact the Dean for Academic Policy and Programs in the Academic Affairs Office, where an application may be obtained. The application should be completed at least two semesters before the intended semester abroad, but no later than March 1 prior to that semester. Several Study Abroad sites, listed below, have been identified and approved by the College.

In order for financial aid and scholarship funds to be applied, the student must participate in a program at a site approved by Centenary College. There is a limit to the amount of Centenary scholarship or grants a student may receive while studying abroad, and the Financial Aid Office should be consulted.

Once a formal program of study has been formulated and endorsed by the student's academic advisor, the Study Abroad Committee will review the application. Students who have a minimum grade point average of 3.0 may explore this option. Students with a cumulative GPA of 2.5 to 2.999 will be considered for the program on a space available basis. Similar procedures apply to summer study and winter intersession programs.

If accepted, the student agrees to participate in the Study Abroad Program, giving his/her best effort on behalf of Centenary College. The student is obligated to pay Centenary College tuition, room and board following acceptance into the program. The refund policy of the host institution will apply. It is understood that cultural differences are inherent to the Study Abroad program, and a level of maturity is necessary to handle the challenges the student will face. Students will be counseled by Financial Aid that Federal Loan recipients who do not return for the subsequent semester will go into repayment within 6 months of leaving school or the 6 month grace period will be affected. Not all applicants are accepted into the Study Abroad program and, if accepted, the student must make a commitment to complete the program and accept the financial obligations.

Students applying for the Study Abroad/Off-Campus program must be enrolled as full-time traditional undergraduate students while studying abroad/off-campus.

Centenary Accelerated and Professional Studies (CAPS) students are not eligible for Study Abroad/Off-Campus.

Recommended Study Abroad sites include:

- **Canada:** Humber University (Toronto)
- **England:** Hartpury College (Equine Studies only; Departmental approval required)
- **Japan:** J.F. Obirlin University (Machida/Tokyo, Japan),
- **Korea:** DongDuk University (Seoul, Korea), Ewha University (Seoul, Korea), Pai Chai University (Seo-gu, Korea)
- **Northern Ireland:** University of Ulster (Northern Ireland, U.K.)
- **Poland:** Jagiellonian University, (Krakow, Poland)

In addition, Centenary College enjoys a partnership with St. Peter's College, Oxford University (Oxford, England). Through this program, Centenary College students with a 3.000 GPA may take two courses during a summer session at Oxford University from early July to mid-August. Courses are taught through an integrated program of tutorials, seminars, and lectures. The subject matter ranges from Medieval Studies, to English Literature, to Environmental, Urban and Regional Studies. If accepted, Centenary College students may also be able to study at St. Peter's College for a semester or year abroad.

Additional opportunities may be available during a particular semester. Students should consult the Dean for Academic Policy and Programs.

Off-Campus Opportunities in the United States

The Washington Semester is hosted by American University, Washington, D.C. Centenary College students have the opportunity to study at American University for one semester. Internship opportunities are available in government and politics.

The Disney College Program is also available to Centenary College students. Located at Walt Disney World in Orlando, FL, and Disneyland, Anaheim, CA, The Disney College offers courses and internships in Business and Communication. Students accepted into the Disney program will enroll as commuter students.

Independent Study

Any sophomore, junior, or senior who has earned a minimum cumulative GPA of 2.750 may elect to do intensive independent study in an area that is of special interest and in which previous preparation warrants undertaking work over and beyond that available in the regular course offerings of the College. Independent studies are not to be used as substitutes for established courses unless there is an irreconcilable conflict. The student selects a topic from a single field of learning or one that is interdisciplinary, prepares and executes a plan of study in consultation with a full-time Faculty member who will supervise the course, presents a written report of other evidence of accomplishment suitable to the topic. In addition, the student may be required to take an oral or written examination. The credit granted, to be determined when the topic is approved, may be for one to four credit hours. No more than eight credits in independent study may be applied toward an Associate's degree; the maximum number of credits applicable toward a Bachelor's degree will be determined by the nature of the student's program.

Internships

Professional preparation is provided for students through Internships developed by the College in cooperation with business, industry, government and social service agencies. Internships are a proven approach to connect learning with the world of work. The Director of Internships and Experiential Programs, in the Office of Academic Affairs, coordinates the efforts of the student, employer and faculty advisor so that the student gains occupational experience related to the major field of study. Internships are available and encouraged. Students should meet with their faculty advisor to determine availability in each major. 133 internship hours are required for every 4 credits earned. Sophomores, Juniors and Seniors with a minimum GPA of 2.5 who have completed at least 40 credits are eligible to participate. The student interviews for the position on an open, competitive basis. The student consults with his/her faculty advisor, develops learning objectives, and completes an academic paper or project for a grade. The student attends classes on campus while maintaining the responsibilities of the job. A student may earn 4 to 8 credits per semester for an overall maximum of 16 Internship credits. Internship assignments enable students to continue and complete their education in a meaningful way. These cooperative arrangements also allow employers to evaluate students over an extended time period for potential full-time employment following graduation. Information on internships is available in the Career Center. Please visit www.centenarycollege.edu for fees.

NOTE: The internship program is available to traditional, undergraduate students. An internship must be a program-related, horizon-expanding experience. A student may not use current employment for internship credit. The intern may not be supervised by a relative. All internships must be approved prior to beginning the job. Approval will not be granted once a job has started.

Practicum Courses

At Centenary, students may receive academic credit for work on campus publications, Little Theatre productions, and Dancemakers. This enhances a student's job marketability by adding practical experience to his/her background. Individual descriptions for practicum courses may be found in the course descriptions section.

Prior Learning Assessment Program

Centenary College's Prior Learning Assessment (PLA) Program is designed to help the adult learner combine college courses and life and/or work experience in a nontraditional approach toward earning a college degree. This program is supervised through the office of the Dean for Outcomes Assessment Research. Adult learners who are 23 years of age or older, matriculated, and who have earned a minimum of 8 credits of coursework at Centenary are eligible to participate in this program.¹ Students may not use PLA credits to satisfy their 32 credit residency requirement at the College.²

To become involved in the College's PLA Program, all interested students must complete a Prior Learning Assessment Pre-registration Checklist through their academic/program advisor. Students must then register for and successfully complete a one-credit required course, PLA 1000: PLA Portfolio Development. This course is offered quarterly. The course will cover details of the PLA process and the mechanics of portfolio creation. After successful course completion, students will create and submit portfolios for approved course content to the Director of PLA, who will then assign the portfolios to faculty evaluators who will assess the portfolio and determine if college-level credit has been demonstrated and the amount of credit earned.

Fees:

- The Prior Learning Assessment fee for PLA1000 is the equivalent of one credit at the prevailing tuition rate at the main campus, payable upon registration for the course.³
- The fee for PLA credits is 50% of the prevailing tuition rate per credit for the main campus. Fee payment is due in full upon submission of portfolio(s) for evaluation.³

¹ Students in the accelerated cohort programs can only apply for PLA courses that are not part of their cohort of study.

² PLA credits, including CLEP credits, cannot be applied toward the College's 32 credit residency requirement. All evaluations for PLA credits must be completed by the end of the semester before the one in which the student is planning to graduate.

³ The PLA fee is not eligible for any discounts such as, but not limited to: Employee, PDS, law enforcement, etc. The fee for PLA 1000 is not covered by full-time tuition (12-18 credits); it is an additional tuition charge for 1 credit.

INTERNATIONAL STUDENT SERVICES

Centenary College draws a large percentage of its student population from many countries around the world. The Office of International Student Services, located in the Engelhard Corporation International Center in Smith Hall, serves as a connecting point to meet the needs of these students as they adjust to a new culture far from the accustomed support systems of home. The Office of International Student Services assists students in establishing and maintaining their legal status as international students in the United States in compliance with the regulations of the Bureau of Citizenship and Immigration Services (formerly Immigration and Naturalization Services); organizes free professional and peer tutoring for international students in all subjects; offers cross-cultural counseling and support in academic and social matters for individuals and small groups; assist students in making arrangements for banking, driver's licenses, and Social Security identification; coordinates the College-wide voluntary Conversation Partners Program; guides students to internships and community service opportunities; provides academic advising and registration assistance to all international students; serves as a liaison, as needed, between international students and administrative and academic departments of the College; and supports and promotes the activities of Centenary Alumni Association chapters abroad. Any Centenary student may wish to take advantage of the opportunities provided by this office, including shopping excursions, cultural activities, and escorted visits to the Social Security Office or the N.J. Division of Motor Vehicles. The staff of International Student Services is available for consultation or advising on intercultural issues and can arrange for presentations by international students on a wide range of intercultural topics for classes or extra-curricular groups. All students who would like to increase their intercultural awareness are encouraged to participate in activities sponsored by the Office of International Student Services and the International Student Organization.

STUDENT ENGAGEMENT

The Reverend David L. Jones, Vice President for Student Engagement & Service and College Chaplain

Neil Andrito, Director of Residence Life

Kathleen Boody, Associate Dean of Students

Ann Falbo, M.D., College Physician

Lorna Farmer, Director of the Counseling Center

Deborah Diamond Fisch, Psy.D., Director of the Women's Center

JoAnn Holland, Administrative Assistant for the Women's Center

Leonard Kunz, Assistant Dean of Students for Campus Safety

Tiffany Kushner, Director of Student Activities

Patricia Mahaffey, Director of Career Services

Kristen McKitish, Director of Co-Curricular Transitions

Jessica-Lee Marino, Career Services Coordinator

Mary Painter, Coordinator of Community Service and Campus Life Assistant

Sandra Moore, Ph.D., Dean of Students for Academic Success

Stacy Rinaldi, Coordinator of First Year Leaders

Jean Robert, R.N., Director of Health Services

Suzanne West, R.N., College Nurse

Elba Young, Administrative Assistant for Student Affairs

Student Life

The mission of the Division of Student Life is to contribute to the creation and maintenance of an educational co-curricular experience for all part-time and full-time students. The division works to provide a supportive atmosphere that will enhance students' personal development, persistence within and commitment to the College community and beyond. Personal development is defined as helping students achieve their own potential by cultivating their self-improvement skills as they relate to themselves, their community and their profession, inside and outside the classroom environment. This mission will be accomplished through assessing, understanding

and responding to student needs; developing, promoting and implementing co-curricular programs; empowering student leaders and contributing to their effectiveness; and providing responsive advising, career and personal counseling, food, health, security and tutorial services, among others. These measures are designed and instituted in concert with the faculty and academic programs of the College, as well as with other service-oriented departments, including Admissions, Athletics, Book Store, Business Office, Facilities Operations, Library and Registrar.

Student Engagement

Centenary College attempts to keep close and personal contact with students through the Office of Student Engagement. The staff is responsible for developing programs and activities which aid in a student's social and emotional development. The aim is to make the college experience rich and rewarding for all students. The Student Affairs Office serves as a central resource area in helping students deal with problems and concerns. Students may receive help from members of the Student Life staff or through referral to other personnel. The office also has the responsibility for student disciplinary processes and for processing student withdrawals, leaves of absences, and changes in student status and/or major.

First-Year Program

The First-Year Program at Centenary College is a year-long initiative designed to equip first-time full-time students with the skills and experiences needed to successfully complete a college degree. Students will receive the personal attention they require to succeed – e.g., dedicated faculty, academic advisors, and peer tutors.

Campus Life

Residence Life:

More than half of the full-time undergraduate student body lives in residence halls. An important part of the education philosophy of Centenary is that each student should have an opportunity for group living. The College views the residence life program as an extension of the student's total educational experience. The opportunities for daily contact with students from varied backgrounds and of different cultures are invaluable in developing attitudes and understanding that will enrich the student's life and learning. It is important for each student to recognize her/his responsibility to respect and protect the dignity, rights and feelings of fellow students. Every effort is made to develop in each student a high degree of community awareness, self-discipline and a sense of responsible citizenship. A student-run Residence Council exists to address issues within the residence halls and to develop programs and activities in the residence halls. In addition, trained Resident Assistants and Hall Directors offer hall-based social, educational and cultural programs and services throughout the year. All full-time students who reside on campus are required to sign a legally binding residence hall contract prior to moving into a residence hall. Additional copies of this contract are available in the Office of Campus Life and the Division of Student Affairs Office. It is each student's responsibility to be familiar with the contents of the contract. The college reserves the right to void a residence hall contract in the event a student's course load falls below 12 credit hours during any academic semester. All students need to take responsibility for their own physical and mental well-being. It is in the student's best interest as well as in the best interest of the entire community for all students to abide by the rules and regulations of the College. Therefore, in certain instances where it is apparent that a student is not acting responsibly, or is engaging in self-destructive behaviors, the Office of Student Engagement, in consultation with appropriate Student Life staff members, has the right to terminate residence contracts. Students are held responsible for damage to their rooms or any other part of the residence halls, lockers, classrooms, etc. The safekeeping of student property is the responsibility of the individual; no reimbursement from the College can be expected for the loss of property. Policies and procedures will be revised periodically. Questions related to student housing should be referred to the Office of Campus Life.

Commuting Life:

Centenary believes that the college experience can be enhanced by becoming involved in some of the many organizations and activities offered at the College. This involvement can augment the student's academic experience and help him/her feel more a part of the Centenary community. All students, including commuters, are encouraged to take an active role by becoming active in student government, clubs, committees, fraternities, sororities, etc. Commuter students should consider joining the Commuter Council. The goals of the Commuter Council involve addressing specific issues and concerns of commuter students, organizing activities and informing commuters of pertinent information. Lockers are available to commuter students through the college mailroom. In addition, commuter students spend time in Tilly's, the College snack bar, and the John M. Reeves Student Recreation Center. Traditional full-time undergraduate commuters are entitled to five meals per week, Monday through Friday. This is a gift to you, provided by Centenary, and is not reflected in your tuition. Housing accommodations are available for commuter students when inclement weather threatens or in the case of a late meeting or event. Prior arrangements must be made. For overnight accommodations, information about the Commuter Council, or any other service available for commuter students, contact the Director of Student Activities.

Student Activities

Co-curricular activities are an integral part of the college experience at Centenary. Many of the activities are related to a student's major; some focus on spiritual or cultural development; others are entirely social. The aim of student activities is to provide outlets for expression, creativity and enjoyment. Centenary students have opportunities to plan and participate in activities sponsored by various cultural, recreational, and social organizations on campus. Membership in college clubs and organizations allows students to meet and work with other members of Centenary's diverse community. Sports and recreational competitions and activities, community-wide cultural and social events, movie nights, coffee houses and special on-campus weekends fill the monthly activities calendar. The Student Activities Office offers support and advisement for all recognized clubs and organizations on campus, including the sororities and fraternities. Seeking out and training a diverse cross section of student leaders is another vital function of Student Activities. The Student Activities Office provides support for all student activities and is helpful in working with students to evaluate needs and to form new organizations to meet those needs.

Campus Ministry

The Campus Ministry program at Centenary is designed to work with all students regardless of their religious background. The program emphasizes cultural pluralism in an interfaith context. This program coordinates all Centenary ministry activities as well as provides students with off-campus activity information, including information on local places of worship.

Community Service

Centenary provides information on community service to all interested students, faculty and staff through the Community Service Office. This office is the focal point for Centenary community service and service learning activities on- and off-campus. Community service and service learning opportunities are available through various classroom experiences, through student organizations and through Orientation, among other programs. Each student is encouraged to get involved in community service and service learning throughout their Centenary career and beyond.

Counseling Center

Centenary College offers all students the opportunity to participate in individual counseling with a professional counselor. Group counseling is also offered as needed. Whether students are having difficulty adjusting to college or experiencing uncertainty or lack of direction in certain aspects of their life, counseling can help them develop decision making skills that can be helpful. The Counseling Center is actively involved in many facets of campus life, including the Residence Life Program, the Fresh Start Program, New Student Orientation, and faculty and staff and student education in the area of mental health issues. Educational programs dealing with such topics as Wellness, Eating Disorders, Issues of Diversity, Substance Abuse, and Dating Violence are sponsored by the counseling department on an ongoing basis. Counseling services are available without charge and all sessions are strictly confidential. Referrals may be made to professionals or agencies in the community for long-term counseling. Ethical standards of the American Psychological Association and the National Association of Social Workers are strictly maintained.

Food Service

Centenary's food services are contracted out to Chartwells, Inc. Chartwells runs the cafeteria service, Tilly's (the College snack bar), and on-campus catering. The Dining Hall is located in the Edward W. Seay Administration Building. The entrance is on the lower level at the rear of the building. Resident students are required to participate in the meal plan. Guests will be admitted only with a meal ticket. Traditional full-time undergraduate commuter students are welcome to eat five meals per week in the Dining Hall. Please check the "Student Handbook" for hours and rules for the cafeteria and Tilly's.

Health Services

Good health, which includes physical, emotional, and social well-being, is an essential ingredient for the academic success of all students. Maintenance of good health through prevention, education, and treatment of illness is the primary goal of the Health Services Office. To accomplish this goal, the Health Services Office must have an accurate and complete set of health forms on file prior to admission. In addition, the Health Services Office prepares students to be informed health care consumers. The Health Services Office is located on the third floor of the Seay Building. It is staffed by two Registered Nurses certified in college health, one full-time and one part-time. The College physician is on campus once a week and referral to outside resources and agencies is provided when necessary. All services are confidential.

Security

Centenary strives to ensure a safe, secure campus environment. Information regarding campus crime statistics is available through the Student Affairs Office. Centenary has contracted security personnel on duty twenty-four hours, seven days per week. Security officers conduct safety tours and routine checks. An escort service is available by calling Security through the operator with your name and location. The Campus Life on-duty staff may be reached for assistance at any time by dialing 0. Please check the "Student Handbook" for additional information and policies regarding safety and security on- and off-campus.

Athletics and Intramurals

Students will find participation in varsity athletics or recreational activities a rewarding experience. The men's and women's athletic programs are members of the Colonial States Athletic Conference at the NCAA Division III level. Women's teams include basketball, cross country, lacrosse, soccer, softball, and volleyball. Men's teams include baseball, basketball, cross country, golf, lacrosse, wrestling, and soccer. Affiliations include the Colonial States Athletic Conference (CSAC), the National Collegiate Athletic Association (NCAA), the Metropolitan Intercollegiate Wrestling Association (MIWA), and the Eastern College Athletic Conference (ECAC). While Centenary College does not offer any athletic scholarships, we do compete against scholarship and non-scholarship colleges throughout the New Jersey, New York and Pennsylvania region. Intramural and recreational activities, based upon student interest, include aerobics, basketball, jogging, karate, dodge ball, ping-pong, swimming, volleyball, softball, soccer, and the Fitness Center.

The John M. Reeves Student Recreation Center (RSRC) is the locus of indoor athletic, recreational, and leisure activities. It houses The Folkner Family Gymnasium and the College's practice/competition basketball and volleyball courts. The RSRC is also the location of the fitness center, a wrestling room, and an indoor swimming pool. Outdoor facilities include two lacrosse and soccer fields, a softball field (off campus), and a baseball practice field. The baseball team plays all their home contests at TD Bank Park in Bridgewater, NJ.

Women's Center

The Northwest New Jersey Regional Women's Center at Centenary College was established by the N.J. State Legislature in 1987 to provide educational and counseling services to women and their families in Northwest New Jersey. The goal of the Women's Center is to furnish students, staff and community with a variety of well-informed assistance to enhance decision-making skills. Our legal, counseling, career and financial clinics provide short-term, one-on-one guidance with area and campus professionals. We also offer a range of educational programs and services, featuring an extensive Women's History Month celebration and the sponsorship of Centenary student applicants to the National Women as Leaders seminar in Washington, D.C. Our workshops, programs and services are usually free to Centenary students.

FERPA Statement (Fall 2008)

(While gender-neutral language is employed in this statement whenever possible, "she or "her" occasionally appear. They are used to avoid awkward locutions and are not intended to perpetuate gender stereotypes.)

I. SCOPE OF THE ACT

(a) General.

The Family Educational Rights and Privacy Act (FERPA) is federal legislation that establishes guidelines governing the way educational institutions maintain and supervise student records. The Act requires the College to notify parents and students annually how it complies with the Act's requirements. The Act is intended to assure a student that he or she can:

1. Inspect and review her educational records
2. Request an amendment to her education records
3. Participate in a hearing if the request for an amendment is unsatisfactory.
4. Request that Centenary College does not disclose directory information about him or her.
5. File a complaint with the U.S. Department of Education.

The Act permits the release of records without the prior consent of the student to appropriate College personnel and to parents of a student who have established the student's status as a dependent. There are also other circumstances as set forth in the Act in which student information would be disclosed without the student's prior consent.

A student who wishes to allow another person access to her records should complete a 'FERPA Waiver' in the Office of the Vice President for Student Engagement. The Waiver will be in effect for the duration of a student's study at Centenary or until permission to disclose is revoked in writing by the student.

A parent wishing access to student records should have their son or daughter complete the 'FERPA Waiver.'

(b) Records Covered.

"Educational records" of a student include records, files, documents, and other materials regularly maintained by the College that contain information directly related to a student and that are maintained in connection with the student's attendance at the College. There are a number of types of records that are specifically excluded from the scope of the Act. For example, a student is not entitled to examine the following:

1. Records maintained personally by faculty members that are not available to others.
2. Records maintained by Campus Safety that are not available to others outside that department.
3. Records that are created or maintained by a physician, psychologist, or other recognized professional or paraprofessional that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment. Thus, for example, a student does not have the right under FERPA to inspect records maintained by the College Health Service or the Counseling Center. Such records, however, can be personally reviewed by a physician or other appropriate professional of the student's choice, and a student may have a right to inspect such records under other laws.
4. Records, such as those that might be maintained by the College's legal counsel, the confidentiality of which is protected by law.
5. Records containing financial information about her parents, such as information submitted in connection with an application for financial aid.

II. ACCESS RIGHTS OF STUDENTS

(a) Procedure.

A student may obtain access to her education records by making application to the Office of the Registrar. The College is required to grant the request within 45 days. The Registrar will forward copies of the student's request to the appropriate offices holding the requested files. These offices will contact the student and invite her to inspect them at either the Parsippany or Hackettstown campus.

(b) Confidential Letters of Recommendation.

In general, a student may have access to confidential letters and statements of recommendation that are part of the student's education records. This right, however, does not apply to such letters and statements placed in the student's education records prior to January 1, 1975, if such letters and statements are not used for purposes other than those for which they were specifically intended.

A student may, by signing a written waiver, relinquish her right to inspect confidential recommendations placed in the student's education records on or after January 1, 1975, respecting

1. admission to any educational institution;
2. an application for employment; or
3. the receipt of an honor or honorary recognition.

In no case will any student be required by the College to waive her rights to access of confidential recommendations. A student may find it appropriate to do so for a number of reasons. For example, the student may feel that her professors will write more candid and helpful letters of recommendation if the letters are not available to the student. A number of schools and departments have waiver forms available. A school or department desiring to formulate a waiver form should consult the General Counsel of the College.

(c) Copying.

A student will ordinarily not be provided with copies of any part of her record other than her transcript, unless the inability to obtain copies would effectively prevent her from exercising her right to inspect and review her education records. In cases where copies will be provided, the Office of the Registrar may impose a charge for making such copies at such uniform rates as it shall determine. In general, the charges imposed will not exceed \$.10 per page. An exception is the case of transcripts, which are \$4.

(d) Other Rights.

1. A student also has the right to be provided with a list of the types of educational records maintained by the College that relate to students. The College Registrar has compiled such a list and will, on request, make copies of this list available to any student to assist the student in determining those records to which she may want access. Generally, educational records of a current student will be maintained by the Office of Registrar, the Office of the Vice President for Student Engagement, the student's advisor or Learner Services Specialist and the Department of the student's major.

Academic Records of current students are also kept by the following offices if the student is currently a participant in that program:

- Educational Opportunity Fund Program
- Any program with students who have Declared Disabilities
- Athletics
- First-Year Program

In addition, the College Health Service and the Counseling Center maintain records relating to students who have utilized the services offered by those two departments. If a student has utilized the Career Development Office at the College, that office may also maintain records relating to the student.

2. A student may request that her records be amended to eliminate any information contained therein that she believes is inaccurate, misleading, or violates her privacy or other rights.
3. If the College decides to refuse to amend a student's records, she or she is entitled to a hearing to challenge the content of her educational records in order to insure that the records are not inaccurate, misleading, or otherwise in violation of her privacy or other rights. Normally, an informal hearing will suffice with an officer of the College who has authority to make changes in a student's records. If a student is dissatisfied with the results of such a hearing, the student should be referred to the Vice President for Academic Affairs.
4. If, after a hearing, the College decides that the student's records are not inaccurate, misleading, or otherwise in violation of her privacy or other rights, the student has the right to place in her records a statement commenting upon the information and/or setting forth any reasons for disagreeing with the decision of the College

III. ACCESS BY OR RELEASE TO OTHERS

(a) General.

The College will not generally permit access to, or release of, educational records or personally identifiable information contained therein to any party without the written consent of the student. The College may, however, as provided in the Act, release such data to certain persons including:

1. Officials of the College who have a legitimate educational interest (including persons with whom the College has contracted) in obtaining access to the records. Such access will be granted if the official needs to review an educational record in order to fulfill her or her professional responsibility.
2. Persons who require access in connection with the student's application for, or receipt of, financial aid.
3. Parents of a student, provided the student is a "dependent" of the parents for federal income tax purposes. In general, the College does not initiate communication with a student's parents. Where the College believes that it is in a dependent student's interest, information from the student's educational records may be released to the parents of such a dependent student.
4. The College may release such information in compliance with a judicial order or pursuant to any lawfully issued subpoena. As a general policy, before any information is so released the College will first notify the student at the student's most recent address as shown in the records maintained by the Office of the Registrar. However, in compliance with the Act, some judicial orders and subpoenas issued for law enforcement purposes specify that the College cannot disclose to any person the existence or contents of the order or subpoena or the information furnished in compliance with it.
5. In connection with an emergency, the College may release information from educational records to appropriate persons if the knowledge of such information is necessary to protect the health or safety of a student or other persons.

(b) Release with the Student's Consent.

Upon written consent or request by a student, the College will release information from the student's educational records to third parties. The student should make a request for a one-time release through the Office of the Registrar. The College may impose a charge for copying a student's records in connection with such release.

(c) Transfer of Information to Third Parties.

It shall be a condition of the release by the College of any personal information on a student to a third party that the party to which the information is released will not permit any other party to have access to such information without the written consent of the student. An institution to which such information is released may permit its officers, employees, and agents to use such information but only for the purposes for which the disclosure was made. These restrictions do not apply to certain subpoenas and court orders.

(d) Directory Information.

The College may release "Directory Information" with respect to a student without the student's consent. The College is required to give notice of the categories of information that it will treat as "Directory Information."

Accordingly, the College hereby gives notice that it has designated the following categories of information as directory information with respect to each student:

- name,
- local and permanent address,
- electronic mail address,
- telephone listing;
- date and place of birth;
- major field of study; minor field(s) of study and concentrations (if any)
- campus at which a student is studying,
- learner status (Part-time, Full-time, Matriculated, Non-matriculated)

- participation in officially recognized activities and sports;
- weight and height of members in athletic teams;
- dates of attendance at Centenary and campus and department attended;
- degrees conferred, awards received, and their dates;
- other educational institutions attended

A student in attendance at the College who does not want to have directory information relating to himself or herself released should inquire at the Office of the Vice President for Student Engagement as to the procedures to be followed.

IV. GENERAL

1. You may view the Federal Family Educational Rights and Privacy Act on the U.S. Department of Education Web site at **www.ed.gov/offices/OII/fpc/ferpa**.
2. Other than the Office of the Registrar, each office of the College that maintains educational records may offer access only to officials of the College who have a legitimate educational interest. The Office of the Registrar will keep with each student's file a permanent record of all parties who have requested access to the student's records, other than:
 - custodians of such files,
 - College officials normally dealing with such files in performance of their duties,
 - College officials who have been determined to have a legitimate educational interest in obtaining access to the records,
 - parents of a "dependent" student,
 - parties who have received "directory information,"
 - parties who have received records or information pursuant to the student's written consent,
 - recipients of records or information pursuant to certain subpoenas and court orders.

Such records of access should indicate specifically the legitimate interest that each such party had in obtaining access to the student's records and whether or not the request was granted. A student may inspect such records relating to her education records.

3. Questions about the interpretation of the Guidelines should be referred to the Vice President for Student Engagement who will gain an interpretation from Counsel.
4. Complaints regarding violations of a student's rights under the Act may be filed with: ☐

Family Policy Compliance Office ☐
 U.S. Department of Education ☐
 400 Maryland Avenue, S.W. ☐
 Washington, DC 20202-4605 ☐

Telephone: 202-260-3887 ☐
 Fax: 202-260-9001

THE CURRICULUM

The eight undergraduate academic departments of the College are: Behavioral and Historical Studies; Business; Communication and Fine Arts; Education; English and Foreign Languages; Equine Studies; Mathematics and Natural Sciences; and Social Sciences. The College's curriculum leading to the Bachelor of Arts, Bachelor of Fine Arts, or the Bachelor of Science degree is organized into three parts: the College's Core Requirements; the major; and electives, divided between liberal arts and free electives. The goal of this organization is to create an educational program, which demonstrates a balance between the career program and the liberal arts.

The College's Core Requirements include a specific number of courses from the liberal arts disciplines, which guarantees a minimal uniformity of study without sacrificing the individual educational interests of the student. In the Spring of 2004, the Centenary Faculty accepted the Centenary Greater Expectations Learning Outcomes:

- CGE 1: Communicating in diverse settings and groups, using written, oral, and visual means.
- CGE 2: Understanding and employing both quantitative and qualitative analysis to describe and solve problems.
- CGE 3: Interpreting, evaluating, and using information discerningly from a variety of sources.

- CGE 4: Integrating knowledge of various types and understanding complex systems.
- CGE 5: Working well in teams, including those of diverse composition, and building consensus.
- CGE 6: Understanding and employing the integrity, social responsibility and ethical behavior required for a diverse democratic society.

The major is designed to give the student mastery of a single field, and to introduce that student to a field of possible professional involvement. A student normally will select a major at some time during his/her freshman or sophomore year. The student also has the option of selecting a minor or special concentration to go along with his/her major field of study. The curriculum is rounded out by elective courses, both liberal arts and free, chosen by the student in consultation with his/her advisor.

The curriculum is ever changing. Some specific courses may not be offered during a student's tenure at Centenary College.

The College Core Requirements

All students must successfully complete a required core of studies in the categories listed below. Associate degree candidates are expected to complete the core requirements as mandated by their respective programs. Baccalaureate degree candidates must complete all 40 credits.

CAT I	Centenary College First-Year Experience Seminar	4
CAT II	Writing and Quantitative Literacy	8
CAT III	Arts and Humanities: Fine Arts	12
CAT IV	Social and Behavioral Sciences	4
CAT V	Laboratory Science	4
CAT VI	Global and Democratic Citizenship	8

NOTE: For specific requirements refer to the departmental sections with courses necessary to earn each degree.

All new first-time full-time students who do not demonstrate competency in English and Mathematics will be required to take and successfully pass ENG1001 College English and MTH1000 College Math. These courses are offered to develop strong foundations in English and Mathematics. Students required to take these courses are selected by SAT scores or are directed by the departments, and are available to those who determine the need for a stronger foundation.

Academic Foundations at Centenary

In adherence with the College's educational philosophy, this freshman-level courses for first time/full-time students allows the student to study in their area of interest while focusing on the Centenary Greater Expectations Learning Outcomes.

Global and Democratic Citizenship Classes

Democratic Citizenship Courses

COM 1011	Mass Media
COM 2011	Intro to Journalism
ENG2014	American Literature Survey (core for English majors only)
ESL 2000	Advanced Reading and Conversation
HIS 2001	American Civilization I
HIS2002	American Civilization II
HIS 2006	American Social, Political, and Economic Systems
HIS 2008	African American History I
HIS2009	African-American History II
HIS3000	Twentieth Century Europe
HIS 3010	History of New Jersey
LAS 3001	The Ancient World
LAS 3002	The Rise of Europe
LAS 3003	The Modern World
PHIL 2004	Contemporary Ethics
POL 1001	U.S. Political Systems
POL 2001	Elements of Political Theory
SOC 1000	Contemporary Social Issues

Global Citizenship Courses

BUS 3060	Global Business
CJS 2005	Comparative Criminal Justice Systems
ECO 1001	Economics (counts as core for non-business majors only)
ENG 2000	English Plus
ENG 2025	Ethnic American Literature
ENG 2026	Women Writers of the World
ENG 2028	Non-Western World Literature
ENG 3029	Modern European Literature
HIS2003	History of England I
HIS 2005	World Geography
HIS 3003	Modern Ireland
HIS 3099A	Modern Africa (offered SP '09 only)
HIS 3099N	Modern East Asia 1800-Present (offered SP '09 only)
POL 2002	Comparative Contemporary Political Systems
POL 2003	Essentials of Global Politics
POL 3003	American Foreign Policy
REL 2001	World Religions
SOC 1000	Contemporary Social Issues
Language	Two semesters of a foreign language

DEGREE PROGRAMS – PROGRAMS OF STUDY

DEPARTMENT	PROGRAM	DEGREE
BEHAVIORAL & HISTORICAL STUDIES		
	History.....	B.A.
	Psychology.....	B.A.
BUSINESS		
	Accounting	B.S.
	Business Administration	B.S.
	<i>Concentration: Finance</i>	
	<i>Concentration: Management</i>	
	<i>Concentration: Marketing</i>	
	<i>Concentration: Sports Management</i>	
COMMUNICATION & FINE ARTS		
	Art and Design	B.F.A.
	Communication	B.A.
	<i>Concentration: Film Studies</i>	
	<i>Concentration: Print Journalism</i>	
	<i>Concentration: Radio/Television</i>	
	Fashion	B.F.A., A.A.
	<i>Concentration: Design</i>	
	<i>Concentration: Merchandising</i>	
	Graphic Design and Multi-Media Arts	B.F.A.
	Theatre Arts	B.A.
	<i>Concentration: Acting</i>	
	<i>Concentration: Costume Design</i>	
	<i>Concentration: Dance</i>	
	<i>Concentration: Management</i>	
	<i>Concentration: Technical Theatre</i>	

EDUCATION

Biology Major with Professional Component in
Elementary Education or Teacher of Biology B.S.
English Major with Professional Component in
Elementary Education or Teacher of English B.A.
History Major with Professional Component in
Elementary Education or Teacher of Social Studies B.A.
Liberal Arts with Professional Component in
Elementary EducationB.A.
Mathematics Major with Professional Component in
Elementary Education or Teacher of Mathematics B.S.

**ENGLISH &
FOREIGN LANGUAGES**

English B.A.
Concentration: Creative Writing

EQUINE STUDIES

Equine Studies B.S., A.S.
Concentration: Communication for the Equine Industry
Concentration: Equine Business Management
Concentration: Riding Instruction
Concentration: Equine Science
Concentration: Riding and Training

INDIVIDUALIZED STUDIES

Individualized StudiesB.A.

**MATHEMATICS &
NATURAL SCIENCES**

Biology B.S.
Concentration: Environmental Science

Mathematics B.S.

SOCIAL SCIENCES

Criminal Justice B.A.
Global StudiesB.A.
Political and Governmental Affairs..... B.A.
Sociology B.A.
Concentration: Criminal Justice
Concentration: Human Services
Social WorkB.S.W.
Liberal ArtsA.A.

LIBERAL ARTS**MINORS**

Art & Design
Biology
Business

- Management Emphasis
- Marketing Emphasis

Communication
Creative Writing
Criminal Justice
Dance
English
Environmental Studies
Equine Studies
Fashion
Graphic Design and MultiMedia
History
Mathematics
Political and Governmental Affairs

Psychology
Sociology
Theatre

SPECIAL PROGRAMS

Educational Opportunity Fund
Honors Program
Intensive Learning Support Program
Internships
Pre-Law Emphasis

Certifications:

New Jersey State Teacher
Teacher of Students with Disabilities (Special Education)

Certificates:

Criminalistics
Learning and Technology (Master's level)
Writing Certificate

Licensures:

Principal Licensure (Master's level)
Supervisor Licensure (Master's level)

Liberal Arts:

Associate of Arts in Liberal Arts
Bachelor of Arts in Individualized Studies

The minors and special program options listed above may be elected in addition to a student's major or may be combined in an Individualized Studies program. Complete descriptions of the requirements for each minor are given in the corresponding sections, which describe specific degree programs.

Traditional A.A. IN LIBERAL ARTS RECOMMENDED TWO-YEAR SEQUENCE

Course Number	Title	Credits
<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary	4
CAT III	Art and Humanities: Fine Arts; Communication	4
ENG 1001	Composition and Rhetoric	4
MTH 1111	Quantitative Literacy	4
<u>YEAR 1 (Spring)</u>		
CAT III	Art and Humanities: Religion; Philosophy; History; or Liberal Arts Studies	4
CAT IV	Social or Behavioral Sciences	4
ELECTIVE	Elective	4
ELECTIVE	Elective	4
<u>YEAR 2 (Fall)</u>		
CAT V	Laboratory Science	4
CAT VI	Democratic Citizenship	4
ELECTIVE	Elective	4
ELECTIVE	Elective	4
<u>YEAR 2 (Spring)</u>		
CAT III	Art and Humanities: Literature	4
CAT VI	Global Citizenship	4
ELECTIVE	Elective	4
ELECTIVE	Elective	4

GRADUATE PROGRAMS

Business Administration	(M.B.A.) Traditional, Online, Accelerated, Online Accelerated
Counseling	(M.A.) Traditional
Counseling Psychology	(M.A.) Traditional
Educational Leadership	(M.A.) Traditional
Educational Practice	(M.Ed.) Online
Instructional Leadership	(M.A.) Traditional
English Literature	(M.A.) Traditional
Leadership & Public Administration	(M.A.) Traditional, Online
Learning and Technology	(M.Ed.) Online
Learning and Technology	(Certificate) Online
Principal's Licensure	(Certificate) Traditional
School Counseling	(M.A.) Traditional
Special Education	(M.A.) Traditional
Supervisor's Licensure	(Licensure) Traditional
Teacher of Students with Disabilities	(Special Education Certification) Traditional
Writing Certificate	(Certificate) Traditional

For information on the graduate programs, contact the Office of Graduate Studies.

Course Numbering System

Courses numbered 1000-1999 are open to all students. Unless permission of the instructor is received or the curriculum of the student requires it, the 2000 level courses are open only to sophomores, juniors, and seniors. Courses numbered 3000-3999 generally are considered Junior or Senior level courses, and courses numbered 4000 and above are considered to be Senior level courses. Graduate level courses are indicated by courses number in the 500s and 600s. Students should pay particular attention to prerequisites for courses as noted in their descriptions. Introductory Courses are offered each year, while some of the more advanced courses are offered in alternate years. In order to keep pace with curriculum trends and new teaching practices, Centenary may find it necessary to modify the curriculum by adding or deleting courses.

Elective Choices

Area Choices*:

Behavioral and Historical Studies: History, Psychology

Humanities: Art, Dance, Design, English and American Literature, Fine Arts, Foreign Language, Liberal Arts Studies, Music, Philosophy, Religion, Speech, Theatre Arts

Social Sciences*: Criminal Justice, Economics, Political Science, Sociology, Social Work

Natural Sciences and Mathematics: Biology, Chemistry, Mathematics, Physical Science

Liberal Arts: All Humanities, Social and Behavioral Sciences

Natural Sciences: Mathematics, All Fine Arts, Appreciation and History courses

Career Areas: Accounting, Business, Communication (Journalism, Radio and Television/Film), Education, Fashion, Finance, Management, Marketing.

*Business Perspectives is also accepted as a Social Science elective.

Associate Degree Requirements

In combination with the specific requirements of their respective discipline area, all Associate Degree candidates minimally must take four credits in mathematics, four credits in Composition and Rhetoric, four credits in Academic Foundations Centenary College at the freshman level, four credits in a laboratory science, four credits in a social science area, four credits in a humanities area, and four credits in fine arts. Students should refer to the specific Associate Degree program in which they are interested to determine the actual requirements.

Associate in Arts in Liberal Arts

The two-year Liberal Arts program is designated for students who desire a four-year college education but may not be sure of the specific area in which they wish to concentrate. Students may move easily from the two-year program into the Individualized Studies Bachelor Degree program at Centenary.

GRADUATE STUDIES

Grading Policy for Graduate Studies**

Graduate students must have a GPA of 3.0 in order to receive a degree. Any graduate student who receives more than two grades of C (to include C+, C, and C-) will be dismissed from the program. A graduate student who has received a grade of C may appeal to the Academic Review Board to request a determination of eligibility to repeat the course. (The student is not required to make such an appeal; however, in some cases, it will be necessary for a student to raise the grade for certification or licensure requirements, or to obtain the 3.0 GPA necessary for graduation.)* Decisions will be made on a case-by-case basis. No grades of D will be given (anything lower than a C- is an F). A grade of F will result in dismissal from the program.

*If a student repeats a course in which a grade of C has been received, both the original grade and the repeated grade will count in the GPA. The original grade of C will be used to determine eligibility to stay in or to be removed from the program.

**Students must check with their department, as more stringent grading criteria may apply to your degree.

Graduate Course Listing and Graduate GPA

All graduate courses for which a student registers (including repeated courses) are listed on the transcript and are used to calculate the student's grade point average whether or not they are taken to fulfill degree requirements.

Degree Completion

Graduate students must complete the degree within 7 years. If a student does not complete the degree within 7 years, s/he will need to reapply. Upon readmission, the student will be responsible for completing the program currently in effect. Where applicable, such as in the Education Department, state regulations must also be met.

Students who do not take courses for one year or more must also reapply. Upon readmission, the student will be responsible for completing the program currently in effect. Where applicable, such as in the Education Department, state regulations must also be met.

Master of Business Administration – Traditional, Online, Accelerated, Online Accelerated

The Master in Business Administration is designed to prepare students to successfully pursue leadership positions in business. The program builds on the strong reputation of Centenary's undergraduate degree program, focusing on the development and enhancement of the perspectives, knowledge, and skills required for a career in business. Students who complete the MBA program will develop the advanced skills necessary to function in an upper managerial position; acquire the necessary evaluative skills to critically analyze an organization's performance, utilize technology skills in problem solving and communication, develop an appreciation of the legal and cultural realm of the workplace, and demonstrate an understanding of the global business environment.

There is one MBA with concentrations/emphasis in:

- Finance
- Human Resources
- Management
- Marketing

These areas of concentration emphasize the understanding and utilization of the latest technology as a way to evaluate performance and create management solutions. Critical thinking is vital to today's manager, and Centenary's MBA program strives to provide this to each student so that all graduates have the necessary evaluative skills to critically analyze an organization and understand the legal and cultural marketplace in which that organization functions.

The Centenary MBA Program is conscious of the unique learning experience that Master's level students undergo. Learning is truly a shared experience, and case courses worked in groups are a primary teaching methodology. That is why we strive to have a diverse body of business students drawn from various industries such as Pharmaceutical, Financial, Consumer Products, Technical, Medical and Education. This diverse group not only allows for cross-fertilization of ideas and practices across various industries, but also provides students with a wonderful opportunity for networking future career moves.

Admission Requirements

- Completed application
- Bachelor's Degree
- Original transcripts from all colleges and universities attended
- Minimum GPA 2.5
- No GRE/GMAT required

In order to be successful in the MBA program, students should be capable of good oral and written communication skills as well as the ability to succeed in quantitatively oriented programs.

Program Requirements

Students are required to complete the five foundation courses, choose one of the concentration areas, and complete all courses within that concentration as well as the 3-credit capstone course to meet the requirements for the MBA. Upon successful completion of the following foundation courses, with a grade of B- or better in each course, students enrolled in the program will attain the status of "Candidate for the Degree of Master of Business Administration." Students who fail to successfully complete these courses with a grade of B- or better will be dismissed from the program.

Required Master in Business Administration Foundation Courses – 15 credits

GAC 515	Financial Accounting
GBA 500	Leadership
GBA 510	Managerial Economics
GBA 530	Management Information Systems
GMK 540	Marketing Management

Concentrations

Finance (18 credits)

The financial career market is undergoing a growth period with an organizational need for compliance personnel based on the recent corporate scandals. This broad based concentration introduces students to the major areas of finance while addressing the qualitative and quantitative skills needed to be a successful organizational member.

The program uses a blend of direct and experiential learning methods designed to provide core content while emulating a work environment.

GBA 504 *Legal and Social Environment of Business*
GBA 609 *Quantitative Analysis*
GFN 610 *Financial Management*

GFN 620 *Financial Markets & Monetary Institutions*
GFN 630 *Entrepreneurial Financial Management*
GFN 640 *International Financial Management*

Human Resource Management (18 credits)

Human Resource Management (HRM) is considered an integral part of any business. HRM is strategically involved and directly responsible for ensuring that workers possess the proper skills and education, and are highly motivated and adequately compensated for their efforts. HR personnel need special skills to be able to balance the needs of the organization with the needs of the workers for mutually beneficial results.

GHR 600 *Legal Issues in the Workforce - USA*
GHR 610 *Statistical Analysis for Decision Making*
GHR 620 *Compensation and Benefits*

GLA 530 *Human Resource Management*
GLA 623 *Conflict Resolution*
GLA 630 *Employee Evaluation and Development*

Management (18 credits)

Careers in management and business are expected to increase significantly. General and operations managers are expected to add the most new jobs. In the business and financial occupations, accountants, auditors, and management analysts are the fastest growing job areas. Other areas of expected high growth are management analysts and personal financial advisors.

GBA 504 *Legal and Social Environment of Business*
GFN 610 *Financial Management*
GBA 540 *Global Business Environment*

GBA 603 *Organizational Theory*
GLA 530 *Human Resource Management*
GBA 609 *Quantitative Analysis*

Marketing (18 credits)

Marketing managers must gain a deep understanding of customers' wants and needs. Based on this knowledge they develop, deliver and communicate products, services, and ideas that tap into these needs. To do this, marketing managers face many decisions that necessitate possessing a broad range of skills. Courses in the marketing concentration are designed to teach students these skills, and how to apply them, enabling them to become successful.

GBA 504 *Legal and Social Environment of Business*

GFN 610 *Financial Management*

GMK 620 International Marketing Management

GMK 650 *Product Management*

GMK 660 *Problems in Marketing*

GBA 609 Quantitative Analysis

Capstone Course (3 credits) Requirement

GBA 690 *Seminar: Business Strategy and Policy*

Counseling and Psychology**Master of Arts in Counseling – 45 Credits -- Traditional**

The Master of Arts in Counseling program is designed to provide graduates with fundamental competencies in the theory and practice of counseling. Opportunities are provided for acquiring skills and experience specific to counseling and consultation in organizations and environments such as business, education, criminal justice, and community service.

Program Goals

- Demonstrate a thorough understanding of and competence in the practice of individual and group counseling
- Acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role
- Acquire a comprehensive understanding of the theories of adaptive and maladaptive human behavior and their applicability to assessment and promotion of improved human functioning
- Develop competency in the design, conduct, and evaluation of counseling research
- Acquire professional skills and practical experience in the provision of counseling services in settings relevant to the student's career focus

Admission Requirements

- Completed application
- Bachelors Degree in Psychology
- Applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses
- Original transcripts from all colleges and universities attended
- Personal Statement
- Minimum GPA 2.5
- No GRE required

Program Requirements

- Comply with the academic policies and procedures of Centenary College
- Complete 45 program prescribed graduate credit hours
- Maintain a cumulative grade point average of "B" (3.0) or better for courses completed for the degree
- Complete a residency requirement consisting of minimally 33 credit hours at Centenary College
- Complete the program within 6 years from the date of initial enrollment
- After completing a total of 24 credits and as a prerequisite for engaging further graduate study, successfully pass the comprehensive assessment consisting of a review and evaluation of student academic, performance, clinical competencies, and demonstrate professionalism.
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics.

Course Requirements

Counseling Theory and Practice – 9 credits

GPY 501 Counseling: The Profession
GPY 505 Counseling Theory & Practice I
GPY 510 Clinical Interviewing

Counseling Groups – 6 credits

GPY 520 Group Dynamics I
GPY 525 Counseling Consultation

Research, Evaluation and Assessment – 9 credits

GPY 541 Statistical Analysis
GPY 544 Research Methods in Counseling
GPY 546 Diagnostic Assessment

Development, Behavior and Diversity – 12 credits

GPY 561 Human Growth & Development
GPY 566 Personality Theory
GPY 562 Social & Cultural Foundations of Behavior
GPY 568 Maladaptive Behavior I

Field Experience – 3 credits

GPY 601 Field Experience I

Selected Electives – 6 credits

GPY 521 Group Dynamics II
GPY 530 Marriage and Family Counseling
GPY 550 Program Evaluation
GPY 569 Maladaptive Behavior II
GPY582 Crisis Intervention
GPY 584 Life Span Counseling
GPY586 Career Counseling
GPY590 Substance Abuse Counseling
GPY 592 Psychopharmacology

Master of Arts in Counseling Psychology – 60 Credits -- Traditional

The Counseling Psychology course is a 60-credit program structured to promote student appreciation for the role of the professional counselor, to develop a thorough understanding of the theory and practice of counseling, and to acquire mastery of the skills inherent to the program. This program meets the prerequisites for completion of the National Counselor Examination and the criteria for the New Jersey Professional Counselor Licensure.

Program Goals

- Demonstrate a thorough understanding of and competence in the practice of individual and group counseling
- Acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role
- Acquire a comprehensive understanding of the theories of adaptive and maladaptive human behavior and their applicability to assessment and promotion of improved human functioning
- Develop competency in the design, conduct, and evaluation of counseling research; and acquire professional skills
- Acquire extensive practical experience in counseling under supervision in appropriate field settings.

Admission Requirements

- Bachelors Degree in Psychology
- Applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses.
- Completed application
- Personal Statement
- Original transcripts from all colleges and universities attended

- Minimum GPA 2.5
- No GRE required

Program Requirements

- Comply with the academic policies and procedures of Centenary College
- Complete 60 program prescribed graduate credit hours
- Maintain a cumulative grade point average of “B” (3.0) or better for courses completed for the degree
- Complete a residency requirement consisting of minimally 48 credit hours at Centenary College
- Complete the program within 7 years from the date of initial enrollment
- After completing a total of 24 credits and as a prerequisite for engaging further graduate study, successfully pass the comprehensive assessment consisting of a review and evaluation of student academic performance, clinical competencies, and demonstrated professionalism
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics

Course Requirements

Counseling Theory and Practice – 12 credits

GPY 501 Counseling: The Profession
 GPY 506 Counseling Theory & Practice II
 GPY 505 Counseling Theory & Practice I
 GPY 510 Clinical Interviewing

Counseling Groups – 6 credits

GPY 520 Group Dynamics I
 GPY 525 Counseling Consultation

Research, Evaluation and Assessment – 9 credits

GPY 541 Statistical Analysis
 GPY 546 Diagnostic Assessment
 GPY 544 Research Methods in Counseling

Development, Behavior and Diversity – 12 credits

GPY 561 Human Growth & Development
 GPY 566 Personality Theory
 GPY 562 Social & Cultural Foundations of Behavior
 GPY 568 Maladaptive Behavior I

Counseling Specialization – 9 credits

GPY 584 Life Span Counseling
 GPY 588 Counseling Diverse Populations
 GPY 586 Career Counseling

Field Experience – 6 credits

GPY 601 Field Experience I
 GPY 602 Field Experience II

Selected Electives – 6 credits

GPY 521 Group Dynamics II
 GPY 530 Marriage and Family Counseling
 GPY 550 Program Evaluation
 GPY 569 Maladaptive Behavior II
 GPY 582 Crisis Intervention
 GPY 590 Substance Abuse Counseling
 GPY 592 Psychopharmacology

Master of Arts in School Counseling – 48 Credits -- Traditional

The Master of Arts in School Counseling program trains individuals to perform school counseling services such as the study and assessment of individual pupils with respect to their status, abilities, interest and needs. It trains students to counsel with administrators, teachers, students and parents regarding personal, social, educational, and vocational plans and programs. This degree also trains students to develop cooperative relationships with community agencies in assisting children and families. This program has been approved by the New Jersey State Department of Education for certification as a New Jersey School Counselor.

Program Goals

- Develop a thorough understanding of and competence in the practice of individual and group counseling
- To acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role
- To acquire a comprehensive understanding of human growth and development
- Develop competency in understanding of psychological testing and evaluation
- To acquire professional skills and practical experience in the provision of counseling services in a school setting

Admission Requirements

- Bachelors Degree in Psychology
- OR –
- Applicants with an undergraduate degree in another discipline will be required to take a series of prerequisite undergraduate psychology courses
- Completed application
- Original transcripts from all colleges and universities attended
- Personal Statement
- Minimum GPA 2.75
- No GRE required

Program Requirements

- Comply with the academic policies and procedures of Centenary College
- Complete 48 program prescribed graduate credit hours
- Maintain a cumulative grade point average of “B” (3.0) or better for courses completed for the degree
- Complete a residency requirement consisting of minimally 36 credit hours at Centenary College
- Complete the program within 7 years from the date of initial enrollment
- After completing a total of 24 credits and as a prerequisite for engaging further graduate study, successfully pass the comprehensive assessment consisting of a review and evaluation of student academic performance, clinical competencies, and demonstrated professionalism
- Demonstrate throughout the program course of study behavior consistent with the American Psychological Association Code of Ethical Principles and Code of Conduct, and the National Board for Certified Counselors Code of Ethics
- Complete a supervised counseling in a school setting

Course Requirements

Guidance and Counseling – 18 credits (Required)

GPY 501 Counseling The Profession
GPY 505 Counseling Theory & Practice I
GPY 506 Counseling Theory & Practice II
GPY 520 Group Dynamics I
GPY 510 Clinical Interviewing
GPY 586 Career Counseling

Psychology - 6 credits

GED 601 Nature & Needs of Individuals with Disabilities (Required)
GPY 561 Human Growth & Development (Required)

Sociological Foundations – minimum 6 credits

GED 608 Family Society and Children with Special Needs (Required)
 GPY 562 Social & Cultural Foundation of Behavior
 GPY 588 Counseling Diverse Populations

Testing and Evaluation- minimum 3 credits

GPY 546 Diagnostic Assessment (Required)

Statistical and Research Methods – 6 credits

GPY 541 Statistical Analysis (Required)
 GPY 544 Research Methods (Required)

Field Experience – 6 credits**Requires students to participate in a supervised counseling in a school setting**

GPY 603 School Counseling Practicum (Required)
 GPY 604 School Counseling Practicum (Required)

Selected Electives – 3 credits

GPY 521 Group Dynamics II
 GPY 530 Marriage and Family Counseling
 GPY 568 Maladaptive Behavior I
 GPY 569 Maladaptive Behavior II
 GPY 582 Crisis Intervention
 GPY 584 Life Span Counseling
 GPY 590 Substance Abuse Counseling
 GPY 592 Psychopharmacology

Education**Master of Arts in Education: Educational Leadership – 39 Credits - Traditional****Program Goals**

- Develop a thorough understanding of the theory and practice of educational leadership.
- Learn the skills necessary to function as an educational leader and to support effective teaching and learning.
- Acquire the necessary evaluative skills to critically analyze a learning organization's performance.
- Develop an appreciation of the legal, cultural and ethical issues that influence the nation's educational institutions.

Admissions Requirements

- Completed application.
- Bachelors Degree.
- Teaching Certification - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with your application. (If you do not have a teaching certification please contact Jennifer Novak at ext. 2162)
- Original transcripts from all colleges and universities attended.
- Minimum GPA 2.8.
- No GRE/GMAT required.
- Two professional or educational letters of recommendation.

Students must achieve a grade of "B" or higher in each course.

Program Requirements**Educational Leadership Core Requirements (30 credits) - Traditional**

Course Number	Title	Credits
GED 510	Educational Administrative Theory	3
GED 550	Seminar in Evaluation and Assessment Strategies	3

GED 619	**	Students, Teachers, Social Policy, and the Law	3
GED 651	**	Curriculum Development and Evaluation	3
GED 660		The Principalship	3
GED 670		Field Supervision Internship	3
GED 671		Field Supervision Internship II	3
GED 680	**	Finance and Facilities	3
GED 697		Educational Research	3
GED 698	*	Special Topics: Research in School and Instructional Leadership	3

Graduate Electives (9 credits from the following)

GED 560		Seminar in Instructional Leadership	3
GED 632		Educational Technology	3
GED 637		Critical Thinking, Moral Education, and Ethics	3
GED 642		Case Studies in Supervision	3
GED 643		Conflict Resolution	3
GED 650	**	Principles and Practices of Supervision	3
GED 661		Managing Educational Change and Innovation	3

Credits **36**

* It is strongly recommended that students who are working full-time do not take another course while they are taking GED 698. If due to extenuating circumstances a student feels it is necessary to take GED 698 and another course in the same semester, s/he must obtain a signed waiver from the Graduate Director for Education.

** Required for Principal Licensure

Master of Education in Educational Practice – 36 Credits -- Online

The program is specifically designed to meet the distinctive needs of the contemporary K-12 school teacher – preparing them to address the challenges of the 21st century classroom. The M.Ed in Educational Practice program is comprised of twelve courses, totaling 36 credits. Understanding the busy lives of professional educators, Centenary College has scheduled the M.Ed in Educational Practice to coordinate with the public school calendar. Your learning outcomes are achieved through course work and learning experiences that are cohort based. As a member of a cohort, you will work with teachers in a collaborative way. Courses are designed around authentic project based activities, action research, and reflective practices. Each course has activities, strategies, and techniques that are immediately applicable to your classroom. As a result, you will be able to comfortably achieve your personal professional goals in a flexible, convenient, and practical online environment. You will join in a cohort of students and progress through the program together. All classes are online, asynchronous and accelerated, providing you with the flexibility to juggle the demands of teaching, extra-curricular responsibilities, mandated professional development, and family life. You will also be provided with a friendly introduction to online learning, your fellow cohort members, and your instructor prior to the beginning of the first course. You may be surprised to learn how easy and how much fun it is to learn online.

Program Features

- Designed using best practices in online adult education for practicing teachers.
- Online classes which allow you to work at times and places convenient to your schedule.
- Cohort model, where the same group of students progress through the entire program together.
- Accelerated, eight-week courses, scheduled to fit within the K-12 school calendar.

Program Advantages

- Project-based activities, techniques, and strategies that you can immediately use in your classroom
- Small classes that strongly emphasize participation, interaction, and practical application in your classroom
- Highly relevant, accessible, and efficient program
- Highly qualified faculty
- Unsurpassed student service
- Opportunity to complete your degree no matter where you live, whatever hours you work, how often you travel or relocate
- Complete 100% of your education via the Internet, including all administration, registration, and book purchasing
- Tuition costs may be partially tax-deductible
- New Jersey Education Association (NJEA) members are entitled to a 25% reduced tuition for this program.

Admission Requirements

- Completed application
- Bachelors degree
- Official transcripts from all colleges and universities attended
- Minimum undergraduate GPA of 2.8
- Must be a certified, currently employed teacher in an Elementary, Middle, or High School setting (a copy of your Certification or Certificate of Eligibility with Advanced Standing will be required)
- No GRE/GMAT required

Program Requirements

Students are required to successfully complete the following program of study comprised of twelve courses, totaling 36 credits:

GED 621 A Prologue to Contemporary Educational Practice, 3 credits
GED 622 Collaborative Teaching Concepts, 3 credits
GED 623 Assessment and Evaluation: Relevant Instructional Design Models, 3 credits
GED 624 Teachers as Change Agents and Educational Researchers, 3 credits
GED 625 Contemporary Curriculum Design and Development, 3 credits
GED 626 Educational Technology Integration Strategies, 3 credits
GED 627 Action Research Based Thesis Proposal, 3 credits
GED 629 Applications of Contemporary Educational Practice, 3 credits
GED 633 The Art and Science of Teaching & Learning: Brain Compatible Practices for the Elementary Classroom, 3 credits
GED 634 Innovative Approaches to Literacy Instruction, 3 credits
GED 636 Inquiry Instruction in the Classroom, 3 credits
GED 638 Action Research Based Thesis Implementation, 3 credits

Master of Education in Learning and Technology (36 credits) -- Online

GED 521 Introduction to Educational Technology 3 credits each
GED 522 Technology and Ethics (3 credits)

Technology (choose at least 3 courses) -- 3 credits each

- GED 523 Productivity Tools for Teachers
- GED 524 Web Design for Teachers
- GED 525 Audio and Video Production for the Classroom
- GED 526 Digital Visual Imagery for Educators
- GED 527 Video Game-based Learning

GED 529 Educational Research, 3 credits
Project Management for Educators, 3 credits
Learning Styles and Technology, 3 credits
Instructional Design, 3 credits
Measurement and Assessment, 3 credits
Emerging Trends, Issues, and Technologies, 3 credits
GED 698 Research in Instructional Leadership *Capstone Research Course*, 3 credits

Master of Arts in Education: Instructional Leadership – 36 Credits -- Traditional

The Master of Arts in Education: Instructional Leadership is designed to enhance the competencies, knowledge and skills of educational professionals in the areas of design, implementation, practice and assessment of instructional programs. The MA is designed to equip professional educators with the skills necessary to become master teachers and instructional leaders in public and private schools as well as corporate and non-profit organizations. This program is designed to be utilized by public and private school teachers, as well as by corporate and nonprofit institution educational personnel.

Program Goals

- To develop master teachers and instructional leaders
- To enhance the instructional competencies and knowledge of members of the education profession

- To provide educational institutions and/or organizations with master teachers skilled in the art of designing, implementing, delivering, and assessing instructional programs
- To enrich and foster an understanding of individual differences and how they can be addressed
- To foster collaboration among instructional professionals from educational institutions and corporate organizations
- To develop an understanding of outcome and performance based assessment
- To enable individuals to understand, interpret and extend research in the field of educational psychology, instructional leadership, staff development and curriculum development

Admission Requirements

- Completed application
- Bachelors Degree
- Original transcripts from all colleges and universities attended
- Minimum GPA 2.8
- No GRE/GMAT required
- Teaching Certification required – Please send a copy of certification with application

Program Requirements

Students are required to take 18 credits in Instructional Leadership, 3 courses from Graduate Electives, 3 courses from Graduate Liberal Education Electives, and a Capstone Course.

Instructional Leadership Core Requirements - 24 Credits

GED 550	Seminar in Curriculum Evaluation and Assessment Strategies *
GED 560	Seminar in Instructional Leadership
GED 619	Students, Teachers, Social Policy, and the Law
GED 632	Educational Technology
GED 651	Curriculum Development and Evaluation *
GED 680	Finance and Facilities
GED 697	Educational Research ***
GED 698	Special Topics: Research in Instructional Leadership***

Graduate Electives - 12 credits

GED 635	Literacy as a Process in Integrated Learning
GED 637	Critical Thinking, Moral Education, and Ethics
GED 642	Case Studies in Supervision *
GED 643	Conflict Resolution
GED 650	Principles and Practices of Supervision *
GED 661	Managing Educational Change and Innovation

* These courses are required in order to obtain your NJ Supervisor Licensure with the Master degree.

***Recommended: GED 697 should be taken in the semester prior to taking GED 698. The thesis proposal should be approved in GED 697 and completed in GED 698.

Please note that if you have already been admitted to the program please contact Professor Robert Cavo at 908-852-1400 ext. 2285 for clarification as to how to progress towards earning your degree.

Masters of Arts in Special Education -- Traditional

39 Credits for Students working towards Teacher of Students with Disabilities Certification

36 Credits for Students who enter the program with Teacher of the Handicapped Certification

The Master of Arts in Special Education is designed to provide students with the ability to understand and embrace diversity, the ability to meet the needs of exceptional learners and the ability to guide individuals to maximize their educational potential. They will be able to lead others toward change in creating a learning environment in which all individuals are allowed and encouraged to maximize their potential. This degree reflects upon the commitment of Centenary College to produce “broadly educated” graduates who are committed to personal values, to their communities, and to their profession and its standards of excellence.

Program Goals

- Provide up-to-the-minute training in the midst of major changes in the field of special education
- Prepare students so that they will act as role models/change agents in the field
- Prepare students who can accommodate diversity
- Offer a broad-based program of study that will allow graduates to understand the needs of diverse learners from multiple perspectives

Admission Requirements

- Completed application
 - Bachelors Degree
 - Original transcripts from all colleges and universities attended
 - Personal Statement
 - Minimum GPA 2.8
 - No GRE/GMAT required
 - Must hold Teacher Certification
- (Students seeking teacher certification can contact the Office of Graduate and Adult Studies, Ext. 2071 or 2494.)

Program Requirements

Students are required to take core courses in Fundamentals of Special Education, Teaching Strategies, Techniques and Interactions, Psychological Aspects, Research, Evaluation and Assessment, Concentration Courses in Special Education, and the Special Education Capstone Course.

Courses specifically for students who enter the program with Special Education Certification

GED 602	Ethical Issues
GED 607	Assessment for Instruction in Special Education
GED 615	Collaborative Practices
GED 617	Alternative Assessment Practices
GED 620	Inclusive Practices*
GED 652	Current Issues in Special Education
GED 656	Communication and Literacy in Special Education
GED 658	Social Issues for Children with Special Needs
GED 659	Children at Crossroads: Life Issues that Affect Young Lives
GED 697	Educational Research
GED 699	Special Topics in Special Education

Capstone Course

GED 699	Seminar in Research and Application in Special Education
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M.A. Courses for students who enter the program without Special Education Certification

Certification Courses:

GED 601	Nature & Needs of Individuals with Disabilities
GED 604	Behavior Management
GED 605	Characteristics of Diverse Learners
GED 606	Approaches to Instruction for Special Education
GED 607	Assessment for Instruction in Special Education
GED 608	Family, Society and Children with Special Needs
GED 620	Inclusive Practices *

Master in Special Education Courses:

GED 615	Collaborative Practices
GED 617	Alternative Assessment Practices
GED 658	Social Issues for Children with Special Needs
GED 659	Children at Crossroads: Life Issues that Affect Young Lives
GED 697	Educational Research

Capstone Course:**

GED 618	Seminar in Research and Application in Special Education
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*Student following this program can substitute a second semester of GED 699, with a different special topic, for GED 620 if they so choose.

**It is strongly recommended that students who are working full-time do not take another course while they are taking GED 168 Seminar in Research and Application in Special Education. If due to extenuating circumstances a student feels it is necessary to take GED 618 and another course in the same semester, s/he must obtain a signed waiver from the Graduate Director for Special Education.

Master of Arts in English Literature – 33 Credits -- Traditional

The Master of Arts in English Literature is designed to provide qualified students an opportunity to increase to a professional level their understanding and appreciation of the English language and its imaginative literature. The program leads students to become more acute in their analysis and interpretation of literature, more conversant with the range of literature in English, and more skillful as writers. This degree can be regarded as terminal or as preparation for doctoral study.

Program Goals

- Enable students to become acquainted with the main varieties of literary theory and criticism and with the basic principles and practices of literary research.
- Teach students to use this knowledge to support their own scholarly and critical arguments.
- Develop the ability to use digital technology in scholarship, communication, and pedagogy.

Admission Requirements

- Bachelors Degree in English – Otherwise, foundation courses are required
- Completed application
- Original transcripts from all colleges and universities attended
- Minimum undergraduate GPA of 2.5
- No GRE/GMAT required

Program Requirements

- Students must comply with all general requirements of the College concerning the M.A. degree.
- Students must complete 33 course credit hours, up to 6 of which may be graduate transfer credits from other accredited institutions.
- After completing 30 credit hours of course work, the student must elect to either write a thesis (GENG 690) or to take a comprehensive examination (GENG 695).
- Students may take up to 12 credit hours of undergraduate English courses at the 300 or 400 level for graduate credit. The must identify themselves as graduate students during registration. The instructor will give them additional requirements, and the course will appear with a 500 level designation on their transcript.

Core Course Requirements – 15 Credits

GENG 601	Theoretical Approaches to Literature and Research
GENG ____	One course pre-1790
GENG ____	One course post-1790
GENG ____	One major author course
GENG ____	One genre course

Graduate Electives – 18 Credits

Period Courses

GENG 610 Studies in Medieval Literature

GENG 625 Studies in Nineteenth Century Literature

GENG 615 Studies in Early Modern Literature

GENG 630 The Romantics

GENG 620 Studies in Seventeenth and Eighteenth Century Literature

GENG 635 Studies in Twentieth Century Literature

Author Courses

GENG 650 Author Studies (Faculty will determine what authors to study. Authors studied will change accordingly.)

Genre Courses

GENG 660 Studies in Drama

GENG 665 Studies in Fiction

GENG 670 Studies in Poetry

GENG 685 Literary Criticism

GENG 687 Literature and Allied Discourse

Graduation Requirement

GENG 690 Thesis Supervision

GENG695 Master's Exam Preparation

The student has a choice between writing a thesis or taking the exam.

Students who elect to take four or more courses (out of the ten required courses) in a particular area, plus their capstone course (exam or thesis) in that area, will be acknowledged on their transcripts as having a "concentration" in that area; e.g., if student taking four courses plus the M.A. Exam all focused on writers from among the Romantics would have a transcript which would denote a Master of Arts in English Literature with a concentration in Romanticism.

Students do not have to choose a concentration.

Master of Arts in Leadership and Public Administration – 30 Credits -- Traditional

The Master of Arts in Leadership and Public Administration is designed to prepare participating students for successful advancement into supervisory and management positions. This program is designed to meet the needs of the public and private sectors to enhance their leadership and management skills. Emphasis is placed on the understanding of quality leadership skills, the interaction of public offices and agencies, and individual development of actual leadership abilities. Through course work and associated research, students explore and gain an understanding of public sector management while mastering the skills necessary for exceptional leaders of the future.

Students develop an understanding of the concepts of and differences between management and leadership; requisite skills for effective personnel management and administration; the ability to perform effective employee evaluations; hands on strategies to design an employee development program; acquire a true understanding of the importance of quality leadership and embrace a desire to become a true leader of people.

Program Goals

- Understanding of the concepts of and differences between management and leadership
- Develop requisite skills for effective personnel management and administration
- Develop the ability to perform effective employee evaluations
- Learn hands-on strategies to design an employee development program
- Develop a true understanding of the importance of quality leadership and embrace a desire to become a true leader of people

Beneficial to

- Healthcare, Hospital, Counseling Services
- Police Middle & Upper Level Managers
- Municipal, County, State and Federal Government Managers
- Private Sector Managers
- Healthcare, Hospitals, Counseling Services
- All interested in developing quality leadership and management skills

Law Enforcement Benefits

- 30% Tuition Discount for Sworn Law Enforcement Personnel
- Up to six graduate credits may be transferred into this program for appropriate educational programs, i.e., N.J. CPM, FBI N.A., and West Point Leadership Program.

Admissions Requirements

- Completed Application
- Bachelors Degree
- Original transcripts from all colleges and universities attended
- Minimum 2.5 required
- No GRE/GMAT required
- Presently employed in government service at the local, county, state or federal levels. All applicants to be reviewed by the Director of the program.

Course Requirements

Primary Course (this course must be taken first).

GLP 602 Advanced Written Communication

Required Core Courses – 24 credits

GLP 610 Professional Leadership Development

GLP 623 Conflict Resolution

GLP 510 Introduction to Leadership

GLP 520 Introduction to Public Administration

Electives - 3 credits

GLP 603 Organizational Theory

GLP 650 Topical Issues in Leadership

GLP 530 Personnel Administration

GLP 540 Effective Management Practices

GLP 620 Ethical Issues in the Public Sector

GLP 630 Employee Evaluation and Development

GLP 640 Organizational Communication & Decision Making

Licensures

Principal Licensure - 12 Credits

This is a State Approved Program. The Principal Licensure prepares students for employment as a school principal.

To receive the Principal Licensure, the State of New Jersey requires an individual to earn a Master's degree in Educational Leadership and incorporate the following courses into, or take them in addition to, that Master's degree.

Students without a Master's degree in Educational Leadership who would like to earn their Principal Licensure can complete the and incorporate the required courses into their course of study.

Students already holding a Master's degree in Educational Leadership and a Teaching Certification can take the four courses outlined below to obtain their Principal Licensure.

Course Requirements:

GED 619	Students, Teachers, Social Policy, and the Law	3 credits
GED 650	Principles and Practices of Supervision	3 credits
GED 651	Curriculum Development and Evaluation	3 credits
GED 680	Finance and Facilities	3 credits

Please note: There is a 300 hour field experience required by the NJ State Department of Education in order to receive your Principal Licensure. Upon acceptance your file will be reviewed and if you have already completed this requirement elsewhere you will simply need to complete the above four courses.

If you have not completed the required 300 hours of field experience you will need the above four courses plus the following two courses:

GED 550	Seminar in Evaluation and Assessment Strategies	3 credits
GED 670	Field Supervision Internship	6 credits

You will also need to complete one of the following two courses:

GED 632	Educational Technology	3 credits
GED 642	Case Studies in Supervision	3 credits

Admissions Requirements:

- Completed Application
- Bachelor Degree
- Teaching Certification - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with application. (If you do not have a teaching certification, please contact the Office of Graduate Education at ext. 2071.)
- Original transcripts from all colleges and universities attended
- Minimum GPA 2.8
- No GRE/GMAT required
- Master Degree in Educational Leadership
- Students must achieve a grade of “B” or higher in each course. Students who do not achieve a “B” or higher in each course will be dropped from the program. (Please refer to the Centenary Course Catalog for more details)

Supervisor Licensure – 12 Credits -- Traditional

The Supervisor’s Licensure prepares students for department supervision. To receive the supervisor’s licensure, the State of New Jersey requires an individual to earn a Master’s degree and incorporate the following courses into, or take them in addition to, that Master’s degree.

Therefore, students without a Master’s degree, who would like to earn a supervisor’s licensure, can complete the Master’s in Instructional Leadership and incorporate these courses into their course of study.

Students already holding a Master’s degree, and a teaching certificate, can decide to take the following additional four courses to obtain their supervisor’s licensure.

Required Courses

GED 550 Seminar in Curricular Evaluation and Assessment Strategies
 GED 651 Curriculum Development and Evaluation
 GED 642 Case Studies in Supervision
 GED 650 Principles and Practices in Supervision

GRADUATE CERTIFICATES

For the Law Enforcement Professional

If you are already employed in an investigative or forensic laboratory position, this certification will prepare you for promotion and advancement in a chosen field. The certification will also prepare the forensic investigator to present themselves in court with credentials that has unified specific educational courses from a forensic track of study.

- 30% tuition discount for Law Enforcement Officers
- Credits for life-long learning experience
- Credits for police academy training
- Liberal transfer credit policy
- Internships and independent study available
- Day, evening and Saturday classes at the Hackettstown campus and through the University Center at Raritan Valley Community College

Teacher of Students with Disabilities Certification Requirements – 21 Credits -- Traditional

Students seeking Teacher of Students with Disabilities Certification on the graduate level must already possess a Bachelor’s degree in an academic area and hold a general education certification. The program consists of seven 3 credit-courses, designed to comply with

the New Jersey State Code and the Council for Exceptional Children Standards. It is designed for graduate students currently certified in another area seeking special education certification.

Admissions Requirements

- Completed application
- Bachelors Degree
- Teaching Certification - Please send a copy of your standard certificate or your Certificate of Eligibility with Advanced Standing with application. (If you do not have a teaching certification please contact Christine Vandenberg at ext. 2071)
- Original transcripts from all colleges and universities attended
- Personal Statement
- Minimum GPA 2.8
- No GRE/GMAT required

Required Courses

GED 601 Nature and Needs of Individuals with Disabilities

GED 604 Behavior Management - Prerequisite: completion of GED 601 or GED 601 taken concurrently

GED 605 Characteristics of Diverse Learners - Prerequisite: completion of GED 601

GED 606 Approaches to Instruction for Special Education - Prerequisite: completion of both GED 601 and GED 605

GED 607 Assessment for Instruction in Special Education - Prerequisite: completion of both GED 601 and GED 605

GED 608 Family, Society, and Children with Special Needs (corresponds to the former GED 628) - Prerequisite: completion of GED 601 or GED 601 taken concurrently

GED 620 Inclusive Practices

Graduate Certificate in Writing Program -- Traditional

Course	Graduate Credit	Method of Delivery	Institution
The Summer Writing Institute (SWI) includes 3 credit hours for the summer component and 3 credit hours for the application and assessments during the subsequent academic year	6	RVCC Campus and Individual Classrooms and On-line	RVCC
GED651 Curriculum Development and Evaluation	3	On-campus	Centenary
GED661 Educational Change and Innovation	3	On-campus	Centenary

- Necessary prerequisites – earned bachelor’s degree and N.J. teacher certification.
- Placement in program – this is a graduate-level program

Certificate in Learning and Technology – 15 Credits -- Online

The Learning and Technology Certificate program is aimed at practicing K-12 teachers. In this 15-credit program, students will take five 3-credit courses. The program will focus on practical applications of technologies in the classroom. In each class, students will work on projects that will help to incorporate technology into lessons and prepared students to be leaders in technology integration.

Admission Requirements

- Completed application
- Bachelor’s degree
- Official transcripts from all colleges and universities attended
- Minimum undergraduate GPA of 2.8
- Must be a certified, currently employed teacher in an elementary, middle, or high school
- No GRE/GMAT required
- Students must achieve a grade of “B” or higher in each course. Students who do not achieve a “B” or higher in each course shall be dropped from the program.

Required courses (3 credits):

GED 521 Introduction to Educational Technology

GED 522 Technology and Ethics

GED 524 Web Design for Teachers

GED 525 Audio and Video Production for the Classroom

GED 526 Digital Visual Imagery for Educators

New Jersey State Teaching Certification (*The number of credits required depends on previous college experience.*)

Post Baccalaureate Program

The Post Bachelor's program is Centenary College's unique program with the specific goal of assisting adult students in obtaining their New Jersey State Teaching Certification. This program is custom built upon the experiences and education of each individual student and recognizes that the students do not always fall into a standard program. Through a detailed analysis of the student's transcripts, Centenary College is able to establish a course curriculum that will assist the student in obtaining their certification.

The Post Baccalaureate program consists of all of the requirements mandated by the State of New Jersey Educational Department. The time frame of completion is a minimum of 2 years. The completion time frame may be extended depending on the rate at which the student attends courses and how many credits are required for program completion.

Admission Requirements:

- Completed Undergraduate Application
- Bachelor's Degree
- Original copies of official transcripts from all colleges and universities attended
- Copy of High School Diploma
- Minimum undergraduate GPA of 2.8
- Minimum cumulative GPA of 2.75 is required to take the Student Teaching component

Program Requirements:

These requirements are not all new credits required. The program requirements are the state standards for the total amount of credits needed to submit for certification.

General Education Credits – 60 credits

These courses may come from the student's current Bachelor's Degree and are often found in the core requirements from the degree. Analysis of all transcripts will allow an advisor to inform the student if any credits remain to be satisfied in this category.

Emphasis Credits – 30 credits

New Jersey stipulates that its teachers be "Highly Qualified" in order to teach in the education field. This outcome is fulfilled by mandating that every candidate for teaching certification be required to complete no less than 30 credits in an emphasis subject area. The emphasis choices are based upon the level of education the student wishes to teach.

- Kindergarten through 5th grade
- Biology, English, Math, History (Social Studies), Liberal Arts
- 5th Grade through 8th Grade*
- Biology, English, Math, History (Social Studies) Psychology, or Sociology

**The 6-8 certification is only in conjunction with one of the other two educational levels and cannot be obtained on its own. Special conditions apply that will be discussed with each student on an individual basis.*

- 9th Grade through 12th
- Biology, English, Math, or History

Psychology Courses – 12 credits

These courses are specific to the level of certification the student is working towards. One is exclusive to Centenary College and must be taken at our institution.

- PSY 1000 - Introduction to Psychology
- PSY 1050 - Developmental Psychology I (K-5, 6-8)
- EDP 3013 - Psychology of High & Low Incidence Exceptionality (*This course is exclusive to Centenary College and must be taken at our institution.*)

Sociology Courses – 8 credits

These courses are required by the State Department of Education to obtain a teaching certification.

- SOC 1000 - Introduction to Sociology
- SOC 2004 - School, Family and Community Life
(*This course is exclusive to Centenary College and must be taken at our institution.*)

Teaching certification courses – 30 credits

These courses are specific to the level of certification the student is working towards. A practicum course and 10 credits of student teaching are a requirement of the program regardless of certification level.

EDU 2002 – Curriculum Design*

EDU 2003 – Foundations of Education: Teaching K-5 (K-5)**

EDU 2004 – Foundations of Education: Teaching in the Content Area (K-12)***+

EDU 3038 – Classroom Management for Challenging Behavior

EDU 3041 – Foundations of Literacy in Elementary Education*

EDU 3052 – Elementary Teaching Methods*

EDU 3043 – Literacy in Content Area**

EDU 305_ – Program Specific Curriculum & Instruction**

EDU 3080 – Teaching Practicum and Assessing Outcomes

EDU 4024 – Applications in Literacy

EDU 4050 – Student Teaching

*Students who transfer in and have an education foundations course need to take this course.

**Elementary Certification K-5

***Secondary Certification 9-12

UNDERGRADUATE DEPARTMENTS AND MAJORS

BEHAVIORAL AND HISTORICAL STUDIES DEPARTMENT

Harriett Gaddy, Associate Professor of Psychology, Department Chair, and Graduate Director for Psychology

Aaron R. Bachstein, Instructor of History

Christine Floether, Assistant Professor of Psychology

Charles Frederickson, Professor of Psychology

Raymond Frey, Professor of History

Keith Morgen, Assistant Professor of Psychology

The Behavioral and Historical Sciences Department is committed to providing the students of Centenary College with a broad humanistic education. The learning process developed through a sound behavioral and historical program can serve a student for a lifetime. The Behavioral and Historical Department offers Bachelor of Arts degree programs in History and Psychology.

The Department's major in **History** combines a strong foundation in Western Civilization with more specialized study in American, European and East Asian studies. History majors learn to develop a multidisciplinary perspective on the study of world cultures through course work in history, literature, sociology, political science, geography, religion, and economics. Through their studies in intellectual, social, and cultural history, students learn knowledge and develop skills applicable to diverse careers.

The Department's major in **Psychology** provides students with fundamental knowledge and marketable skills, which are excellent preparation for either immediate employment or graduate studies. The student with a Bachelor of Arts in Psychology is prepared and widely accepted for employment in such career areas as human resources, research, education, journalism, government, health care, community services and clinical aspects of psychology. As preparation for graduate studies, the Bachelor of Arts in Psychology is a recognized prerequisite for advanced study in psychology, as well as law, medicine, education, business and social work.

History Minor

Students interested in completing a minor in History must complete a minimum of 16 credits in History above and beyond the classes in their areas which may be used to fulfill the College's core requirements or other program requirements.

Psychology Minor

The minor in Psychology will consist of 16 credits (4 courses) above the Introduction to Psychology course.

**CENTENARY COLLEGE
B.A. IN HISTORY
RECOMMENDED FOUR-YEAR COURSE SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
ENG 1001	Composition and Rhetoric		4	_____
HIS 1001	Western Civilization I		4	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
CAT III	Art and Humanities: Fine Arts		4	_____
CAT V	Laboratory Science		4	_____
HIS 1002	Western Civilization II		4	_____
POL 1001	U.S. Political Systems		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT. III	Arts and Humanities: Literature		4	_____
CAT V	Social and Behavioral Sciences		4	_____
HIS 2001	American Civilization I		4	_____
HIS ____	History Elective		4	_____
		<u>YEAR 2 (Spring)</u>		
CAT III	Art and Humanities: World Religions or Philosophy		4	_____
CAT. IV	Democratic Citizenship		4	_____
HIS 2002	American Civilization II		4	_____
HIS ____	History Elective		4	_____
		<u>YEAR 3 (FALL)</u>		
CAT IV	Global Citizenship		4	_____
HIS 2005	World Geography		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (SPRING)</u>		
HIS ____	History Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (FALL)</u>		
HIS ____	History Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
HIS ____	History Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

**CENTENARY COLLEGE
B.A. IN PSYCHOLOGY
RECOMMENDED FOUR-YEAR COURSE SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary		4	_____
CAT IV	Social and Behavioral Sciences		4	_____
ENG 1001	Composition		4	_____
MTH 1111	Quantitative Literacy		4	_____
(Application and Acceptance as Major)				
<u>YEAR 1 (Spring)</u>				
CAT. III	Arts & Humanities: Fine Arts, Com.		4	_____
CAT III	Arts & Humanities: Rel., Phil., West. Civ.		4	_____
PSY 1021	Personal & Interpersonal Awareness	Approval	4	_____
PSY 1022	Perception, Cognition, & Emotion	Approval	4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts & Humanities: English Literature		4	_____
CHM 1050	Basic Chemistry		4	_____
PSY 1024	Social Psychology	PSY1021	4	_____
PSY 1026	Developmental Psychology I	PSY1022	4	_____
<u>YEAR 2 (Spring)</u>				
CAT. VI	Democratic Citizenship		4	_____
CAT VI	Global Citizenship		4	_____
PSY 1023	Biopsychology	PSY1022	4	_____
PSY 1027	Developmental Psychology II	PSY1026	4	_____
<u>YEAR 3 (Fall)</u>				
PSY 3022	Psychological Tests & Measurements	PSY1027	4	_____
PSY 3023	Behavior: Normal	PSY1024	4	_____
ELECTIVE	Career Concentration Elective 1		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
PSY 3024	Behavior: Abnormal	PSY3230	4	_____
PSY 3025	Behavior Modification	PSY3220	4	_____
ELECTIVE	Career Concentration Elective 2		4	_____
ELECTIVE	Free Elective 1		4	_____
<u>Year 4 (Fall)</u>				
ELECTIVE	Career Concentration Elective 3		4	_____
ELECTIVE	Free Elective 2		4	_____
ELECTIVE	Free Elective 3		4	_____
ELECTIVE	Free Elective 4		4	_____
<u>Year 4 (Spring)</u>				
PSY 4020	Senior Research Project	PSY3240&PSY3250	4	_____
ELECTIVE	Career Concentration Elective 4		4	_____
ELECTIVE	Free Elective 5		4	_____
ELECTIVE	Free Elective 6		4	_____

BUSINESS DEPARTMENT

Steven E. McHugh, Sr., Department Chair and Associate Professor of Business

Kenneth Autore, Assistant Professor of Business

James Ford, Assistant Professor of Accounting

Kathleen Naasz, Assistant Professor of Business

Heather Pelletier, Visiting Assistant Professor of Business

Lisa Plantamura, Assistant Professor of Business, Director of Graduate Business Programs

Cheryl Veronda, Associate Professor of Business, Director of Academic Transitions

All Business Department students are required to follow the core curriculum of the College. The Department offers two degree programs: Accounting, and Business Administration with concentrations in Finance, Management, Marketing, and Sports Management. Elements of international business, cultural diversity, and ethics are highlighted in courses throughout the curriculum. At the graduate level, the Department offers a Master of Business Administration (MBA) with concentrations in Finance, Management, Human Resource Management, Management, and Marketing.

Students in the baccalaureate program in **Accounting** may choose a curriculum that prepares them for professional examinations which are part of the certification procedures that lead to designations as a Certified Public Accountant (C.P.A.) or Certified Management Accountant (C.M.A.). Students may sit for the CPA exam in New Jersey with 150 credit hours completed. This requirement can be satisfied through Centenary's graduate programs.

The baccalaureate program in **Business Administration** is designed to provide the student with a background of basic principles of efficient and effective business administration. The **Finance** concentration is designed to educate students interested in careers in finance, investment and management analysis, and banking. Students concentrating in Finance will be prepared to work in budgeting, financial analysis, loan, and business analysis and investing. The **Management** concentration is designed as an integrative interdisciplinary program, and it prepares the students for a range of career positions in business. The program provides the basic skills needed to meet the requirements of most entry-level, non-specialist, professional positions. The concentration in **Marketing** is designed to prepare students for successful careers in the marketing field through exposure to the theory and application of effective, modern marketing techniques. The program deliberately builds a multi-disciplinary experience to allow the student to investigate and pursue specific interests. The concentration in **Sports Management** is designed to prepare students for a variety of career positions in business, with an orientation toward sports industries. The Sports Management concentration has a strong emphasis in management and marketing for the sports industry.

Additional Programs:

Students In Free Enterprise – SIFE

Centenary College is a member of Students in Free Enterprise (SIFE), an international, non-profit educational organization that works with business and higher education to provide college students with leadership experiences. SIFE Team members establish and conduct a variety of community outreach programs that teach others how market economics and businesses operate. While the Centenary SIFE program is conducted under the auspices of the Business Department, SIFE activities are open to students in all disciplines. This rewarding activity provides college students valuable business experience and networking opportunities that facilitate the successful start of careers. The mission of Centenary College SIFE is to marshal the resources of the entire Centenary community in order to form partnerships to bring innovative free enterprise education projects to SIFE's target audiences, while developing the skills necessary for the students' future careers. The Team led and implemented projects are described in presentations by Centenary SIFE team members at SIFE Regional, National, and International competitions. In past competitions, Centenary SIFE was named the East Regional Exposition Champion in 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2002, 2003, 2004, 2005, 2006, and 2007. Additionally, Centenary SIFE teams have participated in National and International level SIFE competitions.

The **Business Administration Minor** is designed for non-business majors with a minimum GPA of 2.000. To successfully complete the Minor, students must complete all of the required courses with a grade point average of 2.000 or better. Areas of emphasis will be stated on student's degree.

All Business Minor students will take:

		Credits
BUS1001	Integrated Business Perspectives	4
ECO1001	Economic	4

Choose one of the following areas of emphasis:

Management Emphasis

BUS 1010	Principles of Management	4
BUS 3030	Organizational Behavior	4

And one of the following courses:

BUS 3120	Human Resources Management	
BUS 3130	Individual and Team Management	
BUS 3110	Operations Management	4
Total credits		20

Marketing Emphasis

BUS 2010	Principles of Marketing	4
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And 2 of the 3 following courses:

BUS 3410	Marketing Research	
BUS 4410	Sales and Sales Management	
BUS 4420	Advertising Management and Integrated Communication	8
Total credits		20

**CENTENARY COLLEGE
B.S. IN ACCOUNTING
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Credits	Completed
<u>YEAR 1 (Fall)</u>			
AFC 1001	Academic Foundations at Centenary I	4	_____
BUS 1002	Business Applications and Presentations	4	_____
CAT. III	Art and Humanities: Fine Arts	4	_____
MTH 1111	Quantitative Literacy	4	_____
<u>YEAR 1 (Spring)</u>			
BUS 1010	Principles of Management	4	_____
CAT IV	BUS 1050: Social Responsibility in Business	4	_____
ECO 1001	Economics	4	_____
ENG 1001	Composition and Rhetoric	4	_____
<u>YEAR 2 (Fall)</u>			
ACC 2101	Principles of Accounting I	4	_____
BUS 2010	Principles of Marketing	4	_____
CAT. V	Laboratory Science	4	_____
CAT. VI	Democratic Citizenship	4	_____
<u>YEAR 2 (Spring)</u>			
ACC 2102	Principles of Accounting II	4	_____
BUS 2020	Management Information Systems	4	_____
BUS 2030	Principles of Finance	4	_____
CAT. III	Arts and Humanities: Literature	4	_____
<u>YEAR 3 (FALL)</u>			
ACC 3201	Cost Accounting	4	_____
ACC 3301	Intermediate Accounting I	4	_____
BUS 3002	Business Statistics	4	_____
CAT VI	Global Citizenship	4	_____
<u>YEAR 3 (SPRING)</u>			
ACC 3302	Intermediate Accounting II	4	_____
ACC 3401	Federal Income Taxation	4	_____
BUS 3030	Organizational Behavior	4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.	4	_____
<u>YEAR 4 (FALL)</u>			
ACC 4201	Advanced Accounting	4	_____
BUS 3010	Business Law	4	_____
BUS ____	Business Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (SPRING)</u>			
ACC 4301	Auditing	4	_____
BUS 4010	Business Strategy	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
		Total	128

CENTENARY COLLEGE
B.S. IN BUSINESS ADMINISTRATION: FINANCE
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Credits	Completed
<u>YEAR 1 (Fall)</u>			
AFC1001	Academic Foundations at Centenary I	4	_____
BUS 1002	Business Applications and Presentations	4	_____
CAT. III	Art and Humanities: Fine Arts	4	_____
MTH 1111	Quantitative Literacy	4	_____
<u>YEAR 1 (Spring)</u>			
BUS 1010	Principles of Management	4	_____
CAT IV	BUS 1050: Social Responsibility in Business	4	_____
ECO 1001	Economics	4	_____
ENG 1001	Composition and Rhetoric	4	_____
<u>YEAR 2 (Fall)</u>			
ACC 2101	Principles of Accounting I	4	_____
BUS 2010	Principles of Marketing	4	_____
CAT. V	Laboratory Science	4	_____
CAT. VI	Democratic Citizenship	4	_____
<u>YEAR 2 (Spring)</u>			
ACC 2102	Principles of Accounting II	4	_____
BUS 2020	Management Information Systems	4	_____
BUS 2030	Principles of Finance	4	_____
CAT. III	Art and Humanities: Literature	4	_____
<u>YEAR 3 (FALL)</u>			
BUS 3010	Business Law	4	_____
BUS 3020	Business Statistics	4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.	4	_____
CAT VI	Global Citizenship	4	_____
<u>YEAR 3 (SPRING)</u>			
BUS 3030	Organizational Behavior	4	_____
BUS 3310	Monetary Institutions	4	_____
BUS 3320	Financial Management	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (FALL)</u>			
BUS 3330	Investment Analysis	4	_____
BUS 4310	Financial Research and Analysis	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (SPRING)</u>			
BUS 4010	Business Strategy	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____

Total 128

CENTENARY COLLEGE
B.S. IN BUSINESS ADMINISTRATION: MANAGEMENT
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Credits	Completed
<u>YEAR 1 (Fall)</u>			
AFC 1001	Academic Foundations at Centenary I	4	_____
BUS 1002	Business Applications and Presentations	4	_____
CAT. III	Art and Humanities: Fine Arts	4	_____
MTH 1111	Quantitative Literacy	4	_____
<u>YEAR 1 (Spring)</u>			
BUS 1010	Principles of Management	4	_____
CAT IV	BUS 1050: Social Responsibility in Business	4	_____
ECO 1001	Economics	4	_____
ENG 1001	Composition and Rhetoric	4	_____
<u>YEAR 2 (Fall)</u>			
ACC 2101	Principles of Accounting I	4	_____
BUS 2010	Principles of Marketing	4	_____
CAT. V	Laboratory Science	4	_____
CAT. VI	Democratic Citizenship	4	_____
<u>YEAR 2 (Spring)</u>			
ACC 2102	Principles of Accounting II	4	_____
BUS 2020	Management Information Systems	4	_____
BUS 2030	Principles of Finance	4	_____
CAT. III	Art and Humanities: Literature	4	_____
<u>YEAR 3 (FALL)</u>			
BUS 3010	Business Law	4	_____
BUS 3020	Business Statistics	4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.	4	_____
CAT VI	Global Citizenship	4	_____
<u>YEAR 3 (SPRING)</u>			
BUS 3030	Organizational Behavior	4	_____
BUS 3130	Individual and Team Management	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (FALL)</u>			
BUS 3110	Operations Management	4	_____
BUS ____	Elective	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (SPRING)</u>			
BUS 3120	Human Resources Management	4	_____
BUS 4010	Business Strategy	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____

Total 128

CENTENARY COLLEGE
B.S. IN BUSINESS ADMINISTRATION: MARKETING
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Credits	Completed
<u>YEAR 1 (Fall)</u>			
AFC1001	Academic Foundations at Centenary I	4	_____
BUS 1002	Business Applications and Presentations	4	_____
CAT. III	Art and Humanities: Fine Arts	4	_____
MTH 1111	Quantitative Literacy	4	_____
<u>YEAR 1 (Spring)</u>			
BUS 1010	Principles of Management	4	_____
CAT IV	BUS 1050: Social Responsibility in Business	4	_____
ECO 1001	Economics	4	_____
ENG 1001	Composition and Rhetoric	4	_____
<u>YEAR 2 (Fall)</u>			
ACC 2101	Principles of Accounting I	4	_____
BUS 2010	Principles of Marketing	4	_____
CAT. V	Laboratory Science	4	_____
CAT. VI	Democratic Citizenship	4	_____
<u>YEAR 2 (Spring)</u>			
ACC 2102	Principles of Accounting II	4	_____
BUS 2020	Management Information Systems	4	_____
BUS 2030	Principles of Finance	4	_____
CAT. III	Art and Humanities: Literature	4	_____
<u>YEAR 3 (FALL)</u>			
BUS 3010	Business Law	4	_____
BUS 3020	Business Statistics	4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.	4	_____
CAT VI	Global Citizenship	4	_____
<u>YEAR 3 (SPRING)</u>			
BUS 3030	Organizational Behavior	4	_____
BUS 3410	Marketing Research	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (FALL)</u>			
BUS 4410	Sales and Sales Management	4	_____
BUS ____	Elective	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (SPRING)</u>			
BUS 4010	Business Strategy	4	_____
BUS 4420	Advertising Management and Integrated Marketing Comm.	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____

Total 128

CENTENARY COLLEGE
B.S. IN BUSINESS ADMINISTRATION: SPORTS MANAGEMENT
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Credits	Completed
<u>YEAR 1 (Fall)</u>			
AFC1001	Academic Foundations at Centenary I	4	_____
BUS 1002	Business Applications and Presentations	4	_____
CAT. III	Art and Humanities: Fine Arts	4	_____
MTH 1111	Quantitative Literacy	4	_____
<u>YEAR 1 (Spring)</u>			
BUS 1010	Principles of Management	4	_____
CAT IV	BUS 1050: Social Responsibility in Business	4	_____
ECO 1001	Economics	4	_____
ENG 1001	Composition and Rhetoric	4	_____
<u>YEAR 2 (Fall)</u>			
ACC 2101	Principles of Accounting I	4	_____
BUS 2010	Principles of Marketing	4	_____
CAT. V	Laboratory Science	4	_____
CAT. VI	Democratic Citizenship	4	_____
<u>YEAR 2 (Spring)</u>			
ACC 2102	Principles of Accounting II	4	_____
BUS 2020	Management Information Systems	4	_____
BUS 2030	Principles of Finance	4	_____
CAT. III	Art and Humanities: Literature	4	_____
<u>YEAR 3 (FALL)</u>			
BUS 3010	Business Law	4	_____
BUS 3020	Business Statistics	4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.	4	_____
CAT VI	Global Citizenship	4	_____
<u>YEAR 3 (SPRING)</u>			
BUS 3030	Organizational Behavior	4	_____
PSY 1010	Sports Psychology	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (FALL)</u>			
BUS 3210	Facilities Management	4	_____
BUS ____	Elective	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____
<u>YEAR 4 (SPRING)</u>			
BUS 4010	Business Strategy	4	_____
BUS 4210	Event Administration	4	_____
ELECTIVE	Elective	4	_____
ELECTIVE	Elective	4	_____

Total 128

CAPS PROGRAM

The purpose of Centenary Adult and Professional Studies (CAPS) is to make it possible for working adults to earn a degree. CAPS provides an innovative learning environment where adult students can complete their degree, either online or on-ground, while maintaining their careers and personal lives. Degree programs at the Associate's, Bachelor's and Master's level can accelerate careers and increase salaries, job security, and career options.

The design of the CAPS on-ground program consists of:

- Courses meet for one 3.5 hour evening class a week
- Take one course at a time for eight weeks
- Small class sizes give maximum attention to students
- Faculty are academically credentialed business professionals who bring real-world experience and expertise right to the classroom
- Virtually the entire curriculum is immediately applicable to your current job
- Depending on previous college credit, degrees can be earned in less time
- Degrees offered are an Associate of Liberal Arts (AA), Bachelor of Science in Business Administration (BSBA), and a Master of Business Administration (MBA)

The design of the CAPS online program consists of:

- Courses are held asynchronously and synchronously
- Take one course at a time for eight weeks
- Small class sizes give maximum attention to students
- Faculty are academically credentialed business professionals who bring real-world experience and expertise right to the classroom
- Virtually the entire curriculum is immediately applicable to your current job
- Depending on previous college credit, degrees can be earned in less time.
- Degrees offered are an Associate of Liberal Arts (AA), Bachelor of Science in Business Administration (BSBA), and a Master of Business Administration (MBA)

Associate of Liberal Arts Degree (AA)

The AA Degree with a Business emphasis is for those in the early stages of their management or professional career. It includes a solid foundation in the arts and sciences as well as introductory courses in management and business principles.

Requirements for AA Degree:

- Must have completed at least 3 years of full-time work
- Must submit proof of high school graduation or GED (official transcript)
- International applicants must have a minimum TOEFL test score of 500 or obtain a satisfactory score on the Global English placement assessment

Bachelor of Science in Business Administration Degree (BSBA)

The BSBA Degree is designed for those working adult professionals looking to develop their business and management skills. It includes courses ranging from Public Speaking to Business Accounting to Business Law, Organizational Behavior, and Marketing Management.

Requirements for BSBA Degree:

- Must have 44 credits in General Education courses
- Must have 32 credits in General Elective courses
- Must have 52 credits in Business Emphasis courses
- Must have 128 total credits to graduate
- Must have completed at least 3 years of full-time work
- International applicants must have a minimum TOEFL test score of 500 or obtain a satisfactory score on the Global English placement assessment

Master of Business Administration Degree (MBA)

Graduates of the MBA CAPS program will learn how to apply newly developed skills so they can immediately and effectively perform in an upper-managerial position. They will have the necessary evaluative skills to make a critical analysis of an organization's

performance. Also, they will have an appreciation for the legal realms and cultural complexities of the American workplace, all the while demonstrating an understanding of the global business environment.

Requirements for MBA Degree:

- Must have earned a Bachelor's degree from a regionally accredited college or university
- Two or three years of professional experience relevant to the program
- A GPA of 2.5 or better
- Applicants who have English as a Second Language are required to furnish a score of 550 or above on a TEOFL examination taken within the last five years or obtain a satisfactory score on the Global English placement assessment.
- Must submit all official transcripts

In order to be successful in the MBA program, students should be capable of good oral and written communication skills as well as the ability to succeed in quantitatively oriented programs.

CAPS

Associate of Arts in Liberal Arts – Business Emphasis

AFC 1001 Academic Foundations at Centenary I

ENG 1001 Composition and Rhetoric

MTH 1111 Quantitative Literacy

MTH1999 Math Elective

ART1001 Art Appreciation

BIO 1090 Special Topics in Environmental Science-CAT. V Laboratory Science

BUS 1050 Social Responsibility in Business

BUS 1010 Principles of Management

ECO 1001 Economics

BUS 2010 Principles of Marketing

COM 2000 Interpersonal Communication – Elective

PHI 1005 Introduction to Philosophy

ENG 2025 Ethnic American Literature

SOC 1000 Contemporary Social Issues

REL 2001 World Religions

CAPS

Bachelor of Science in Business Administration

BUS 3030 Organizational Behavior

BUS 3010 Business Law

ACC 2101 Principles of Accounting I

ACC 2102 Principles of Accounting II

BUS 2020 Management Information Systems

BUS 2030 Principles of Finance

Business Elective

PSY 2010 I/O Psychology

BUS 3020 Business Statistics

BUS 4010 Business Strategy - Capstone

Management Concentration

BUS 3130 Individual and Team Management

BUS 3110 Operations Management

BUS 3120 Human Resources Management

Marketing Concentration

BUS3410 Marketing Research

BUS4410 Sales and Sales Management
BUS4420 Advertising Management and Integrated Marketing Comm.

CAPS
Master of Business Administration

GBA 500 Leadership
GMK 540 Marketing Management
GBA 510 Managerial Economics
GAC 515 Financial Accounting
GBA 530 MIS: Management Information Systems
GBA 609 Quantitative Analysis
GBA 504 Legal and Social Environment of Business
GFN 610 Financial Management
GBA 690 Seminar: Business Strategy and Policy – Capstone

Management Concentration

GBA 540 Global Business Environment
GBA 603 Organizational Theory
GLA 530 HR Management

Marketing Concentration

GMK 650 Product Management
GMK 620 International Marketing Management
GMK 660 Problems in Marketing

Concentrations

Management (18 credits)

Workers in management and business are expected to increase by 2.4 million, or 15.4 percent by 2012. General and operations managers will add the most new jobs, 376,000, by 2012. Among business and financial occupations, accountants, auditors, and management analysts will add the most jobs, 381,000 combined. Management analysts will also be one of the fastest growing occupations in this group, along with personal financial advisors, with job increases of 30.4 percent and 34.6 percent, respectively.

GBA 504 *Legal and Social Environment of Business*
GBA 603 *Organizational Theory*
GBA 540 *Global Business Environment*

GBA 609 *Quantitative Analysis*
GFN 610 *Financial Management*
GLA 530 *Human Resource Management*

Marketing (18 credits)

Marketing managers must gain a deep understanding of customers' wants and needs. Based on this knowledge they develop, deliver and communicate products, services, and ideas that tap into these needs. To do this, marketers face many decisions that necessitate possessing a broad range of skills. Courses in the marketing concentration are designed to teach students these skills, and how to apply them, enabling them to become successful marketers.

GBA 504 *Legal and Social Environment of Business*
GBA 609 *Quantitative Analysis*
GFN 610 *Financial Management*

GMK 620 *International Marketing Management*
GMK 650 *Product Management*
GMK 660 *Problems in Marketing*

COMMUNICATION AND FINE ARTS DEPARTMENT

Carl N. Wallnau, Department Chair, Associate Professor Theatre Arts, Director of Centenary Performing Arts Guild

Gary Caal, Assistant Professor of Art and Design

Steven Davis, Visiting Assistant Professor of Art & Design

Virginia Elsasser, Associate Professor of Fashion, Director of the Honors Program

Kenol Lamour, Instructor in Fashion Design

Deborah Lev, Associate Professor of Communication

Jon Lewis, Studio Operations Manager, CCTV

Leah Antolini Lid, Assistant Professor of Dance

Matthew Mendres, Assistant Professor of Communication

Barbara Pohl, Assistant Professor of Art and Design

Julia Sharp, Instructor of Fashion

Hyo-Chong Yoo, Associate Professor of Art and Design, Associate Director of International Programs

Carol Yoshimine, Professor of Fine Arts

The Communication, Theatre, Graphic Art and Professional Design Department offers its students a Bachelor of Arts (B.A.) degree in Communication and Theatre Arts, and a Bachelor of Fine Arts (B.F.A.) in Art and Design, Fashion Design, Fashion Merchandising, and Graphic Design and Multi-Media Arts.

The **Art and Design** major offers its students a strong hands-on foundation in fine arts, graphic arts technology, and liberal arts. Individual creativity is stressed and encouraged. The program prepares students for graduate and career related study in fine and applied arts, in such areas as painting, printmaking, illustration, computer graphics, photography, and museum/gallery practices. Because of the College's premiere location, students are introduced to the artistic and cultural centers of NYC and Philadelphia. Accordingly frequent trips to museums, galleries, and professional societies are a natural part of the curriculum. Students seeking admission as freshmen and transfers must submit a portfolio of their work demonstrating foundation skills in drawing, color, and design. Ideally, the art portfolio should include between 1-20 pieces of original, quality artwork. Students may submit slides or CD's of their work or they may choose to present their portfolio during a personal interview with an art department faculty member. During the senior year, candidates for the B.F.A. are required to complete a comprehensive senior project. This project usually takes the form of a one-person exhibition in the college gallery. Students must demonstrate artistic competency in 3 mediums, write a thesis statement, and learn the aesthetic, technical, and business aspects of gallery installation.

The **Communication** major offers its students a strong foundation in print journalism and broadcast media. The curriculum provides for two concentrations, print medium or radio/TV media, from which majors may choose one, according to greatest interest and ability, while the required list of courses stresses training in the journalistic tradition as well as hands-on experience through the College-owned radio station WNTI, HS TV Channel 23 (Centenary College Television), and the production of the College-sponsored newspaper, The Quill and College yearbook, The Hack. Students study media history and regulation and examine media's impact on society. The program also explores nonfiction free-lance writing opportunities, advanced theories and methods in mass media, journalistic ethics, media law, and advertising. The Communication program prepares students for graduate programs in journalism and related studies, and a multitude of careers in print and broadcast media, film, public relations, and corporate communication.

The **Fashion** degree program contributes to the overall Graphic Art and Professional Design mission by offering career preparation in apparel design, merchandising, and design. Fashion design students are exposed to the processes and procedures to create well designed functional apparel within the consumer driven context of the global fashion industry. Merchandising and design students will be exposed to the processes and procedures to merchandise apparel and related goods such as home furnishings and accessories. All students will be exposed to Gerber Technology computer aided design software. Students enrolled in the Fashion Design program will take many courses that develop their creativity, marketing sense, and technical skills.

The **Graphic Design and Multi-Media Arts** major is a comprehensive program designed to educate students interested in creating digital art, in various mediums, intended for print, the Internet, video, and film. The program is designed to serve students interested in digital design and multi-media arts. The program educates students in preparation for the growing careers in digital media. Students are prepared to create and manipulate art intended for print, the Internet, video, and film. The program is firmly rooted into a traditional fine art curriculum requiring students to take courses in drawing, painting, printmaking, art history, and photography.

The **Theatre Arts** major offers its students a comprehensive, process centered curriculum in the study of theatre. Students may pursue concentrations in Dramatic Arts, Dance, Technical Theatre and Design, and Theatre Management. The College's proximity to New York City and the existence of an equity theatre in residence offers students a unique opportunity to develop skills in a

professional atmosphere. Students have the opportunity to explore theatre as an academic discipline and participate in acting, technical theatre and theatre production activities through the Centenary Stage Company, join the Equity Membership Candidate program, and earn credits toward acceptance into the Actors Equity Association, the professional union of actors. A minor is also available in Theatre Arts for interested students in other programs.

Communication and Fine Arts Minors

Art and Design Minor

- History of Art (Art 2001) or History of Modern Art (Art 2002)
- Two-Dimensional Design (Art 1003)
- Drawing I (Art 1005) or Drawing II (Art 1006)
- Any one Painting Course from the following selection: Painting I (Art 2013), Painting II (Art 2014), Advanced Painting I (Art 3013), or Advanced Painting II (Art 3014)
- Any one Printmaking Course from the following selection: Printmaking I (Art 3010), Printmaking II (Art 3011) or Monotype (Art 3021)
- Graphic Design I (DES 2016) or Graphic Design II (DES 2017)

Communication Minor

- Mass Media (COM 1011)
- Interpersonal Communication COM 2000)
- Intro to Journalism (COM 2011)
- Mass Communication Law & Ethics (COM 3005)
- Select one or more from the remaining appropriate courses from the major

Dance Minor

20 Credits including

- 8 credits in technique classes
 - Ballet
 - Jazz
 - Modern
 - Theatre Dance
 - Movement
- Choreography
- Dance Appreciation
- One general Theatre course

NOTE: Technical and Performance Practicum may be fulfilled by Dance Makers.

Fashion Minor

- Introduction to the Fashion Industry (meets Liberal Arts Core Requirement) (FAS 1001)
- Apparel Construction I (FAS 1000)
- Design Studio I (FAS 2010)
- Textile Science (FAS 2011)
- Retailing (FAS 3001)

Graphic Design and Multimedia Minor

This minor will include the following courses, for a total of 24 credits:

- Drawing I (ART 1005)
- Visual Literacy (DES 1007)
- Graphic Design I (DES 2016) – Prerequisite: DES 1007

- Typography (DES 2008) – Prerequisite: DES 2016
- Graphic Design II (DES 2017) – Prerequisite: DES 2008
- History of Graphic Design (DES 2007) – Prerequisite: DES 1007 and 2016

Theatre Minor

A Theatre Minor consists of five courses (20 credits) with a minimum of two practicums.

**CENTENARY COLLEGE
B.F.A. IN ART AND DESIGN
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
ART 1003	Two-Dimensional Design		4	_____
ART 1005	Drawing I		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
ART 1006	Drawing II		4	_____
CAT IV	Social or Behavioral Sciences		4	_____
CAT V	Laboratory Science		4	_____
ENG 1001	Composition and Rhetoric		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	ART2001 History of Art or ART2002 History of Modern Art		4	_____
DES 2016	Graphic Design I		4	_____
ART 2011	Life Drawing and Anatomy		4	_____
ART 2013	Painting I		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Art and Humanities: Rel; Phil; West. Civ.		4	_____
CAT. VI	Global Citizenship		4	_____
ART 2014	Painting II		4	_____
DES 2017	Graphic Design II		4	_____
<u>YEAR 3 (FALL)</u>				
ART 3010	Printmaking I		4	_____
ART 3013	Advanced Painting I		4	_____
CAT VI	Democratic Citizenship		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
ART 3011	Printmaking II		4	_____
ART 3014	Advanced Painting II		4	_____
CAT III	Art and Humanities: Literature		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
ART 3008	Photography I		4	_____
ART 4003	Senior Thesis Exhibition Project I		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
ART 3009	Photography II		4	_____
	Or		4	_____
DES 4012	Digital Photography		4	_____
ART 4004	Senior Thesis Exhibition Project II		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.A. IN COMMUNICATION: FILM STUDIES
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Nota bene: Transfer students, in order to graduate as a Communication major, must complete 16 credits in Communication courses at Centenary College, including COM4018 Senior Project.

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
COM 1011	Mass Media		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
CAT V	Laboratory Science		4	_____
COM 1014	Film Appreciation		4	_____
ENG 1001	Composition and Rhetoric		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts and Humanities: Rel; Phil; West Civ.		4	_____
CAT. III	Arts and Humanities: Literature		4	_____
COM 2111	Global Cinema		4	_____
COM 2040	Great Directors		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. IV	Democratic Citizenship		4	_____
CAT. VI	Global Citizen:		4	_____
COM 2000	Interpersonal Communication		4	_____
COM 2030	Film and Philosophy		4	_____
<u>YEAR 3 (FALL)</u>				
COM 2041	Documentary and Independent Film		4	_____
COM 3005	Mass Communication Law and Ethics		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		2	_____
<u>YEAR 3 (SPRING)</u>				
COM 2042	Art Film/Video		4	_____
COM 3014	Photojournalism		4	_____
	Or		4	_____
COM ____	Internship		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
COM 3042	Digital Filmmaking		4	_____
ENG 3091	Literature to Film		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
COM 4018	Senior Communication Project		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

CENTENARY COLLEGE
B.A. IN COMMUNICATION: PRINT JOURNALISM
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Nota bene: Transfer students, in order to graduate as a Communication major, must complete 16 credits in Communication courses at Centenary College, including COM4018 Senior Project.

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
COM 1011	Mass Media		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
COM 1014	Film Appreciation		4	_____
ENG 1001	Composition and Rhetoric		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts and Humanities: Rel; Phil; West Civ.		4	_____
CAT. III	Arts and Humanities: Literature		4	_____
CAT. V	Laboratory Science		4	_____
COM 2011	Introduction to Journalism		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. IV	Democratic Citizenship		4	_____
CAT. VI	Global Citizen:		4	_____
¹ COM 1003	The Quill			
	Or			
COM 1004	The Hack		2	_____
	Or			
COM 1005	Desktop Publishing			
COM 2000	Interpersonal Communication		4	_____
COM 2001	Public Speaking		4	_____
<u>YEAR 3 (FALL)</u>				
COM 3005	Mass Communication Law and Ethics		4	_____
COM 3014	Photojournalism		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		2	_____
<u>YEAR 3 (SPRING)</u>				
COM 2003	Advertising Copywriting		4	_____
COM ____	Internship		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
COM 3013	Nonfiction Freelance Writing & Editing	COM211	4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
COM 3018	Writing for Public Relations		4	_____
COM 4018	Senior Communication Project		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

¹ COM1003, COM1004 and COM1005 can be repeated for credit.

CENTENARY COLLEGE
B.A. IN COMMUNICATION: RADIO/TELEVISION
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Nota bene: Transfer students, in order to graduate as a Communication major, must complete 16 credits in Communication courses at Centenary College, including COM4018 Senior Project.

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
COM 1011	Mass Media		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
COM 1015	Introduction to Studio Operations – Radio/TV		4	_____
ENG 1001	Composition and Rhetoric		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts and Humanities: Rel; Phil; West Civ.		4	_____
CAT. III	Arts and Humanities: Literature		4	_____
CAT. V	Laboratory Science		4	_____
COM 1014	Film Appreciation		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. IV	Democratic Citizenship		4	_____
CAT. VI	Global Citizen:		4	_____
COM 2001	Public Speaking		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
COM2011	Introduction to Journalism		4	_____
COM 3005	Mass Communication Law and Ethics		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
COM 3014	Photojournalism		4	_____
COM 2010	Broadcast Announcing			_____
	Or			
COM 2013	Media Design		4	_____
	Or			
COM 3011	Media News Writing			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
COM 1013	Audio Production			
	Or		4	_____
COM 2008	Television Studio Production			
COM 2005	Advanced Studio Production			
	Or		4	_____
COM 3008	Electronic Field Production			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
COM 4018	Senior Project		4	_____
COM ____	Communication Internship		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____

Total 128

**AA IN FASHION
RECOMMENDED TWO-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
FAS 1000	Apparel Construction		4	_____
CAT III	FAS 1001 Introduction to the Fashion Industry		4	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
ART 1003	Two-Dimensional Design			
	Or		4	_____
ART 1005	Drawing I			
CAT III	Art and Humanities: Rel; Phil; West. Civ		4	_____
ENG 1001	Composition and Rhetoric		4	_____
FAS 2009	Social Responsibility in the Global Fashion		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT IV	Social/Behavioral Science		4	_____
FAS 2011	Textile Science (Cat. V Core)		4	_____
FAS 3005	History of Costume		4	_____
FAS 2010	Design Studio I – Flat Pattern		4	_____
		<u>YEAR 2 (Spring)</u>		
CAT. III	Art and Humanities: Rel; Phil; West. Civ.		4	_____
CAT. VI	Global Citizenship		4	_____
FAS Elective	Fashion Elective		4	_____
FAS Elective	Fashion Elective		4	_____
		Total	64	

CENTENARY COLLEGE
B.F.A. IN FASHION: FASHION DESIGN
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
FAS 1000	Apparel Construction		4	_____
FAS 1001	Introduction to the Fashion Industry (CAT III Core)		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
ART 1005	Drawing I		4	_____
ENG 1001	Composition and Rhetoric		4	_____
FAS 2000	Advanced Apparel Construction		4	_____
FAS 2099	Social Responsibility in the Global Fashion		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. IV	Social or Behavioral Science		4	_____
FAS 2011	Textile Science (CAT. V Core)		4	_____
FAS 2010	Design Studio I – Flat Pattern		4	_____
FAS 3005	History of Costume		4	_____
<u>YEAR 2 (Spring)</u>				
CAT.III	Art and Humanities: Rel.; Phil.; West. Civ.		4	_____
CAT. VI	Global Citizenship		4	_____
FAS 1008	Fashion Sketching		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
CAT III	Art and Humanities: Literature		4	_____
CAT VI	Global Citizenship		4	_____
DES 2016	Graphic Design I		4	_____
FAS 2001	Retailing		4	_____
<u>YEAR 3 (SPRING)</u>				
FAS 3004	Textile Performance		4	_____
FAS 3010	Design Studio II - Draping		4	_____
FAS 3020	Computer Applications		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
FAS 4010	Design Studio III – Advanced Problems in Fashion		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
FAS 4005	Social and Psychological Aspects of Clothing		4	_____
FAS 4012	Design Studio IV – Portfolio Development		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

CENTENARY COLLEGE
B.F.A. IN FASHION: FASHION MERCHANDISING
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
FAS 1000	Apparel Construction		4	_____
FAS 1001	Introduction to the Fashion Industry (CAT III Core)		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
ART 1003	Two-Dimensional Design		4	_____
CAT IV	Social and Behavioral Science		4	_____
ENG 1001	Composition and Rhetoric		4	_____
FAS 2099	Social Responsibility in the Global Fashion		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. VI	Democratic Citizenship		4	_____
FAS 2010	Design Studio I – Flat Pattern		4	_____
FAS 2011	Textile Science (CAT. V Core)		4	_____
FAS 3005	History of Costume		4	_____
<u>YEAR 2 (Spring)</u>				
CAT.III	Art and Humanities: Rel.; Phil.; West. Civ.		4	_____
CAT. VI	Global Citizenship		4	_____
FAS 2009	Fashion Coordination and Promotion		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
DES 2016	Graphic Design I		4	_____
FAS 3001	Retailing		4	_____
FAS 3003	Visual Merchandising		4	_____
FAS 3008	Consumer Goods for the Home		4	_____
<u>YEAR 3 (SPRING)</u>				
CAT III	Art and Humanities: Literature		4	_____
FAS 3004	Textile Performance		4	_____
FAS 3020	Computer Applications		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
FAS 40001	Fashion Buying		4	_____
FAS4014	Fashion Merchandising: Portfolio Development		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
FAS 4005	Social and Psychological Aspects of Clothing		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.F.A. IN GRAPHIC DESIGN AND MULTI-MEDIA ARTS
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
ART 1003	Two-Dimensional Design		4	_____
ART 1005	Drawing I		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
ART 1006	Drawing II		4	_____
CAT IV	Social or Behavioral Sciences		4	_____
DES 1007	Visual Literacy		4	_____
ENG 1001	Composition and Rhetoric		4	_____
<u>YEAR 2 (Fall)</u>				
ART 2001	History of Art (CAT III Core)		4	_____
CAT V	Laboratory Science		4	_____
DES 2007	History of Graphic Design		4	_____
DES 2016	Graphic Design I		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Art and Humanities: Rel; Phil; West. Civ.		4	_____
CAT. VI	Global Citizenship		4	_____
DES 2008	Typography		4	_____
DES 2017	Graphic Design II		4	_____
<u>YEAR 3 (FALL)</u>				
CAT VI	Democratic Citizenship		4	_____
DES 3002	Digital Illustration		4	_____
DES 3005	Web Design I		4	_____
DES 3007	Computer Animation for Multi-Media and Video		4	_____
<u>YEAR 3 (SPRING)</u>				
CAT III	Art and Humanities: Literature		4	_____
DES 3006	Web Design II		4	_____
DES 3008	3-D Computer Graphics		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
DES 4007	Senior Project in Visual Communication I		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
DES 4008	Senior Project in Visual Communication II		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.A. IN THEATRE ARTS: ACTING
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary		4	_____
THA 1001	Theatre Appreciation (CAT III Core)		4	_____
MTH 1111	Quantitative Literacy		4	_____
THA 1009	Acting Workshop		2	_____
THA 1015	Movement for Actors		2	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social or Behavioral Sciences		4	_____
CAT V	Laboratory Science		4	_____
ENG 1001	Composition and Rhetoric		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 1050	Introduction to Design and Technical Theatre		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. VI	Democratic Citizenship		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 1016/2015	Movement for Actors or Dance for Theatre		2	_____
THA 2009	Acting Workshop		2	_____
THA 2020	Voice and Speech I		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Art and Humanities: Literature		4	_____
CAT. VI	Global Citizenship		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 2001/2002	Theatre History I or Theatre History II		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
ENG 4010	Shakespeare		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 1016/2015	Movement for Actors or Dance for Theatre		2	_____
THA 2046	Introduction to Directing		4	_____
THA 3009	Acting Workshop		2	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 3025/3026	Set Design for the Theatre or Lighting Design for Theatre		4	_____
THA ____	Theatre Designated Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		2	_____
<u>YEAR 4 (FALL)</u>				
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 4001	Thesis Project		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		1	_____
<u>YEAR 4 (SPRING)</u>				
THA 1011	Technical Practicum		1	_____
THA 1012	Performance Practicum		1	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

Transfer students must complete 20 credits in Theatre courses including Senior Project and two practicums in order to graduate.

CENTENARY COLLEGE
B.A. IN THEATRE ARTS: COSTUME DESIGN
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
FAS 1000	Apparel Construction I		4	_____
MTH 1111	Quantitative Literacy		4	_____
THA 1009	Acting Workshop		2	_____
THA 1015	Movement for Actors		2	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social or Behavioral Sciences		4	_____
ENG 1001	Composition and Rhetoric		4	_____
THA 1001	Theatre Appreciation (CAT III Core)		4	_____
THA 1011	Technical Practicum		1	_____
THA 1050	Introduction to Design and Technical Theatre		4	_____
<u>YEAR 2 (Fall)</u>				
ART 1002	Two-Dimensional Design		4	_____
	Or			
ART 1007	Drawing I for Fashion Students		4	_____
CAT V	Laboratory Science		4	_____
FAS 2010	Design Studio I – Flat Pattern		4	_____
FAS 3005	History of Costume		4	_____
THA 1011	Technical Practicum		1	_____
<u>YEAR 2 (Spring)</u>				
CAT III	Arts and Humanities: Rel.; Phil.; West. Civ.		4	_____
CAT. VI	Democratic Citizenship		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
CAT VI	Global Citizenship		4	_____
FAS 2011	Textile Science		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 2001/2002	Theatre History I or Theatre History II		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
FAS 3010	Design Studio II – Draping		4	_____
THA1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 3024	Theatre Costume Design and Production		4	_____
THA 3025	Set Design for the Theatre		4	_____
	Or			
THA 3026	Lighting Design for Theatre		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
ENG 4010	Shakespeare (CAT III Core)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
THA 4001	Thesis Project		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

Note: "Transfer students, in order to graduate as a Theatre major, must complete 16 credits in Theatre courses at Centenary, including Senior project"

**CENTENARY COLLEGE
B.A. IN THEATRE ARTS: DANCE
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
MTH 1111	Quantitative Literacy		4	_____
THA 1001	Theatre Appreciation (CAT III Core)		4	_____
THA 1009	Acting Workshop		2	_____
THA 1015	Movement for Actors		2	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social or Behavioral Sciences		4	_____
CAT V	Laboratory Science		4	_____
ENG 1001	Composition and Rhetoric		4	_____
THA1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 1050	Introduction to Design and Technical Theatre		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Art and Humanities: Rel.; Phil.; West. Civ.		4	_____
CAT. VI	Democratic Citizenship		4	_____
THA 1002	Dance Appreciation		4	_____
THA 1005	Modern Dance		2	_____
THA 1017	Ballet I		2	_____
<u>YEAR 2 (Spring)</u>				
CAT. VI	Global Citizenship		4	_____
THA 1008	Ballet II		2	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 2015	Dance for Theatre		2	_____
THA ____	Theatre Elective (Recommended: Acting Workshop)		2	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
ENG 4010	Shakespeare (CAT III Core)		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 1017	Jazz I		2	_____
THA 1020	Tap		2	_____
THA 3001	Kinesesthesiology		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
THA 1027	Ethnic Dance		2	_____
THA 3026	Lighting Design for Theatre		4	_____
THA 3015	Advanced Dance for Theatre		2	_____
THA 3047	Choreography		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 4001	Thesis Project		4	_____
THA ____	Theatre Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA ____	Theatre Elective		1	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

Note: Transfer students, in order to graduate as a Theatre major, must complete 16 credits in Theatre courses at Centenary, including the Senior Project.

CENTENARY COLLEGE
B.A. IN THEATRE ARTS: TECHNICAL THEATRE
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	THA1001 Theatre Appreciation (CAT III Core)		4	_____
MTH 1000	Quantitative Literacy		4	_____
THA 1009	Acting Workshop		2	_____
THA 1015	Movement for Actors		2	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social or Behavioral Sciences		4	_____
CAT V	Laboratory Science		4	_____
ENG 1001	Composition and Rhetoric		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 1050	Introduction to Design and Technical Theatre		4	_____
<u>YEAR 2 (Fall)</u>				
ART 1005	Drawing I		4	_____
CAT. VI	Democratic Citizenship		4	_____
THA 1011	Technical Practicum		1	_____
THA 2045	Stage Management		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Art and Humanities: Literature		4	_____
CAT. VI	Global Citizenship		4	_____
THA 3025/3026	Set Design for the Theatre or Lighting Design for the Theatre		4	_____
THA 2001/2002	Theatre History I or Theatre History II		4	_____
THA 1011	Technical Practicum		1	_____
<u>YEAR 3 (FALL)</u>				
ENG 4010	Shakespeare		4	_____
THA 2020	Voice and Speech		4	_____
THA 2046	Introduction to Directing		4	_____
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
THA 1011	Technical Practicum		1	_____
THA 3025/3026	Set Design for the Theatre or Lighting Design for the Theatre		4	_____
THA XXXX	Theatre Designated Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
THA 1011/1012	Technical Practicum or Performance Practicum		1	_____
THA 4001	Thesis Project		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
THA 1011	Technical Practicum		1	_____
THA 1012	Performance Practicum		1	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

Note: "Transfer students, in order to graduate as a Theatre major, must complete 16 credits in Theatre courses at Centenary, including Senior project"

EDUCATION DEPARTMENT & TEACHER CERTIFICATION PROGRAMS

Sandra Genduso, Department Chair and Assistant Professor of Education

Emily Anderson, Assistant Professor of Education

Robert Cavo, Assistant Professor of Education and Graduate Director for Education

Frances Congdon, Assistant Professor of Education

Linda Schwartz Green, Associate Professor of Education, Director of Teacher of Students with Disabilities Certification,
Graduate Director for Special Education

Eric Nixon, Assistant Professor of Education

Marianne Pratschler, Assistant Professor of Education

Simon Saba, Assistant Professor of Online Education

Kristine Tucker, Assistant Professor of Education

The Education Department offers courses leading to certification in Elementary Education (K-5), Teacher of Biology (K-12), Teacher of English (K-12), Teacher of Mathematics (K-12), Teacher of Social Studies (K-12), and Teacher of Students with Disabilities. Undergraduate students in any of these certification programs are majors in Biology, English, History (Social Studies), Mathematics, Psychology and Sociology, and receive the Bachelor of Arts or Bachelor of Science degree. Qualified post-baccalaureate students, whose undergraduate majors were in liberal arts and graduated with a 2.75 or higher GPA, are eligible for admission to programs leading to certification based on the degree that they earned. All certificate programs are accredited by the New Jersey Department of Education and the National Association of State Directors of Teacher Education. To be certified in New Jersey, a student must be a citizen or sign a document that they intend to become a citizen within five years. The student must sign allegiance to the United States for the certification papers to be sent to the state department. Students also must pass the Praxis II Exam in their appropriate area. The Praxis II is administered independent from Centenary College. It must be taken and passed to gain admission into EDU 4050, Student Teaching.

Students must apply for admission to the Education Department in addition to admission to the College. Admission to the department includes achievement of minimally a 2.75 cumulative GPA, two supportive letters of reference, an interview with department faculty, completion of EDU2001 and EDU2002 with a grade of B- or better. In order to remain in the Education Department, students must maintain a 2.75 cumulative GPA and receive a B- in all Education courses. There is one semester of probation if the student's GPA falls below 2.75 before being dismissed from the department roster.

Student Teaching (EDU4050) is full-time status and carries full-time tuition. If a student is considering dual certification in a high school subject-specific area and elementary education, one extra course is required. If a student wants dual certification with Teacher of Students with Disabilities, several extra courses are required dependent upon the student's original major. In order to meet the requirements for Teacher of Students with Disabilities, students must also fulfill the requirements for Elementary or Secondary Education Certification. Only two courses in Education are permitted each semester; courses for Teacher of Students with Disabilities may be additional. Students must remember to register one full semester before planning on taking either Teaching Practicum and Assessing Outcomes or Student Teaching (EDU3080 and EDU4050).

The Education Department's policies allow for one discipline course to be taken concurrently with EDU 4024 and EDU 4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester. This is reflected in one semester where the sequence of courses indicates a five-course (20-credit) semester. Students can avoid this scenario by taking a summer course at Centenary either in their major or the College core requirements.

CENTENARY COLLEGE
B.S. IN BIOLOGY/ELEMENTARY EDUCATION (K-5)²
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary		4	_____
BIO 1150	Biology of Plants and Cells		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1180	Algebraic Modeling			
	OR			
MTH1401	Pre-calculus I		4	_____
		<u>YEAR 1 (Spring)</u>		
EDU2000	Foundations of Education		4	_____
BIO 1160	Biology of Animals		4	_____
MTH 1111	Quantitative Literacy		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT VI	Democratic Citizenship		4	_____
CHM 1100	General Chemistry I		4	_____
EDU 2003	Curriculum Design: Teaching Science in Elem. Classrooms		4	_____
MTH 1501	Statistics I		4	_____
		<u>YEAR 2 (Spring)</u>		
CAT III	Arts and Humanities: Literature		4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
CAT VI	Global Citizenship		4	_____
CHM 1110	General Chemistry II		4	_____
EDU 3053	Foundations of Literacy in Elementary Education		4	_____
		<u>YEAR 3 (FALL)²</u>		
CAT V	PSC 1500 Physical Science		4	_____
BIO 2150	Animal Anatomy		4	_____
BIO 3100	Genetics		4	_____
EDP3013	Psychology of High and Low Incidence Exceptionality		4	_____
EDP 2001	Pre-School and School-Aged Development (3-18 Years)		4	_____
		<u>YEAR 3 (SPRING)²</u>		
BIO 2160	Animal Physiology and Behavior		4	_____
BIO 3500	Microbiology		4	_____
EDU 3052	Elementary Teaching Methodology		4	_____
EDU3031	Special Ed: Learners Perspective		4	_____
SOC 2004	School, Family and Community		4	_____
		<u>YEAR 4 (FALL)</u>		
BIO 3150	Biochemistry		4	_____
BIO 4000	Ecology		4	_____
EDU 3038	Classroom Management for Challenging Behavior		4	_____
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
		<u>YEAR 4 (SPRING)</u>		
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
		Total	136	

² The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid 20-credit semesters, CAT. III and CAT VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.S. IN BIOLOGY/TEACHER OF BIOLOGY (K-12)³
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
BIO 1150	Biology of Plants and Cells		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
MTH 1180	Algebraic Modeling			
	OR			
MTH1401	Pre-calculus I		4	_____
<u>YEAR 1 (Spring)</u>				
EDU2000	Foundations of Education		4	_____
BIO 1160	Biology of Animals		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 2 (Fall)</u>				
CHM 1100	General Chemistry I		4	_____
EDU 2004	Curriculum Design: Teaching in the Content Areas		4	_____
MTH 1501	Statistics I		4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
<u>YEAR 2 (Spring)</u>				
CAT III	Arts and Humanities: Literature		4	_____
CAT VI	Global Citizenship		4	_____
CHM 1110	General Chemistry II		4	_____
EDU 3054	Foundations of Literacy in the Content Areas		4	_____
EDP 2001	Pre-School and School-Aged Development (3-18 Years)		4	_____
<u>YEAR 3 (FALL)²</u>				
CAT V	PSC 1500 Physical Science		4	_____
BIO 2150	Animal Anatomy		4	_____
BIO 3100	Genetics		4	_____
EDP 3013	Psych of High and Low Inc. Exception.		4	_____
SOC2004	School, Family and Community		4	_____
<u>YEAR 3 (SPRING)²</u>				
BIO 2160	Animal Physiology and Behavior		4	_____
BIO 3500	Microbiology		4	_____
EDU 3058	Biology Curriculum and Instruction		4	_____
EDU 3031	Special Education: Learner's Perspective		4	_____
CAT. VI	Democratic Citizenship		4	_____
<u>YEAR 4 (FALL)</u>				
BIO 3150	Biochemistry		4	_____
BIO 4000	Ecology		4	_____
EDU 3038	Classroom Management for Challenging Behavior		4	_____
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
<u>YEAR 4 (SPRING)</u>				
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
Total			136	

³ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid three 20-credit semesters, CAT. III and CAT. VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.A. IN ENGLISH/ELEMENTARY EDUCATION (K-5)⁴
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary		4	_____
CAT III	Art and Humanities: (West. Civ. Recommended)		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
EDU2000	Foundations of Education		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
SOC2004	School, Family and Community		4	_____
ENG 1005	Introduction to Literary Analysis		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT V	Laboratory Science		4	_____
EDU2003	Curriculum Design: Teaching Science in Elementary Classrooms		4	_____
ENG2014	American Literature Survey		4	_____
ENG2019	Classical Literature		4	_____
		<u>YEAR 2 (Spring)²</u>		
EDP2001	Pre-School & School-Age Development (3-18 Years)		4	_____
EDU3053	Foundations of Literacy in Elementary Education		4	_____
ENG2020	The Bible As Literature		4	_____
ENG ____	English Elective		4	_____
CAT VI	Democratic Citizenship (HIS2001, HIS2002, HIS3010 Recommended)		4	_____
		<u>YEAR 3 (Fall)²</u>		
CAT III	Arts and Humanities: Literature (ENG3003 Recommended)		4	_____
EDP3013	Psychology of High and Low Incidence Exceptionality		4	_____
EDU3038	Classroom Management for Challenging Behavior		4	_____
ENG2017	British Literature I		4	_____
ENG2025	Ethnic American Literature			_____
	Or			
ENG2028	Non-Western World Literature		4	_____
	Or			
ENG3029	Modern European Literature			_____
		<u>YEAR 3 (Spring)²</u>		
CAT. VI	Global Citizenship (HIS2005 Recommended)		4	_____
EDU 3052	Elementary Teaching Methods		4	_____
ENG 2018	British Literature II		4	_____
ENG 2026	Women Writers of the World		4	_____
EDU3031	Sped Ed: Learner's Perspective		4	_____
		<u>YEAR 4 (Fall)</u>		
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
ENG 4010	Shakespeare		4	_____
ENG 4080	Senior Seminar		4	_____
ENG ____	English Elective		4	_____
		<u>Year 4 (Spring)</u>		
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
Total			136	

⁴ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid three 20-credit semesters, CAT. III and CAT VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.A. IN ENGLISH/TEACHER OF ENGLISH (K-12)⁵
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary		4	_____
CAT III	Art and Humanities: Rel. Stud.; Phil.; West. Civ.		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
EDU2000	Foundations of Education	AFC1001	4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
SOC2004	School, Family and Community		4	_____
ENG 1005	Introduction to Literary Analysis		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT V	Laboratory Science		4	_____
EDU 2004	Curriculum Design: Teaching in the Content Areas		4	_____
ENG 2014	American Literature Survey		4	_____
ENG 2019	Classical Literature		4	_____
		<u>YEAR 2 (Spring)²</u>		
CAT III	Arts and Humanities: Literature		4	_____
EDP 2001	Pre-School and School-Aged Development (3-18 Years)		4	_____
EDU 3054	Literacy in the Content Areas		4	_____
ENG 2020	The Bible As Literature		4	_____
ENG ____	English Elective		4	_____
		<u>YEAR 3 (Fall)²</u>		
EDP 3013	Psychology of High and Low Incidence Exceptionality		4	_____
EDU 3056	English Curriculum and Instruction		4	_____
CAT. VI	Democratic Citizenship		4	_____
ENG 2017	British Literature I		4	_____
ENG 2025	Ethnic American Literature			_____
	Or			
ENG 2028	Non-Western World Literature		4	_____
	Or			
ENG 3029	Modern European Literature			_____
		<u>YEAR 3 (Spring)²</u>		
CAT. VI	Global Citizenship		4	_____
EDU 3038	Classroom Management for Challenging Behavior		4	_____
EDU 3031	Special Education: Learner's Perspective		4	_____
ENG 2018	British Literature II		4	_____
ENG 2026	Women Writers of the World		4	_____
		<u>YEAR 4 (Fall)</u>		
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
ENG 4010	Shakespeare		4	_____
ENG 4080	Senior Seminar		4	_____
ENG ____	English Elective		4	_____
		<u>YEAR 4 (Spring)</u>		
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
Total			136	

⁵ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid three 20-credit semesters, CAT. III and CAT. VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.A. IN HISTORY/ELEMENTARY EDUCATION (K-5)⁶
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary		4	_____
ENG 1001	Composition and Rhetoric		4	_____
HIS 1001	Western Civilization I		4	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
EDU2000	Foundations of Education		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
CAT V	Laboratory Science		4	_____
HIS 1002	Western Civilization II		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT. III	Arts and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
EDU 2003	Curriculum Design: Teaching Science in Elem. Classrooms		4	_____
HIS 2001	American Civilization I		4	_____
		<u>YEAR 2 (Spring)</u>		
EDP 2001	Pre-School and School-Age Development (3-18 Years)		4	_____
EDU 3053	Foundations of Literacy in Elementary Education		4	_____
HIS 2002	American Civilization II		4	_____
POL 1001	U.S. Political Systems		4	_____
		<u>YEAR 3 (FALL)²</u>		
CAT VI	Global Citizenship		4	_____
EDP 3013	Psychology of High and Low Incidence Exceptionality		4	_____
HIS 2005	World Geography		4	_____
HIS ____	History Elective		4	_____
SOC 2004	School, Family and Community		4	_____
		<u>YEAR 3 (SPRING)²</u>		
CAT III	Arts and Humanities: World Religions or Philosophy		4	_____
EDU 3052	Elementary Education Methodology		4	_____
HIS ____	History Elective		4	_____
HIS ____	History Elective		4	_____
EDU3031	Special Ed: Learners Perspective		4	_____
		<u>YEAR 4 (FALL)</u>		
EDU 3038	Classroom Management for Challenging Behavior		4	_____
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
HIS ____	History Elective		4	_____
HIS ____	History Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
Total			132	

⁶ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid two 20-credit semesters, CAT. III and CAT VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.A. IN HISTORY/TEACHER OF SOCIAL STUDIES (K-12)⁷
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary		4	_____
ENG 1001	Composition and Rhetoric		4	_____
HIS 1001	Western Civilization I		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
EDU2000	Foundations of Education	AFC1001	4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
CAT V	Laboratory Science		4	_____
HIS 1002	Western Civilization II		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts and Humanities: Literature		4	_____
SOC2004	School, Family and Community		4	_____
EDU 2004	Curriculum Design: Teaching in the Content Areas		4	_____
HIS 2001	American Civilization I		4	_____
<u>YEAR 2 (Spring)</u>				
EDP 2001	Pre-School and School-Aged Development (3-18 Years)		4	_____
EDU 3054	Literacy in the Content Areas		4	_____
HIS 2002	American Civilization II		4	_____
POL 1001	U.S. Political Systems		4	_____
<u>YEAR 3 (FALL)²</u>				
EDP 3013	Psychology of High and Low Incidence Exceptionality		4	_____
EDU 3059	Social Studies Curriculum and Instruction		4	_____
HIS 2005	World Geography		4	_____
SOC 2004	School, Family and Community		4	_____
CAT VI	Democratic Citizenship		4	_____
<u>YEAR 3 (SPRING)²</u>				
CAT III	Arts and Humanities: World Religions or Philosophy		4	_____
EDU 3038	Classroom Management for Challenging Behavior		4	_____
CAT VI	Global Citizenship		4	_____
HIS ____	History Elective		4	_____
HIS ____	History Elective		4	_____
<u>YEAR 4 (FALL)</u>				
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
HIS ____	History Elective		4	_____
HIS ____	History Elective		4	_____
HIS ____	History Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____

Total 132

Final Revision: 06/09 (SS)

⁷ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid two 20-credit semesters, CAT. III and CAT VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.A. IN LIBERAL ARTS/ELEMENTARY EDUCATION (K-5)⁸/MIDDLE SCHOOL ENDORSEMENT (5-8)
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC1001	Academic Foundations at Centenary		4	_____
CAT III	Art and Humanities: Fine Art		4	_____
ENG1001	Composition and Rhetoric		4	_____
MTH1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
MTH1250	Geometry		4	_____
EDU2000	Foundations of Education		4	_____
ENG1005	Introduction to Literary Analysis	ENG1001	4	_____
CAT V	Earth Science: PSC1400		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Art and Humanities: HIS1001 or HIS1002		4	_____
MTH1180	Algebraic Modeling		4	_____
SOC2004	School, Family and Community		4	_____
EDU2003	Curriculum Design: Teaching Science in the Elementary Classroom		4	_____
<u>YEAR 2 (Spring)</u>				
BIO1105	Human Nutrition and Performance		4	_____
CAT VI	Global Citizenship: HIS2005		4	_____
CAT VI	Democratic Citizenship: HIS2006		4	_____
EDP2001	Pre-School and School-Aged Development (3-18 Yrs)		4	_____
<u>YEAR 3 (FALL)</u>				
CAT III	Art and Humanities: Literature – ENG3003		4	_____
EDU3041	Foundations of Literacy in Elementary Education		4	_____
EDP3013	Psychology of High and Low Incidence Exceptionality		4	_____
HIS2001 or 2002	American Civilization I or American Civilization II		4	_____
HIS2012	History of New Jersey		4	_____
<u>YEAR 3 (SPRING)</u>				
BIO1110	Principles of Environmental Science		4	_____
	Or			
CHM1050	Basic Chemistry		4	_____
EDU3052	Elementary Teaching Methodology: Mathematics in the Elementary Classroom		4	_____
ENG2013	Advanced Composition			
	Or			
ENG2014	American Literature Survey		4	_____
	Or			
ENG3004	The Short Story			
EDU3031	Special Ed: The Learner's Perspective		4	_____
<u>YEAR 4 (FALL)</u>				
EDU3038	Classroom Management for Challenging Behavior		4	_____
EDU3080	Teaching Practicum and Assessing Outcomes		4	_____
MTH1501	Statistics I		4	_____
PSC1025	Astronomy			
	Or		4	_____
PSC1500	Physical Science			
<u>YEAR 4 (SPRING)</u>				
EDU4024	Applications in Literacy		2	_____
EDU4050	Student Teaching		10	_____
Total			128	

⁸ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester. This is reflected in one semester where the sequence of courses indicates a five-course (20 credit) semester. Students can avoid this scenario by taking a summer course at Centenary either in their major or the College core requirements.

CENTENARY COLLEGE
B.S. IN MATHEMATICS/ELEMENTARY EDUCATION (K-5)⁹
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1401	Pre-Calculus I OR Science Elective		4	_____
<u>YEAR 1 (Spring)</u>				
EDU2000	Foundations of Education		4	_____
SOC2004	School, Family and Community		4	_____
MTH 1111	Quantitative Literacy		4	_____
MTH 1402	Pre-Calculus II		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. V	PSC 1500 Physical Science		4	_____
EDU 2003	Curriculum Design: Teaching Sci. Sophomore Standing		4	_____
MTH 1501	Statistics I		4	_____
MTH 2151	Calculus I		4	_____
<u>YEAR 2 (Spring)²</u>				
CAT. III	Arts & Humanities: World Religions, Philosophy or Western Civilization (Logic recommended)		4	_____
EDP 2001	Pre-School and School-Aged Development (3-18 Years)		4	_____
EDU 3053	Foundations of Literacy in Elementary Education		4	_____
MTH 2152	Calculus II		4	_____
CAT. VI	Democratic Citizenship		4	_____
<u>YEAR 3 (Fall)²</u>				
EDP 3013	Psychology of High and Low Incidence Exceptionality		4	_____
MTH 3161	Calculus III		4	_____
MTH 3030	Linear Algebra		4	_____
CAT III	Arts and Humanities: English Literature		4	_____
EDU3031	Special Ed: Learners Perspective		4	_____
<u>YEAR 3 (Spring)²</u>				
EDU 3052	Elementary Teaching Methodology		4	_____
MTH 3162	Calculus IV		4	_____
MTH 3350	Foundations of Advanced Mathematics		4	_____
MTH 3070	History of Mathematics & Nat. Science		4	_____
BIO, PSC, CHM	Related Major Requirement or CAT. VI Global Citizenship		4	_____
<u>Year 4 (Fall)</u>				
EDU 3038	Classroom Management for Challenging Behavior		4	_____
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
MTH ____	Mathematics Elective (3000+)		4	_____
MTH ____	Mathematics Elective (3000+)		4	_____
<u>Year 4 (Spring)</u>				
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
Total			136	

LOGIC(Category III) is recommended for the math major. ** MTH Electives/Math Choices 1 of 3 above 3000 level
MTH1401 is not required for the major but may be required as a prerequisite for MTH1402. In that case the total credits for the Math Major is 140 CR,

⁹ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid three 20-credit semesters, CAT. III and CAT VI courses can be taken in summers prior to Year 3 and Year 4.

CENTENARY COLLEGE
B.S. IN MATHEMATICS/TEACHER OF MATHEMATICS (K-12)¹⁰
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1401	Pre-Calculus I		4	_____
<u>YEAR 1 (Spring)</u>				
EDU2000	Foundations of Education		4	_____
SOC2004	School, Family & Community		4	_____
MTH 1111	Quantitative Literacy		4	_____
MTH 1402	Pre-Calculus II		4	_____
<u>YEAR 2 (Fall)</u>				
EDU 2004	Curriculum Design: Teaching in the Content Areas		4	_____
CAT VI	Democratic Citizenship		4	_____
MTH 1501	Statistics I		4	_____
MTH 2151	Calculus I		4	_____
<u>YEAR 2 (Spring)²</u>				
CAT. III	Arts & Humanities: World Religions, Philosophy or Western Civilization (Logic recommended)		4	_____
CAT III	Arts and Humanities: English Literature		4	_____
EDP 2001	Pre-School and School-Aged Development (3-18 Years)		4	_____
EDU 30541	Literacy in the Content Areas		4	_____
MTH 2152	Calculus II		4	_____
<u>YEAR 3 (Fall)²</u>				
CAT. V	PSC 1500 Physical Science		4	_____
EDU 3057	Mathematics Curriculum and Instruction		4	_____
EDP 3013	Psychology of High and Low Incidence Exceptionality		4	_____
MTH 3161	Calculus III		4	_____
MTH 3030	Linear Algebra		4	_____
<u>YEAR 3 (Spring)²</u>				
EDU3038	Classroom Management for Challenging Behavior		4	_____
MTH 3162	Calculus IV		4	_____
MTH 3350	Foundations of Advanced Mathematics		4	_____
MTH 3070	History of Mathematics		4	_____
EDU3031	Special Ed: Learners Perspective		4	_____
<u>Year 4 (Fall)</u>				
EDU 3080	Teaching Practicum and Assessing Outcomes		4	_____
MTH ____	Mathematics Elective (3000+)		4	_____
MTH ____	Mathematics Elective (3000+)		4	_____
	Related Major Requirement (BIO, PSC, CHM)		4	_____
<u>Year 4 (Spring)</u>				
EDU 4024	Applications in Literacy		2	_____
EDU 4050	Student Teaching		10	_____
Total			136	

LOGIC(Category III) is recommended for the math major. ** MTH Electives/Math Choices 1 of 3 above 3000 level

¹⁰ The Education Department's policies allow for one discipline course to be taken concurrently with EDU4024 and EDU4050, but the Department prefers that students plan their academic programs so that Student Teaching and the Applications in Literacy are the only courses they register for during their last semester.

² In order to avoid three 20-credit semesters, CAT. III and CAT VI courses can be taken in summers prior to Year 3 and Year 4.

Teacher of Students with Disabilities Certification

Available to those students seeking a Bachelor's degree and completing requirements in another field of certification (major), or post-baccalaureate students who are completing requirements for general education certification (elementary, middle, or high school) concurrently.

(For undergraduates and post-baccalaureate who are currently seeking initial certification)

EDU 3000	Assistive Technology Prerequisite: completion of EDP 3013, EDU 2001, EDU 3031 – OR – EDU 3031 taken concurrently	1 credit
EDU 3031	Special Education: A Learner's Perspective Prerequisite: completion of EDU 2001, EDU 2002 and EDP 3013	4 credits
EDU 3033	Language Development, Communication and Literacy in Special Education Prerequisite: completion of EDU 3041 or EDU 3043, EDP 3013	4 credits
EDU 3034	Special Education Methods and Materials Prerequisite: completion of EDP 3013, EDU	4 credits
EDU 3038	Classroom Management for Challenging Behavior Prerequisite: completion of EDU 2001, EDU 2002 and admission to the Education Department and completion of EDP 3013	4 credits
EDP 3013	Psychology of High and Low Incidence Exceptionalities Prerequisite: PSY 1050	4 credits

Students may take no more that eight credits of special education courses in any Fall or Spring semester, and no more than four credits of these courses in either of the two Summer semesters.

ENGLISH & FOREIGN LANGUAGES DEPARTMENT

Peter Mathews, Department Chair; Assistant Professor of English and Graduate Director of English

Christopher Adamo, Assistant Professor of Philosophy

Carol M. Barnett, Instructor in English as a Second Language/Freshman Writing, Assistant Director of International Studies Programs

Dean W. Bethea, Associate Professor of English

Angela Elliott, Professor of English

Robert Frail, Professor of English and French; Director of International Studies Programs

John R. Holt, Associate Professor of English

Klara Lutsky, Assistant Professor of English

Nancy Madacsi, Director of the Taylor Learning Resource Center

Mary Newell, Assistant Professor of English and Director of First-Year Writing

Arlene Young, Instructor of English as a Second Language (ESL)

The English and Foreign Languages Department offers a Bachelor of Arts (B.A.) program in English. The Department also provides many of the courses which comprise the College's core requirements – e.g. composition and rhetoric, literature, foreign languages, and liberal arts studies.

The Department's Bachelor of Arts program in **English** combines the best elements of the traditional English major (the sophomore-level surveys of American and British literature and the upper-level courses in major literary periods and writers) with nontraditional features including career-oriented writing courses and offerings in cross-cultural, multi-ethnic literature, and women writers. Centenary's unique program prepares students for careers in teaching, marketing, corporate communications, free-lance writing, law, and publishing, among other fields. The English program sponsors the Writing Center (open to all students), the English Club, the English honorary society (Sigma Tau Delta), and PRISM, the undergraduate literary magazine.

English Minor:

Any student may minor in English by taking at least sixteen (16) credits of designated English courses beyond ENG 1001. Those courses must include the following:

(ENG 1001 Composition and Rhetoric is a prerequisite for all other English classes. Before taking ENG 1001, ENG 1000 College English, must be satisfied either through satisfactory performance (480 or above) on the English section of the SAT, or by taking the course.)

ENG1005: Introduction to Literary Analysis

ENG2014: Survey of American Literature

ENG 2017: Survey of British Literature I

ENG2018: Survey of British Literature II

Creative Writing Minor (for non-English Majors):

The Creative Writing Minor requires 16 credits, including a 4-credit craft course. Students can select 8-12 credits for creative writing courses, which can be repeated for credit. These currently include:

ENG 2015: Poetry Writing

ENG 2016: Creative Prose Writing, fiction or creative non-fiction

At least 4 credits from the following:

ENG 2030: The Craft of Poetry Writing

ENG 2031: The Craft of Prose Writing

ENG 2012: Advanced Essay Writing

To fulfill the 16 credits, students may take a second craft course, take more creative writing courses, or take a genre course, as listed in the Concentration.

Creative Writing Concentration (for English Majors):

The Creative Writing Concentration requires 16 credits:

- 4 Credits of a craft course, selected from the following courses:
 - The Craft of Poetry Writing (ENG 2030)
 - The Craft of Prose Writing (ENG 2031)
 - Advanced Essay Writing (ENG 2010)
- 8 Credits of creative writing courses
- 4 Credits of a 3000-level or above genre course, selected from the following courses:
 - The Short Story (ENG 3004)
 - Development of the Novel (ENG 3001)
 - Children's Literature (ENG 3003)
 - Modern British and American Poetry (ENG 4005)

Option in Career Writing: Any student wishing to emphasize development of writing skills is advised to take, as free electives, at least four *4) writing courses beyond Eng 1001. The student may choose from the following courses: ENG 2001; ENG 3015; ENG 3016; ENG 3020; ENG 3021; COM 2003; COM 2011; COM 3018; COM 3019; COM 3013.

Graduate Program: The English and Foreign Language Department offers a program of study leading to a Master of Arts (MA) degree in English Literature. For details, see the English Department's Graduate Studies Brochure. The Department also provides a number of specialized programs, in cooperation with the Office of International Programs, for international students. Many of these programs combine academic and co-curricular instruction, based on the principle that learning occurs inside and outside of the classroom. The specialized programs for international students offered by the Department are:

Certificate in English: This program is designed for international students who wish to improve English language proficiency. Students must pass a minimum of 30 credit hours of work in order to qualify for the certificate.

Summer Culture and Language Program: This program is designed for non-native speakers of English preparing to attend American colleges and universities. Two levels of instruction are available in this six-week program (early July through mid-August); classes meet five days a week (a total of 120 hours) with an emphasis on English proficiency skills and a full range of co-curricular activities.

The English and Foreign Languages Department also supervises English as a Second Language (ESL) instruction, foreign language instruction (French, Spanish, and Japanese), the Liberal Arts Studies (LAS 3001, 3002, and 3003) courses, philosophy, and religion.

ENGLISH MAJOR CORE REQUIREMENTS

All majors must complete 48 credits in English above ENG1001. Successful completion of ENG 1001, or its equivalent, is the prerequisite for all of the English courses listed below, with the exception of ENG2014, 2017, and 2018, which require ENG1005 as a prerequisite.

Required English Core Requirements

ENG 1005	Introduction to Literary Analysis
ENG 2014	American Literature Survey
ENG 2017	British Literature Survey I
ENG 2018	British Literature Survey II
ENG 2019	Classical Literature
ENG 2020	The Bible as Literature
ENG 2026	Women Writers of the World
ENG 4010	Shakespeare
ENG 4080	Senior Seminar

Cross-Cultural Studies (choose one)

ENG 2025	Ethnic American Literature
ENG 3028	Non-Western World Literature
ENG 3029	Modern European Literature

English Electives (choose at least two)

ENG 2015	Creative Writing: Fiction
ENG 2016	Creative Writing: Poetry
ENG 2091	Literature to Film
ENG 3001	Development of the Novel
ENG 3002	History of the Drama
ENG 3003	Children's Literature
ENG 3004	The Short Story
ENG 3020	Writing Tutor Practicum
ENG 3021	Writing Tutor Practicum
ENG 3035	The History of the English Language
ENG 3036	Medieval Literature
ENG 3037	Renaissance Literature: 1500-1600
ENG 3038	Milton and Neo-Classical Literature
ENG 3039	Romantic and Victorian Literature
ENG 3040	20 th Century British Literature
ENG 3042	Modern & Contemporary American Literature
ENG 3080	Literature of the American West
ENG 4005	Modern British and American Poetry
ENG 4010	Shakespeare
ENG 4020	Chaucer
ENG 4080	Senior Seminar

**CENTENARY COLLEGE
B.A. IN ENGLISH
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
QLT 1000	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
CAT IV	Social or Behavioral Sciences		4	_____
ENG 1005	Intro. to Literary Analysis		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. V	Laboratory Science		4	_____
CAT. VI	Democratic Citizenship		4	_____
ENG 2014	American Literature Survey		4	_____
ENG 2020	The Bible as Literature		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Art and Humanities: Literature		4	_____
CAT. VI	Global Citizenship		4	_____
ENG 2019	Classical Literature		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
ENG 2017	British Literature I		4	_____
ENG 2026	Women Writers of the World		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
ENG 2018	British Literature II		4	_____
ENG 2025	Ethnic American Literature			_____
	Or			
ENG 2028	Non-Western World Literature		4	_____
	Or			
ENG 3029	Modern European Literature			
ENG XXXX	English Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
ENG 4010	Shakespeare		4	_____
ENG XXXX	English Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
ENG 4080	Senior Seminar		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

CENTENARY COLLEGE
B.A. IN ENGLISH: CREATIVE WRITING
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
CAT IV	Social or Behavioral Sciences		4	_____
CAT V	Laboratory Science		4	_____
ENG 1005	Introduction to Literary Analysis		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. VI	Democratic Citizenship		4	_____
ENG 2014	American Literature Survey		4	_____
ENG 2015/2016			2	_____
ENG 2020	The Bible as Literature		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Art and Humanities: Literature		4	_____
CAT. VI	Global Citizenship		4	_____
ENG 2015/2016			2	_____
ENG 2019	Classical Literature		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
ENG2015/2016			2	_____
ENG 2017	British Literature I		4	_____
ENG 2026	Women Writers of the World		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
ENG2015/2016			2	_____
ENG 2018	English Literature II		4	_____
ENG 2025	Ethnic American Literature			
	Or			
ENG 2028	Non-Western World Literature		4	_____
	Or			
ENG 3029	Modern European Literature			
ENG ____	English Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
ENG 4010	Shakespeare		4	_____
ENG ____	English Elective		4	_____
ENG 2012	Advanced Essay Writing, Or			
ENG 2030	Craft of Poetry Writing, Or		4	_____
ENG2031	Craft of Prose Writing, Or			
THA 3050	Playwriting			
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
ENG 4080	Senior Seminar		4	_____
ENG 3001	Development of the Novel, Or			
ENG 3002	History of Drama, Or			
ENG 3003	Children's Literature, Or		4	_____
ENG 3004	The Short Story, Or			
ENG 4005	Modern British and American Poetry			
ELECTIVE	Elective		4	_____
Total			128	_____

Note: Option in Career Oriented Writing – The first two years are the same as the above layout. During the third year, the student would take six credits from the English major areas, six credits from the career oriented writing field (category two of the English major) and nine credits in free electives. During the fourth year, the student would take nine credits from the English major areas, six credits from the career oriented writing fields, and six credits in free electives. All other elements of the degree program remain the same as shown above. For more information, students should see their advisors.

Note: Internship Option – The English faculty will grant four academic credits to English majors who serve an internship in an English-related career field, such as public relations, corporate communications, or publishing.

EQUINE STUDIES DEPARTMENT

Kelly Martin Munz, Department Chair, Associate Professor of Equine Studies and Equestrian Center Supervisor

Octavia Brown, Associate Professor of Equine Studies; Director of TRAC

Heather Clark, Instructor in Equine Studies

Tara Clausen, Assistant Professor of Equine Studies; Assistant to the Director of the Equestrian Center

Timothy Cleary, Assistant Professor of Equine Studies

Michael Dowling, Instructor in Equine Studies

Michael Fugaro, Associate Professor of Equine Studies; Veterinarian

Sarah Marchese, Assistant Professor of Equine Studies and Riding Coordinator

Lynn E. Taylor, Associate Professor of Equine Science

The Equine Studies Department offers the **Bachelor of Science in Equine Studies**. In addition, there are four concentrations: **Riding Instruction and Training**, **Equine Business Management**, **Equine Science** and **Communication for the Equine Industry**. An **Associate of Science in Equine Studies** is also offered as well as an **Equine Minor**. Please visit www.centenarycollege.edu for the Equine Major fee.

The core of the equine program focuses on the development of professional technical skills. Students receive a comprehensive background in the care and management of the horse, riding theory and training concepts, farm facility design and management, equine systems and disorders, nutrition and the musculoskeletal system and their relationship to athletic performance, equine business management, and management of equestrian activities.

All students are required to take the same core courses in their freshman year. In their sophomore year, students will select one of the four degree tracks depending on career interests and goals: General Equine Studies, Riding Instruction and Training, Equine Business Management, Equine Science or Communication. Students can further expand their equine knowledge by selecting courses from a variety of electives.

The equestrian skills portion of the program develops each student's riding skills. Students are placed in classes appropriate to their levels of riding experience and capabilities. The overall goal is to develop graduates who are competent, knowledgeable riders. Students interested in competing can further their skills by joining one of the Department's teams: Intercollegiate, Dressage, or Hunter/Jumper.

Declaring a Concentration in Communication for the Equine Industry, Equine Business Management, and Equine Science

Any students majoring in an Equine Studies Concentration must complete an application for their concentration during their sophomore year. Students may major in more than one concentration, and should recognize that due to the increase in credits this endeavor may require an additional semester. All students majoring in Communications for the Equine Industry, Equine Science, or Equine Business Management will be automatically accepted. Students may get an application from their Equine advisor.

Declaring a Concentration in Riding Instruction and Training

Students wishing to major in Riding Instruction and Training must submit an application and be accepted into this part of the Equine Program. The Riding Instruction and Training Concentration requires that students ride at the Intermediate Level or higher by the conclusion of their sophomore year and be dedicated to the rigors of the classes that are included in this Concentration. The application requires a short essay on why they want to major in this concentration, a letter of recommendation from an equine professional not associated with the College, and signatures of approval from two Centenary riding instructors and their advisor. Students should apply during their sophomore year, and applications are available through their equine advisor.

Minimum Academic Requirements to Ride or Horse Show

Students are expected to maintain a minimum cumulative grade point average of 2.0 to participate in riding skills classes, intercollegiate competitions, or outside horse shows. This rule applies to all Equine Studies Majors, full or part-time students, and elective riders. Students who drop below a 2.0 GPA will be notified by the Department Chair in writing prior to the start of the next semester.

For a full description of the policy, please see "Academic Policies and Procedures: Eligibility Policy for Athletes/Student Activities and Academic Probation."

Boarding a Horse at the Equestrian Center

There are a limited number of stalls available for students interested in boarding a horse. Boarding a horse at Centenary is an earned privilege, and students must demonstrate an ongoing willingness to properly care for their horse and abide by the rules and regulations of the Equestrian Center.

Student boarders must maintain a semester average or a cumulative grade point average of **2.5 or above**. If the GPA falls below 2.5, the student will be considered on probation and may have boarding privileges revoked.

Students interested in boarding a horse **must** provide a videotape of themselves riding the horse. This tape will be evaluated by the Riding Coordinator to determine the suitability of the horse in the context of the Equestrian Studies program. The horse must be capable of being ridden in a group without being lunged first; it must be suitable physically for the student's riding level; it must be fit enough to keep up with the demands of the class, and serviceably sound.

All boarder horses are subject to re-evaluation at any time due to: a violation of any of the terms of the Boarder Contract; the owner's unwillingness or inability to care for and maintain the horse; the horse proving to be unsuitable to be ridden in a group format; the horse proving to be unsuitable for the student's learning needs. For specific details of the Boarder Contract and fees, contact the Equestrian Center at 908-852-1400 ext.7221.

Equine Studies Internal Program Admission Policy

In order for a Centenary College student to seek admission to the Equine Studies Major, the following criteria will apply (this includes students who were either initially wait-listed for the Equine Studies Department or not accepted into the program).

1. Provide a current riding video
2. Provide an essay as to why they want to be an Equine Studies Major and what impact will they have on the Equine Industry with their degree
3. Previous semester grades
4. Space availability
5. Suitable mount (if required)
6. Interview with a panel of three Equine Studies Faculty members
7. Equine Studies Department approval

Weight Guidelines for Students Enrolled in the Equestrian Skills Classes

Under institutional guidelines, any student whose weight could compromise the soundness of the average school horse must ride a suitable weight-carrying horse. If the college does not own a suitable horse, an affected student must bring and board a suitable mount or he/she will not be permitted to register for riding classes.

Note: THIS WEIGHT LIMIT IS A GUIDELINE AND NOT AN ABSOLUTE. How much a rider's weight affects the soundness of a horse is much more dependent on the rider's posture, frame, musculature, athletic ability, and way of carrying body weight. If you believe that you may fall under this category, you should contact the Equine Studies Department Chair (908-852-1400 ext. 2327) .

Final decisions are subject to the Department Chair, Director of the Equine Center and School Nurse. All information discussed between the Department Chair, Riding Coordinator and school nurse are confidential. If you decide to bring and board your own horse, then you are subject to the same policies, procedures and eligibility requirements that govern all horses boarding at Centenary.

It is important for you to understand that the requirements outlined in this Provision are not designed to hamper or restrict anyone from participating in the equestrian skills program; instead, they are designed to:

- Ensure the safety of all our riding students
- Allow each student in the program fair access to a variety of our school horses
- Maintain the mental and physical soundness of our hard-working horses

Transportation to and from the Equestrian Center

On Mondays through Fridays during the academic year, the College provides van transportation for students to and from the Equestrian Center approximately once an hour each way from about 7 a.m. to about 7:30 p.m. **Vans leave from main campus on the hour; from the barn on the half hour.** The College is not responsible for providing transportation for students on weeknights, weekends, holidays, over breaks or during the summer.

Policies and Procedures for Handling Students' Physical Injuries

Students unable to ride in their riding skills class due to a physical injury or illness for more than two or three sessions must contact their instructor to explain the situation. In order to return to riding, the student must provide their instructor with a note from the treating professional permitting them to re-engage in all of the activities associated with riding. If they are not able to perform ALL related physical activities, the treating professional must state in the note specifically what the student can and cannot do and the time frame involved. If the problem persists for more than three weeks, the student may be required by the Instructor to drop their

equestrian skills class unless other suitable arrangements can be made that allow them to make up all work missed. In this situation a withdrawal from class will be made for medical reasons and will have no bearing on their grade point average.

The equestrian skills courses must include one semester of dressage. Please note a special Equine fee per semester is charged for equine minors enrolled in equestrian skill classes. Visit www.centenarycollege.edu for current fees.

Riding As A Free Elective:

Students not participating in the Equine major or minor program may elect to take riding classes on a space available basis. A semester or cumulative G.P.A. of 2.000 (or 1.750 for second semester freshmen) or better is required. Interested students should contact the Department Chairperson at pre-registration. The Department's dress code must be adhered to and students must supply equipment as outlined in the Equine Studies Handbook. A special Equine fee per semester is charged for elective riders. Visit www.centenarycollege.edu for current fees.

CONCENTRATIONS

Equine Business Management

This concentration prepares students for business-related careers in the equine field. Courses include business administration, accounting, marketing, and principles of management.

Riding Instruction and Training

Students interested in working as professional instructors and training in the disciplines of hunter seat equitation, hunters, jumpers, and dressage may want to pursue this concentration. Students will study methods of teaching and training horses, course design, judging, schooling the green or problem horse, and horse show management.

Communication for the Equine Industry

Students preparing to enter the fields of journalism, photography, mass media, advertising or public relations as they relate to an equestrian career goal will be interested in this concentration. Courses include introduction to journalism, non-fiction freelance writing, photojournalism, advertising and media news writing and public speaking.

Equine Science

Students interested in Equine Science may wish to work for a veterinarian or veterinarian clinic, on a breeding farm, or as a barn manager. They may also wish to move on to more advanced studies in veterinary technology upon completion of the program.

ELECTIVES

Therapeutic Riding Instruction

This series of courses prepares students to take the Registered Instructor examination offered by the North American Riding for the Handicapped Association (NARHA). Course work covers a variety of disabling conditions and the theory of how to adapt the riding situation for the individual needs of each client. A two-semester instruction practicum is required to gain the instructional skills needed to meet NARHA's standards. Required courses are:

EST 3017-3018	Therapeutic Riding Instruction I & II	8 credits
EST 4017	Practicum in Therapeutic Riding I & II	2 credits

Equine Semester Abroad

The Equine Studies Department offers, in conjunction with the Office of Academic Affairs, a Semester Abroad for equine majors in either their Junior year or the first semester of their Senior year. The principal program offered is for students wishing to study to take the British Horse Society's Preliminary Teaching Certification exam, but other programs are available. Information on these programs may be obtained directly from the Equine Studies Department Chairperson. Students receiving Centenary scholarships or grants must contact the Financial Aid Office for the details on the limit of Centenary funds a student may receive while studying abroad. Students must complete a "letter of intent" and a Study Abroad/Off Campus Study application at least two semesters before their intended semester abroad, but no later than April 1, to be considered for the Equine Semester Abroad. **Approval by the Equine Studies Department and all offices listed on the Study Abroad/Off Campus Study form is required.** In order to be eligible to apply for the Equine Semester Abroad Program, it is recommended that students have a minimum cumulative grade point average of 3.000. In addition, students must be riding at an Intermediate level or above on the flat and over fences to be considered. This is a competitive application.

Internships

Every student is encouraged to undertake an internship in the industry during his/her Junior or Senior year. These opportunities can lead to job offers for summer employment, or upon graduation, and carry a great deal of weight on a resume. Internships are available

at breeding and training stables, veterinary clinics and hospitals, therapeutic riding programs, equine publications, equine organizations, and lesson facilities.

Equine Studies Minor

To undertake the Equine Studies Minor, students must maintain a semester or cumulative grade point average of 2.000 or 1.750 or better for second semester freshmen. Courses do not have to be taken in consecutive semesters, but they must be taken in sequence with the prerequisites observed. Twenty credits are required for this course of study:

Equine Studies Minor

• Practical Horse Management I (EST 1010)	4
• Practical Horse Management II (EST 1012)	4
• Fundamental Theories of Riding (EST 1011)	4
• Basic Concepts of Training the Horse (EST 2010)	4
• Equine Health I (EST 2012)	4
• Equine Skills	2
• Equine Skills	2

Total: 24 Credits

**CENTENARY COLLEGE
A.S. IN EQUINE STUDIES
RECOMMENDED TWO-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
EST 1010	Practical Horse Management I		4	_____
EST ____	Riding Skills		2	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
CAT IV	Social and Behavioral Sciences		4	_____
ENG 1001	Composition and Rhetoric		4	_____
EST 1011	Fundamental Theories of Riding		4	_____
EST 1012	Practical Horse Management II		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
CAT VI	Democratic Citizenship		4	_____
EST 2010	Basic Concepts of Training the Horse		4	_____
EST 2012	Equine Health I		4	_____
EST ____	Riding Skills		2	_____
		<u>YEAR 2 (Spring)</u>		
BIO 1160	Biology of Animals (CAT V Core)		4	_____
CAT III	Arts and Humanities: Literature (200+ Level)		4	_____
CAT VI	Global Citizenship		4	_____
EST 2011	Equine Facilities Management		4	_____
		Total	68	

**CENTENARY
B.S. IN EQUINE STUDIES
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
EST 1010	Practical Horse Management I		4	_____
EST ____	Riding Skills		2	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
CAT IV	Social and Behavioral Sciences		4	_____
ENG 1001	Composition and Rhetoric		4	_____
EST 1011	Fundamental Theories of Riding		4	_____
EST 1012	Practical Horse Management II		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
EST 2010	Basic Concepts of Training the Horse		4	_____
EST 2012	Equine Health I		4	_____
EST ____	Riding Skills		2	_____
		<u>YEAR 2 (Spring)</u>		
CAT III	Arts and Humanities: Literature		4	_____
CAT V	BIO1160 Biology of Animals		4	_____
EST 2011	Equine Facilities Management		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (FALL)</u>		
EST 3011	Equine Business Management		4	_____
EST 3013	Methods of Teaching Riding		4	_____
EST 4013	Judging		4	_____
EST ____	Riding Skills		2	_____
		<u>YEAR 3 (SPRING)</u>		
CAT VI	Democratic Citizenship		4	_____
CAT VI	Global Citizenship		4	_____
EST 4012	Course Design		2	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (FALL)</u>		
EST 4024	Equine Musculoskeletal System I		4	_____
EST 4030	Equine Studies Seminar		4	_____
EST ____	Riding Skills		2	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
EST 4010	Management of Equestrian Activities		4	_____
EST 3012	Equine Nutrition		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		2	_____
Total			128	

CENTENARY COLLEGE
B.S. IN EQUINE STUDIES: COMMUNICATION FOR THE EQUINE INDUSTRY
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
EST 1010	Practical Horse Management I		4	_____
EST ____	Riding Skills		2	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
ENG 1001	Composition and Rhetoric		4	_____
EST 1011	Fundamental Theories of Riding		4	_____
EST 1012	Practical Horse Management II		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
CAT VI	Global Citizenship		4	_____
EST 2010	Basic Concepts of Training the Horse		4	_____
EST 2012	Equine Health I		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 2 (Spring)</u>				
BIO 1160	Biology of Animals (CAT V Core)		4	_____
CAT III	Arts and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
EST 2011	Equine Facilities Management		4	_____
<u>YEAR 3 (FALL)</u>				
COM 1011	Mass Media		4	_____
COM 2000	Interpersonal Communication		4	_____
EST 3011	Equine Business Management		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 3 (SPRING)</u>				
COM 2008	Television Studio Operations	COM1015		
	Or		4	_____
COM 3013	Non-Fiction Freelance Writing			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
COM 3005	Mass Communication Law and Ethics		4	_____
EST ____	Riding Skills		2	_____
EST 4030	Equine Studies Seminar		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
EST 3012	Equine Nutrition		4	_____
EST 4010	Management of Equestrian Activities		4	_____
ELECTIVE	Elective		4	_____
				Total 128

CENTENARY COLLEGE
B.S. IN EQUINE STUDIES: EQUINE BUSINESS MANAGEMENT
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
EST 1010	Practical Horse Management I		4	_____
EST ____	Riding Skills		2	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
ENG 1001	Composition and Rhetoric		4	_____
EST 1011	Fundamental Theories of Riding		4	_____
EST 1012	Practical Horse Management II		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
EST 2010	Basic Concepts of Training the Horse		4	_____
EST 2012	Equine Health I		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 2 (Spring)</u>				
CAT III	Arts and Humanities: Literature		4	_____
CAT V	BIO1160 Biology of Animals		4	_____
CAT VI	Democratic Citizenship		4	_____
EST 2011	Equine Facilities Management		4	_____
<u>YEAR 3 (FALL)</u>				
BUS 1001	Integrated Business Perspectives		4	_____
CAT VI	Global Citizenship		4	_____
EST 3011	Equine Business Management		4	_____
EST ____	Riding Skills		2	_____
ECO 1001	Economics		4	_____
<u>YEAR 3 (SPRING)</u>				
BUS 1010	Principles of Management			
	Or		4	_____
BUS 2010	Principles of Marketing			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
ACC 2101	Principles of Accounting I		4	_____
EST 4024	Equine Musculoskeletal System I		4	_____
EST 4030	Equine Studies Seminar		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 4 (SPRING)</u>				
ACC 2102	Principles of Accounting II		4	_____
EST 4010	Management of Equestrian Activities		4	_____
EST 4011	Advanced Equine Business Management		4	_____
ELECTIVE	Elective		4	_____

Total 128

**CENTENARY
B.S. IN EQUINE STUDIES: EQUINE SCIENCE
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
EST 1010	Practical Horse Management I		4	_____
EST ____	Riding Skills		2	_____
MTH 1111	Quantitative Literacy		4	_____
		<u>YEAR 1 (Spring)</u>		
CAT IV	Social and Behavioral Sciences		4	_____
ENG 1001	Composition and Rhetoric		4	_____
EST 1011	Fundamental Theories of Riding		4	_____
EST 1012	Practical Horse Management II		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
EST 2010	Basic Concepts of Training the Horse		4	_____
EST 2012	Equine Health I		4	_____
EST ____	Riding Skills		2	_____
		<u>YEAR 2 (Spring)</u>		
BIO 1160	Biology of Animals (CAT V Core)		4	_____
CAT III	Arts and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
EST 2011	Equine Facilities Management		4	_____
		<u>YEAR 3 (FALL)</u>		
CHM 1100	General Chemistry I		4	_____
EST 3010	Equine Health II		4	_____
EST ____	Riding Skills		2	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (SPRING)</u>		
BIO 2160	Animal Physiology and Behavior		4	_____
CAT VI	Global Citizenship		4	_____
EST 4014	Breeding Management		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (FALL)</u>		
EST 4024	Equine Musculoskeletal System I		4	_____
EST 4030	Equine Studies Seminar		4	_____
EST ____	Riding Skills		2	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
EST 3012	Equine Nutrition		4	_____
EST 4025	Equine Musculoskeletal System II		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.S. IN EQUINE STUDIES: RIDING INSTRUCTION AND TRAINING
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
EST 1010	Practical Horse Management I		4	_____
EST ____	Riding Skills		2	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
ENG 1001	Composition and Rhetoric		4	_____
EST 1011	Fundamental Theories of Riding		4	_____
EST 1012	Practical Horse Management II		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
EST 2010	Basic Concepts of Training the Horse		4	_____
EST 2012	Equine Health I		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 2 (Spring)</u>				
BIO1160	Biology of Animals (CAT V Core)		4	_____
CAT III	Arts and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
EST 2011	Equine Facilities Management		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 3 (FALL)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
EST 3011	Equine Business Management		4	_____
EST 3013	Methods of Teaching Riding		4	_____
EST 4013	Judging		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 3 (SPRING)</u>				
CAT VI	Global Citizenship		4	_____
EST 4010	Management of Equestrian Activities		4	_____
EST ____	Riding Skills		2	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
EST 4016	Teaching Practicum		2	_____
EST 4020	Advanced Techniques of Training the Horse		4	_____
EST 4024	Equine Musculoskeletal System I		4	_____
EST 4030	Equine Studies Seminar		4	_____
EST ____	Riding Skills		2	_____
<u>YEAR 4 (SPRING)</u>				
EST 3012	Equine Nutrition		4	_____
EST 4028	Starting and Training the Horse		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____

Total 128

MATHEMATICS & NATURAL SCIENCES DEPARTMENT

Kathy Turrisi, Department Chair; Assistant Professor of Mathematics, Director of Mathematics

Lauren Bergey, Assistant Professor of Biology

J. Anne Felder, Assistant Professor of Chemistry

Krassi Lazarova, Instructor of Mathematics

Amanda N. Orenstein, Assistant Professor of Biology

Joseph Repice, Assistant Professor of Mathematics

Linda Ritchie, Instructor of Mathematics

Robert Search, Assistant Professor of Mathematics

The Mathematics and Natural Sciences Department offers its students two baccalaureate degree programs: a B.S. in Biology and a B.S. in Mathematics. The Department is committed to enhancing the skills of the students of Centenary College in the areas of computation and methods of scientific inquiry. Accordingly, this Department is responsible for the core requirements in mathematics and the natural sciences which all students are required to complete as part of their baccalaureate programs.

The Department's Bachelor of Science program in **Biology** is designed to provide students with a broad and basic foundation in the fundamentals of biology. A B.S. in Biology is a recognized prerequisite for graduate studies in the varied fields of biology, as well as the fields of equine science and psychology. The student is prepared for employment in such career areas as business, health care, research, and education. Each student may have the opportunity to participate in research projects within the institution or can receive training in the pharmaceutical, environmental, or medical sciences through internships. A concentration in Environmental Science for Biology majors and a minor in Environmental Science for other majors are offered that provide a focus on the relationship between the environmental quality, stewardship of the land, human health, and how our local actions impact the global community. The Department's Bachelor of Science program in **Mathematics** is designed to provide the student with a solid background in both mathematical theory and applications. As preparation for graduate studies, the Bachelor of Science program in Mathematics is a readily acceptable prerequisite for law, education, business, and mathematics.

Biology Minor

Biology of Plants and Cells

Biology of Animals

Basic Chemistry

Statistics I

Two Biology electives at the 2000 level or higher

Minor in Environmental Science

Required Courses (16 credits)

BIO 1110 Principles of Environmental Science

BIO 2100 Environmental Field Sampling Techniques

MTH1501 Statistics I

One course from the following:

- BIO 1150 Biology of Plants and Cells
- BIO 1160 Biology of Animals
- BIO 2160 Animal Physiology & Behavior
- BIO 4000 Ecology
- PSC 1400 Earth Science
- CHM 1050 Basic Chemistry
- CHM 1100 General Chemistry I
- CHM 1110 General Chemistry II

Concentration in Environmental Science (for B.S. in Biology Majors)

Required Courses (12 credits)

BIO1110 Environmental Science

BIO 2100 Environmental Field Sampling Techniques

PSC 1400 Earth Science

Mathematics Minor

Calculus I

Calculus II

Statistics I (or Statistics for the Social Sciences)

Two Mathematics electives at the 3000 level

The department also works closely with the Education Department, by providing coursework, tutoring sessions, laboratory sciences, and additional advising to students pursuing certification as a **Teacher of Biology** (Elementary Education/K-5 with science specialization, or K-12 Teacher of Biology) or **Teacher of Mathematics** (Elementary Education/K-5, with math specialization, or K-12 Teacher of Mathematics).

**CENTENARY COLLEGE
B.S. IN BIOLOGY
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (FALL)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
BIO 1150	Biology of Plants and Cells		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
MTH 1401	Pre-calculus I		4	_____
<u>YEAR 1 (SPRING)</u>				
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
BIO 1160	Biology of Animals		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1402	Pre-calculus II	MTH 1401	4	_____
<u>YEAR 2 (FALL)</u>				
CAT VI	Democratic Citizenship		4	_____
BIO 2150	Animal Anatomy	BIO 1160	4	_____
CHM 1100	General Chemistry I	MTH 1401, MTH 1402	4	_____
MTH 2151	Calculus I	MTH 1402	4	_____
<u>YEAR 2 (SPRING)</u>				
CAT IV	Social and Behavioral Sciences		4	_____
BIO 2160	Animal Physiology and Behavior	BIO 2150	4	_____
CHM 1110	General Chemistry II	CHM 1100	4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 3 (FALL)</u>				
CAT V	PSC 1500 Physical Science	MTH 1401, MTH, 1402	4	_____
CAT VI	Global Citizenship		4	_____
BIO 3500	Microbiology	BIO 1150, BIO 1160, CHM 1100	4	_____
MTH 1501	Statistics I	MTH 1111	4	_____
<u>YEAR 3 (SPRING)</u>				
CAT III	Arts and Humanities: Literature		4	_____
BIO 3100	Genetics	BIO 1150, BIO 1160, MTH 1501	4	_____
CHM 2000	Introduction to Organic Chemistry	CHM 1100, CHM 1110	4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
BIO 3150	Biochemistry	BIO 1150, BIO 1160, CHM 1110	4	_____
BIO 4000	Ecology	BIO 1150, BIO 1160	4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
BIO 4100	Biology Seminar	Senior standing	4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.S. IN BIOLOGY: ENVIRONMENTAL SCIENCE
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (FALL)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
BIO 1150	Biology of Plants and Cells		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
MTH 1401	Pre-calculus I		4	_____
<u>YEAR 1 (SPRING)</u>				
BIO1110	Environmental Science		4	_____
BIO 1160	Biology of Animals		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1402	Pre-calculus II		4	_____
<u>YEAR 2 (FALL)</u>				
CAT VI	Democratic Citizenship		4	_____
BIO 2150	Animal Anatomy	BIO 1160	4	_____
CHM 1100	General Chemistry I	MTH 1401, MTH 1402	4	_____
MTH 2151	Calculus I	MTH 1402	4	_____
<u>YEAR 2 (SPRING)</u>				
PSC1400	Earth Science		4	_____
BIO 2160	Animal Physiology and Behavior	BIO 2150	4	_____
CHM 1110	General Chemistry II	CHM 1100	4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 3 (FALL)</u>				
CAT V	PSC 1500 Physical Science	MTH1401, MTH1402	4	_____
CAT VI	Global Citizenship		4	_____
BIO 3500	Microbiology	BIO 1150, BIO 1160, CHM 1100	4	_____
MTH 1501	Statistics I	MTH 1111	4	_____
<u>YEAR 3 (SPRING)</u>				
CAT III	Arts and Humanities: Literature		4	_____
BIO 3100	Genetics	BIO 1150, BIO 1160, MTH 1501	4	_____
CHM 2000	Introduction to Organic Chemistry	CHM 1100, CHM 1110	4	_____
BIO2100	Environmental Field Sampling Techniques	BIO1110	4	_____
<u>YEAR 4 (FALL)</u>				
BIO 3150	Biochemistry	BIO 1150, BIO 1160, CHM 1110	4	_____
BIO 4000	Ecology	BIO 1150, BIO 1160	4	_____
CAT III	Arts and Humanities: Rel; Phil; West. Civ.		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
BIO 4100	Biology Seminar	BIO 4000, Senior standing	4	_____
CAT IV	Social and Behavioral Sciences		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.S. IN MATHEMATICS
(starting with MTH 1000 College Math)
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1000	College Math		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel.; Phil.; or West. Civ. (Logic recommended)		4	_____
CAT. IV	Social and Behavioral Sciences		4	_____
MTH 1111	Quantitative Literacy	MTH1000	4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts & Humanities: English Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
MTH 1501	Statistics I	MTH1111 or permission	4	_____
MTH 1401	Pre-Calculus I	MTH1180 or Equiv.	4	_____
<u>YEAR 2 (Spring)</u>				
CAT. VI	Global Citizen		4	_____
MTH 1402	Pre-Calculus II	MTH1401	4	_____
MTH 1502	Statistics II		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Fall)</u>				
CAT. V	PSC1500 Physical Science		4	_____
MTH 2151	Calculus I	MTH1402	4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
MTH 2152	Calculus II	MTH2151	4	_____
MTH 3070	History of Mathematics & Natural Sci.	MTH1401	4	_____
MTH 3350	Foundations of Advanced Mathematics	MTH2151	4	_____
ELECTIVE	Elective		4	_____
<u>Year 4 (Fall)</u>				
MTH 3030	Linear Algebra	MTH2151	4	_____
MTH 3161	Calculus III	MTH2152	4	_____
MTH ____	Mathematics Elective** (3000+)		4	_____
MTH ____	Mathematics Elective** (3000+)		4	_____
<u>Year 4 (Spring)</u>				
MTH 3162	Calculus IV	MTH3161	4	_____
REL REQ	Science Elective (student's choice)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

LOGIC(Category III) is recommended for the math major. ** MTH Electives/Math Choices above 3000 level.

CENTENARY COLLEGE
B.S. IN MATHEMATICS
(starting with Pre-Calculus)
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH1401	Precalculus I (Elective)		4	_____
<u>YEAR 1 (Spring)</u>				
CAT. IV	Social and Behavioral Sciences		4	_____
MTH 1111	Quantitative Literacy		4	_____
MTH 1402	Pre-Calculus II	MTH1401 or permission	4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts & Humanities: English Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
MTH 1501	Statistics I	MTH1111 or permission	4	_____
MTH 2151	Calculus I	MTH1402	4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Arts & Humanities: Rel., Phil., or West. Civ. (Logic recommended)		4	_____
CAT. VI	Global Citizen		4	_____
MTH 1502	Statistics II (Related Requirement)		4	_____
MTH 2152	Calculus II	MTH2151	4	_____
<u>YEAR 3 (Fall)</u>				
MTH 3030	Linear Algebra	MTH2151	4	_____
MTH 3161	Calculus III	MTH2152	4	_____
PSC1500	Physical Science (CAT V Core)		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
MTH 3070	History of Mathematics & Natural Sci.	MTH1401	4	_____
MTH 3162	Calculus IV	MTH3161	4	_____
MTH 3350	Foundations of Advanced Mathematics	MTH2151	4	_____
ELECTIVE	Elective		4	_____
<u>Year 4 (Fall)</u>				
MTH ____	Mathematics Elective** (3000+)		4	_____
MTH ____	Mathematics Elective** (3000+)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>Year 4 (Spring)</u>				
ELECTIVE	Science Elective (Related Requirement)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

LOGIC (Category III) is recommended for the math major. ** MTH Electives/Math Choices above 3000 level.

CENTENARY COLLEGE
B.S. IN MATHEMATICS
(Honors Track)
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 2151	Calculus I		4	_____
<u>YEAR 1 (Spring)</u>				
CAT. IV	Social and Behavioral Sciences		4	_____
MTH 1111	Quantitative Literacy		4	_____
MTH 2152	Calculus II	MTH2151	4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts & Humanities: English Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
MTH 1501	Statistics I	MTH1111 or permission	4	_____
MTH 3161	Calculus III	MTH2152	4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Arts & Humanities: Rel., Phil., or West. Civ. (Logic recommended)		4	_____
CAT. VI	Global Citizen		4	_____
MTH 3162	Calculus IV	MTH3161	4	_____
MTH 1502	Statistics II (Related Requirement)	MTH1501	4	_____
<u>YEAR 3 (Fall)</u>				
CAT. V	PSC1500 Physical Science		4	_____
MTH 3030	Linear Algebra	MTH2151	4	_____
MTH ____	Mathematics Elective (3000+)		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
MTH 3070	History of Mathematics & Natural Sci.	MTH1401	4	_____
MTH 3350	Foundations of Advanced Mathematics	MTH2151	4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>Year 4 (Fall)</u>				
MTH ____	Mathematics Elective (3000+)		4	_____
MTH ____	Mathematics Elective (3000+)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>Year 4 (Spring)</u>				
ELECTIVE	Science Elective (Related Requirement)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

LOGIC(Category III) is recommended for the math major. ** MTH Electives/Math Choices 1 of 3 above 3000 level.

SOCIAL SCIENCES DEPARTMENT

Amy D'Olivo, Department Chair; Associate Professor of Sociology

Jeffrey Carter, Assistant Professor of Criminal Justice and Public Administration, Graduate Director for Leadership and Public Administration

Norman Cetuk, Associate Professor of Criminal Justice

Kitsy Dixon, Assistant Professor of Sociology

Amy L. D'Olivo, Assistant Professor of Sociology

Robert Shane Fitzpatrick, Associate Professor of Political Science and International Relations

Terri Klemm, Assistant Professor of Social Work

Christopher Linne, Assistant Professor of Criminal Justice and Sociology

Tara Veerman, Assistant Professor of Social Work

Robert Verry, Assistant Professor of Political & Governmental Affairs

The Social and Behavioral Sciences Department is committed to providing the students of Centenary College with a broad humanistic education through the social and behavioral sciences. The learning process developed through a sound social and behavioral sciences program can serve a student for a lifetime. The Social Sciences Department offers Bachelor of Arts degree programs in Criminal Justice, History, International Studies, Political Science, Sociology, and Psychology.

The Department's major program in **Criminal Justice** prepares students for employment in any of the three components of the criminal justice system: law enforcement, the courts, or corrections. Courses are taught by faculty members that have experience working in the criminal justice system, and expert guest lecturers are frequently used. Internships working in an appropriate criminal justice agency are arranged during the senior year.

A **Certificate in Criminalistics** (Forensic Science) is available within the Criminal Justice major or as a separate certificate program.

CERTIFICATE IN CRIMINALISTICS

4 credit = 32 credits

Required Courses

CJS 4001 – Introduction to Criminal Justice

CJS 2020 – Criminal Law & Criminal Procedure

CJS 2035 – Forensic Science

CJS 2025 – Criminal Investigation

CJS 3015 – Interview & Interrogation

Electives – choose 3

CJS 3010 – Death Investigation

CJS 2015 – Crime Scene Photography

CJS 3020 – Leadership for Field

CJS 2030 – Fire and Arson Investigation

CJS 2065 – White Collar & Fraud Investigation

The Department's degree program in **Global Studies** is designed specifically for American students who wish to develop knowledge of a second language and global affairs. This program is characterized by history, political science, business and economics, and foreign language study. Students pursuing this major may also choose from a variety of courses in related disciplines to fulfill the 15 credits of International Studies electives. Thus, students gain considerable expertise in intercultural communications, historical patterns, ideology, and global dynamics. Those interested in careers in law, international relations, and international business will find that this major is of great value. As part of this program, students are encouraged to study abroad, either for a summer program or for one to two semesters, after the completion of their sophomore year. Centenary has articulation agreements with the following schools: Bath College of Higher Education; the American College in London; The Reconnaissance Japan Program at Obirlin University; Hoseo University (South Korea); World Study (Australia); Trinity Christian College (Spain).

The Department's major in **Political and Governmental Affairs** provides the student with a strong foundation in the study of governments and governing procedures: what they are; how they change; and what they should be. It also seeks to provide the students with a fundamental knowledge of the workings of legislative, executive, and judicial bodies that are formally part of government, as well as the activities of political parties, voting behavior, and interest groups. Traditionally, political science has been the major of choice for those students interested in pursuing careers in government service, law, journalism, and criminal justice. For

students interested in a teaching career, the Department recommends that they should obtain a History/Teacher of Social Studies Certification with a minor in political science.

The Department's major in **Sociology** provides students with a strong background in sociological theory and research methods, and a choice of course offerings in various specialized areas such as the family, gender studies, social work, deviance and education. As part of the Sociology major, students have the option of developing concentrations in **Criminal Justice** and **Human Services**. The Sociology major also prepares students for a variety of entry-level positions in social services, public relations, research, government, urban affairs, the nonprofit sector, and gerontology, or to pursue advanced study or a professional degree. The program encourages students to gain firsthand experience in their field of interest through internships offered in conjunction with the Centenary Career Center.

The department's Bachelor of **Social Work** program prepares students for entry-level social work practice. The program teaches the necessary knowledge and skills needed to work with clients in a wide range of fields of practice. This program provides students with a structured 420-hour internship working with an agency-based Field Instructor in a social service agency during their senior year, allowing them to practice their skills with individuals, families, groups, organizations and communities.

Criminal Justice Minor

Students interested in completing a minor in Criminal Justice must complete a minimum of 16 credits in Criminal Justice above and beyond the classes in their areas which may be used to fulfill the College's core requirements or other program requirements. To minor in Criminal Justice, all students must take the following courses:

Intro to Criminal Justice (first)

Two sophomore level and one junior level Criminal Justice courses.

Political and Governmental Affairs Minor

Students interested in completing a minor in Political and Government Affairs must complete a minimum of 16 credits in the Political and Government Affairs beyond the classes in their areas which may be used to fulfill the College's core requirements or other program requirements. To minor in Political and Government Affairs, all students must take the following courses: U.S. Political Systems, two sophomore level and one junior level Political and Governmental Affairs courses.

Sociology Minor

Students interested in completing a minor in Sociology must complete a minimum of 16 credits in Sociology above and beyond the classes in their areas which may be used to fulfill the College's core requirements or other program requirements. To minor in Sociology, all students must take the following courses:

- Introduction to Sociology (SOC 1025) - first/prerequisite
- Race, Class and Gender - (SOC 2050) - second
- One of the following: 21st Century Societies (SOC 2050); Work and the Economy (SOC 2003); Education and Society (SOC 2007); Sociology of Religion (SOC 2025)
- One of the following: Sex and Gender Relations (SOC 2025); Living on the Edge (SOC 3003); Deviance, Crime, and Law (SOC 3007); Cyber-sociology (SOC 3025); Social Change and Movements (SOC 3040)

CENTENARY COLLEGE
B.A. IN CRIMINAL JUSTICE
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Note: CJS1001 is a prerequisite for all Criminal Justice Courses

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
CJS 1001	Introduction to the Criminal Justice System		4	_____
ENG 1001	Composition and Rhetoric			
	Or		4	_____
MTH 1111	Quantitative Literacy			
		<u>YEAR 1 (Spring)</u>		
CAT III	Arts and Humanities: Rel; Phil; West Civ.		4	_____
CAT IV	Social Sciences		4	_____
CJS 1002	Careers in the Criminal Justice System		4	_____
ENG 1001	Composition and Rhetoric			
	Or		4	_____
MTH 1111	Quantitative Literacy			
		<u>YEAR 2 (Fall)</u>		
CAT. III	Arts and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
CAT VI	Global Citizenship		4	_____
CJS ____	Criminal Justice Elective		4	_____
		<u>YEAR 2 (Spring)</u>		
POL 1001	U.S. Political Systems		4	_____
PSY 1000	Introduction to Psychology		4	_____
MTH 1500	Statistics for the Social Sciences		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (FALL)</u>		
CAT V	CJS2035 Forensic Science		4	_____
CJS ____	Criminal Justice Elective		4	_____
CJS ____	Criminal Justice Elective		4	_____
SOC 4002	Research Methods in the Social Sciences		4	_____
		<u>YEAR 3 (SPRING)</u>		
CJS ____	Criminal Justice Elective		4	_____
CJS ____	Criminal Justice Elective		4	_____
CJS ____	Criminal Justice Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (FALL)</u>		
CJS 4001	Senior Seminar in Criminal Justice			
	Or		4	_____
CJS ____	Criminal Justice Elective			
CJS ____	Criminal Justice Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
CJS 4001	Senior Seminar in Criminal Justice			
	Or		4	_____
CJS ____	Criminal Justice Elective			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

**CENTENARY COLLEGE
B.A. IN GLOBAL STUDIES
RECOMMENDED FOUR-YEAR COURSE SEQUENCE**

Note: CGS2003 Essentials of Global Politics is a prerequisite for all courses in the major.

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric			
	Or		4	_____
MTH 1111	Quantitative Literacy			
CGS 2003	Essentials of Global Politics		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Phil; West Civ; LAS		4	_____
CAT V	Laboratory Science		4	_____
ENG 1001	Composition and Rhetoric			
	Or		4	_____
MTH 1111	Quantitative Literacy			
HIS 2005	World Geography		4	_____
<u>YEAR 2 (Fall)</u>				
CAT IV	SOC1050 Population and Urbanization		4	_____
CAT VI	Democratic Citizenship		4	_____
SOC 2025	Sociology of Religion		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. III	Arts and Humanities: Literature		4	_____
CAT. VI	Global Citizenship		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
CGS 3006	Global and Regional Studies		4	_____
_____	Global Studies Concentration		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
CGS 3004	Forms of Global Governance		4	_____
_____	Global Studies Concentration		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
CGS 4001	Senior Global Humanitarian Service Project		4	_____
_____	Global Studies Concentration		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
_____	Global Studies Concentration		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

CENTENARY COLLEGE
B.A. IN POLITICAL AND GOVERNMENTAL AFFAIRS
RECOMMENDED FOUR-YEAR COURSE SEQUENCE

Note: POL1001 United States Political Systems is a prerequisite for all Political Science courses.

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
MTH 1111	Quantitative Literacy		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
CAT IV	Social and Behavioral Sciences		4	_____
POL 1001	U.S. Political Systems		4	_____
SOC 1000	Contemporary Social Issues		4	_____
<u>YEAR 2 (Fall)</u>				
CAT. III	Arts and Humanities: Literature		4	_____
CAT V	Laboratory science		4	_____
CAT VI	Democratic Citizenship		4	_____
POL 2001	Elements of Political Theory		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. VI	Global Citizenship		4	_____
MTH 1500	Statistics for the Social Sciences		4	_____
POL 2002	Comparative Contemporary Political Systems		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (FALL)</u>				
POL ____	Political Science Elective		4	_____
SOC 40002	Research Methods in the Social Sciences	SOC1000	4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (SPRING)</u>				
POL 2003	Essentials of Global Affairs		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (FALL)</u>				
POL 3001	American Constitutional Law			
	Or		4	_____
POL 3004	Forms of Global Governance			
POL 3002	American Public Policy Analysis			
	Or		4	_____
POL 3005	Peace and Conflict Analysis			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
POL 3003	American Foreign Policy			
	Or		4	_____
POL 3006	Global and Regional Studies			
POL 4001	Government and Political Affairs Senior Seminar		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
			Total	128

**CENTENARY COLLEGE
BACHELOR OF SOCIAL WORK CANDIDATE (BSW)
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
SOC 1000	Contemporary Social Issues (CAT IV Core)		4	_____
		<u>YEAR 1 (Spring)</u>		
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
CAT V	Laboratory Science (Biology Preferred)		4	_____
MTH 1111	Quantitative Literacy		4	_____
SWS 1000	Introduction to Social Work		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT III	Art and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
PSY 1000	Introduction to Psychology		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 2 (Spring)</u>		
CAT. VI	Global Citizenship		4	_____
MTH 1500	Statistics for the Social Sciences		4	_____
SOC 2050	Race, Class and Gender		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (Fall)</u>		
SWS 3000	Human Behavior and the Social Environment I		4	_____
SWS 3001	Social Welfare Policy and Services I		4	_____
SWS 3021	Social Work Practice I		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (Spring)</u>		
SWS 3002	Social Welfare Policy and Services II		4	_____
SWS 3010	Human Behavior and the Social Environment II		4	_____
SWS 3022	Social Work Practice II		4	_____
SWS 4002	Research Methods in the Social Sciences		4	_____
		<u>YEAR 4 (Fall)</u>		
SWS 4023	Social Work Practice III		4	_____
SWS 4050	Field Work I		6	_____
SWS 4051	Field Seminar I		2	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
SWS 4099	Social Work Senior Seminar		4	_____
SWS 4060	Field Work II		6	_____
SWS 4061	Field Seminar II		2	_____
ELECTIVE	Elective		4	_____

Total 128

**CENTENARY COLLEGE
BACHELOR OF SOCIAL WORK (BSW)
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
SOC 1000	Contemporary Social Issues (CAT IV Core)		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
CAT V	Laboratory Science (Biology preferred)		4	_____
MTH 1111	Quantitative Literacy		4	_____
SWS 1000	Introduction to Social Work		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Art and Humanities: Literature		4	_____
CAT. VI	Democratic Citizenship		4	_____
PSY 1000	Introduction to Psychology		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 2 (Spring)</u>				
CAT. VI	Global Citizenship		4	_____
MTH 1500	Statistics for the Social Sciences		4	_____
SOC 2050	Race, Class and Gender		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Fall)</u>				
SWS 3000	Human Behavior and the Social Environment I		4	_____
SWS 3001	Social Welfare Policy and Services I		4	_____
SWS 3021	Social Work Practice I		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
SWS 3002	Social Welfare Policy and Services II		4	_____
SWS 3010	Human Behavior and the Social Environment II		4	_____
SWS 3022	Social Work Practice II		4	_____
SWS 4002	Research Methods in the Social Sciences		4	_____
<u>YEAR 4 (Fall)</u>				
SWS 4023	Social Work Practice III		4	_____
SWS 4050	Field Work I		6	_____
SWS 4051	Field Seminar I		2	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
SWS 4099	Social Work Senior Seminar		4	_____
SWS 4060	Field Work II		6	_____
SWS 4061	Field Seminar II		2	_____
ELECTIVE	Elective		4	_____

Total 128

**CENTENARY COLLEGE
B.A. IN SOCIOLOGY
RECOMMENDED FOUR-YEAR SEQUENCE**

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT III	Art and Humanities: Fine Arts		4	_____
SOC 1025	Introduction to Sociology		4	_____
ENG 1001	Composition and Rhetoric		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
MTH 1111	Quantitative Literacy		4	_____
CAT V	Laboratory Science (Biology preferred)		4	_____
SOC 1000	Contemporary Social Issues (CAT IV Core)		4	_____
<u>YEAR 2 (Fall)</u>				
CAT III	Art and Humanities: Literature		4	_____
CAT VI	Democratic Citizenship		4	_____
CAT VI	Global Citizenship		4	_____
SOC ____	Sociology Elective		4	_____
<u>YEAR 2 (Spring)</u>				
MTH 1500	Statistics for the Social Sciences		4	_____
SOC 1050	Population and Urbanization		4	_____
SOC 2050	Race, Class and Gender		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Fall)</u>				
SOC 3040	Social Change and Movements		4	_____
SOC ____	Sociology Elective (3000+)		4	_____
SOC ____	SOC/CJS/POL Elective (3000+ level)		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
SOC 4002	Research Methods in the Social Sciences		4	_____
SOC ____	Sociology Elective (3000+ level)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (Fall)</u>				
SOC 4005	Senior Seminar in Sociology		4	_____
SOC ____	Sociology Elective (3000+ level)		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
SOC 4010	Field Work in Sociology (GPA 2.75+)		4	_____
	Or			
SOC ____	Sociology Elective (3000+ level – open only for students who do not meet the minimum GPA requirement for 4010)			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

CENTENARY COLLEGE
B.A. IN SOCIOLOGY: CRIMINAL JUSTICE
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
		<u>YEAR 1 (Fall)</u>		
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
SOC 1025	Introduction to Sociology		4	_____
ENG 1001	Composition and Rhetoric		4	_____
		<u>YEAR 1 (Spring)</u>		
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
CJS 1001	Introduction to the Criminal Justice System		4	_____
MTH 1111	Quantitative Literacy		4	_____
SOC 1000	Contemporary Social Issues (CAT IV Core)		4	_____
		<u>YEAR 2 (Fall)</u>		
CAT III	Art and Humanities: Literature		4	_____
CAT. VI	Democratic Citizenship		4	_____
CAT. VI	Global Citizenship		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 2 (Spring)</u>		
CAT V	Forensic Science		4	_____
SOC 2050	Race, Class and Gender		4	_____
SOC 1050	Population and Urbanization		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (Fall)</u>		
MTH 1500	Statistics for the Social Sciences		4	_____
SOC 3002	Intimate Relationships		4	_____
SOC 3007	Deviance, Crime and Law		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 3 (Spring)</u>		
SOC 3003	Livin' on the Edge Or			_____
SOC 3004	Trauma and Disaster		4	_____
SOC 4002	Research Methods in the Social Sciences		4	_____
ELECTIVE	Elective		4	_____
CJS 3000+	Criminal Justice Elective		4	_____
		<u>YEAR 4 (Fall)</u>		
SOC 3040	Social Change and Movement		4	_____
SOC 4005	Senior Seminar in Sociology		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
		<u>YEAR 4 (SPRING)</u>		
SOC 4010	Field Work in Sociology (GPA 2.75+) Or			_____
SOC ____	Sociology Elective (3000+ level – open only for students who do not meet the minimum GPA requirement for 4010)		4	_____
CJS ____	Criminal Justice Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____

Total 128

CENTENARY COLLEGE
B.A. IN SOCIOLOGY: HUMAN SERVICES
RECOMMENDED FOUR-YEAR SEQUENCE

Course #	Title	Prerequisites	Credits	Completed
<u>YEAR 1 (Fall)</u>				
AFC 1001	Academic Foundations at Centenary I		4	_____
CAT. III	Art and Humanities: Fine Arts		4	_____
ENG 1001	Composition and Rhetoric		4	_____
SOC 1025	Introduction to Sociology		4	_____
<u>YEAR 1 (Spring)</u>				
CAT III	Art and Humanities: Rel; Phil; West Civ.		4	_____
MTH 1111	Quantitative Literacy		4	_____
SOC 1050	Population and Urbanization		4	_____
SWS 1000	Introduction to Social Work (CAT IV)		4	_____
<u>YEAR 2 (Fall)</u>				
CAT V	Laboratory Science (Biology preferred)		4	_____
CAT VI	Global Citizenship		4	_____
CAT VI	Democratic Citizenship		4	_____
CAT III	Art and Humanities: English Literature (2000+ level)		4	_____
<u>YEAR 2 (Spring)</u>				
SOC 2050	Race, Class and Gender		4	_____
CJS/POL/SWS	Criminal Justice, Political Science, or Social Work Elective		4	_____
MTH 1500	Statistics for the Social Sciences		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Fall)</u>				
SOC 3002	Intimate Relationships		4	_____
SOC 3040	Social Change and Movements		4	_____
SOC 3003	Livin' on the Edge		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 3 (Spring)</u>				
SOC 3004	Trauma and Disaster			
SOC 4002	Research Methods in the Social Sciences		4	_____
ELECTIVE	Elective (3000+)		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (Fall)</u>				
SOC 4005	Senior Seminar in Sociology		4	_____
SOC 3007	Deviance, Crime and Law		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
<u>YEAR 4 (SPRING)</u>				
SOC 4010	Field Work in Sociology (GPA 2.75+)			
	Or		4	_____
SOC ____	Sociology Elective (3000+ level – open only for students who do not meet the minimum GPA requirement for 4010)			
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
ELECTIVE	Elective		4	_____
Total			128	

UNDERGRADUATE COURSE DESCRIPTIONS

ACADEMIC FOUNDATIONS AT CENTENARY

AFC1001 Academic Foundations at Centenary I (THIS COURSE IS NOT REPEATABLE)

4 Credits

Prerequisite: First-Time, Full-Time Freshmen

This course is designed, on both the theoretical and practical levels, to introduce first-year students to the different perspectives, purposes, and methods of the three great general academic disciplines: the natural sciences, the human sciences, and the arts and humanities. Study will focus on addressing fundamental questions, as contemporary as they are perennial, of knowledge and meaning. A strong secondary goal of the course is to help students begin to develop the various skills, attitudes, and values necessary for their future lives as productive scholars and citizens.

ACCOUNTING

ACC2101 Principles of Accounting I

4 credits

Introduction to the structure of accounting through an understanding of the accounting cycle, asset, liability and equity accounts. Develop the ability to prepare and understand basic financial statements

ACC2102 Principles of Accounting II

4 credits

Prerequisite: ACC2101

This course is an introduction to the subject of accounting information systems including their design, control, and implementation. The student will be exposed to the use of computer technology in accounting.

ACC3201 Cost Accounting

4 credits

Prerequisite: ACC2102

This course studies cost accumulated techniques for manufacturing and non-manufacturing companies. The emphasis is cost concepts and procedures, use of cost information for decision making, cost systems and system design, and cost analysis.

ACC3301 Intermediate Accounting I

4 credits

Prerequisite: ACC2102

This first course in financial accounting focuses on the concepts relating to accounting for assets, short-term and long-term investments, inventory, property, plant, equipment, and intangibles. The course discusses the communication of financial information by means of an analysis of the balance sheet and income statement.

ACC3302 Intermediate Accounting II

4 Credits

Prerequisites: ACC2102, and ACC3301

This second course in financial accounting continues the in-depth analysis of the measurement and reporting requirements necessary for the preparation of the balance sheet, income statement, and statement of cash flows. The effect of accounting for incomes taxes, pensions, leases, and accounting changes on financial statements are examined. Earnings per share, segmental information, and analytical review of financial statements are also covered.

ACC3401 Federal Income Taxation

4 Credits

Prerequisite: ACC2102

This course will provide the student with the basic concepts of tax law as applied to individuals and business entities. The student will be exposed to how tax laws are developed and the structure of our court system, and the ethics of tax practice.

ACC4201 Advanced Accounting

4 Credits

Prerequisite: ACC3301

This intensive course examines specialized areas such as partnerships, joint ventures, branches, consolidated statements, segment reporting interim statements, multinational companies, bankruptcy and reorganizations, government entities, not for profit entities, and estates and trusts.

ACC4301 Auditing

4 Credits

Prerequisites: ACC2102, ACC3301 and ACC4201

Ethics, theory practice and diversified techniques of public auditing are integrated through class discussion, professional publications, and CPA exam auditing questions. Topics include current development, independent auditors' report and its relationship to auditing standards and accounting principles, the importance of independence and other aspects of the code of professional ethics, legal liability as it relates to issuing opinions, internal controls, types of evidence, the auditing environment and auditing objectives.

ART

ART 1001 Art Appreciation

4 credits

This course exposes the student to a broad-ranged understanding of the visual arts field. Further, this course seeks to develop an appreciation of visual aesthetic experiences as they enhance the quality of life; in an intellectual, emotional, and philosophical way. The student's understanding of art is enhanced by studying the different periods/movements of history and the progression of art through history. Field trips to galleries and museums, as well as the use of slides and other visual examples, will further stimulate the student's perceptions of art.

ART 1002 Two-Dimensional Design for Fashion Merchandising Students

4 credits

This course introduces the student to the basic elements of art; line, value, shape, space, texture, form, and color, through assigned studio problems. In addition, studio exercises involving the principles of organization; such as rhythm, repetition, balance, proportion, movement, dominance, scale, harmony, and unity will also be explored.

ART 1003 Two-Dimensional Design

4 credits

This course introduces the student to the basic elements of art; line, value, shape, space, texture, form, and color, through assigned studio problems. In addition, studio exercises involving the principles of organization; such as rhythm, repetition, balance, proportion, movement, dominance, scale, harmony, and unity will also be explored.

ART 1004 Three-Dimensional Design

4 credits

This course will explore basic principles and elements fundamental to all three-dimensional forms in space. Student problems incorporating the effective use of plane, line, shape, mass, color, texture, motion, light, and space will be presented and evaluated.

ART 1005-1006 Drawing I & II

4 credits/semester

This course introduces the student to the fundamentals of "seeing" and drawing, using various approaches to line, space, structure, texture, value, composition. A variety of drawing media will be examined, including exercises in pencil, pen, charcoal, brush with ink, pastel, crayon, and wash. Studio problems range from still-life, landscape, figurative, to studies in abstraction.

ART 1007 Drawing for Fashion

4 Credits

This course will examine beginning drawing as a learnable process and a perceptive skill used in the visual arts field. Students will be directed to approach drawing from cognitive means, which will enable them to observe and create ideas from inventive and intuitive methods. By using this conceptual thinking process, students will be able to develop their drawing abilities as an effective means to project their creative talent in the fashion industry. Studio assignments will emphasize problem-solving aspects of the elements and principles of design in a composition with a focus on fashion. Students will explore the use of a variety of materials which will include selections of paper types, woodless graphite, charcoal, marker, pastels, designer gouache and conte crayons. This course will concentrate on subject matter such as still-life, figure/portrait studies, gesture drawing, and garment representation. This is a required course for Fashion majors.

ART 2001 History of Art

4 credits (Required for Art and Design Major – Cat.III)

This comprehensive survey course traces the development of the visual arts from their prehistoric origins to the threshold of the modern age. The course examines the social, economic, religious, philosophical, and political contexts from which artists and art movements evolved; how cultures influenced them, and how artists influenced societies. Field trips to galleries and museums, as well as the use of slides and other visual examples, will additionally synthesize the student's perceptions of the historical significance of art through the ages.

ART 2002 History of Modern Art

4 credits

This comprehensive survey course in art history traces the development of the modern art movement from its origin in the 19th century to present time. This course also highlights significant, individual artists within the contexts of their social, economic, religious, philosophical, and political milieu. Field trips to galleries and museums, as well as the use of slides and other visual examples, will further clarify the student's understanding of the historical significance of the modern art world.

ART 2011-2012 Life Drawing and Anatomy I & II

4 credits/semester

LAB FEE: \$50/Semester

Prerequisite: Art 1005 or Art 1006, or permission of the instructor

Life drawing and anatomy is the study of the human form; its energy, movement, structure, composition, function, imagery, and expression. This course exposes students to the human form through drawing. Students work from live models and use a variety of drawing media. A model fee may be required for students taking this course, which may be repeated for advanced credit.

ART 2013-2014 Painting I & II

4 credits/semester

Prerequisite: Art 1005 or Art 1006 or Art 2011 or Art 2012 or permission of the instructor

This course explores fundamentals of the painting process as a vehicle for personal expression. Students are presented with formal studio problems highlighting a variety of materials, methods, theories, and modes of expression which utilize the elements of line, shape, value, texture, color, form and space. Experimentation with various media in acrylic, oil, collage, and watercolor will be greatly encouraged. This course may be repeated for advanced credit.

ART 3008-3009 Photography I & II

2 credits/semester - Art Major priority status

LAB FEE: \$50/Semester

This course will teach the student basics in camera and darkroom techniques, by formulating an aesthetic judgment to the photography process. It will focus on developing film, printing negatives, dodging and burning techniques, composition, form, space, lighting, tone, depth of field, and action exposures. Individual assignments will promote understanding and utilization of these processes and concepts in addition to the student's creative and artistic development.

ART 3010-3011 Printmaking I & II

4 credits/semester

LAB FEE: \$50/semester

Prerequisite: Art 1005 or Art 1006 or permission of the instructor

This course will examine the beginning and advanced processes and techniques of printmaking, such as linocut, woodcut, collagraphy, hard-ground line etching, and drypoint. It will further advance to intermediate and advanced intaglio graphic arts processes, which include techniques in aquatint, (tonal) soft-ground etching, (texture) chine colle, lift-ground, double-plate, edition printing and advanced color etching. This course may be repeated for advanced credit in conjunction with the Senior Thesis Exhibition course preparation.

ART 3013-3014 Advanced Painting I & II

4 credits/semester

Prerequisite: Art 2013 or Art 2014 or permission of the instructor

This course further explores advanced concepts of the painting process as a vehicle for artistic expression. Through a concentrated series of in-depth studio projects, students will focus on comprehensive and complex techniques and styles, which emphasize a variety of methods, theories, and modes of expression. Advanced exploration of materials will be expected, in acrylic, oil, collage, and mixed media. This course may be repeated for advanced credit in conjunction with the Senior Thesis Exhibition course preparation.

ART 3018 Portfolio

4 credits

Prerequisite: Junior or Senior Standing

Each student will develop a portfolio of professional quality which represents a culmination of aesthetic, creative, technical, and career, skills and objectives. Portfolio organization, layout, content, documentation, and design will be stressed. Students will learn techniques in photographing and reproducing artwork imagery to slide, print, and CD-rom format specifications. Resume, business card, and cover letter formats will be introduced, with interview and presentation styles also addressed.

ART 3020 Illustration

4 credits

Prerequisite: Art 1005, or Art 1006 or Permission of the instructor.

This course focuses on the creative development of illustration design theories and principles. The student will experiment with a wide range of techniques and media. The course includes problems that incorporate a broad experience in conceptualization, as well as advanced concepts in visual problem solving. This course may be repeated for advanced credit.

ART 3021 Monotype

4 credits

LAB FEE: \$50 semester

Prerequisite: Art 3010, or Art 3011, or Art 2013, or Art 2014, or permission of the Instructor.

This course will continue to examine graphics transfer techniques with an approach to art that lies between the fields of drawing, printmaking, and painting. Oil paint, oil sticks, pastels, etching inks, drawing inks, lithography crayons, fabric dyes, watercolors, and solvents are applied, brushed, and brayered to a variety of plate surfaces, such as plexiglass, heavy glass slabs, formica, Lucite, and metal plates. These highly experimental, one-of-a-kind techniques may then be printed and run through an etching press or hand rubbed to produce a unique image. This method allows students to freely “push the boundaries” of traditional painting and printmaking in a non-traditional context. This course may be repeated for advanced credit in conjunction with Senior Thesis course preparation.

ART 4003-4004 Senior Thesis Exhibition Project I & II (formerly Visual Arts Project I & II)

4 credits/semester

Prerequisite: Senior Standing

In this two-semester course, candidates for the B.F.A. degree in Art and Design are required to complete a comprehensively prepared senior capstone project, which typically takes the form of a one-person thesis exhibition in the college art gallery. In fulfillment of these requirements, students must also write a thesis statement essay, create/print a gallery invitation and labels, compose an inventory/valuation list/slide portfolio, as well as prepare all exhibition artwork in formal presentation format. Proposed projects must have the approval of the candidate’s major academic advisor.

ART 2099, 3099, or 4099 Special Topics in Art and Design

4 credits

Prerequisites: Sophomore Standing and permission of the instructor

These courses focus on selected topics in Art and Design, and are created to provide students with an opportunity for advanced in-depth study on some corollary professional or public interest topic not currently addressed in the regular college offerings. Topics may each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

BIOLOGY

BIO 1100 Human Development from Conception to Birth (Spring, odd years only)

4 Credits

This course is designed to introduce non-biology major students to basic topics in human reproduction. The lectures parallel selected readings from the texts as indicated in the lecture schedule. Topics include processes leading to the birth of a healthy child and the avoidance of birth defects, male and female reproductive systems, hormonal control of egg and sperm formations, sexual intercourse, contraception, venereal diseases, fertilization, cell division, embryonic development, and fetal physiology. (Open to all students)

BIO 1105 Human Nutrition and Performance (Fall and Spring)

4 Credits

This course is designed to introduce non-biology major students to the concepts of good nutrition for optimal health, fitness, and exercise performance. Topics include the classes of nutrients, body weight and body composition, weight maintenance and loss, nutrition for specific types of athletic events, and supplements and drugs related to exercise performance. Lab exercises will be directly related to issues discussed in class, and include the scientific method and an introduction to laboratory techniques, digestion, nutrient activity, fitness and well-being, and performance supplements. (Open to all students)

BIO 1110: Principles of Environmental Science (Fall and Spring)

4 Credits

This course is designed to introduce all students to the various components of our dynamic environment, and to promote an understanding of the unique relationship between the environment and the many facets of society. Topics include an introduction to environmental economics and policy, environmental systems, biodiversity, the study of populations, food safety and agriculture, conservation, land use and management, environmental health, freshwater and marine resources, atmospheric science, renewable and non-renewable energy sources, waste management, and sustainability. Lab exercises will be associated with issues discussed in class,

and include applied laboratory techniques related to air, soil, and water quality, food safety, population ecology, biodiversity, environmental health and toxicology, pollution, climate change, and energy sources. (Open to all students)

BIO 1150 Biology of Plants and Cells (Fall)

4 Credits

Introduction to cellular biology, including basic biochemistry, molecular and chromosomal genetics, and cellular structures and their functions. Introduction to the diversity of the Plant Kingdom, as well as cyanobacteria and fungi, and protists, including algae and slime molds. This course will cover comparative morphology, physiology and life cycles in the context of ecology, taxonomy, and evolutionary relationships. Labs are experimental and descriptive.

BIO 1160 Biology of Animals (Spring)

4 Credits

Introduction to the diversity of the Animal Kingdom, including taxonomy, evolution, and life cycles. This course also covers the structure, function, and integration of the animal body systems. Labs are experimental and descriptive.

BIO 2100 Environmental Field Sampling Techniques (Spring)

4 Credits

Pre-requisite: Environmental Science

This course is designed to provide the student with experience in basic field testing methods for environmental science. The course will introduce field sampling equipment, include instruction on the proper ways to use the equipment, and descriptions on how to collect water, air, and soil samples for testing. Environmental Field Sampling Techniques will include not only laboratory demonstrations with sampling equipment but field trips and guest speakers who are experts in the field.

BIO 2150 Animal Anatomy (Fall)

4 Credits

Pre-requisite: Biology of Animals

This course is an in depth study comparative study of the mammalian body, including cell structure and function, and the following body systems: integumentary, skeletal, muscular, respiratory, excretory, and digestive. The laboratory covers gross comparative anatomy, and the histology of tissues and organs.

BIO 2160 Animal Physiology and Behavior (Spring)

4 Credits

Pre-requisite is Animal Anatomy or instructor permission

This course is an in depth study of mammalian physiology and behavior, with an emphasis on homeostasis and the interaction of the major body systems. The organs and organ systems covered in depth include the nervous system, endocrine system, circulatory system and reproductive system. The relationship between body regulation and the expression of behaviors will be studied

BIO 3100 Genetics (Spring Semester)

4 Credits

Pre-requisites: the Biology of Plants and Biology of Animals, and General Chemistry II

This course covers general genetic principles and topics specific to human genetics. Topics will include the basic features of DNA replication and gene expression, and the passage of genetic material to daughter cells (cell division). Classic Mendelian inheritance, family pedigrees, and non-Mendelian inheritance are studied by solving problems applying the principles of genetics. The effects of mutation and recombination on human inheritance will be discussed. Molecular genetics topics will include DNA and gene analysis and transfer techniques, gene therapy, genetic cloning, and the Human Genome Project.

BIO 3150 Biochemistry (Fall)

4 Credits

Pre-requisite is The Biology of Plants; The Biology of Animals, and General Chemistry II

This course covers the chemistry of living systems, including biochemical substances, metabolic pathways, and cellular communication via biochemical pathways. This course also covers the practical application of biochemistry in the fields of agricultural and life sciences, as well as an introduction to biotechnology and genetic engineering.

BIO 3500 Microbiology (Fall)

4 Credits

Pre-requisites: The Biology of Plants and Cells and Biology of Animals, and General Chemistry I

This course covers the structure, function, physiology, genetics, and taxonomy of microorganisms. It stresses their relationship to the environment and other organisms, their impact on food, water, soil, agriculture, genetic engineering, and medicine is emphasized. The

laboratory covers proper collection of specimens, aseptic technique, cultivation, identification, and the application of genetic engineering techniques.

BIO 4000 Ecology (Fall)

4 Credits

Pre-requisite: The Biology of Plants and The Biology of Animals

A study of the dynamics of population growth, predator-prey interaction, competition theory, and biogeography. The mechanisms that regulate population numbers and species co-existence are examined. Emphasis is placed on the impact of the non-native (invasive) species on native populations. Topics include resource allocation patterns, life-history strategies, breeding systems, competition, stress tolerance, and ecological management practices.

BIO 4100 Biology Seminar (Spring)

4 Credits

Pre-requisites: Ecology and Senior standing or instructor permission

An intensive study of a particular problem or topic in the field of Biology to be chosen by the student. The course includes lecture, discussion groups, student presentations, and discussion of recent professional and popular publications.

BUSINESS

BUS1001 Integrated Business Perspectives

4 credits

This Business course provides the student with the opportunity to discover the role of business in society and to explore career opportunities. The relations among different business disciplines are analyzed. Students learn team building and communication and apply that learning as they work in teams to create, implement, and assess projects.

BUS 1002 Business Applications and Presentations

4 Credits

This course is designed to familiarize Business students with the software applications, teaming, and communication skills required for effective participation in today's organizations. Topics include Microsoft Office applications (Word, Excel, and PowerPoint), APA formatting, preparation of written reports, and creation and delivery of oral presentations. Students are also introduced to teamwork concepts.

BUS1010 Principles of Management

4 credits

Prerequisite: BUS1001

This Business course will demonstrate how the management functions of planning, organizing, implementing, leading, controlling, and execution of corrections help achieve those ends. Student will learn how to use SWOT, TOWS and PEST analysis and other tools to be effective on a national and international level.

BUS1050 Social Responsibility in Business

4 Credits

Prerequisites: AFC1001 or BUS1001

This course covers the responsibilities of business organizations to employees, shareholders, customers, and society. Students consider the meaning of global citizenship, business ethics, and individual responsibility within corporations through research and experiential learning, emphasizing issue identification, analysis, and decision-making.

BUS2010 Principles of Marketing

4 credits

Prerequisites: BUS1001 and ECO1001

This Marketing course covers the basics of how to satisfy consumers' wants and needs, through what has been described as both an art and a science – marketing. Specifically this course focuses on how marketers uncover consumers' wants and needs through marketing research, and design strategies that best satisfy target markets.

BUS2020 Management Information Systems

4 credits

Prerequisite: BUS1010

This course introduces students to computer hardware and software, and the application for information systems and technology within an organization from a managerial perspective. The course examines various topics including databases, e-commerce,

information based business processes, privacy and security, design and development of information systems, telecommunications, and ethics.

BUS 2030 Principles of Finance

4 credits

Prerequisites: BUS1001 and ACC2102

Principles of Finance is a survey of the key concepts covered in the three general areas of finance: (1) Financial Markets and Institutions, (2) Investments, and (3) Managerial Finance. This course will introduce students to financial concepts including the activities of the finance manager in the planning, acquisition, and the administration of funds used in a business enterprise and to evaluate and control risk.

BUS 2040 Students in Free Enterprise I (Fall only)

4 credits

Prerequisite: Approval of Business Department Chair or SIFE Advisors.

This course is designed to provide students with hands-on experience in applying free-enterprise concepts and entrepreneurial skills and practices to today's business environment. Students will apply knowledge gained from their various academic and professional disciplines, as well as communication and project management skills, in developing and implementing educational projects using sources in the Centenary and local communities. Open to students of all majors.

BUS 2041 Students in Free Enterprise II (Spring only)

4 credits

Prerequisite: Approval of Business Department Chair or SIFE Advisors.

Students continue to work with mentors in implementing hands-on projects. Students manage the development of professional written and oral presentations. Open to students of all majors.

BUS 3010 Business Law

4 credits

Prerequisite: BUS1001

This Business course will examine areas of law affecting business. The legal forms of businesses; contract law; the law of sales; personal, real, and intellectual property law; and the law of negotiable instruments will comprise the principle focus of the course. International treaties and laws affecting those areas of law will also be explored throughout the course.

BUS 3020 Business Statistics

4 credits

Prerequisites: MTH1000 and BUS2010

This Business course covers the basic terms and concepts of statistics and their use to analyze data and solve problems. Quantitative techniques of forecasting will be highlighted. An overarching goal is to create educated consumers of statistics.

BUS 3030 Organizational Behavior

4 credits

Prerequisite: BUS1010

This Business course explores the study of organizational culture and the affect of that culture upon an organizations performance. Concepts of management, leadership, motivation, and ethics will be examined. Learning how to evaluate the effectiveness of an organization's culture through its policies, practices and productivity is prominent throughout the course.

BUS 3040 Professional Presentations

4 credits

This course is designed to help develop and enhance the student's ability to organize, write, and effectively deliver presentations that include: running meetings, making presentations to clients, delivering a general speech, making a research or operations report presentation, and handling audience questions and objections.

BUS 3050: Ethics of Business

4 credits

This course examines the theories used in analyzing the ethical dimensions of business decisions. The course explores the ethical role of business and its practices in the various societies and cultures of the global business environment.

BUS 3060: Global Business

4 credits

Prerequisite: BUS1010 and ECO1001

This course is a survey of the ever-changing global environments in which international businesses operate. It examines current and developing political, environmental, legal, financial, and socio-cultural trends and their effect on global businesses.

BUS 3110 Operations Management

4 credits

Prerequisite: BUS1010

This course is designed to provide a focus on the systems and processes that aid organizations in the distribution of products and services. The course covers the quantitative and qualitative methods used by organizations in supporting their operations. Topics studied include the examination of product creation, development, production, and distribution.

BUS 3120 Human Resources Management

4 credits

Prerequisite: BUS1010

This business course surveys the theoretical and practical aspects of Human Resource Management and the legal and regulatory issues affecting human resource planning and management. Topics covered include employee recruiting, selection, and performance management, organizational rewards systems (compensation and benefits), employee safety and well-being, and labor relations.

BUS 3130 Individual and Team Management

4 credits

Prerequisite: BUS1010

This course focuses on the execution of individual and team management concepts, utilizing a blend of management theories and experiential methods. Topics include the allocation of subordinate workload, the design, organization, and implementation of processes, and the adherence to institutional procedures.

BUS 3210 Facilities Management

4 credits

Prerequisites: BUS1010 AND ECO1001

This Business course focuses on the management functions related to operating and financing public and private sports facilities. The course integrates knowledge from a variety of business disciplines, including management, accounting, and finance, while applying it to the theory of sport organization and administration.

BUS 3220 Sports Law

4 credits

Prerequisites: BUS3010

This Business course focuses on the management functions related to operating and financing public and private sports facilities. The course integrates knowledge from a variety of business disciplines, including management, accounting, and finance, while applying it to the theory of sport organization and administration.

BUS 3310 Monetary Institutions

4 credits

Prerequisite: BUS2030

This Finance course describes the monetary and banking system of the United States and the influence of money on the economy. It covers several facets of monetary theory, including monetary and fiscal policies, supply and control of money, and the application of federal monetary policy. Also analyzed are the Federal Reserve and commercial banking systems.

BUS 3320 Financial Management

4 credits

Prerequisite: BUS3010

The first part of this course describes the meaning of financial organizations, markets, and institutions. The next part concerns tools of financial analysis. Then the emphasis shifts to funding sources and the managing of capital structures. The concluding portion of the course considers government securities and the aspects of international finance.

BUS 3330 Investment Analysis

4 credits

Prerequisite: BUS2030

This course analyzes the role of investments in the financial environment with regard to the establishment of financial goals and plans. Beginning with the establishment of personal financial goals, various implementation strategies are examined in the light of investment, tax strategies, and risk management.

BUS 3410 Marketing Research

4 credits

Prerequisite: BUS2010

This experiential-based Marketing course concentrates on creating the ability to complete small Marketing Research projects from definition of problem through issuance of the report. The course employs both qualitative and quantitative methods of gathering and analyzing data. Becoming educated consumers of marketing research and the ability to interface with marketing research professionals are two elements that are highlighted.

BUS 3420 Marketing Management

4 credits

Prerequisite: BUS2010

This course examines the theory and practice of marketing management. Issues in goal setting, planning, and strategy are stressed through case studies and real-world application.

BUS 3510 Data Management and Information Analysis

4 credits

Prerequisite: BUS2020

This course provides detailed analysis on the management of various types of data used by managers within organizations and information systems analysis used for problem solving and managerial decision making. Various stages of the systems development life cycle are examined, including design, implementation, and maintenance phases. Database topics include data models and modeling techniques, database architecture, development of the user interface, data dictionaries, repositories, and warehouses, and the database administrator.

BUS 3520 Business Data Communications

4 credits

Prerequisite: BUS2020

This course is a thorough overview of the principles and techniques of business data communications, and the telecommunications systems used within an organization. Students are exposed to various strategies and methods used in the overall design and management of communication networks.

BUS 3530 Business Systems Integration

4 credits

Prerequisite: BUS2020

This course requires students to work on a semester project consisting of acquiring and analyzing detailed quantitative and qualitative data of organizations while recognizing potential areas for improvement. Students will also be required to develop, recommend, and implement a strategy for systems integration within the organization and between organizations.

BUS 3540 Sports Marketing

4 Credits

Prerequisites: BUS2010

This Business course studies the application of marketing theory to all aspects of the sports and recreation industry, including: professional, amateur, and recreational sports; commercial, public, and recreational sports facilities, clubs, resorts, and service organizations. Topics include promotion, public relations, consumer behavior, strategic marketing, pricing, marketing communication, licensing, and sponsorship.

BUS 4010 Business Strategy

4 credits

Prerequisites: Business Core and Senior Standing

This Business course is the culminating Capstone Course for the Accounting and Business Administration (all Concentrations) Degrees. The course provides the students with an opportunity to work in teams to complete an International business strategy simulation designed to expose students to the interrelationships of various business disciplines.

BUS 4210 Event Administration

4 credits

Prerequisites: BUS1010, BUS2020 and BUS2030

This course introduces learners to the principles and practices of planning, funding, operating, and evaluating events that reside within the sport industry. This course utilizes an experiential model to involve learners in the activities of event planning and management.

BUS 4310 Financial Research and Analysis 4 credits

Prerequisite: BUS2030

This course analyzes the role of the economy in the global financial system. Students will identify, research, and present economic indicators relevant to this economic analysis. Topics will include the composition of Gross National Product, Money and Banking, Monetary Policy, and Economic Cycles.

BUS 4410 Sales and Sales Management

4 credits

Prerequisite: BUS2010

This highly interactive Marketing course focuses on the sales effort at each stage along channels of distribution from producer to ultimate consumer and how to apply the basics of personal selling. The course provides an understanding of the problems and techniques involved in organizing and managing a sales force. Development of a sales plan is highlighted.

BUS 4420 Advertising Management and Integrated Marketing Communications

4 credits

Prerequisites: BUS2010 and Senior Standing

This course covers all phases of advertising and IMC management including research, creative and media strategy, planning, execution and evaluation. The course focuses on the integration of all promotional elements including sales, sales promotion, direct marketing and public relations.

BUS 2990, 3990, and 4990 Special Topics in Business Administration

4 credits

These courses focus on special topics in business administration, and are designed to give students an opportunity for in-depth study a topic having current professional or public interest. Topics may differ each time the course is offered. Students should consult the course offering schedule and their academic advisor.

CHEMISTRY**CHM 1050 Basic Chemistry (Fall and Spring)**

4 Credits

This course is designed for non-science majors, and is an introduction to the basic principles of chemistry. It includes an overview of laboratory safety, as well as an introduction to the scientific method, and instruction in the use of basic equipment for the chemistry lab. It includes the study of how and why atoms react to make both simple and complex compounds. Lectures are reinforced with weekly laboratory exercises that stress observation and the analysis of reactions.

CHM 1100 General Chemistry I (Fall)

4 Credits

Pre-requisite: MTH 1180 or MTH 1401 or instructor permission)

This course addresses the basic language and concepts of chemistry. Topics include measurements, the periodic table, nomenclature of inorganic compounds, atomic structure, chemical bonding, reactions of inorganic compounds, gas laws, solutions, and gravimetric and volumetric stoichiometry. Laboratory investigations are used as problem solving exercises for the topics studied.

CHM 1110 General Chemistry II (Spring)

4 Credits

Pre-requisite: General Chemistry I or equivalent, approved transfer credit

This is a continuation of General Chemistry I. Topics include colligative properties of solutions, reaction rates, chemical equilibrium, acid-base equilibria, solubility and complex-ion equilibria, thermodynamics and equilibrium, and electrochemistry. This course stresses the interaction of all chemical topics, as well as the interactions of the various disciplines in science.

CHM 2000 Introduction to Organic Chemistry (Spring)

4 Credits

This course addresses the properties, structures, and chemical activity of some of the major organic compounds. Specifically the course addresses aliphatic saturated and unsaturated hydrocarbons, alkyl halides, alcohols, ethers, aldehydes, ketones, acids, amines, and some aromatic compounds. Lab experiments complement class lectures and activities.

COMMUNICATION**COM 1003 Practicum: The Quill**

2 Credits/Semester

This course is designed to provide practical experience in working for the campus newspaper. Each student is required to perform selected tasks in writing, reporting, photography, sales, editing, computer typing, distribution, and/or other agreed-upon tasks. This course may be repeated for credit.

COM 1004 Practicum: The Hack

2 Credits/Semester

This course is designed to provide practical experience on the campus yearbook. Each student is required to perform selected tasks in writing, photography, sales, editing, computer typing, and /or other agreed-upon tasks. This course may be repeated for credit.

COM 1005 Desktop Publishing

2 Credits/Semester

This course is designed to teach desktop publishing skills in direct relation to producing the college yearbook. It runs concurrently with COM 1004 but is specialized and more intensive in its computer-driven goal to create, refine, and complete the layout and design of the yearbook. This course may be repeated for credit.

COM 1011 Mass Media

4 Credits

This course examines the importance and history of the influence of Mass Media. The student explores the relationship between media and society and considers theoretical aspects of communication; the evolution and impact of print, radio, television, the Internet, and film; regulation issues from censorship to subtle influence by government, business and the industry itself as well as the influence of advertising in mass media. Discussions also focus on issues of popular culture and international mass communication.

COM 1013 Audio Production

4 Credits

This is a highly practical course which uses lectures, demonstrations and multiple projects to hone the student's technical performance skills in audio and radio production. Special emphasis will be placed upon post-production and editing techniques, and a significant portion of the work will consist of performing on and operating the college radio station, WNTI.

COM 1014 Film Appreciation

4 Credits

Lab Fee: \$25

This course introduces students to one of the liveliest of contemporary art forms, film. Through viewing and analyzing a broad selection of internationally acclaimed films, students will learn to recognize the stylistic and narrative elements that combine to produce works of the film art. In addition, the most recent developments in film theory and criticism, as well as the unique personal vision of individual film artists will be explored.

COM 1015 Introduction to Radio/TV Studio Operations

4 Credits

This is a highly practical course which uses lectures, demonstrations and introduces students to the technical performance aspects of television. A significant portion of the work consists of performing on and operating the college television studio. Students will receive basic instruction in equipment operation, production fundamentals, and commercial studio operation.

COM 2000 Interpersonal Communication

4 Credits

This course examines the nature and function of the communication process within the context of social, cultural, intercultural, and professional situations. Students will learn through discussions, readings, videos, written and oral projects, to apply techniques of effective communication to their lives.

COM 2001 Public Speaking

4 Credits

Prerequisite: ENG 1001

This course is designed to develop poise and self-confidence. Students master the techniques necessary for successful speaking by writing and delivering a variety of speeches in different speaking situations. Extemporaneous delivery is the goal. While most of the work is individual, an introduction to Parliamentary Procedure and group presentations are included.

COM 2003 Advertising Copywriting

4 Credits

Prerequisite: ENG 1001

The first half of this course deals with the techniques of persuasion applied to advertising in newspapers, direct mail, magazines, radio and television. It will analyze the specific requirements of each medium and study particular markets to which advertising campaigns are directed. The second half of the course will be devoted to the preparation of advertisements with rough and finished layouts in newspaper, magazine and direct mail formats.

COM 2005 Advanced Audio Production

4 Credits

Prerequisite: COM 2010, COM 3011

This is a highly practical course in which the student's technical skills in radio and audio post-production are further enhanced. Special emphasis will be placed upon feature- and program-length projects incorporating a wide variety of audio sources, including off-site interviews, background music, natural sound and special audio effects.

COM 2008 Television Studio Production

4 Credits

Prerequisite: COM 1015

This is a highly practical course in which the student's technical skills in studio-based television production are further enhanced. All aspects of the production process are covered, from script preparation to the directing and producing of live-on-tape studio productions. Special emphasis is placed upon the leadership skills required from those in the key position of director. Hands-on experience is emphasized through student participation in a variety of exercises and productions.

COM 2010 Broadcast Announcing

4 Credits

Prerequisite: COM 2001

This course intends to help students become better vocal communicators whether they plan to be professional broadcast announcers/reporters or not. Class work and exercises will focus on voice production, projection, intonation, pronunciation, delivery and other aspects of on-mic performance. Students will learn about the craft of announcing through performance, readings and discussion. There will be quizzes, graded performances and recorded and written assignments. Creativity, performance and reliability are all factors in grading.

COM 2011 Introduction to Journalism

4 Credits

Prerequisite: ENG 1001 or equivalent

This course emphasizes the basics of journalistic writing to help produce interesting, accurate, fair, and observant writers. The discipline taught here will improve their writing skills and make them more discerning media consumers as well as more aware of global newsworthy events. Class sessions involve lectures, discussions, analyses of articles from daily, weekly, and online newspapers, drills in writing and editing, and exercises exploring journalistic ethics. A newsroom atmosphere enhances the practical nature of the course. Students may be encouraged to submit class-assigned articles to the campus newspaper, *The Quill*.

COM 2013 Media Design

4 Credits

Prerequisite: COM 1011 or Permission

In this course the student learns basic aesthetic design principles and how they are applied in various media. Light and color; area; volume; time and motion; and sound are among the aesthetic topics explored. Course material will emphasize how such principles can be practically applied to produce more effective productions.

COM 3005 Mass Communication Law & Ethics

4 Credits

The public's right to know versus the individual's right to privacy; a reporter's privilege to protect sources versus an accused person's right to due process; libel, copyright infringement, censorship—these are all areas of legal and ethical controversy that surround

contemporary mass media. In this course these and other pertinent topics will be examined through a case study approach. Federal and state law as well as the basic principles of responsible ethical analysis will be studied and applied.

COM 3008 Electronic Field Production

4 Credits

Prerequisite: COM 1015, COM 2008

This course focuses entirely on remote video production, emphasizing videography and post-production videotape editing techniques. Students will learn the skills needed for effective electronic news gathering and documentary production, with a special emphasis on the videographers' and editors' roles in creating accurate presentations of real-life occurrences.

COM 3011 Media Newswriting

4 Credits

Prerequisite: COM 1015

This is a laboratory course using news-gathering equipment in the production of audio news programs. The major emphasis is on local news-gathering and writing, rewriting and editing from news wire services, and audio field and studio production. Student responsibilities include the production of daily newscasts on WNTI with a summary of major events each evening.

COM 3013 Non-Fiction Freelance Writing & Editing

4 Credits

Prerequisite: ENG 1001 or equivalent

This course introduces students to the possibilities of marketing their nonfiction writing and to the editorial needs of publications. Topics of discussion include editorial requirements for writing for magazines, trade and professional journals, book publishers, and online outlets. While helping students hone their writing skills, the course covers approach techniques for marketing their article ideas and issues of publication law and ethics

COM 3014 Photojournalism

4 Credits

Prerequisite: ENG 1001 or equivalent

This course is intended to help students recognize the universal visual language of photojournalism, its place in our history and the present, its aesthetics and ethics, and its impact on a media-saturated world. The course goes beyond, while recognizing the details of picture-taking, exploring the volatile history of photojournalism, the moral dilemmas it has created and faced, the synergy between photo and text, and ways in which still and video photography reveal, motivate, and inform us in an instant. Students will explore such issues through discussions, readings, videos, reaction papers, and a photo essay or research project. This course is recommended as well to non-Communication majors as an elective.

COM 3018 Writing for Public Relations

4 Credits

This course introduces the student to various kinds of public relations writing: preparing news releases, press statements, feature stories, product articles, newsletters, fund-raising literature, cover letters in direct mail campaigns, and annual reports. The context and purposes of using these devices will be explored, and current trends will be examined. Students will be encouraged to consider writing as part of a team that may include account executives, graphic designers, and others. Each student will prepare a public relations writing project.

COM 3019-Technical Writing

4 credits

This course addresses the style and organizational needs of those who communicate technical information in a clear, understandable manner. Descriptions of processes and mechanisms and technical narration will be a focus, as will the study of a variety of formal reports, proposals, recommendations, and interpretive reports.

COM 3033 Print Editing

4 credits

This course recognizes that copy editors of the 21st century will be crucial to print and online media organizations. The course work will supply the raw material for students to develop the expertise needed for gatekeepers of news and entertainment for the public. Students will write copy and edit their own work and that of others.

COM 4018 Senior Communication Project

4 Credits

Prerequisite: Senior Standing and Permission

In this capstone course for the Communication program, students pursue their interests in an attempt to draw on skills learned in the

major. Students prepare a proposal for their project and work with the professor through the semester to ensure the appropriate focus of the end product, which can take the form of a project, research paper, production or series of productions.

COM 2099, 3099, or 4099 Special Topics in Communication

4 Credits

These courses focus on selected topics in communication and are designed to provide students with an opportunity for in-depth study of some topic having current professional or public interest that is not thoroughly addressed within the context of regular College offerings. Topics may differ each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

CONTEMPORARY GLOBAL STUDIES

CGS 2003 Essentials of Global Politics

4 Credits

Prerequisite: POL1001

This course is intended to provide a straightforward account of the main historical developments in the evolution of the international system and the principal components of contemporary global politics. International relations will be studied through a focus on the institutions that emerged during 1815 through 1945 so as to explore the continuities and changes evident in the sovereign state and the emerging contemporary global political system. (POL2003)

CGS 3004 Forms of Global Governance

4 Credits

Prerequisite: CGS2003

This course introduces the intricate interplay of global change and governance and the large-scale transformations of political, economic and cultural relations and the changing roles of state and non-state actors involved in creating stability and instability in the global environment. (POL3004)

CGS 3005 Peace and Conflict Analysis

4 Credits

Prerequisite: CGS2003

The prominent sources of ongoing conflict in the global system are explored with the objective of discovering the most effective methods of peace-making and peace-keeping. Specific subjects of study will include conflict generated by: ethnic and religious rivalry, resource competition, proliferation of weapons, hunger and disease, patterns of migration, and transnational social movements. (POL3005)

CGS 3006 Global and Regional Studies

4 Credit

Prerequisite: CGS2003

Each semester a specific region of the globe will be studied in depth. Areas of study may include: the contemporary Middle East, European economic and political integration, African unity and disunity, the changing role of the North Atlantic Treaty Organization and the European security system, and the evolving role of the United Nations. (POL3006)

CGS 3100 Topics in Political Science: Introduction to the Study of Terrorism

4 Credits

Prerequisite: CGS2003

This course explores broadly: how we define Terrorism; 9/11 as a defining event in the American experience related to terrorism; combating terrorism (counterterrorism); and terrorists, conventional weapons and WMD. (POL3100)

CGS 3101 Topics in Political Science: Global Humanitarian Organizations

4 Credits

Prerequisite: CGS2003

This course explores the attributes of most humanitarian-based international organizations and ultimately focuses on the United Nations system and its constituent instrument, the Charter. The organs and programs of the UN and other organizations are explored.

CGS 4001 Senior Global Humanitarian Service Project

4 Credits

Prerequisite: Senior Standing

In this capstone course for the Global Studies major, students will participate in a humanitarian service project approved by the director of the Global Studies program.

CRIMINAL JUSTICE

Note: *Introduction to Criminal Justice Systems is a prerequisite for all other Criminal Justice courses. Admission into certain criminal justice courses without this prerequisite is at the discretion of the Criminal Justice Program Coordinator.*

CJS 1001 - Introduction to the Criminal Justice System

4 Credits

This course provides an overview of the American criminal justice system, emphasizing the three system components; the police, the courts, and corrections. Topics will include the role of police in a democratic society, the relationship of the various courts within the system, the processes of punishment and rehabilitation, and the roles and interactions of the Federal and State systems of criminal justice.

CJS 1002 - Careers in the Criminal Justice System

4 Credits

This course provides a thorough overview of career opportunities within the field of criminal justice. A wide range of occupations that demand very different levels of experience and education will be examined. Working professionals representing a wide range of career fields will introduce students to local, state, and federal law enforcement agencies, corrections, probation, parole, forensics, court systems, victim/witness services, counseling positions, and other special government opportunities. Topics covered for all employment positions will include educational requirements, entry requirements, training processes, career development paths, salary and benefit ranges, and present employment opportunities

CJS 2001 - Community Policing

4 Credits

This course reviews the organizational and operational philosophy of community policing and the manner in which it develops a partnership between the police and the community they serve. Emphasis is on the process of improving the "quality of life in a community through problem-solving for the long-term perspective. Topics include the study of the origins of community policing, problem-oriented policing, the role of the police in society, the role of the community in crime prevention, and methods for the implementation and evaluation of the community policing philosophy.

CJS 2005 - Comparative Criminal Justice Systems

4 Credits

This course assumes an understanding of the American criminal justice system and examines and compares criminal justice systems from around the world. An analysis of the governmental, legal, police, courts, and corrections operations of each country will be undertaken. Countries analyzed include Canada, China, France, Japan, Russia, Sweden and the United Kingdom.

CJS 2010 - Corrections, Probation and Parole

4 Credits

This course will study the convicted criminal defendant of the criminal justice system in the post-conviction setting. Areas explored will include the development and use of probation and parole as correctional alternatives to incarceration, the evolution of the correctional system, the relationship of the prison administration and the other components of the criminal justice system, and the operations of the correctional system and its impact on punishment and rehabilitation.

CJS 2015 - Crime Scene Photography

4 Credits

This course provides an examination of the latest methods and techniques of photographic documentation of a crime scene, a victim, a suspect, and criminal evidence. Usages of photography in criminal surveillance operations is also addressed. Topics will include the fundamentals of photographing a crime scene from general to specific. Practical exercises will demonstrate methods for documenting various types of crime scenes.

CJS 2020 - Criminal Law and Criminal Procedural

4 Credits

This course is designed to teach students the basic concepts of substantive criminal law and its procedural aspects as a means of social control, particularly relating to the constitutionally protected rights of the accused in the criminal justice system. Emphasis will be on the elements of the law and the applicable penalties, as well as the procedures that must be followed in applying the law, and on the court system as a social institution with the interacting roles of judges, prosecutors, defense attorneys, and defendants.

CJS 2025 - Criminal Investigation

4 Credits

This course provides an overall view of the techniques involved in investigating crimes, basic interviewing of victims and witnesses, identifying and questioning suspects, organizing investigations. Specific topics covered are crime scene procedures, searches,

surveillance, sources of information, use of scientific aids, recognition of evidence, and ethics in criminal investigations. The course is designed to provide a foundation of criminal investigation procedures and techniques. Emphasis is on a logical scientific approach to crime scene investigations since investigation is in large part a science. Through discussion and hands-on exercises the student practices the application of the scientific method to criminal investigations. Students will be exposed to actual criminal investigations and processes through lectures, slides, videos, and reviews of actual past cases.

CJS 2030 - Fire and Arson Investigation

4 Credits

This course is an entry-level study of fire science, standards, laws, and guidelines for proper fire scene investigation. Topics studied include fire science, arson laws and evidence, organic chemistry, fire investigation methodology, and scientific arson investigation.

CJS 2035 - Forensic Science

4 Credits

Visit www.centenarycollege.edu for current lab fees.

Requirements: *Sophomore Standing and Criminal Justice Major – Other students may enroll in this course when seats are available and with the approval of the Criminal Justice Program Coordinator.*

This course will introduce the student to the role of the forensic examiner in the identification, collection, scientific analysis, and court presentation of evidence gathered during the criminal investigation. The student will become familiar with the many applications of science to law, such as: physical fibers; drugs; forensic toxicology; serology; DNA; fingerprints; and forensic science and the internet. The classroom will be supported by hands-on laboratory work which will enhance class lectures and discussions.

CJS 2040 - Introduction to Law Enforcement

4 Credits

This course examines law enforcement agencies and their roles, functions, history, and how they developed within the field of Criminal Justice. Additionally, the course gives an overview of the components of the law enforcement profession; namely the evolution of law enforcement, contemporary law enforcement, challenges to the profession, and law enforcement and the criminal justice system. Examines law reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.

CJS 2045 - Juvenile Justice and School Resources

4 Credits

This course examines patterns of delinquent behavior among youth. The definition and measurement of delinquency, influence of kinship, educational, and other institutions on delinquency, social class and subcultural influences on delinquency, identification and processing of delinquents by official control agencies. Additionally, the course will study the problem of school violence and analyze the correlation and impact of the media, community, and family upon such violence. Identification and intervention approaches to working with out-of-control behaviors will be explored.

CJS 2050 - Laws of Criminal Evidence

4 Credits

This course examines those rules of evidence and procedures of particular importance to the operational level of criminal justice agencies. Topics will include the evolution of the laws of evidence, the trial process, hearsay, confessions and admissions, pretrial investigation and identification procedures, expert and lay opinion, scientific evidence, character evidence, and presumptions. Emphasis will be given to the study and evaluation of kinds of evidence, tests of admissibility, competence of witnesses, and privileged and non-privileged communication.

CJS 2055 - Organized Crime and Gang Organizations

4 Credits

This course will examine the topic of organized crime, its emergence in American Society, its activities, and its relationship to other principal social institutions and components of the criminal justice system. It will include a consideration of the historical economic, social, legal, and political events that led to the generation of organized crime. There will be a review of the precedents of organized crime and its history; the relationship of organized crime to federal, state, and local politics; the activities of organized crime figures; policies designed to combat organized crime; and some explanations for the persistence of organized crime. Also included will be a consideration of the new groups and forms of organized crime. In addition, the history of gangs and gang violence in society, gangs as organized crime groups, and the present-day problem of gangs will be examined.

CJS 2060 - Victimology, Domestic Violence and Victim Witness Services

4 Credits

This course provides an extensive overview of the principles and concepts of victimology, an analysis of victimization patterns and trends, and theoretical reasoning and responses to criminal victimization. In addition, this course explores the role of victimology in the criminal justice system, examining the consequences of victimization and the various remedies now available for victims. Additionally, the societal problem of domestic violence will be studied. The history of domestic violence in modern America and the societal and legal response to this problem will be examined, as well as the history and current status of the various available Victim Witness Services.

CJS 2065 - White Collar Crime and Fraud Investigation

4 Credits

This course covers the theoretical explanations for white-collar crime committed by individual offenders and corporations. Areas of study include fraud, money laundering, embezzlement, bribery, insurance and healthcare fraud, identity theft, internet crimes, terrorism, and software piracy. Students study the extent and costs of these crimes, victim and offender profiles, and corporate liability.

CJS 3001 - Criminology

4 Credits

The course examines the patterns, causes, and consequences of crime, and the ways in which the criminal justice system attempts to deal with the crime problem in the United States. Topics include characteristics of offenders, patterns of criminal behavior, theories of crime causation, and social forces affecting crime and criminal justice.

CJS 3005 - Crisis Intervention in Public Safety

4 Credits

This course is designed to provide the student with an in-depth exposure to the principles and practices of effective crisis intervention. The student examines the theory and methods of crisis intervention. Particular attention is given to the various contemporary techniques of intervention and resolution. Assessment techniques used in the intervention process are explored. Topics include characteristics of crises, intervention strategies, specific techniques for intervening in various crisis situations, and community crisis support services.

CJS 3010 - Death Investigation

4 Credits

This course examines the many duties of a criminal investigator at a death scene that will lead to a successful completion of a criminal investigation. The student will develop an understanding of the legal responsibilities and requirements of a death scene investigator, how to secure a crime scene, identification and collection of evidence, identification of the victim, identification of the cause and manner of death, methods for interviewing witnesses, procedures for establishing time of death, techniques for obtaining statements and confessions, procedures for following up of leads, and case preparation procedures for trial.

CJS 3015 - Interview & Interrogation and Arrest, Search & Seizure

4 Credits

This course will familiarize students with the various techniques for “detecting deception.” Topics will include verbal and non-verbal communications, physiological responses, multiple suspect elimination, the interrogation process and legal aspects associated with admissions, confessions, and written, audio and video statements.

CJS 3020 - Leadership for Police Field Commanders

4 Credits

This course explores contemporary management theory and practice in the context of management of police organizations. Emphasis is placed on command of emergent field operations and management of crime scenes. Analysis will include the police organization as a dynamic social system and the behavior and social skills required of a police commander to deal effectively with a rapidly changing investigation or situation.

CJS 3025 - Police Organization and Administration

4 Credits

This course is designed to be a comprehensive overview of police operations in the United States. The history of police administration and the evolution of policing as a profession will be thoroughly explored. Current and future trends in law enforcement will be discussed in detail. Emphasis will be placed on police personnel issues and the leadership skills required to manage a professional police organization. Topics include principles of organization and management in terms of line, staff, and auxiliary functions, organization of police services, administrative services, operational services, and auxiliary services.

CJS 3030 - Criminal Justice Internship

4 Credits

This course is designed to provide the student with the opportunity to apply theory to practice and obtain practical experience with an approved criminal justice agency that is arranged for the student by his/her faculty advisor. Students must have a minimum cumulative GPA of 2.5 to be eligible for an internship. The process is begun by the student meeting with the faculty advisor.

CJS 3035 - Independent Study in Criminal Justice

4 Credits

This course provides for directed research and study on an individual basis of a topic of specific interest to the student and in conjunction with a full-time faculty member. Selected topics are explored in conjunction with the guidance and direction of this full-time faculty member. Students interested in conducting such a study must have a minimum of a 2.75 cumulative GPA and must begin the process by meeting with their faculty advisor. Independent Studies may be completed for 1, 2, or 3 credits.

CJS 4001 - Senior Seminar in Criminal Justice

4 Credits

This is the capstone course for the Criminal Justice Studies Program. The purpose of this course is to integrate all academic criminal justice learning, knowledge, and skills in order to provide a total understanding of the criminal justice system and how it applies to the future of the students. Students will demonstrate their abilities to conduct scholarly academic research, employ critical thinking skills, use deductive reasoning. Students will address current issues in criminal justice using analytical skills to frame problems and suggest solutions will be stressed. Oral and written presentations in class will emphasize problem solving techniques and analysis. Ethical, political and social issues that impact criminal justice research will also be examined.

CJS 2002, 3002 or 4002 - Special Topics in Criminal Justice Studies

4 Credits

A special topics course consists of discussion and intensive study of selected topics, issues, problems, and/or writings of prominent criminologists. Such a course enables the criminal justice studies program to address the latest issues in the field of criminal justice. Topics may vary each time the course is run.

ECONOMICS

ECO 1001 Economics

4 credits

This course covers the composition of the Gross Domestic product, money and banking, monetary and fiscal policy, and economic cycle. The course further explores the pricing and output behavior of companies under various supply and demand conditions in the global economy.

EDUCATION

EDU 2000 Foundations of Education

Weekly class meetings combined with school observations in the field provide the foundation for study of the social and historical structure of education. School governance and finance plus instructional decision-making within the schools offer a broad base of understanding of public education. Integration of technology into the curriculum begins in this course and carries through the entire program. Students will complete a comprehensive service learning project.

EDU 2001 Principles and Practices of Teaching

2 Credits

Prerequisite: Cumulative GPA of 2.75 and Sophomore Standing

Note: Must be taken concurrently with EDU2002 Curriculum Design

This course provides the student with the foundations for examining the social, philosophical, and historical structure of public education in the United States and the State of New Jersey. Topics covered within the course include, but are not limited to, student diversity, teacher effectiveness, life in schools, standards and testing, the history of American education, the philosophical bases for education, financing and governance of public schools, school law and ethics, equal educational opportunity, and technology in education. Students are required to complete a minimum of 10 hours of classroom observation in a public school setting, with transportation to the school being the responsibility of the student. The course also provides the student with information concerning the education program at Centenary and details the Department's policies and procedures. The course culminates with a completed interview for full admission into the Department. Students are required to be enrolled in EDU2002, Curriculum Design, concurrently with their enrollment in EDU2001.

EDU 2002 Curriculum Design

2 Credits

Prerequisite: Cumulative GPA of 2.75 and Sophomore Standing

Note: Must be taken concurrently with EDU2001 Principles and Practices of Teaching

This course emphasizes the inquiry method of teaching, using a constructivist approach to engage all learners. Elementary education certification candidates will concentrate on the teaching of science in the elementary schools, and secondary education certification candidates will concentrate on the teaching of their specific disciplines within the middle and high school levels. Students in this course will be required to develop effective lesson plans, present sample lessons, and examine appropriate assessment tools for the evaluation of student learning outcomes. Students are required to incorporate the State of New Jersey Core Curriculum Content Standards in their lesson plans, develop and present a learning center, and interview a school district's curriculum director and/or coordinator. Students are required to be enrolled in EDU2001, Principles and Practices of Teaching, concurrently with their enrollment in EDU2002.

EDU 2003 Foundations of Education: Teaching K-5

4 Credits

Weekly class meetings combined with observations in the field provide the foundation for study of the social and historical structure of education. School governance and finance plus instructional decision-making within the schools offer a broad base of understanding of public education. This course also examines lesson planning, writing, and delivery in the content areas. Students analyze selection and evaluation of instructional materials, and use of tests as well as alternative assessments. This course is the entry course to the education program at Centenary and details the department policy and procedures. Integration of technology into the curriculum begins in this course and carries through the entire program. The course culminates with a completed interview for full admission into the program; a grade of "B-" or above for the course is required.

EDU 2004 Foundations of Education: Teaching in the Content Areas

4 Credits

Sophomore Standing Required

Weekly class meetings combined with observations in the field provide the foundation for study of the social and historical structure of education. School governance and finance plus instructional decision-making within the schools offer a broad base of understanding of public education. This course also examines lesson planning, writing, and delivery in the content areas. Students analyze selection and evaluation of instructional materials, and use of tests as well as alternative assessments. This course is the entry course to the education program at Centenary and details the department policy and procedures. Integration of technology into the curriculum begins in this course and carries through the entire program. The course culminates with a completed interview for full admission into the program; a grade of "B-" or above for the course is required.

EDU 3000 Assistive Technology

1 Credit

Prerequisite: EDU 2001 and EPD 3013; EDU 3031 must be completed or taken concurrently

Required course for Teacher of Disabilities Certification

This course is designed as a field experience course for the teacher of the students with disabilities certification candidate to gain knowledge about, and have the opportunity to work with, assistive technology used in the field. Students will be required to complete ten hours of field work in an approved special education setting or settings. Students will be exposed to a broad range of assistive technology that is available, observe and interact with classes using technology, and plan lessons utilizing this technology.

EDU 3031 Special Education: The Learner's Perspective

4 Credits

Prerequisite: EDU 2001, EDU 2002, EDP 3013 and Admissions to the Education Department

Note: Required course for Teacher of Disabilities Certification

The focus of this course is on the individual learner. We will examine learning characteristics of individuals with special needs, and explore how these characteristics are manifested in the classroom and in life. In addition, we will focus on the tools and skills that these individuals will need in order to function effectively. This course will introduce assistive technology and will make the connection between assistive technology and learner characteristics.

EDU 3033 Language Development, Communication and Literacy in Special Education

4 Credits

Prerequisite: EDU 3041 or EDU3043 and PSY 313; EDU 3031 must be completed or taken concurrently

Required course for Teacher of Disabilities Certification

This course is designed to examine the difficulties that students with exceptionalities face in language arts, in both reading and written expression. Pre-service teachers examine current reading strategies as well create their own instructional strategy designed to help students master a language art skill. The course also examines students who are nonverbal and emphasizes communication strategies,

including assertive technology, to engage these students in academic and nonacademic tasks. Topics of study include typical and atypical language development.

EDU 3034 Special Education Methods and Materials

4 Credits

Prerequisite: EDP 3031

Required course for Teacher of Disabilities Certification

The purpose of this course is to train pre-service teachers to meet the needs of diverse learners in a variety of educational placements, including the inclusion classroom. This course introduces the student to current and best research practices for teaching individuals with special needs. Informal and formal assessment and collaboration are topics of study. Students gain practice in assessing student needs, and using this as a basis for choosing, planning, preparing, and presenting content, and developing supporting materials. Mathematics and science instruction is emphasized. Directed field observation is a course requirement. Students are introduced to assessment tools and instructional strategies in EDU 3034 that they will use to satisfy requirements for the special education component of EDU 4050, Student Teaching.

EDU 3038 Classroom Management for Challenging Behavior

4 Credits

Prerequisite: EDU2001, EDU2002, EDP 3013 and Admissions to the Education Department

Note: Required course for Teacher of Disabilities Certification

The purpose of this course is to equip students with a variety of research-based strategies and models of discipline to address issues of behavior management in the classroom. The course will consider the role of behavior management in learning and in instruction. Behavior management theory and technique is applied to the classroom environment, with an emphasis on working with challenging behavior and children with special needs. Social skills training is a topic of study. Students acquire both the knowledge and the language to effectively answer the inevitable interview questions about behavior management, and are able to apply these skills in the classroom.

EDU 3041 Foundations of Literacy in Elementary Education

4 Credits

Prerequisite: EDU2001, EDU2003, EDU 2004 and admission to the Education Department Foundations of Literacy provides the most current and best-researched approaches to the methods of teaching literacy. It is required for candidates seeking an elementary education certification. The course introduces students to the reading and writing processes. Students design and present lessons in literacy.

EDU 3043 Literacy in the Content Areas

4 Credits

Prerequisite: EDU2001, EDU2004 and admission to the Education Department

Literacy in the Content Areas is a course designed for the pre-service content area teacher. It provides reading comprehension strategies in all subject areas. The course also instructs students on using the writing process effectively in the classroom. The course helps pre-service teachers expand on their content knowledge to provide instruction students need to understand specific text.

EDU 3052 Elementary Teaching Methodology

4 Credits

Prerequisite: EDU2001, EDU2002 and Admissions to the Education Department

This course explores current educational strategies and techniques for teaching in the elementary school (K-5) environment. Specifically, the course concentrates on strategies and techniques for the teaching of mathematics, taking into consideration the National Council of Teachers in Mathematics (NCTM) standards. General topics include learning styles, stages of development, and technology in the classroom. Students are required to teach sample lessons to their peers.

EDU 3056 English Curriculum and Instruction

4 Credits

Prerequisite: EDU2001, EDU2002 and Admissions to the Education Department

This course prepares the prospective English teacher to become familiar with the interrelated areas that comprise English instruction. In addition to instructional strategies, students become acquainted with the current research relating to the teaching of writing, reading, speaking, and listening. Students learn to plan lessons which include collaborative learning, interactive approaches to literature, and using writing to learn. Case studies serve as a basis for students to actively consider the educational dilemmas that face today's English teachers.

EDU 3057 Mathematics Curriculum and Instruction

4 Credits

Prerequisite: EDU2001, EDU2002 and Admissions to the Education Department

This course enables pre-service mathematics teachers to identify strategies that are in keeping with the National Council of Teachers of Mathematics Standards. Students explore the profound relationship between the processes that children use to understand math and the techniques that the teacher uses to maximize learning. The students demonstrate lessons in math that incorporate the standards to foster the meaningful learning of mathematics.

EDU 3058 Biology Curriculum and Instruction

4 Credits

Prerequisite: EDU2001, EDU2002 and Admissions to the Education Department

This course focuses on the objectives, organization, content, and methods of teaching biology at the middle and high school level. Students become familiar with the current research relating to the teaching of biology and plan lessons that include the inquiry approach, collaborative learning, and interactive approaches to learning biology. Students will be knowledgeable of the State of New Jersey standards as they relate to the teaching of biology.

EDU 3059 Social Studies Curriculum and Instruction

4 Credits

Prerequisite: EDU2001, EDU2002 and Admissions to the Education Department

This course focuses on the objectives, organization, content, and methods of teaching social studies at the middle and high school level. Students become familiar with the current research relating to the teaching of social studies and plan lessons which include collaborative learning and interactive approaches to learning social studies.

EDU 3080 Teaching Practicum and Assessing Outcomes

4 Credits

Prerequisite: GPA of 2.75; two education courses at the 300 level; completed application for placement; proof of registration for the appropriate PRAXIS II Exam or proof of a passing score on the appropriate PRAXIS II Exam

This course consists of an active field placement of one full day or two half days per week over a fifteen-week period in a public school district in the region and weekly seminars in which the students discuss their experiences and topics relevant to the profession of teaching. Strategies for assessing student learning outcomes are emphasized. Students are required to maintain a reflective journal on their experience, develop an educational belief statement, develop a formal unit plan covering a specific content area, and produce a professional portfolio chronicling their teaching experiences. Transportation to the school district is the responsibility of the student. Professional demeanor by the student is required in all situations.

EDU4024 Applications in Literacy

2 Credits

Prerequisite: GPA of 2.75; completion of three education courses at the 3000 level; completed application for placement; proof of a passing score on the appropriate PRAXIS II Exam

Note: Must be taken concurrently with EDU4050 Student Teaching

Prerequisite: EDU3041 or EDU3043 (whichever required for certification)

Applications in Literacy is designed to be taken with EDU4050. Pre-service teachers will apply knowledge learned in EDU3043 or EDU3052 during the student teaching experience. Various methods of assessment will be researched and utilized throughout the course.

EDU 4050 Student Teaching

10 Credits

Prerequisite: GPA of 2.75; completion of three education courses at the 300 level; completed application for placement; proof of a passing score on the appropriate PRAXIS II Exam

Note: Must be taken concurrently with EDU4024 Applications in Literacy (2 credits)

This course consists of an active field placement in area public school districts on a full-time basis for one semester (15 weeks). Students are required to teach in their respective field and to become involved in all classroom and school routines. Students return to the campus on a bi-weekly basis for seminars to discuss their experiences. Students are required to maintain a reflective journal on their teaching experiences, develop an educational belief statement, develop a formal unit plan covering a specific content area they will be responsible to teach, and produce a professional portfolio chronicling their development as a teacher. Transportation to the school district is the responsibility of the student. Professional demeanor by the student is required in all situations. Students are required to be enrolled in EDU4024, Applications in Literacy, concurrently with their enrollment in EDU4050.

EDUCATIONAL PSYCHOLOGY

EDP 2001 Pre-School and School Aged Development (3-18 Years)

4 Credits

This course is designed to focus on the developmental processes of children from Pre-K through high school, approximately ages 3 to 18 years of age. Pre-service teachers will know and understand how children and adolescents develop and learn in a variety of school, family, and community contexts and be able to provide opportunities that support intellectual, social, emotional, and physical development.

EDP 3013 Psychology of High and Low Incidence Exceptionality

4 Credits

Prerequisite: PSY1050

This course is an introduction to Special Education. The purpose of this course is to familiarize students with the history of special education and the laws that affect the educational process, as well as taking a look at the disabilities identified under IDEA. Characteristics and the etiology of these disabilities are discussed utilizing IDEA classifications, the DSM-IVR and the definitions of various professional organizations.

ENGLISH

ENG 0010 College English Skills

4 Credits

ENG 0010 does not count toward the credits required for graduation. It is a developmental writing and reading course, offered in the summer session, designed to foster competence in written composition and reading comprehension. Students are placed into the course as a result of the Basic Skills Placement Test. Activities will include reading, writing, discussing, researching, presenting, testing, and thinking critically.

ENG 1000 College English

2 Credits

College English (ENG 1000) is the foundational course that will prepare entering students for college-level skills in writing, reading comprehension, and critical thinking. All entering students will be enrolled in ENG 1000, unless they are exempted on the basis of SAT scores. The course will meet for four class hours a week. Students will receive two credits toward graduation, but no credit toward English department requirements. It is the first of two first-year courses in the English department. Upon passing this course, students should enroll in English 1001 the following semester.

ENG 1001: Composition & Rhetoric

4 Credits

An introduction to the basics of effective writing: clarity of purpose, use of pertinent supporting details, standardized grammar and usage appropriate to the context, and well-balanced paragraph structures. Techniques for conducting research and documenting sources are introduced as part of formal writing procedures, leading to the required research paper. This course is a prerequisite for all 200+ English courses.

ENG 1005 Introduction to Literary Analysis

4 Credits

Required of all English majors, and recommended as the first English course taken after completion of ENG1001. An introduction to critical analysis and interpretation, the primary focus and function of this course is on learning how to think and write critically, with a particular focus on understanding critical discourses. Students will have opportunities to express themselves through presentations, class discussion, homework questions, and papers, while reading and interpreting several very different texts.

ENG 2000 English Plus (for International Students only)

4 Credits

Prerequisite: ESL 2000

Offered spring and fall semesters

Fulfills the Global Citizenship Core requirement

Students explore contemporary American culture through readings focusing on the values reflected in the Declaration of Independence. This course is designed to give international students opportunities for continued development in English proficiency and practice in conducting and documenting research.

ENG 2008 World Literature I: Beginnings to Shakespeare

4 Credits

This course offers a survey of classic world literature from its earliest forms, such as *The Epic of Gilgamesh* and Homer's *Odyssey*, up to the time of Shakespeare. This class is designed for students who are not majors in English.

ENG 2009 World Literature II: Shakespeare to Today

4 Credits

This course offers a survey of classic world literature from Shakespeare, generally considered to be the greatest author of all time, up to the present day. This class is designed for students who are not majors in English.

ENG 2010 Word Power

4 Credits

The goal of this course is to develop a manifold increase in the student's recognition vocabulary and to acquire the skills to continue indefinitely doing so. The technique used is the study of the non-English roots of many English words, particularly those of Greek and Latin origin.

ENG2012 Advanced Composition

4 Credits

This writing course offers an opportunity to practice advanced forms of prose. It is open to students from all fields. Individuals select the types of writing they personally wish to pursue. Essays, articles, academic papers, reports, and speeches are among the forms that may be explored. Argumentation, humor, satire, autobiography, the feature, and the editorial are among the modes.

ENG 2014 American Literature Survey

4 Credits

Prerequisite (or co-requisite): ENG 1005

This survey course studies the writing of major literary figures from the colonial period to the present in order to determine the uniqueness of American institutions and the fundamental properties of the American character. The pervasiveness of the Puritan ethic is evaluated from historical, sociological and philosophical perspectives.

ENG 2015 Creative Writing: Poetry

2 Credits

The course emphasizes writing in fixed forms such as the sonnet and the villanelle. 'The course can be repeated as ENG30015 and ENG4015.

ENG 2016 Creative Writing: Creative Prose

2 Credits

Creative prose covers a wide spectrum of creative writing, including fiction, memoir, travel and nature writing, and the personal essay. ENG2016 can be repeated as ENG3016 and 4016.

ENG 2017-2018 Survey of British Literature I and II

4 Credits/Semester

Prerequisite (or co-requisite): ENG 1005

This survey course studies representative writers from the British literary tradition. In the first semester, these writers may include Chaucer, Marlowe, Shakespeare, Milton, Swift, Pope, and Austen. In the second semester, the writers may include the Romantics, such as Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron; the Victorians, such as Dickens, Eliot, Carlyle, Hopkins, and Arnold; and the Moderns, such as Joyce, Lawrence, Ford, and Woolf.

ENG 2019 Classical Literature

4 Credits

Students examine the seminal works of Greek and Roman civilization, beginning with Homer's *Odyssey*. This will be followed by the dramatic works of Aeschylus, Sophocles, and Euripides; the comedies of Aristophanes; and the philosophical dialogues of Plato. The Roman segment of the course will include works such as Vergil's *The Aeneid*, and the lyric poems of Catullus, Tibullus, Propertius, and Ovid.

ENG 2020 The Bible as Literature

4 Credits

This course studies the Bible as a work of literary art, comparable to other epics and compilations of sacred writings. Attention is focused on those narrative, lyric, and philosophical parts of the Bible most amenable to literary analysis. Some attention is also given to the Bible as the source of some of the best imaginative literature of the Western tradition.

ENG 2025 Ethnic American Literature

4 Credits

This course studies representative American writers of various ethnic minority groups. In so doing, it will examine from a socio-historical and literary perspective the novels, autobiographies, dramas, and poems of five groups of writers: African Americans, Native Americans (American Indians), Asian Americans, Hispanic Americans, and Jewish Americans.

ENG 2026 Women Writers of the World

4 Credits

This course focuses on women as authors, rather than women as characters, and includes authors from antiquity through the modern period. Attention is given to distinguished writing in the light of feminist perspectives and the progress of women's studies.

ENG 2028 Non-Western World Literature

4 Credits

This course introduces literature outside the European and North American cultural heritage. It ranges over materials from Asia, Africa, the Middle East, Central and South America and includes works of various genres, from the ancient world to the present.

ENG 2029 Modern European Literature

4 Credits

This course studies the modernist and post-modernist literature of both Western and Eastern Europe, from such writers as Kafka, Mann, and Gide to Camus, Unamuno, and Levi, to Grass, Kundera, and Kertesz. Some attention is given to literary responses to such philosophical movements as existentialism and such political movements as fascism, communism, and liberal democracy.

ENG 2030 The Craft of Poetry Writing

4 Credits

Prerequisite: ENG 1001

This course focuses on improving skills in poetry writing through critical reading, exercises, and writing assignments. Students analyze elements of prosody and poetry construction in a variety of poems and practice their application in our own poetry, while developing individual style and voice.

ENG 2031 The Craft of Prose Writing

4 Credits

Prerequisite: ENG 1001

This course focuses on enhancing skills in writing fiction and non-fiction. Students will read, analyze, and discuss works of creative non-fiction, including the memoir, portrait, personal essay, and essay of place or travel. They will study the techniques of professional writers and apply them to their own writing, while developing a personal style.

ENG 2091 Literature to Film

4 Credits

Film Rental Fee: \$25

This course explores the unfolding relationship between literature and film by examining the specific ways in which literary texts have been translated into cinematic texts. The genres examined are selected from: the short story; verse; the novel; the novella; and drama.. Attention is focused on the three essential models of cinematic conversion: literal translation; traditional adaptation; and radical transformation. Primary literature is read and analyzed, followed by the viewing and analysis of the film. Some reading of film criticism and theory is included.

ENG 3001 Development of the Novel

4 Credits

This course concentrates on the growth of the novel as a major literary genre from its beginnings in the early modern period through the nineteenth century and its full development into a variety of forms in the twentieth century. Emphasis will be placed on narrative form and technique.

ENG 3002 History of Drama

4 Credits

This course traces the development of drama from its beginnings in ancient Greece to the present. Emphasis is placed on drama as a literary genre while at the same time acknowledging the status of the playscript as ancillary to theatrical performance.

ENG 3003 Children's Literature

4 Credits

This course explores literature written especially for children. In addition to studying the formal aspects of the genre, students will learn how to select, evaluate, and effectively use literature for children as a pedagogical tool.

ENG 3004 The Short Story

4 Credits

This course examines the short story as a genre concentrating on several masters of the form such as Poe, Maupassant, Chekhov, Joyce, Hemingway, and Cheever.

ENG 3020 Writing Tutor Training

4 Credits

Prerequisite: Permission of the Instructor

Students are introduced to the basic pedagogical concepts for tutoring writing to both native and non-native speakers of English.

Students must tutor writing for six hours a week for course credit.

ENG 3021 Writing Tutor Practicum

4 Credits

Prerequisite: Permission of the Instructor

This course is for students who have already completed ENG320 and are continuing as writing tutors. Students are expected to do nine hours of one-on-one, group, online and writing associate tutorials.

ENG 3035 History of the English Language

4 Credits

This course describes the development of the English language from its Anglo-Saxon beginnings to the present. It examines this development in the context of historical events such as the Danish invasions and the Norman conquest, and follows linguistic changes as the English-speaking peoples extended their influence throughout the world, and were in turn influenced by the world they encountered.

ENG 3036 Medieval Literature

4 Credits

This course surveys medieval literature and drama produced between 1100-1400 on both the Continent and England, with the exception of Chaucer (see ENG 4020).

ENG 3037 Renaissance Literature: 1500-1660

4 Credits

This course examines the best writing in English of the period, with emphasis on the sonnet sequences of Spenser, Sidney, and Shakespeare; the metaphysical verse of John Donne, George Herbert, Andrew Marvell; and the Cavalier poetry of Ben Jonson and Robert Herrick. In prose, special attention will be paid to classical works of humanism and to Francis Bacon's essays and treatises. Some drama, except for Shakespeare's (see ENG 4010), is included.

ENG 3038 Milton and Neo-Classical Literature

4 Credits

This course examines two of John Milton's major poems — Paradise Lost and Samson Agonistes — as well as representative poetry, prose, and drama of the Restoration and eighteenth century. Major authors include Alexander Pope, Jonathan Swift, Samuel Johnson, and Henry Fielding.

ENG 3039 Romantic and Victorian Literature

4 Credits

British Romantic writers emphasized the special qualities of the individual and exalted the atypical and the exotic. The Victorian age witnessed an upheaval in ideals caused by industrialism and other economic, scientific, and literary forces. This course examines the writings of scientists and social thinkers as well as the poetry and imaginative prose.

ENG 3040 Twentieth-Century British Literature

4 Credits

This course focuses on the British and Irish literature of the modern and post-modern periods of the 20th century. Emphasis is on major writers such as Joyce, Yeats, Lawrence, Woolf, Auden, Fowles, and Heaney.

ENG 3042 Modern and Contemporary American Literature

4 Credits

This course examines the cultural background thematically presented in the works of writers from 1900 to the present. Life in the United States is studied from the perspective of such authors as Faulkner, Wharton, Steinbeck, Baldwin, Updike, Bellow, and Alexie.

ENG 3080 Literature of the American West

4 Credits

The literature of the western United States is surveyed in relation to the history of the region's development and the centrality of "the myth of the frontier" in American culture. Writers from the eighteenth through the twentieth century include explorers, naturalists, Native Americans, classic mainstream authors, and contemporary Hispanic and Asian Americans. Students investigate revisionist views of the history and literature to arrive at perspectives of their own.

ENG 4005 Modern British and American Poetry

4 Credits

This course investigates important British, Anglo-Irish, and American poets of the twentieth century, such as Gerard Manley Hopkins, W. B. Yeats, Edith Sitwell, W. H. Auden, T. S. Eliot, Ezra Pound, Carl Sandburg, Robert Frost, William Carlos Williams and Gwendolyn Brooks. Students learn to identify major modern poetic styles and themes.

ENG 4010 Shakespeare

4 Credits

This course examines the major elements of Shakespearean drama through an intensive study of major plays from the comedies, histories, tragedies, and romances. Attention will be paid to the literary traditions and theatrical conventions inherited and adapted by Shakespeare.

ENG 4020 Chaucer

4 Credits

Students read Geoffrey Chaucer's major works in Middle English and are introduced to the genres of the fabliau, hagiography, dream vision, romance, and allegory as well as the time period and culture of Chaucer's London.

ENG 4080 Senior Seminar

4 Credits

The Senior Seminar allows English majors in their final year to pursue in depth a subject, genre or author(s) not normally covered in other English courses, or to explore material from a new perspective. All full-time English faculty will teach the course on a rotating basis. Topics will vary from year to year. Examples of past seminars are: Literature of World War I; T. S. Eliot; Melville and Wharton; *Hamlet*; Shakespeare's Roman Plays.

ENG 2099, 3099, or 4099 Special Topics in English

4 Credits/Course

These courses focus on selected topics in English, and are designed to provide students with an opportunity for in-depth study of some topic having current professional or public interest that is not thoroughly addressed within the context of regular College offerings. Topics may differ each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

HON 3080 Honors English Seminar

4 Credits

This Junior-level Honors English Seminar is a special section of a regularly-scheduled upper-level English course designed to challenge the advanced student. The content of the course will change according to the normal cycle of course offerings and rotation of instructors. Students will be expected to give extended oral and written interpretive analyses of primary source readings and to engage in a project either of independent research or of creative writing. Issues of diversity will be explored.

ENGLISH AS A SECOND LANGUAGE**ESL 1003 Elementary English as a Second Language**

Fee: \$150 for full-time students

This noncredit course is designed to help foreign students improve their ability to communicate in spoken and written English so that they may successfully undertake other college courses. The goals of this course are to assist the student to understand and speak idiomatic English; recognize and use the specific vocabulary of college texts, whether spoken or written; understand the formal prose

of textbooks; produce suitable written assignments; and to understand and participate in "the American way of life." ESL 1003 is offered on a Pass/No Pass basis only.

ESL 1004 Advanced English as a Second Language

4 Credits

Fee: \$150 for full-time students

Prerequisite: TOEFL score of 450 or better.

ESL 104 develops the listening, speaking, reading, writing, and critical thinking abilities of advanced students of English as a Second Language in an interactive, seminar-style course. Students explore and practice communication in contemporary American English through a variety of in- and out-of-class experiences. Activities may include participation in individual and group projects to research aspects of formal and informal communication or of the various modes of communication in contemporary American culture; interview and discussion assignments involving American partners and informants; practice and role-play of authentic communication situations in American academic and non-academic settings; reading and writing assignments providing cultural background to American communication norms; observation and critique of real-life communications among native speakers of English and between native speakers of English and speakers of English as a Second Language; formal and informal presentations by students on selected topics; exercises to improve pronunciation, vocabulary, and use of idiomatic expressions; fluency practice; public speaking assignments; and investigation of communication in the U.S. media.

ESL 1007 American Culture

4 Credits

Fee: \$150 for full-time students

ESL 1007 American Culture is designed for international students as an exploration of topics relevant to contemporary American culture. Providing background on the United States from the European encounter through the present day. The course focuses primarily on post-World War II developments in urbanizations, industrialization, regional expansion, immigration, and consumer society. Areas of study include geography; domestic politics and international relations; trade, industry, and the economy; demographics; religion; civil rights; social trends; popular culture; technology; media; and family. Students will read primary and secondary texts, participate in class discussion, research and prepare written and oral reports on selected topics, conduct surveys, and use video and multimedia tools to obtain and disseminate information on course contents.

ESL 2001 Pronunciation, Articulation, and Fluency

2 Credits

Skills-focused, interactive workshop, with extensive student practice in muscle-building for English speech, articulation, volume and projection, hesitation cues, pronunciation, pacing, and intonation.

ESL 2002 Academic Writing and Documentation

2 Credits

Skills-focused, interactive weekly workshop, with extensive student practice in identifying and accessing sources, quoting, paraphrasing, and summarizing, MLA and APA style documentation, revision, and proofreading.

ESL 1007 American Culture

2 Credits

Offered in Summer Culture and Language Program, Summer II each year

This course highlights contemporary American culture and society, including multiculturalism, activism and change (including conversations on religion, race, gender, sexual or affectional orientation, ability, age, language, etc.), and media representations of American culture and society.

ESL 2000 Advanced Reading and Conversation

4 Credits

Offered spring and fall semesters

This course fulfills the Democratic Citizenship Core requirement

This course is designed to enhance English proficiency for students in all disciplines through the use of interpretation and comprehension techniques, including work with texts and media reflecting democratic citizenship.

ESL 2001 Pronunciation, Articulation, and Fluency

2 Credits

Skills-focused, interactive workshop, with extensive student practice in muscle-building for English speech, articulation, volume and projection, hesitation cues, pronunciation, pacing, and intonation.

ESL 2002 Academic Writing and Documentation

2 Credits

Skills-focused, interactive weekly workshop, with extensive student practice in identifying and accessing sources, quoting, paraphrasing, and summarizing, MLA and APA style documentation, revision, and proofreading.

ESL 2010 Word Power (for International Students only)

4 Credits

Focus on vocabulary, word relationships, and usage

EQUINE STUDIES

EST 1001 Basic I

2 Credits

This is an introductory riding class geared toward students with little or no experience. Students are required to perform basic horse care, e.g., grooming and tacking up, to become comfortable around the horses. Basic riding skills are covered. Students will learn to control the horse at the walk, the rising trot, and the two-point position. Ground skills must be mastered before being allowed to ride. (W/T)

EST 1002 Basic II

2 Credits

Prerequisite: EST1001 or Permission

Basic position and control at the walk and trot are reinforced in this class. The sitting trot and canter may be introduced. The focus will be on basic schooling figures and transitions. The two-point position is reinforced, and cavalletti work may be introduced. (W/T/C)

EST 1003 Equitation I

2 Credits

Prerequisite: EST 1002 or Permission

In this course students strengthen their position and refine control. The amount of canter work is increased with emphasis on correct canter departs and leads. Cross rails will be introduced, and simple lines may be introduced. No-stirrup work will be introduced. (W/T/C/cross rails)

EST 1004 Equitation II

2 Credits

Prerequisite: EST 1003 or Permission

Students continue to strengthen position and refine control of gait, pace, and track. The basic form of a half-halt will be introduced and bending on circles and in corners begins. Simple changes of lead through the walk and trot may be introduced. Work over simple lines at the trot and/or canter will continue. No-stirrup work will be increased. (W/T/C/cross rails to 2')

EST 1005 Equitation III

2 Credits

Prerequisite: EST 1004 or Permission

This class is designed for the strong Equitation I rider that is not yet ready to progress towards a specific discipline. Students will refine position and control on the flat and over fences, and begin riding small courses. Emphasis will be on maintaining control and pace by using aids in combination. Simple changes of lead will be refined. Students will gain an understanding of the horse's stride and an awareness of the number of strides between fences in a line. No-stirrup work will continue to be increased. (W/T/C/basic courses to 2')

Hunt Seat/Equitation

EST 2001 Introduction to Hunt Seat

2 Credits

Prerequisite: EST 1005 or Permission

The basic concepts of riding a hunter/equitation course are introduced. Students begin to develop the correct hunt seat position and work on basic equitation skills, including the two-point and three-point position. Proper leg, seat, and hand position according to the United States Equestrian Federation (USEF) Rulebook is stressed. Students continue to improve control and develop style both on the flat and over low equitation and hunter courses set from 2' to 2'3". Lateral movements and flying lead changes may begin to be introduced.

EST 3005 Novice Hunt Seat

2 Credits

Prerequisite: EST 2001 or Permission

Students continue to apply the techniques taught in Introduction to Hunt Seat. In this course they strengthen their position, refine control, and begin to develop “invisible aids.” Emphasis is placed on the regulation of the horse’s pace and balance on the flat and over fences, understanding and regulating the horse’s stride length, and on finding the correct distances to fences. Students learn to negotiate more complex equitation and hunter courses set up to 2’6” which may include simple technical problems.

EST 3006 Limit Hunt Seat

2 Credits

Prerequisite: EST 3005 or Permission

Students refine the skills learned in Novice Hunt Seat. Students continue to strengthen their position and control on the flat and over fences. More advanced flat work is emphasized; students recognize that successful jumping is the result of correct flatwork. Flying lead changes are improved. The United States Equestrian Federation (USEF) Test 109 is practiced. “Students will negotiate equitation and hunter courses set at a height of 2.9”.

EST 4001 Intermediate Hunt Seat

2 Credits

Prerequisite: EST 3006 or Permission

At the intermediate level, students refine the skills necessary to ride the more technical courses, as well as the 2’9”-3’ hunter course. The technical difficulty of the flat work increases. Students further develop the skills to perform the United States Equestrian Federation (USEF) Equitation Tests 1-19.

EST 4002 Open Hunt Seat

2 Credits

Prerequisite: EST 4001 or Permission

Student continue to focus on the techniques needed to jump more complex equitation courses, as well as hunter courses set from 3’3” to 3’6”.

Dressage**EST 2002 Introduction to Dressage**

2 Credits

Prerequisite: EST 1005 or Permission

This course is an introduction to the discipline of dressage. Students begin to understand the importance of working paces, transitions, balance in a long and low frame, and bending. An elementary form of the half-halt, basic schooling figures, and United States Dressage Federation rules are introduced. Students are expected to ride walk/trot level tests.

EST 3002 Training Level Dressage

2 Credits

Prerequisite: EST 2002 or Permission

Students begin to develop the ability to ride their horse consistently forward and connected.

Basic lateral work, such as leg yielding, will be introduced, as well as lengthening and shortening of stride. Students will refine their ability to perform an effective half-halt. The accuracy of schooling figures is emphasized and training level tests are introduced.

EST 3003 Dressage for the Hunter Jumper Rider

2 Credits

Prerequisite: 3000 Level Equestrian Skills or Permission

This class is for the hunt seat rider that does not wish to specialize in dressage. This course introduces the students to the fundamental theories of dressage while allowing them to maintain a hunt seat position. Emphasis will be placed on the importance of flatwork and basics. Students will strengthen their ability to ride their horse consistently forward and connected. Lengthening and shortening the stride, as well as lateral movements will be introduced. This knowledge will then be applied to small jumps and courses.

EST 4003 First Level Dressage

2 Credit

Prerequisite: EST 3002 or Permission

This course reinforces the skills needed to ride effectively at training level and introduces first level work. Students begin to work their horses in a shorter frame. Emphasis is placed on improving lower level lateral work and the introduction of haunches-in, shoulder-in, lengthening, and 10 and 15 meter circles. Students are expected to ride both training and first level tests.

EST 4004 Advanced Dressage

2 Credit

Prerequisite: EST 4003 or Permission

This course is designed for students riding at third level or above. Emphasis will be placed on working in an upper level frame and performing the movements required beyond second level. Students may be exposed to the theory and use of a double bridle. Students are expected to ride third level tests and above as appropriate.

Jumper Classes

EST 2003 Introduction to Jumpers

2 Credits

Prerequisite: EST 1005 or Permission

Students are introduced to the basic fundamentals and United States Equestrian Federations Jumper Rules utilized in the jumper divisions. Typical fences encountered in the lower level jumper classes are incorporated. Students learn to make stride adjustments within basic lines and begin to ride bending and broken lines. (Fences to 2'3")

EST 3004 Pre-Preliminary Jumpers – Level 0

2 Credits

Prerequisite: EST 2003 or Permission

Students begin to further develop the skills necessary to ride the more complicated courses presented in the jumper ring. The elements of jump off courses may be introduced. At this level students may be asked to negotiate sharper turns and differentiate between the inside and outside tracks. Current USEF Jumper Rules will be applied in this course. (Fences 2'6"-2'9")

EST 4000 Low Schooling Jumpers – Level 1

2 Credits

Prerequisite: EST 3004 or Permission

Students continue to develop skills necessary to ride a low schooling course set typically at up to 3'. At this level students learn to differentiate between the jumper "Tables" as per the USEF Rulebook and the strategies required according to each table. Emphasis will be on the use of rhythm, pace, and track to arrive at acceptable distances more consistently. Students will begin to analyze and perform over more complex and technically demanding courses. (Fences up to 3')

EST 4005 High Schooling Jumpers – Levels 2 and 3

2 Credits

Prerequisite: EST 3005 or Permission

Students develop their ability to ride and compete over courses set from up to 3'6". Students will continue to reference current USEF Jumper Rules. The elements of riding first round jumper courses and successful strategies for riding jump off courses are emphasized. Appropriate flatwork related to the more difficult courses at this level is stressed. The ability to turn earlier and jump safely from speed may be introduced. (Fences to 3'6")

EST 4006 Training Jumpers – Level 4

2 Credits

Prerequisite: EST 4005 or Permission

Students continue building the skills necessary to ride and compete over the more advanced Training/Modified jumper courses set from 3'6" to 3'9". Students will improve their ability to influence the horses way of going. More complex turns, lines, distances, and combinations are introduced. An increased emphasis is placed on competitive strategy. (Fences up to 3'9")

Academic Classes

EST 1010 Practical Horse Management I

4 Credits/Semester

This is an essential course which serves as the basis for all Equine Studies concepts. Students will be introduced to the basic principles of stable management, basic feeding, and basic health care. The focus is on the development of practical skills as well as the theoretical knowledge needed to effectively apply these skills. The course consists of a two-hour lecture on campus and a two-hour lab at the Equestrian Center. Students are required to spend two days a semester working at the Equestrian Center.

EST 1012 Practical Horse Management II

4 Credits/Semester

Prerequisite: EST 1010

This course is a required course, which provides a basis for all Equine Studies courses. Students will be introduced to the basic principles of stable management and health care of the horse. The focus of the course is on the development of practical skills as well as theoretical knowledge. Students are also required to spend two full days per semester working at the Equestrian Center.

EST 1011 Fundamental Theories of Riding

4 Credits

This course provides the student with a strong foundation in the fundamentals of riding. The student will study modern riding techniques as well as riding theories as they relate to the structure of the horse. Topics include: introduction to riding and learning; basic position; the aids; basic control; longitudinal and lateral balancing of the horse; and position and control over fences. The disciplines that will be discussed in this class include Hunter Seat Equitation, Dressage, Hunters and Jumpers.

EST 2010 Basic Concepts of Training the Horse

4 Credits

Prerequisite: EST 1011 or Permission

This course is designed to introduce students to the concepts and theories related to training the horse. Students will develop an understanding of the impact of the horse's psychological makeup and instinctual behavior in order to encourage safe and effective handling and training. Modern trainers, techniques and training tools will be explored in both theory and in practice. Through an intensive lab component students will begin to develop the practical skills necessary to safely and effectively handle the horse in various training situations.

EST 2011 Equine Facilities Management

4 Credits

Prerequisite: EST 1010 and EST 1012 or Permission

Through classroom and hands-on experience the students will gain the knowledge and skills required to effectively and efficiently manage and maintain an equine facility. . Topics covered include employee management, record keeping, facilities maintenance, clientele relations, equine emergency management and routine health care. Through the complete integration of all stable management tasks and skills, students will not only develop the ability to monitor, manage, and maintain the horse's health and soundness on a daily basis, but also demonstrate management responsibilities involved in the operation of an equine facility. Students are required to spend two days a semester working at the Equestrian Center as "manager assistants".

EST 2012 Equine Health I

4 Credits

Prerequisites EST1010

This course is a biological systems approach to common disorders in the horse. Special attention is given to the anatomical and physiological etiology for diseases in the horse. Topics of interest include abnormalities occurring with the cardiovascular, respiratory, muscular, digestive, skin, skeletal, reproductive and nervous systems in the horse. Particular attention is paid on colic, lacerations, choke, fractures, eye injuries, foaling emergencies, emergency preparedness, and the development of first aid readiness. This course will require each student to spend 2 days (16 hours total) in the barn involved in evaluations and procedures related to equine first aid.

EST 3010 Equine Health II

4 Credits

Prerequisite: EST2012 or Permission

This course will cover body systems not covered in Equine Health I. Evaluating normal body function and recognizing diseases associated with body systems will be discussed. Areas of study will include endocrine, urinary, reproductive, integumentary, and the senses. Additional topics to include parasite life cycles and deworming programs, feeding strategies, and care of the broodmare, foal and stallion. Students are required to spend two days a semester working at the Equestrian Center.

EST 3011 Equine Business Management

4 Credits

Prerequisites EST 2011 or Permission

This course introduces the student to basic concepts, methods, principles, and practices used in an equine business. The student will become familiar with many of the rules and regulations that should be understood and followed by business owners in this country. The course will cover such topics as: business form; business plan; tax considerations; buying and selling horses; leases and

ownership; employees and independent contractors; liabilities; insurance; record keeping; basic accounting; contracts; marketing; advertising; and computer software.

EST 3012 Equine Nutrition

4 Credits

Prerequisite: EST 2012 or Permission

This course is an depth study of the absorption, metabolism, and elimination of feed sources in the horse. It includes nutrients and feeding requirements, the anatomy and physiology of the gastrointestinal tract, feed and forage analysis, ration balancing, supplements, problems associated with feeding special life stages, athletic horse diets, and common poisonings due to plants and feed.

EST 3013 Methods of Teaching and Riding

4 Credits

Prerequisite: EST 1011 and 2010 and Junior Standing

This course introduces the student to a system of teaching that is based on a step by step approach leading to a pre-selected outcome. Students will explore the relationship between the instructor, the student and the horse; identify how students learn; begin to develop a system of teaching; format individual lesson plans; setting short and long term goals; analyze, solve and improve students' performance problems; and demonstrate effective presentation techniques. Throughout the semester students will observe and maintain a journal of both lessons with instructors at Centenary College, as well as off premises lessons. Students will also be expected to teach a Basic/Equitation lesson upon completion of this course.

EST 3015 Equine Semester Abroad

18 Credits

Prerequisite: Junior or First Semester Senior Standing

Juniors and first semester seniors may elect, with approval from both the Equine Studies Department and the Office of International Studies, to spend a semester abroad at Hartpur College, Gloucestershire, England. Cost of the semester abroad is generally the same as the resident tuition plus the equine fee; students are responsible for their own airfare. For more information contact the Equine Studies Department Chairperson.

Note: Students must complete a "letter of intent" and an application at least two semesters before their intended semester abroad to be considered for the Equine Semester Abroad Program. A minimum cumulative grade point average of 3.000 is recommended. All other eligibility requirements must be met as outlined by the Hartpur College admissions process.

EST 3017-3018 Teaching Therapeutic Riding I & II*

4 Credits/Semester

Prerequisites EST3013 or Permission

This two-semester course will introduce students to the history, background, and practice of therapeutic riding. The first semester will review basic human physiology, learning theories, human development, and social and psychological development. Each area will also be explored in the context of a variety of disabling conditions. Students will research in depth one or more disabling conditions and make classroom presentations on the subject. Videotapes will back up student's research. By the end of the semester, students will spend time in a hands-on therapeutic riding situation. The second semester will introduce students to the experience of assisting in therapeutic riding lessons. Students also will learn techniques of adapting equestrian knowledge for individuals with disabilities, selection and training of therapeutic horses, care and management of volunteers and, in general, what it takes to be a therapeutic riding instructor. Classes will be conducted at the Equestrian Center.

****Must be at least 18 years of age to participate. Non-Centenary students must register as part-time, non-matriculated students***

EST 3019 Methods of Teaching Riding Applied

2 Credits

Prerequisites EST 3013 and Intermediate/40000 Level Equestrian Skills Rider

This course provides students with the opportunity to both observe and participate in the application of the teaching theories discussed in EST 3013. Students will observe the teaching styles and methodologies of various instructors at the Equestrian Center throughout the semester and begin to develop their skills by assessing student levels, analyzing specific problems and potential solutions, setting short and long-term student goals, structuring lesson plans, and developing a personal teaching style. Each student will be required to keep a journal analysis of his or her observations.

EST 4010 Management of Equestrian Activities

4 Credits

Prerequisites: EST3011 or Permission

This course is designed to expose students to the organization, management, and production of various equine events. Administration of events will be studied in the classroom. The student will be exposed to tasks such as: producing a prize list, hiring show officials, marketing an event, developing sponsorship, and staffing positions. Practical experience is gained through participation in the

management of events held at the Centenary Equestrian Center as well as outside equine events. Emphasis will be placed on operating a successful event for successive years, and highlighting current trends in the horse show industry. Of primary concern will be events such as hunter-jumper shows, dressage shows, and clinics.

EST 4011 Advanced Equine Business Management

4 Credits

Prerequisites: EST3011 or Permission

This course is a more in-depth study of the key concepts and principles introduced in Equine Business Management. There is an emphasis on identifying and analyzing legal issues impacting the horse industry, and a corresponding objective of developing strategies to limit the liability of the equine business owner. Actual cases that have been in the courts will be studied. Students will also examine a business owner's obligations to customers, employees, government agencies, and horses. The topics studied include: ethics, customer relations, liability, taxes, budgeting, financial planning, health insurance and employee benefits.

EST 4012 Course Design

2 Credits

Prerequisites: EST 1010 and 2010

Students will explore the elements of course design for hunters, jumpers, and equitation. The technical regulations that govern course design for competition will be reviewed. Site evaluation, assessment of competition level, and planning of discipline-specific courses will be introduced. Emphasis will be placed on the striding options for lines, combinations, and related fences, as well as the factors that influence the horse's jumping effort. Students will learn to design and set courses for the appropriate level of a horse and rider, as well as the specific discipline – hunter, jumper, or equitation.

EST 4013 Judging: A Study in Understanding Selection and Performance of the Competitive Horse

4 Credits

Prerequisites: EST2010 and 3000 Level Equestrian Skills Rider

This course is designed to give the student the tools necessary for judging performance, soundness and conformation for the Hunters, Hunter Seat Equitation, Jumpers and Dressage disciplines. Students will formulate a model for use in rating the various levels of performance in competitions as well as training and selection. The technical rules and regulations for judging different levels and classes will be discussed. Students are expected to spend a minimum of one day assisting a rated judge at a horse show or dressage competition.

EST 4014 Breeding Management

4 Credits

Prerequisite: EST2012, EST 3010 or Permission

This course covers mare and stallion reproductive characteristics including reproductive physiology of the mare and the stallion, the estrus cycle of the mare, and semen analysis of the stallion; brood mare and neonatal foal care; stallion management; and artificial insemination, embryo transfer, and the collection and the handling of frozen semen. The daily operations and design parameters of a breeding facility also are explored.

EST 4016 Teaching Practicum

2 Credits

Prerequisite: EST 3013, Intermediate/4000 Level Equestrian Skills Rider

This course provides students with the opportunity to apply the theory learned in EST 315. Students will begin to develop their teaching skills in the ring and gain valuable experience student teaching. Emphasis will be on maintaining a safe learning environment, accurately assessing student riding levels, providing appropriate exercises and mounts, and developing presentation skills. Students will be expected to keep a journal to serve as both a self-reflection and an analysis of student progress.

EST 4017-4018 Practicum in Therapeutic Riding I & II*

2 Credits/Semester

Prerequisite: EST 3017-3018

The methods and techniques learned in EST 3017 and 3018 will be put into practice in a lesson situation at Therapeutic Riding At Centenary (TRAC). Under the supervision of certified instructors, students will experience all aspects of organizing and running therapeutic riding activities, including evaluating new students and keeping progress records, evaluating and schooling horses, acting as lesson aides, and assisting in hippotherapy sessions. Emphasis is placed on learning to analyze each rider's strengths and weaknesses and adapting the teaching of riding skills accordingly. Students will work with therapists to develop specific physical and cognitive goals for each individual. In the Spring semester, students will act as Instructor Aides and will complete at least 25 hours of teaching. By the end of the second semester, students will be prepared to take the Registered Instructor examination of the North American Riding for the Handicapped Association.

**Must be at least 18 years of age to participate. Non-Centenary students must register as part-time, non-matriculated students.*

EST 4020 Advanced Techniques of Training the Horse

4 Credits

Prerequisite: EST 3013, 4000 Level Equestrian Skills Rider

In this course, students will explore the training of horse and rider through the advanced levels. Primarily an academic course, laboratory components may be incorporated as necessary. Topics to be discussed will include common schooling problems encountered in the various disciplines and methods employed to overcome them. Each student will further develop his or her ability to problem solve for a variety of horses in the training situation. In the instruction situation, the student instructor will assist individuals to perform at a higher level in order to correctly influence the horse's way of going.

EST 4023 Professional Show Grooming

2 Credits

Prerequisite: EST1010 and EST 1012

This course is designed to provide students with the practical knowledge and skills needed to properly present a horse for competition. The current norms and standards in the disciplines of hunters, jumpers, and dressage will be explored. Students will study and practice techniques for show grooming, braiding, tacking, bandaging, packing, and shipping.

EST 4024 Equine Musculoskeletal System I

4 Credits

Prerequisites EST2012 and EST 3010

This course is a comparative anatomical and physiological approach to the musculoskeletal system and lameness in the horse. Every participant will receive the basic knowledge required for every horse owner to provide a quality lameness examination on a horse. In addition, the courses will explore a veterinarians approach to such a procedure. Some of the topics include: muscle; bone and nerve physiology; conformation in the horse; joint function and dysfunction; anatomy of the hoof; and the lameness examination in the horse including diagnostic procedures. This course will require each student to spend 2 days (16 hours total) in the barn involved in lameness evaluations and procedures.

EST 4025-Equine Musculoskeletal System II

4 Credits

Prerequisite EST4024

The course is a detailed approach to clinical lameness in the horse and designed to apply the knowledge introduced from EST 4024. Topics emphasized include: diagnostic imaging modalities, developmental orthopedic diseases, neurological related disease, fractures, tendon/ligament diseases, joint/bursal diseases, and diseases of the foot. In addition alternative therapies such as chiropractic, acupuncture, and holistic medicine will be introduced. This course will require each student to spend 2 days (16 hours total) in the barn involved in lameness evaluations and procedures.

EST 4028 Starting and Training the Horse

4 Credit

Prerequisite EST2010, 4000 Level Equestrian Skills Rider or Permission

This course will focus improving the way of going of the young, inexperienced or difficult horse. Although lunging, long-lining and other ground work will be employed in the horse's training, this course is primarily a riding class and students will be expected to ride in a majority of the classes. The horses will be schooled both on the flat and over fences. The opportunity to start/break a green horse to saddle may exist.

EST 4030 Equine Studies Seminar

4 Credits

Prerequisite: Senior Standing

Student's are required to do an externship in the equine discipline of their choice. The course includes discussion groups, a final formal presentation, and finishing the Equestrian Center Skills Workbook.

FASHION

FAS 1000 Apparel Construction

4 Credits

Lab Fee: \$25

Note: All supplemental costs are the responsibility of the student.

This course is a study of the fundamentals of clothing construction and basic industry techniques. Students will become familiar with construction terms, commercial patterns, and equipment used in the lab. Ready-to-wear apparel will be analyzed and production techniques used by manufacturers will be discussed. Student's projects will be included in the Fall/Spring fashion show.

FAS 1001 Introduction to the Fashion Industry 4 credits

Note: All supplemental costs are the responsibility of the student.

This introductory course correlates current industry practices to their history; it shows the development of fashion industry products from conception to consumer, concentrating on the mutual dependence of each sector in the industry. It explores major fashion and fashion-related jobs and helps students evaluate fashion as a career field. Students will work within a design team to complete a product development project.

FAS 1008 Fashion Sketching

4 Credits

Note: All supplemental costs are the responsibility of the student.

This course teaches the fundamentals of industry rendering techniques with emphasis on developing individual style. Projects will include the technical sketch, the fashion croquis and illustration.

FAS 2000 Advanced Apparel Construction

4 Credits

Prerequisite: FAS1000

Lab Fee: \$25

Note: All supplemental costs are the responsibility of the student.

This course will further develop the student's knowledge and abilities in mastering construction techniques, acquaint the student with designer patterns, provide an opportunity to work with novelty fabrics, and encourage experimentation and creativity of apparel. Student's projects will be included in the Fall/Spring fashion show.

FAS 2009 Fashion Coordination and Promotion

4 Credits

Fashion Coordination and Promotion explores the advertising and promotion methods used by fashion professionals and the role each plays in the industry. Strategies and techniques are introduced in addition to the organizational structure of promotion and advertising. Creative elements and production of the annual fashion show are emphasized. Note: All supplemental costs are the responsibility of the student.

FAS 2010 Design Studio I – Flat Pattern

4 Credits

Prerequisite: FAS1000

Lab Fee: \$25

Note: All supplemental costs are the responsibility of the student.

Basic concepts of industrial pattern-making are introduced in this course. Students will develop basic garment styles by using two-dimensional drafting techniques.

FAS 2011 Textile Science

4 credits

Lab fee: \$20

Note: All supplemental costs are the responsibility of the student.

Textile Science is an introductory course in textiles. Following an overview of the textile industry and the components of textile products (fiber, yarn, fabric, coloration, and finish), the student will study natural and manufactured fibers, fiber modifications, and yarn formation systems. The course will conclude with a brief review of fabrics, coloration, and finishes.

FAS 3001 Retailing

4 credits

Note: All supplemental costs are the responsibility of the student.

This course explores the overall concept of retailing, including consumer life-styles, demographics, buying behavior, target marketing, retailing institutions, merchandise mix, and promotion. Analysis of current retailing trends will be emphasized through on-line discussions.

FAS 3003 Visual Merchandising

4 credits

Prerequisites: FAS 1001, FAS 3001, or instructor permission

Note: All supplemental costs are the responsibility of the student.

Visual Merchandising is a requirement for fashion merchandising students. It is an elective course for fashion design students. The focus of this course is the presentation of fashion goods, including apparel, accessories, and home fashions. Student will learn how to

use fixtures, mannequins, signage, lighting, and props. Use of visual display as it contributes to promotion will be emphasized. Students will develop an on-line library of design inspirations and/or resources.

FAS 3004 Textile Performance

4 credits

Prerequisite: FAS 2011

Lab fee: \$25

Note: All supplemental costs are the responsibility of the student.

Through extensive use of laboratory testing equipment, students develop expertise in the selection, use and care of textile products. Students gain an understanding of the interrelationship among fibers, yarns, fabric structure, finishes, and coloring agents. Students will track and analyze performance properties of fabrics to predict consumer satisfaction.

FAS 3005 History of Costume

4 Credits

Note: All supplemental costs are the responsibility of the student.

This course includes an evaluation of clothing styles throughout history, beginning with ancient Egypt and continuing to modern times. The many different factors which determine fashion are discussed and attention is given to past styles and influences that inspire today's fashion.

FAS 3008 Consumer Goods for the Home

4 Credits

This course is designed to familiarize students with merchandise, other than apparel, usually found in a well-stocked department store. The information will supplement and complement other fashion courses by concentrating on consumer goods for the home. Consumer goods for the home will be studied in relationship to end use, care, current retailing trends, consumer protection, and government regulations.

FAS 3010 Design Studio II – Draping

4 Credits

Prerequisites: FAS1000 and 2010

Lab Fee: \$25

Note: All supplemental costs are the responsibility of the student.

This course will combine more advanced flat pattern skills with draping methods. The combination of two and three dimensional techniques will be explored through individual design problems.

FAS 3020 Computer Applications in Fashion

4 credits

Prerequisite: FAS 2010

Lab fee: \$20

Note: All supplemental costs are the responsibility of the student.

This course will facilitate an understanding and application of computer-aided design in the fashion industry. Students will use industry standard software to grade and mark patterns, and create garment specifications packages. Using the software students will develop a pattern, construct a garment, and complete garment specifications.

FAS 4001 Fashion Buying

4 credits

Prerequisite: FAS 3001 or instructor permission

Fashion Buying provides an in-depth study of buying practices and realistically explores problems facing the contemporary fashion buyer. Students are presented with step-by-step instructions for identifying potential customers, creating a six-month merchandising plan, and developing sales forecasts. Working independently, students will solve merchandising problems using computerized spread sheets.

FAS 4003 Textile Design

4 Credits

Prerequisite: FAS 2011 or instructor permission

Lab fee \$40.00

Note: All supplemental costs are the responsibility of the student.

This course explores various methods of creating decorative fabric. Using a variety of techniques such as direct dyeing, bound resist, liquid resist and direct printing, students will be introduced to the design possibilities for textiles. Principles of design as well as historical and cultural influences on design will be studied.

FAS 4005 Social and Psychological Aspects of Clothing

4 credits

Prerequisite: Senior Standing or instructor permission

Note: All supplemental costs are the responsibility of the student.

This course is an interdisciplinary study of clothing. The student will develop an understanding and appreciation of clothing within the broader context of cultural, psychological, physical, economic, and aesthetic influences. Particular emphasis is placed on the relationship between clothing and the role of status of the individual in society. Teams of students will complete independent research projects.

FAS 4010 Design Studio III – Advanced Problems in Fashion

4 Credits

Prerequisites: Senior Standing, FAS3010 and FAS3020

Lab Fee: \$25

Note: All supplemental costs are the responsibility of the student.

The student will examine fashion design as both process and product. Integration of the elements pattern making, draping, special fabric application, and computer-aided pattern making will be emphasized.

FAS 4012 Design Studio IV – Portfolio Development

4 Credits

Prerequisites: Senior Standing and Permission of the Instructor

Note: All supplemental costs are the responsibility of the student.

Students will work through special design problems associated with specific categories. A portfolio illustrating successful designs will be created. Advanced technical and design problems will be explored through the creation of an apparel grouping. Student's projects will be included in the annual fashion show.

FAS 4014 Design Studio IV – Portfolio Development (for Fashion Merchandising Students)

4 Credits

Prerequisites: Senior Standing and Permission of the Instructor

Note: All supplemental costs are the responsibility of the student.

This course provides the opportunity for Merchandising students to create an industry standard portfolio in addition to developing career building skills.

FAS 2099, 3099, 4099 Special Topics in Fashion

4 Credits/Course

These courses focus on selected topics in fashion, and are designed to provide students with an opportunity for in-depth study of some topics having current professional or public interest that is not thoroughly addressed within the context of regular College offerings. Topics may differ each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

GRAPHIC DESIGN

DES 1007 Visual Literacy

4 Credits

This course introduces the student to understanding the impact of layout design; its ability to command attention and its communicative power. Students will be exposed to traditional as well as new technologies with regard to the fields of Typography, Past-up Mechanicals, Color Theory, Layout, and Aesthetics. The course is largely geared toward the media of paper production such as newspaper design, magazine and advertising design, as well as designing for the Internet. The historical context of graphic design will be taught, discussed, and researched.

DES 2001 How to Use Your Digital Camera

2 Credits

This course provides the student with a comprehensive understanding of digital camera technology as well as a broader understanding of photograph composition.

DES 2016 Graphic Design I

4 Credits

Laboratory Fee: \$25

This studio course is designed to introduce students to the "industry standard" software – PhotoShop and Illustrator. Students will explore creative ways to solve design problems employing these powerful tools. Strong emphasis is placed on technical and aesthetic use of photography, typography, illustration, graphics and layout.

DES 2017 Graphic Design II

4 Credits

Prerequisite: DES 2016 Laboratory Fee: \$25

This course expands upon the fundamentals covered in ART3016. The course is designed to teach students about researching, conceptualizing information in a visual manner, and analyzing the digital production process using computer graphics applications. Production procedures, use of the computer as a design tool, using design software, such as Illustrator and PhotoShop with a particular emphasis on Quark Xpress, will be explored. Strong emphasis is placed on solving design problems involving electronic illustration, image manipulation, and color correction. Prepress production, business and ethics of computer graphics are also discussed. An introduction into web design will also be introduced. Software taught includes; Photoshop, ImageReady Illustrator, Quark Xpress and Dreamweaver

DES 2007 History of Graphic Design

4 Credits

This course introduces the student to understanding the history of Graphic Design. The historical context of graphic design will be taught, discussed, and researched. The course is also studio class; students design work in the context of specific historical movements in graphic design

DES 2008 Typography

4 Credits

Prerequisite: DES 2016

This course will provide an introduction to and understanding of practical, day-to-day techniques of typography, typographic basics--i.e. type faces, points, picas, leading, column measure, and font layout--copy fitting and proofreading, aesthetics of typography, font identification, and trends in the print and type industry. This course is designed for anyone involved with type, whether in sales, purchasing, or production. It also is beneficial to those involved with the printing process or desktop publishing. Software taught includes an advanced study of InDesign and Quark Xpress

DES 3002 Digital Illustration

4 Credits

Prerequisite: DES 2016-2017

Laboratory Fee: \$25

This course deals with creating illustrations as a means of effective visual communication. Emphasis is placed on the development of the creative visual concept and its relationship to style, media, technique and method of production. A variety of traditional and computer-generated illustration techniques are introduced. Specific problems are given in the publishing promotion and advertising areas involving books, magazines, posters, newspapers, CD ROMs, the Internet, and other printed and electronic media. The use of the software application "Painter" will be thoroughly explored in this course along with PhotoShop and Illustrator.

DES 3005 Web Design I

4 Credits

Prerequisite: DES 2016 & 2017

Laboratory Fee: \$25

This course is an introduction to Web Site development. Students will receive hands-on experience in all aspects of HTML and CSS including linking, layout and design, forms, graphics, creating on-line help files, security concerns, and maintaining a Web site.

DES 3006 Web Design II

4 Credits

Prerequisite: DES 3005

Laboratory Fee: \$25

This course is a continuation of Web Design I. Students will move into more complex techniques such as scripting languages, dynamic HTML, CGI/Server-side scripting, style sheets, and databases.

DES 3007 Computer Animation for Multi-Media and Video

4 Credits

Prerequisite: DES 3006

Laboratory Fee: \$25

Creation of animated sequences using the computer, video and multimedia software. Emphasis will be placed on students' practical comprehension of animation principles, computer software and design for interactivity, their relationship to each other, and their use in the communication of content and/or aesthetic through the frame-by-frame sequencing of movement and sound. Software taught includes Director and Flash

DES 3008 3-D Computer Graphics

4 Credits

Prerequisite: DES 3007

Laboratory Fee: \$25

This course will introduce students to the principles of building three-dimensional objects and environments with the computer. The concept of three-dimensional space, lighting, surface texture, and the relationship of masses and gravity will be reviewed through class projects. The latter part of this course will focus on providing 3-D computer animation, as well as analyzing films and 3-D graphics used in various media. Software taught includes Lightwave and Maya

DES 4007 Senior Project in Visual Communication I

4 Credits

Prerequisite: Senior Standing and Permission of the Instructor

Senior projects are designed to develop sustained solutions to complex multiple unit problems in graphic design, computer graphics, or illustration. Continuity and sustained quality are emphasized. All projects are geared toward the development of a professional portfolio for print.

DES 4008 Senior Project in Visual Communication II

4 Credits

Prerequisite: DES 4007

This course is a continuation of DES 4007 All projects are geared toward the development of a professional multi-media portfolio for the Internet and a digital portfolio. And introduction to working with and editing film (using Final Cut Pro) will also be another aspect of the multi-media aspect of the course.

DES 4012 Digital Photography

4 Credits

Prerequisites: DES 2016, DES 2017 and Senior Standing

Laboratory Fee (visit www.centenarycollege.edu for current fees.)

In this course students will be introduced to the creative and technical capabilities of digital photography. Students must have some experience working with Adobe Photoshop. Through demonstrations and hands-on sessions, students will learn the basics of using cameras and imaging software on a Macintosh computer to produce digital photographs. Topics will include camera operation, shutter speed, aperture, focal length, composition, uploading files, image enhancement, and printing. Slide lectures on historical and contemporary artwork will explore the aesthetics of photography, and weekly assignments will build digital techniques. A digital camera is required.

HISTORY**HIS 1001 Western Civilization I**

4 Credits

This course is the first of a two part introductory survey of the western world. The objective is to trace the evolution of the West from the ancient period to the eve of the French Revolution. Emphasis will be placed on the political, social and economic development of Western Europe, although other regions will be explored where deemed relevant.

HIS1002 Western Civilization II

4 Credits

The objective of this course is to survey the development of the western world from the Enlightenment to the present. Emphasis will be on the political, social, economic and intellectual development of Western Europe, although other regions will also be explored. Specific themes include: revolution, industrialization, the development of modern political thought and the emergence of class. Other topics to be covered in depth include: Nationalism, Imperialism, World War I, World War II and the Holocaust.

HIS 2001 American Civilization I

4 Credits

This course is a comprehensive survey of American civilization, beginning with the European settlement of America and concluding with the Civil War. Emphasis will be placed on the social, political, and cultural evolution of the United States.

HIS 2002 American Civilization II

4 Credits

This comprehensive survey of American civilization begins with the closing years of the Civil War and continues to the present day. Emphasis is on the development of America as a world power, emerging social and economic issues, and the role of the United States on the world stage.

HIS 2003 History of England I

4 Credits

The period covered by this course, Tudor-Stuart England, 1485-1688, witnessed the transformation of England from a medieval kingdom to a modern nation state. Emphasis will be placed on political, religious, social and economic development, although cultural and intellectual developments will also be touched upon where deemed relevant. Specific themes addressed include: the English Reformation, the English relationship with the countries of the so-called Celtic fringe (Scotland, Ireland and Wales) as well as the rise of parliamentary authority culminating in the Civil War and Glorious Revolution. Finally, the agricultural and commercial revolutions, which transformed Britain into a world power by the end of the Seventeenth Century, will be discussed in detail.

HIS 2004 Modern England

4 Credits

This period witnessed the emergence of Great Britain as the predominant diplomatic and economic power in the world. This course will examine the causes and consequences of England's dramatic rise, including constitutional and political changes resulting in a gradually evolving democracy, the massive economic and social transformations wrought by the Industrial Revolution and imperial developments, which culminated in the control of one fifth of the world's land mass. Also covered will be the emergence of the modern middle and working classes, the World Wars and the decline of the second half of the Twentieth Century.

HIS 2005 World Geography

4 Credits

Regional analysis of all of the geographical areas of the earth is the emphasis of this course including: study of geographical features and their interaction with culture, economics, history, and politics. The concept of boundary- natural, political, cultural, and economic is explored.

HIS 2006 American Social, Political, and Economic Systems

4 Credits

This course is a study of the United States emphasizing economic, political, and social problems. Topics include: affirmative action, the Bill of Rights, economic justice, crime, conservatism, and liberalism.

HIS 2007 American Economic History

4 Credits

This course is a study of American history from an economic perspective. Topics include the foundations of the American economic system, economic issues in the Constitution, the rise of a national monetary and banking system, the evolution of the modern corporation, the development of the United States as an industrial power, economic depression and global competition.

HIS 2008 African American History I

4 Credits

This course is a study of the history of African Americans from the origins of humankind in Africa and the Middle Passage to slavery in colonial America, blacks in the Revolution, the rise of southern plantation slavery, and the slavery crisis up to the Civil War.

HIS 2009 African American History II

4 Credits

This course begins with blacks in the Civil War and follows the story of African Americans through Reconstruction, World War I, the Great Depression, and World War II. Major emphasis will be placed on the Civil Rights years following the Second World War.

HIS2099 Topics in American History

4 Credits

This is an advanced course in the historiography of a particular period in American history. Completion of a major research paper will be required. Subject for consideration will be decided upon by the instructor.

HIS 3000 Twentieth Century Europe

4 Credits

The objective of this course is to explore in depth the events of the tumultuous twentieth century in Europe. At the century's dawn Europe was in a position of unprecedented world dominance. The heavily industrialized economies of Western Europe had captured much of international trade. A half- dozen European states ruled most of Asia and Africa, the British Empire alone covered one

quarter of the earth's surface. Progress in economic, social and technological terms had generated a sense of confidence and in many cases arrogance amongst the peoples of the continent. Democracy was on the rise and it appeared that the future held infinite promise. Yet in August of 1914, the underlying tensions of economic and political competition, and ultimately nationalism brought this world crashing down. World War I in turn led to the Russian revolution, the corresponding appearance of Communism and a short time later Fascism. The Great Depression gave Adolph Hitler the opportunity to rise to power and by 1939 much of the planet was again engulfed in war. In the aftermath of WWII the continent was split into two, ideologically, hostile armed camps and the presence of nuclear weapons made the forty year Cold War a time of constant tension. With the fall of the Berlin Wall and the end of Communism it appeared that peace was finally guaranteed in Europe for the first time in its history. Yet again, the closing decade of the century proved this hope chimerical, as events in the Balkans once more put the name Sarajavo in the news and gave us the term "ethnic cleansing."

HIS 3001 Modern Russia

4 Credits

This course covers the period between Peter the Great (1682-1725) and the decline and fall of the Soviet Union. A major theme of these frequently tumultuous years is Russia's struggle to narrow the economic, technological, and often cultural breach that existed between it and Western Europe. Another central aspect of Russian History during these years is the failure, at least up until the 1990s, of any form of limitation to be imposed on the authority of its rulers. For a number of reasons addressed in this course, absolute power, whether in the hands of the Czars or Commissars, was the political reality. Also considered is Russia's unique geographical location making it simultaneously European and Asian.

HIS 3002 European Colonialism

4 Credits

In the nineteenth century a relatively small number of European nations came to dominate much of the rest of the world. In fact, by 1900 only four countries in Africa and Asia had successfully resisted the imperial onslaught. This course will examine the causes and long-term impact of the process of colonization. Particular attention will be paid to the ideological, political, and economic roots of the phenomenon. Other issues include: the resistance of indigenous populations, post-World War II independence, and the colonial legacy.

HIS 3003 Modern Ireland

4 Credits

The objective of this course is to survey the evolution of Irish Society from the establishment of the Protestant Ascendancy in the late seventeenth century to the creation of an independent nation in 1922. The emphasis will be on political, social and economic development. Key topics addressed in the course include the Great Rebellion of 1798, Catholic Emancipation, the Famine, the emergence of modern physical force Republicanism and the War for Independence.

HIS 3004 Modern Warfare

4 Credits

The focus on such an apparently brutal topic is justified on a number of levels. To begin with, there is no more dramatic event in the human condition, for it encompasses such basic elements as heroism, fear and tragedy. Secondly, it is undeniable that war has played a central part as an agent of political and social transformation. Finally, warfare can serve as a mirror in which the true nature of a society is reflected.

HIS 3010 History of New Jersey

4 Credits

This course explores the history, geography, politics, and culture of the Garden State from its founding as a colony to the present day. It will also study the native inhabitants of the state and examine New Jersey's role in the development of the United States, including the state's role in the American Revolution and the Civil War. Designed for history majors and interested non-majors as well.

HIS 2099 or 3099 Special Topics in History

4 Credits

These courses focus on selected topics in history and are designed to provide students with an opportunity for in-depth study of some topic having current professional or public interest that is not thoroughly addressed within the context of regular College offerings. Topics may differ each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

HONORS PROGRAM

HON 1001 Rhetoric (Honors Program section)

4 credits

HON 2000 Intensive Study in Cultural Diversity

4 credits

This 4 credit one-to-two week course offers the opportunity for students to experience cultural diversity by studying and visiting another country or another area of the United States. Readings and videos will frame the trip with an overall sense of context and will provide students with a composite portrait of the country or area. Site-specific inquiry and self-initiated exploration will encourage students to test their perceptions through personal interaction. One trip is mandatory during the program. The trip is usually scheduled during the intersession.

HON 2004 Science, Technology and Society

4 credits

Cultural, political, and economic values help to shape and direct technological development, which in turn can have a profound effect on those same social values and the society that holds them. In this course students will examine technology as a social process by exploring social and ethical questions.

HON 2050 Special Topics in Social and Behavioral Sciences

4 credits

The theme of this interdisciplinary seminar will be designated each year. Students will be encouraged to gather primary source information.

HON 4000 Honors Program Thesis

4 credits

The Honors Program thesis, devised by the student, will be prepared in concert with the student's mentor and the Honors Program Director. The thesis may be interdisciplinary or grounded in the student's major.

LIBERAL ARTS STUDIES

LAS 1005 Academic Applications in Learning Theory

4 Credits

Students learn to apply strategies (based on Learning Theory and Cognitive Psychology) that improve critical thinking and problem solving skills. Class discussions focus on decoding course content, information mapping, reading techniques, goal orientation, and time management. Techniques regarding form and content for an analytic research paper are also developed.

Note: This course may only be used as a free or liberal arts elective. It cannot be used to satisfy Category V of the College Core Requirements.

LAS 3001 Ancient Civilizations

4 Credits

Prerequisite: Sophomore Standing

This interdisciplinary course is designed to illustrate and examine the patterns of culture as western civilization developed in the Fertile Crescent and the Mediterranean world. Masterpieces of classical culture are studied with respect to their historical origins and influence.

LAS 3002 The Rise of Europe

4 Credits

Prerequisite: Sophomore Standing

The student will trace the intellectual and social history of Europe from the fall of Rome to 1789. The course will survey concurrent developments in art, architecture, music, politics, and science from the cathedral building period through the High Middle Ages, the Renaissance, the Enlightenment, and the age of Eastern and Western colonization.

LAS 3003 The Modern World

4 Credits

Prerequisite: Sophomore Standing

"The Modern World" begins with the French Revolution of 1789. There is intensive analysis of the Industrial Revolution, the rise of secular culture, the changing roles of women, and the catastrophes of World Wars I and II. Against the background of the formation of

the European union and the spread of worldwide revolutions, the student will examine the arts, politics, and transformation of attitudes and values of the 20th century.

MATHEMATICS

MTH 1000 College Math (Fall and Spring)

2 Credits

Note: Required with a score of 480 or below on the Math SAT

Students are placed in this course if they have a math SAT score of 480 or below. The course will address mathematic skills needed for elementary topics in algebra, basic statistics, and geometry. Emphasis will be placed on quantitative reasoning, problem solving, experiential learning and lab work.

This course is necessary for success in Algebraic Modeling, Statistics I, and Quantitative Literacy. In order to pass this course, the student must earn a raw score of 75% on their final exam, or they must take the course over again.

MTH 1111 Quantitative Literacy (Fall and Spring)

4 Credits

Prerequisite: Passing grade in MTH 1000 College Math (80% or better) or a Math SATS score above 480

Note: A final grade of 80% or higher is required or student will repeat course before any other math course may be taken.

In this course, mathematics will become a part of a larger set of skills called quantitative literacy or numeracy. This course will emphasize critical thinking, problem formulation, and written and oral communication. The topics will prepare students for careers and lives that will be filled with quantitative information and decisions. For example, students will be expected to possess strong critical and logical thinking skills so they can navigate the media and be informed citizens, have a strong number sense and be proficient at estimation, unit conversions and the uses of percentages, possess the mathematical tools needed to make basic financial decisions, and understand exponential growth, which describes everything from population growth to inflation to tumor growth and drug delivery. Additional topics of study include areas such as risk analysis, voting, mathematics and the arts, and graph theory.

MTH 1150 Quantitative Literacy/Adult and Professional Programs (The 1150-1151 sequence is for A&PP students ONLY)

This course will cover Critical Thinking and Problem Solving, Number Concepts and Algebra.

MTH 1151 Quantitative Literacy/Adult and Professional Programs (The 1150-1151 sequence is for A&PP students ONLY)

This course will cover Set Theory, Probability and Statistics.

MTH 1180 Algebraic Modeling* (Fall)

4 Credits

Prerequisite: Passing grade in MTH 1000 or passing grade in departmental test or permission of Department Chair.

Note: This course does not count towards the Mathematics Major.

This course will cover linear, polynomial, and rational expressions and equations. More advanced topics will include functions, inequalities and linear programming, radical equations and rational exponents, quadratic equations and functions, and exponential and logarithmic functions. Emphasis will be on modeling real-life situations via traditional algebra.

MTH 1250 Geometry* (Spring)

4 Credits

Prerequisite: MTH 1111 with a final grade of 80% or higher or permission of Department Chair

This course emphasizes the development of logical thinking through the study of geometric propositions and problems. The course content includes the study of triangles, perpendicular and parallel lines, quadrilaterals, area, and the Pythagorean Theorem.

MTH 1401 Pre-Calculus I* (Fall)

4 Credits

Prerequisite: permission of department Chair or 80% or higher in MTH 1111 or MTH 1180 or permission of Department Chair

This course will deal with functions and graphing functions, transformations of functions; quadratic functions, rational & radical functions, exponential & logarithmic functions, and their applications.

MTH 1402 Pre-Calculus II (Spring)

4 Credits

Prerequisite: MTH 1401 or permission of Department Chair

This course continues the study of functions and their graphs, particularly the fundamentals of trigonometry, analytic trigonometry, advanced topics in trigonometry, and complex numbers.

MTH 1500 Statistics for the Social Sciences (Spring and Fall)

4 Credits

Prerequisites: MTH 1111 with a final grade of 80% or higher

This is a mathematics course strictly for non-mathematics and non-science majors. It will consist of brief introduction to descriptive statistics concentrating on levels of measurement, measures of central tendency, and measures of variation. In addition it will discuss the construction and various uses for contingency tables. The remainder of the course will consist in inferential statistics with emphasis on 1- and 2- Sample z- and t- Tests, One-way Analysis of Variance, Chi-square tests, and the basics of correlation and regression.

MTH 1501 Statistics I (Fall)

4 Credits

Prerequisite: MTH 1111 with a final grade of 80% or higher or permission of Department Chair

This course will consist of tables, charts and graphs, measures of central tendency, counting and probability theory, discrete and continuous distributions, the standard normal curve and table, the Central Limit Theorem, sampling distributions, confidence intervals for means and proportions, and hypothesis testing for mean and proportions.

MTH 1502 Statistics II* (Spring)

4 Credits

Prerequisite: MTH1501

This course will cover sampling, confidence intervals, hypothesis testing for variance, correlation and regression analysis, Analysis of Variance (ANOVA), the chi-square distribution for variance, and non-parametric statistics.

MTH 2151 Calculus I (Fall)

4 Credits

Prerequisite: Placement by the Department or MTH 1402

This course is an introduction to the differentiation of functions of a single variable. Additional topics include limits, applications, integration and the Fundamental Theorem of Calculus.

MTH 2152 Calculus II (Spring)

4 Credits

Prerequisite: MTH2151

This course is an introduction to the integration of functions of a single variable. Topics include definite integrals, transcendental functions (including exponential and logarithmic functions) applications (including areas of regions and volumes of solids), and integration techniques such as L'Hopital's rule.

MTH 3030 Linear Algebra (Fall)

4 Credits

Prerequisite: MTH2151

This course is an introduction to the basic structures and processes of linear algebra. Topics include systems of equations, matrices, determinants, vectors, inner product spaces, linear transformations, Gauss-Jordan elimination, eigenvalues and eigenvectors.

MTH 3040 Differential Equations* (Spring)

4 Credits

Prerequisite: MTH2152

This course will enable students to solve problems modeled by ordinary and partial differential equations, as well as systems of first-order and second-order differential equations with constant coefficients. Topics include a general introduction to differential equations, approximation methods, homogeneous linear differential equations, non-homogeneous differential equations, and Laplace transformations.

MTH 3070 History of Mathematics and the Natural Sciences (Spring)

4 Credits

Prerequisite: MTH1180, MTH 1401 or permission

This course will investigate important discoveries in their historical context and the lives and contributions of great mathematicians and scientists. Emphasis will be placed on the ancient civilizations of Egypt and Babylon, Greek mathematics, Fibonacci, the Renaissance, Pascal and probability theory, Gauss and number theory, and 20th Century mathematics.

MTH 3161 Calculus III (Fall)

4 Credits

Prerequisite: MTH2152

Topics included in this course are a continuation of integration techniques, improper integrals, differential equations, infinite series, conics, parametric equations, and polar co-ordinates.

MTH 3162 Calculus IV (Multivariable Calculus) (Spring)

4 Credits

Prerequisite: MTH3161

This course continues the study of Calculus. Topics include vectors, vector-valued functions, functions of several variables, multiple integration, and vector analysis.

MTH 3200 Discrete Mathematics* (Fall)

4 Credits

Prerequisite: MTH2152

This course will introduce students to the basic concepts and problem-solving techniques of discrete mathematics, including algorithms, programming, predicate logic, and combinatorics.

MTH 3250 Probability Theory*

4 Credits

Prerequisite: MTH 2151 and 2152

This course is an introduction to the mathematical theory of probability for students who possess the prerequisite knowledge of elementary calculus. Topics include combinatorial analysis, axioms of probability, conditional probability and independence, discrete and continuous random variables, distribution and density functions, expectation and variance of a random variable, joint distributions, independent random variables, and Limit Theorems.

MTH 3350 Foundations of Advanced Mathematics* (Spring)

4 Credits

Prerequisite: MTH2151

This course is an introduction to the fundamental concepts and techniques of proof. Topics include reasoning, predicate logic set theory, mathematical induction, functions, and equivalence relations.

MTH 3740 Mathematical Modeling* (Spring)

4 Credits

Prerequisite: MTH2152

Students in this course will learn how to build suitable mathematical models for a variety of phenomena found outside the college classroom. Different equations, dynamical systems, proportionality, geometric similarity, model fitting, simulation and probabilistic and optimization modeling, dimensional analysis, differential equations, and simplex method are some topics covered.

MTH 4050 Advanced Geometry* (Fall)

4 Credits

Prerequisite: MTH1251 and MTH2152

Topics discussed will include constructions and non-constructability, Greek astronomy, geometer's sketchpad, modern research, and the following geometries: Euclidean, hyperbolic, spherical, and projective.

MTH 4100 Modern/Abstract Algebra**

4 Credits

Prerequisite: MTH 3030 and 3350

This course will introduce students to the following modern/abstract algebraic structures and their accompanying theories: sets, groups and subgroups, ideals and rings, fields and homomorphisms. Pertinent algebraic properties will be discussed in relation to these structures.

MTH 4150 Number Theory (Fall)

4 Credits

Prerequisite: MTH2152

This course introduces the theory of numbers including Pythagorean triples, Fermat's Last Theorem, divisibility and the Fundamental Theorem of Arithmetic, congruence, Euler's phi function, primes, modular arithmetic, powers, roots, and cryptography.

MTH 4200 Advanced Calculus**

4 Credits

Prerequisite: MTH 2152 and 3350

In this course students will focus on the theoretical aspects of calculus, such as the concepts of limits, continuity, differentiation, and integration. Also, a variety of theorems (e.g., implicit function; inverse function) will be analyzed in relation to the fundamental issues within the calculus curricula.

MTH 2999, 3999, 4999 Special Topics in Mathematics

4 Credits

These courses focus on special topics in mathematics, and are designed to provide students with an opportunity for in-depth study of some topic having current professional or public interest that is not thoroughly addressed within the context of regular offerings. Topics may differ each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

****Indicates elective courses/choice for Mathematics Majors****ON-LINE COURSE REQUIREMENT****OLO 009: Online Course Orientation – NON-CREDIT****REQUIRED FOR ANY STUDENT TAKING AN ON-LINE COURSE**

Upon completing this mandatory orientation, the student should (1) know how to navigate Blackboard; (2) understand the mechanics of an online class; (3) be able to obtain course materials and upload assignments; (4) understand how to post and participate in a discussion forum, and (4) have a stated plan for thriving in the digital classroom.

PHILOSOPHY**PHI 1005 Introduction to Philosophy**

4 Credits

This course is designed to introduce students to the main problems of philosophy as the field has evolved since the time of Plato. Topics to be included are the nature of the mind and its relationship to the body, the existence of God, "the Nature of Love," the problem of free will and determinism, and the most basic theories of ethics. Through papers and class discussion, students will learn how to discuss and analyze philosophical issues and will learn the basic techniques of philosophical analysis.

PHI 2003 Logic: An Introduction

4 Credits

This course is specifically designed to increase the student's ability to reason, to write, and to think clearly. Through a guided course of study, the student will learn the difference between deductive and inductive reasoning, explicit and implicit reasoning, and the common fallacies in stating a position or argument.

PHI 2004 Contemporary Ethics

4 Credits

Prerequisite: PHI 1005

The conflict of values has always been a part of our society. In this course, the student will study the significance of religious, political, and economic conflict as well as the development of social and personal values. Issues such as capital punishment, euthanasia, censorship, sexual conduct, and surrogate motherhood will also be examined.

PHI 3001 Ancient Philosophy

4 Credits

Prerequisite: At least one (1) Philosophy or Religion course and Junior standing

This course is designed for upper-division students only. The philosophical doctrines of the Pre-Socratics to the Neo-Platonists will be discussed, and their relevance to the present will be explored.

PHI 3002 Modern Philosophy

4 Credits

Prerequisite: At least one (1) Philosophy or Religion course and Junior standing

This course, which is open only to upper-division students, examines philosophical systems from the Renaissance to the 20th century.

PHI 2099, 3099, or 4099 Special Topics in Philosophy

4 Credits/course

These courses focus on selected topics in philosophy, and are designed to provide students with an opportunity for in-depth study of some topic having current professional or public interest that is not thoroughly addressed within the context of regular College offerings. Topics may differ each time a course is offered. Students should consult the course offering schedule and their academic advisor each semester.

PHYSICAL SCIENCE**PSC1025 Astronomy (Fall and Spring)**

4 Credits

This course is for non-science majors, and is designed to create a greater appreciation of our place in the universe. Students will experience a virtual tour through our universe's grandeur, elegance, and beauty. It provides an introduction to, and a foundation for, a better understanding of our cosmic environment. The tools, methods, and problems of the astronomer will be examined, along with a consideration of past and present concepts regarding stellar, galactic, and planetary systems. Fall semester only.

PSC 1400 Earth Science (Fall and Spring)

4 Credits

This course is designed to provide the student with basic concepts of Earth Science. The Earth as a dynamically evolving planet will be addressed within the context of its historical progression through time and space. This Earth Science course will include topics in astronomy, meteorology, geology, oceanography, glaciation, and Earth history. Emphasis will be placed upon laboratory investigations designed to provide an understanding of the Earth's structure and processes, the Earth's position in time and space and information about the Earth as an interacting and harmonious system. (Open to all students.)

PSC 1500 Physical Science (Fall and Spring)

4 Credits

Pre-requisite: 2 semesters of mathematics, Algebraic Modeling recommended, or instructor permission

This course addresses the three basic categories of physics: kinematics and dynamics, electricity, and optics. Topics include general measurements, Newton's Laws, simple machines, laws of thermodynamics, wave properties, optics, electricity and magnetism.

POLITICAL AND GOVERNMENTAL AFFAIRS

Note: *U.S. Political Systems* is a prerequisite for admission into all other courses in the program. Admission into certain courses without this prerequisite is at the discretion of the Government and Global Affairs Program Coordinator.

POL 1001 U.S. Political Systems

4 Credits

The focus of this course is on the theory and practice of modern constitutional democracy through analysis of the constitutional foundations, patterns of politics, and the structure of national, state and local government in the United States. Areas of study will include the Presidency, Congress, and the Judiciary including urban politics, interest groups, intergovernmental relations and electoral processes. An important component of this course is identifying the characteristics of the Democratic Citizen.

POL 2001 Elements of Political Theory

4 Credits

A study of political thinkers from Classical Greece to the present day. The historical and contemporary political ideologies that are fundamental to modern political liberalism and democracy are explored. Particular emphasis is placed on political philosophers whose thought is most relevant to the current global political environment. (Prerequisite: U.S. Political Systems)

POL 2002 Comparative Contemporary Political Systems

4 Credits

This course starts with the simple element of the study of individual foreign countries. An essential goal of the course is to systematically compare the differences and similarities between and among countries in order to identify and analyze specific social, political and economic phenomenon. (Prerequisite: U.S. Political Systems)

POL 2003 Essentials of Global Politics

4 Credits

This course is intended to provide a straightforward account of the main historical developments in the evolution of the international system and the principal components of contemporary global politics. International relations will be studied through a focus on the institutions that emerged during 1815 through 1945 so as to explore the continuities and changes evident in the sovereign state and the emerging contemporary global political system.

POL 4001 Government and Political Affairs Senior Seminar

4 Credits

In this capstone course for the major in Political Science, students may elect to complete an Internship or a Senior Thesis. In either case, approval from the students' advisor is required. (Senior Year Only)

Concentration in American Politics**POL 3001 American Constitutional Law**

4 Credits

Utilizing the case-study approach, this course will examine the role of the U.S. Supreme Court in the making of constitutional law, and the Court's relationship to the other branches of government. The historical roots of the Constitution will also be studied.

(Prerequisite: U.S. Political Systems)

POL 3002 American Public Policy Analysis

4 Credits

This course concentrates on the different theoretical approaches concerning the origins, development and implementation of American public policies at both the sub-national and national levels. Students will develop skills necessary to evaluate the effectiveness of contemporary public policy.

POL 3003 American Foreign Policy

4 Credits

This course is an examination of contemporary American foreign policy, including America's relations with governmental and non-governmental actors in the global system. Specific problems such as national security, economic security and trade, proliferation of weapons, humanitarian intervention, and the allocation, utilization and preservation of global natural resources will be discussed.

(Prerequisite: U.S. Political Systems)

Concentration in Global Politics**POL 3004 Forms of Global Governance**

4 Credits

This course introduces the intricate interplay of global change and governance and the large-scale transformations of political, economic and cultural relations and the changing roles of states and non-state actors involved in creating stability and instability in the global environment. (Prerequisite: U.S. Political Systems, Essentials of Global Politics)

POL 3005 Peace and Conflict Analysis

4 Credits

The prominent sources of ongoing conflict in the global system are explored with the objective of discovering the most effective methods of peace-making and peace-keeping. Specific subjects of study will include conflict generated by: ethnic and religious rivalry, resource competition, proliferation of weapons, hunger and disease, patterns of migration, and transnational social movements. (Prerequisite: U.S. Political Systems, Essentials of Global Politics).

POL 3006 Global and Regional Studies

4 Credits

Each semester a specific region of the globe will be studied in depth. Areas of study may include: the contemporary Middle East, European economic and political integration, African unity and disunity, the changing role of the North Atlantic Treaty Organization and the European security system, the evolving role of the United Nations, and (Prerequisite: U.S. Political Systems, Essentials of Global Politics).

Electives

POL 3010 Topics in Political Science: Introduction to the Study of Terrorism

4 Credits

This course explores broadly: how we define terrorism; 9/11 as a defining event in the American experience related to terrorism; combating terrorism (counterterrorism); and terrorists, conventional weapons and WMD. (Prerequisites: U.S. Political Systems, Essentials of Global Politics).

POL 3011 Topics in Political Science: Global Humanitarian Organizations

4 Credits

This course explores the attributes of most humanitarian-based International Organizations and ultimately focuses on the United Nations system and its constituent instrument, the Charter. The organs and programs of the UN and other organizations are explored. (Prerequisites: U.S. Political Systems, Essential of Global Politics)

PRIOR LEARNING ASSESSMENT

PLA 1000

1 Credit

This course is designed to facilitate the assessment of prior learning experience for the purpose of composing and constructing an experiential portfolio. The assessment process consists of individualized exercises designed to help the student identify acquired skills and competencies and the ultimately document them in an experiential portfolio. This course is required of all students seeking prior experiential learning credit.

PSYCHOLOGY

PSY 1000 Introduction to Psychology

4 Credits

Prerequisite: None

Introduction to Psychology is a one-semester course designed to survey basic concepts and theories in the science of psychology. Topics covered include: methodology, learning, personality, abnormal behavior, therapy, and social psychology. This course is open ONLY to those students who have passed the English and Reading sections of the New Jersey College Basic Skills Placement Test.

PSY 1010 Sports Psychology

4 Credits

Prerequisite: PSY1000

Sports Psychology is designed to introduce the student to the application of psychological principles to sport and physical activity. Among the topics to be included in this course are the psychological characteristics of athletes, psychological techniques for performance enhancement such as thought management, imagery, rehearsal, behavior modification and self-regulation; and examination of such sports-related phenomena as competition, the "home field advantage," and the "zone."

PSY 1050 Developmental Psychology: The Lifespan

4 Credits

Prerequisite: PSY1000

The Lifespan is a one semester introduction to the developmental lifespan of an individual. The student shall be introduced to current theory and research in the several domains of human development including cognitive, physical, and psychosocial.

PSY 1021 Personal and Interpersonal Awareness

4 Credits

Prerequisite: Psychology Majors or Program Approval

For psychology majors, this course and PSY 1022 are the first two courses that must be taken prior to proceeding to the remaining sequence of required courses in the program. This course introduces students to theories and principles involved in acquiring a psychological understanding of both themselves and their significant relationships. Factors considered include personality, coping styles, attitudes, communication, and interpersonal dynamics.

PSY 1022 Perception, Cognition, and Emotion

4 Credits

Prerequisite: Psychology Majors or Program Approval

For psychology majors, this course the PSY 1021 are the first two courses that must be taken prior to proceeding to the remaining sequence of required courses in the program. Perception, Cognition and Emotion is designed to provide an introduction to basic

theories and functions of the brain and nervous system, sensation, the perceptual processes, cognitions, and emotions. This course introduces the psychology major to writing in APA format, as well as a statistical and research component.

PSY 1023 Biopsychology

4 Credits

Prerequisite: PSY1022

This course provides students with an introduction to the human systems and their influence on behavior. Topics include the motor and nervous systems, genetics, sexual behavior, psychopharmacology, and related neurological and psychological disorders. This course also includes a statistical and research component.

PSY 1024 Social Psychology

4 Credits

Prerequisite: PSY1021

This course studies current theory and research relating to the behavior of individuals in a social context. Topics include impression management, attribution, attitude formation and change. Conformity and obedience, affiliation and attraction, pro-social behavior, and aggression and violence are also studied. A component of statistics and research is also included in this course.

PSY 1026 Developmental Psychology I

4 Credits

Prerequisite: PSY1022

This course introduces the student to the major aspects of development from the prenatal period through late childhood. Specific attention is given to evaluating current perspectives in cognitive, behavioral, and affective theories of development. This course also includes the development of a case study.

PSY 1027 Developmental Psychology II

4 Credits

Prerequisite: PSY1026

This course introduces the student to the major aspects of development from adolescence through adulthood. Current research in adult development is introduced in the areas of career choices, relationships, and physical changes. The course also includes a component of statistics and research.

PSY 2010 Industrial/Organizational Psychology

4 Credits

Prerequisite: PSY1000

The application of psychology to the workplace is considered in this course. Current theory and research findings in the areas of personnel selection, training, performance appraisal, work motivation, job satisfaction, leadership, and the work environment are explored.

PSY 2030 Forensic Psychology

4 Credits

Prerequisite: PSY1000

Forensic psychology concerns the application of psychological knowledge and methods to the civil and criminal justice system. This course is designed to provide students with an overview of this field and an appreciation for the variety of roles and activities in which forensic psychologists participate.

PSY 2050

PSY 2070 Psychology of Men and Women

4 Credits

Prerequisite: PSY1050

This course is for the non-psychology major and intended as an introduction to the study of differences and similarities between the roles of men and women. Current psychological research in this area will be introduced.

PSY 2013 Theories of Learning

4 Credits

Prerequisite: PSY1027

Learning Theory is designed to acquaint the student with contemporary and classical findings and theory in human and animal learning.

PSY 2015 Group Dynamics

4 Credits

Prerequisite: PSY1024

This course introduces students to the theory and research pertaining to group processes. Factors considered include: group connection, norms, goals, systems, problem-solving and development.

PSY 2018 Developmental Psychology III

4 Credits

Prerequisite: PSY1027

The purpose of this course is to provide students majoring in psychology with a breadth of knowledge and fundamental understanding of the theoretical concepts and the unique characteristics which accompany the geriatric population. The second part of this course will explore bereavement and the processes which surround death and dying, both our own mortality and others.

PSY 2019 Gender Studies

4 Credits

Prerequisite: PSY1027

This course reviews the existence, origins, and implications of the cognitive, personality, and behavioral differences between stereotypes and sex role development, and the effect of sex roles on a person's self concept, psychological adjustment and marital and occupational status.

PSY 3015 Behavior: Abnormal Child

4 Credits

Prerequisite: PSY3024

The purpose of this course is to introduce the student to the mental, emotional and psychiatric disorders of childhood. This course will also include the introduction in the skills necessary to appropriately diagnose a child.

PSY 3016 Counseling Theory

4 Credits

Prerequisite: PSY3024

Counseling theory is designed to acquaint the student with the fundamental techniques in psychological counseling and interviewing. Among the aspects of counseling to be considered will be creation of a therapeutic environment, problem definition, and intervention techniques and evaluation. A theoretical understanding combined with practical application will be emphasized.

PSY 3017 Psychopharmacology

4 Credits

Prerequisite: PSY1023

This course introduces students to the basic classifications of psychoactive drugs, their modes of administration and action, major features, side effects and areas of clinical application.

PSY 3019 Psychology Internship Seminar

4 Credits

Prerequisite: PSY3023

This course is designed to provide the student with the opportunity to obtain practical experience with a placement in the community. Supervision will be given by both the agency and the instructor. Students shall meet one time per week as a group to discuss the issues of internship. Students must have the minimum cumulative 2.5 grade point average required by the College for all internships/externships. All students seeking to complete an internship in psychology must receive formal permission from the program and simultaneously must register for this course.

PSY 3020 Psychology Fieldwork Seminar

4 Credits

Pre-requisite: PSY 3019 and 2.75 GPA

This course is designed to help prepare the student for a career in psychology as well as a fieldwork placement. The student will explore various disciplines within psychology and understand the complexities. By the end of the semester, each student will have located a suitable fieldwork placement, completed all necessary paperwork, as well as reflected on their individual goals for the future.

PSY 3022 Psychological Tests and Measurements

4 Credits

Prerequisite: PSY1027

This course examines various forms of psychological measurement and focuses on the principles and concepts of test development and evaluation. A component of statistics and research is included in this course.

PSY 3023 Behavior: Normal

4 Credits

Prerequisite: Psy1024

Behavior: Normal will provide the student with a basic understanding of human behavior through the in-depth examination of personality. This course will present major theories of personality and behavior. Through this course the student will be able to apply the theories of personality to life experiences, and acquire practical experience with personality assessment instruments. A component of statistics and research is included in this course.

PSY 3024 Behavior: Abnormal

4 Credits

Prerequisite: PSY1023 & PSY3023

Behavior: Abnormal is designed to introduce the student to the current classification of psychological disorders and to provide an understanding of the various theoretical perspectives of their etiologies. Among the topics to be considered in this course are the disorders of anxiety, personality, sexual functioning, mood and schizophrenia. There is a statistics and research component included in this course.

PSY 3025 Behavior Modification

4 Credits

Prerequisite: PSY3022

This course presents psychological learning theory as the basis of understanding human behavior and emphasizes change techniques in everyday situations. Classical, operant and cognitive behavioral strategies are presented with the development of a simple subject experiment. Statistics and research is included.

PSY4020 Senior Research Seminar

4 Credits

Prerequisites: PSY3024 & PSY3025

This capstone program course provides senior level psychology students with the opportunity to integrate previous statistical, methodological, and content area studies into the conduct, evaluation, report, and critique of a quantitative study in psychology. Building on students' research proposals completed in prior courses, the focus of this seminar is on the completion and report of those studies in a manner, style, and format consistent with the standards of the profession.

RELIGIOUS STUDIES**REL 2001 World Religions**

4 Credits

All religions imply that human beings do not, and cannot, stand alone. This course is designed to study religion from its beginnings among the primitive cultures to the manifold forms in which it exists today.

SOCIAL WORK

Note: Students will apply to the BSW program in the spring of their sophomore year. First and second year students planning to apply to the BSW Program are advised to major in "Pre-Social Work." Successful completion of 54 credits with a minimum GPA of 2.8 is required for entrance into the program.

SWS 1000 Introduction to Social Work and Human Services

4 Credits

Open to non-majors

This course provides an overview of the fundamental aspects of the helping professions and gives students the opportunity to consider their interest in and potential for social work practice. Students will be introduced to the values and ethics of the social work profession and learn the stages of the helping process. Various fields of practice will be explored, and issues such as poverty and homelessness, mental health and child welfare will be examined.

SWS 3000 Human Behavior and the Social Environment (Majors only)

4 Credits

Prerequisite: SWS 1000

This course examines the reciprocal relationship between human behavior and social environments. The focus of this course will be the biological, psychological and sociological aspects of individual development from the prenatal period through late adulthood. The range of social systems in which people live and the ways social systems promote or deter people in maintaining or achieving health and well-being will be examined.

SWS 3001 Social Welfare Policy and Services I (Majors only)

4 Credits

In this course, students will explore the history and philosophy of social work and social welfare policy in the United States. Divergent perspectives on social justice will be examined, as well as a variety of social, political and economic factors that influence the development of policy at the local, state and federal levels. The impact of policy on social service delivery, social work practice and the well-being of individuals and groups in society will be introduced.

SWS 3002 Social Welfare Policy and Services II

4 Credits

Prerequisite: SWS 3001

The integration of social policy and social work practice will be further examined, with an emphasis on the role of the social worker as an advocate. Students will develop the knowledge and skills needed to analyze, formulate and influence contemporary social policy on a wide range of issues.

SWS 3010 Human Behavior and the Social Environment II

4 Credits

Prerequisite – Human Behavior and the Social Environment I

This course examines the biological, psychological and sociological aspects of individual development throughout adulthood. The reciprocal relationship between human behavior and social environments, including the range of social systems in which people live and the ways social systems promote or deter people in maintaining or achieving health and well-being, will be further considered.

SOC/SWS 4002 Research Methods in the Social Sciences

4 Credits

Prerequisite: MTH 1500

This course is designed to teach students how to conduct and evaluate original research in the social sciences. Students will learn about the foundations of ethical research and experimental design. Students will learn about a variety of research methods by engaging in authentic assignments which require them to conduct their own research. The Statistical Package for the Social Sciences (SPSS) will be used regularly as students develop the skills needed to create a data set, and read, analyze and interpret data output.

SWS 3021 Social Work Practice I (Majors only)

4 Credits

This course is designed to initiate the beginning social work student to the basic concepts of generalist social work practice. Students will be introduced to the knowledge, values and skills needed for entry-level social work practice with individuals and families. Each stage of the problem-solving process will be thoroughly explored, and the importance of using evidenced-based interventions will be emphasized.

SWS 3022 Social Work Practice II

4 Credits

Prerequisite: SWS 3021

This course is the second of three practice courses. Students will continue to build on the concepts introduced in Practice I. Students will additionally begin to develop the knowledge, values and skills needed for entry-level social work practice with groups, communities and organizations.

SWS 4023 Social Work Practice III

4 Credits

Prerequisites: SWS 3021 and SWS 3022

This course is the last of three practice courses and is taken in the student's senior year. Students will further integrate the knowledge, values and skills developed in Practice I and II. Emphasis will be placed on the knowledge, values and skills needed for culturally-competent practice in a diverse society.

SWS 4050 Field Work I

6 Credits

Seniors only; Co-requisite – Field Seminar I

Field Work I provides students with a supervised work experience in a social service setting to begin to develop social work practice skills. Students will spend a minimum of 15 hours per week in their field agency throughout the semester to fulfill a minimum requirement of 210 hours. No prior social work experiences will be given credit towards this course.

SWS 4051 Field Seminar I

2 Credits

Students will integrate and synthesize knowledge gained in classroom and field settings through group discussion and case presentations.

SWS 4060 Field Work II

6 Credits

Prerequisite – Field Work I; Co-requisite – Field Seminar II

In Field Work II, students will continue to develop entry-level social work practice skills through supervised work experience. Students will spend a minimum of 15 hours per week in their field agency throughout the semester to fulfill a minimum requirement of 210 hours. No prior social work experiences will be given credit towards this course.

SWS 4061 Field Seminar II

2 Credits

Students will integrate and synthesize knowledge gained in classroom and field settings through group discussion and case presentations.

SWS 4099 Senior Seminar (Majors only)

4 Credits

In this course, taken in the student's final semester, students will complete a self-assessment by creating an individualized digital portfolio. Students will also work in study groups to prepare for a comprehensive social work exit exam. Practical information designed to prepare students for successful entrance into the social work field (such as certification, career options, networking, resume writing and interviewing skills, and continuing education opportunities) will also be explored.

SOCIOLOGY**SOC 1000 Contemporary Social Issues**

4 Credits

This course is designed to introduce students to social issues that have been mediated by such factors as race, class, age, etc. and designated "social problems." Using authentic learning assignments, students will employ a cross-cultural perspective in examining the social concerns of diverse communities as they relate to poverty, racism, crime, health care, education and the environment. Students will be encouraged to critically evaluate the process and politics involved in naming "social problems" and they will be called upon to offer alternative approaches to addressing the issues considered.

SOC 1025 Introduction to Sociology (majors/minors only)

4 Credits

This course introduces the student to the main concepts, theories, methods and issues in Sociology. The students will learn to employ their "sociological imagination" in an attempt to understand culture and society while becoming more aware of the social forces that shape and change their lives.

SOC 1050 Population and Urbanization

4 Credits

This course examines population using such demographic variables as: fertility; mortality; and migration by placing population in growth in a global context. Exploring migration theories and patterns, students will study urbanization, the development of cities and the social issues presented by them.

SOC 2000 21st Century Societies

4 Credits

Prerequisite SOC 1000 or 1025

In this contemporary look at both domestic and global societies, popular culture, current events and emerging social institutions (i.e. mass media, sports, science and medicine, and the military) will be explored. Through critical examination and active learning, students will consider the ways in which contemporary culture, social structure, and society continues to evolve.

SOC 2003 Work and the Economy

4 Credits

Prerequisite SOC 1000 or 1025

This course examines work and the economy in the social context. Students will examine theoretical as well as practical concerns facing societies as they progress and globalize. The theories of Marx and Weber will be introduced and used to guide discussion and examination of current issues.

SOC 2004 School, Family, and Community

4 Credits

Prerequisite: SOC 1000 or 1025

This course emphasizes the social links between school, home, and community. Case studies will be presented from several cultures, concentrating on American cultures, including urban and rural minorities. Students will consider the role of communication both verbal and non-verbal and its significance in cultivating and maintaining the relationship between the education system, the family and the larger community.

SOC 2007 Education and Society

4 Credits

Prerequisite SOC 1000 or 1025

This course examines education as a social institution. Understanding Education in sociological terms is relevant to the roles we play as taxpayers, parents, professionals and students. The course will focus on numerous areas of study including, but not limited to: the socialization process, the relationship between education and stratification, control of education, education environments, organizations and systems.

SOC 2025 Sociology of Religion

4 Credits

Prerequisite SOC 1000 or 1025

This course examines religion as a social phenomenon both domestically and internationally. Exploring religion as a social institution, students will consider both the explanatory and normative components, as well as its functional and substantive aspects. Traditional religions as well as new religious movements (NRMs) will be investigated.

SOC 2050 Race, Class and Gender

4 Credits

Prerequisite SOC 1000 or 1025; or permission of instructor

This course concentrates on the patterns of structured inequality and the forms and mechanisms of oppression and discrimination. Students will examine how group membership influences identity, interpersonal relationships, social status and access to resources. Students will be given the opportunity to reflect on their own values and to consider strategies to combat discrimination, oppression and economic deprivation and promote social and economic justice.

SOC 3001 Sex and Gender Relations

4 Credits

Prerequisite SOC 1000 or 1025; junior standing or permission of instructor

This course is an introduction to the subfield of gender studies and examines the complicated relationships between biological sex, cultural gender, and human sexuality. In order to better understand these complicated relationships, students will consider both global and domestic cultures and the ways in which sex, gender and sexuality contribute to: identity formation; social status; social and political power; marriage and family; and morality in those cultures.

SOC 3002 Intimate Relationships

4 Credits

Prerequisite SOC 1000 or 1025; junior standing or permission of instructor

In this course students will explore dating, love, marriage and friendship in a variety of contexts and forms. Contemplating intimacy historically, currently, domestically and cross-culturally, students will consider the various scripts, rituals and social constructions employed when engaging in intimate activity. Finally, the violence that all too often accompanies intimate relationships will be examined.

[Human Services; Criminal Justice Concentration Requirement]

SOC 3003 Livin' on the Edge

4 Credits

Prerequisite SOC 1000 or 1025; junior standing or permission of instructor

Employing both a domestic and global lens, this course examines and explores wealth, poverty and discrimination in a variety of contexts and forms. In contemplating the continuing controversy over the causes and explanations of inequality, students will engage in active learning assignments which allow them to critically reflect upon: social theories; programs; policies; values; and attitudes that both reflect and create the stratified world in which we live. Finally, students will be expected to filter current events through this lens of stratification. [Human Services and Criminal Justice Concentration Requirement]

SOC 3004 Trauma and Disaster

4 Credits

Prerequisite SOC 1000 or SOC 1025; junior standing; and permission of instructor

This course is designed to examine the aftermath of disaster in American society. The course will rely upon authentic learning assignments as students explore traumatic events, both historical and current (significant emphasis will be placed on more recent occurrences). The traditional social institutions (family, religion, education, government, and the economy) will be examined along with emerging social institutions (mass media, sports, healthcare, military). The breakdown or failure of social institutions and the causal factors will be explored. [Human Services and Criminal Justice Concentration Option]

SOC 3007 Deviance, Crime and Law

4 Credits

Prerequisite SOC 1000 or SOC1025; junior standing or permission of instructor

This course will explore how "social deviance" is defined and by whom. The positivist and constructionist perspectives will be explored in an attempt to understand the creation of social norms resulting in the promulgation of laws that control society. Consideration is given to the processes of social labeling and stigmatization of "deviant" persons and groups, the development of a "deviant identity," together with an examination of the major theories which seek to explain "deviant" behavior. The course will also explore the interaction between law and society (i.e., the relationship of law to social structure, social change). [Criminal Justice Concentration Requirement]

SOC 3025 Cyber-Sociology

4 Credits

Prerequisite SOC 1000 or 1025; junior standing or permission of instructor

This course will examine how new technologies generate new forms of society and culture; how these technologies perpetuate or overturn existing patterns of inequality and identity; and how these technologies change the larger society and culture. Engaged in active learning, students will use the technology while critically examining it.

SOC 3040 Social Change and Movements

4 Credits

Prerequisite SOC 1000 or 1025; junior standing or permission of instructor

This course examines collective behavior, social movements, and other sources of social change both domestically and internationally. The conditions, dynamics, forms, and theories related to each of these topics will be explored in detail. Moreover, types of social movements and the stages through which they develop will be studied using both contemporary and historical examples.

SOC 4000 Sociological Theory

4 Credits

Prerequisite SOC 1025; junior standing or permission of instructor

This course examines and explores classical sociological theories and theorists. Students will examine Structural Functionalism, Conflict theory and Symbolic Interactionism in detail and analyze current social phenomenon using the basic tenants of those theories. If time allows, more current theorists will be considered.

SOC 4002 Research Methods in the Social Sciences

4 Credits

Prerequisite: SOC 1025; MTH 1500; junior standing or permission of instructor

This course is designed to teach students how to both conduct and evaluate original research in the Social Sciences. As this course aims to prepare students to be "Social Scientists", students will learn about a variety of research methods (survey design will receive particular attention) by engaging in authentic assignments which require them to conduct their own research, students will learn about case study analysis, secondary source analysis and the experimental design and the foundations of ethical research. The Statistical Package for the Social Sciences (SPSS) will be used regularly as students learn how to create a data set, and read, analyze and interpret data output.

SOC 4010 Field Work in Sociology

4 Credits

Prerequisite SOC 1015; 'SOC 4005; senior standing or permission of instructor

Students with at grade point average of 2.75 or better are expected to conduct an internship in the field. Under the supervision of the professor and assistance from the Centenary College Career Center, students will select an internship site (some site require application). Moreover, students will meet periodically in order to discuss work-related issues, maintain a log of hours and activities, and complete academically related assignments. Students who do not have the appropriate GPA will not be considered and must choose another elective at the 3000 level.

SOC 4005 Senior Seminar in Sociology

4 Credits

Prerequisite SOC 1025; senior standing

This is the capstone course for all Sociology majors. In this course students will: review the main methods, theories and concepts used by sociologists; examine current events by employing the sociological imagination and other sociological principles; and explore various career options by researching selected companies or organizations.

SOC 4010 Field Work in Sociology

4 Credits

Prerequisite SOC 1025; SOC 4000; senior standing or permission of instructor

Students with at least a 2.75 grade point average are expected to conduct an internship in the field. Through the supervision of the Centenary College Career Center and the department of Sociology, students will select an internship site (some sites require application). Moreover, students will meet monthly in order to discuss work related issues, maintain a log of hours and activities, and complete academically related assignments. Students who do not have the appropriate GPA will not be considered and must choose another elective at the 300 level.

THEATRE ARTS**THA 1001 Theatre Appreciation**

4 Credits

This course offers an introduction to the Theatre from a critical as well as a production standpoint. The intent is to provide a student with the groundwork to be an interested, enlightened, perceptive spectator of Theatre. Class work includes current literature, live and recorded productions, lecture and discussions, and at least two field trips.

THA 1002 Dance Appreciation

4 Credits

The purpose of this course is to help the student become a more interested, enlightened, and perceptive spectator of dance. It serves as a lifetime enrichment course for students in all areas of education and is essential for students of dance and other art forms. Class work includes researching individuals and dance forms, viewing dance works live and on film, and reading dance literature.

THA 1005 Modern Dance I

2 Credits

The class is an introduction to modern dance techniques. Students will study body alignment, locomotor and axial movements, spatial concepts, and composition techniques. The physical and expressive qualities of movement will be explored while developing strong bodies. There is no prerequisite. The course is repeatable for credit. Students enrolled in this course may wish to participate in the Dance Company. The student may select Pass/Fail option.

THA 1007 – 1008 Ballet I & II

2 Credits/Course

These classes are introductory courses to ballet technique and have no prerequisites. All technique classes may be repeated for credit and students may select Pass/Fail option.

THA 1009 Acting Workshop

2 Credits/Course

These courses are designed to provide the acting student with an area in which to acquire and develop acting skills. These techniques will aid the performer in the task of acting truthfully under an imaginary set of circumstances.

THA 1017 Jazz I

2 Credits

The class is an introduction to jazz dance techniques forms and styles. The physical and expressive qualities of movement will be explored while developing strong bodies. There is no prerequisite. The course is repeatable for credit and the student may select Pass/Fail option

THA 1018 Aerobic Dance and Fitness

1 Credit

This studio class will consist of intense physical and respiratory workout. Lectures cover the functioning body, injury prevention, nutrition and dietary care. This course has no prerequisites.

THA 1019 Yoga

1 Credit

This course is a beginning level yoga class. It will focus on basic asanas (poses), breathing, relaxation and meditation. Students will improve their flexibility and body awareness.

THA 2009 Acting Workshop

2 Credits/Course

This is a continuation of THA 1009 and begins to explore the actors work with the text through scene work and monologues.

THA 1011 Technical Practicum

1 Credit/Production

This course gives credit for technical work in construction, sound, props and lighting. The course is open to all students and is repeatable for credit.

THA 1012 Performance Practicum

1 Credit/Production

This course gives credit for performance work in a production. All the cast and the stage manager are eligible. The course is open to all students and is repeatable for credit.

THA 1013 Office Practicum

1 Credit/Semester

This course gives credit for work done in the theatre office as related to promotion, house management and box office. The course is open to all students and is repeatable for credit.

THA 1015-1016 Movement for Actors

2 Credits/Course

Beginning movement classes for actors. The performer develops an understanding of the relationship of movement to characterization and the need to cultivate physical and emotional relationships in body movement. A variety of methods, such as Alexander technique, Tai Chi, and Yoga, are used to help the student create a relaxed, alert physical instrument. THA 2015 is a continuation of 1015.

THA 1050-1051 Introduction to Design and Technical Theatre

4 Credits/Semester

Note: *These classes are repeatable for credit.*

These sequential courses cover the basic concepts in scene design and stage lighting, focusing on theatrical materials and methods. Supervised, practical experience introduces the student to the world of technical theatre.

THA 2001-2002 Theatre History I & II

4 Credits/Semester

The history of the theatre is offered in two separate courses. The sequence may be taken either selectively or in its entirety. By dealing with the influential forces of various cultures, traditions and technologies, the courses explore the evolution and development of the theatre as a composite art and social institution. Offered in alternate years.

THA 2009 Acting Workshop

2 Credits/Course

Prerequisite: Permission of the Instructor

Continuation of the techniques presented in THA 1009 and 2009.

THA 2015 Dance for Theatre

2 Credits/Course

Prerequisite: THA 1015-1016 or Permission

This is a continuation of THA 1015-1016 with an added emphasis on dance for theatre, encompassing jazz, free style, tap, and ballet. The modern performer needs to be familiar with all forms of dance and movement in the theatre. This course will help to develop that vocabulary.

THA 2020-2021 Voice and Speech

4 Credits/Course

This introductory course is designed to improve voice and diction. It concentrates on the basic elements of speech: rate, pitch, tone, volume, articulation and variety. The physiology of the vocal mechanism and the Phonetic Alphabet are included.

THA 2045 Stage Management

4 Credits/Course

Prerequisite: Sophomore Standing and Permission of Instructor

Examines the art of stage-managing and play production, including rehearsal preparations, performance responsibilities, and production process documentation. Includes intensive examination of the fundamental duty of a successful stage manager; coordinating and facilitating each of the collaborators in the theatrical process, to include performers, directors, designers, and technicians. Student will complete lab work by working as assistant stage manager for the equity CSC productions.

THA 2046 Introduction to Directing

4 Credits/Course

Prerequisite: Sophomore Standing and Permission of Instructor

This course will be focused on the art (science) of stage direction, a brief history of its development, functions of the director, and components of the art. Specific areas to be studied are script analysis, composition, working with actors, and organizing a production.

THA 2050 Theatrical Makeup

4 Credits

Lab Fee: \$45

This course explores the art of theatrical makeup. The student will learn the techniques associated with makeup for the stage as well as character makeup and the creation of prosthetic devices.

THA 3001 Introduction to Dance Science and Kinesiology

4 Credits

An introduction to the field of Dance Science for dance majors. Emphasis is placed on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to technique class, rehearsal, choreography and individual anomalies.

THA 3009 From Shakespeare to Coward

2 Credits

Prerequisites: THA 2009 or Permission

Styles class focusing on special problems of period pieces. Focus will be on the manners, mores and conventions of selected historical periods. Material from these varied eras will be studied as students work to find the "truth" in playing period style.

THA 3010 Acting for the Camera

2 Credits

Prerequisites: THA 2009 or permission of the instructor

This will explore the technique of "Acting for the Camera." Course will be run in conjunction with the TV production class.

THA 3015 Advanced Dance/Movement for Theatre

2 Credits/Course

Prerequisite: THA 2015-2016 or Permission

Continuation of the forms of dance and movement in the theatre.

THA 3020-3021 Advanced Voice and Speech

4 Credits/Course

Prerequisite: THA 2020-2021 or Permission

This is the advanced study of vocal techniques necessary for performance in professional settings.

THA 3025 Set Design for the Theatre

4 Credits

Prerequisite: THA 1050

Interpretation of texts towards the realization of effective stage design. Styles and principles will be explored as well as the process that leads from "page to stage."

THA 3026 Lighting Design for the Theatre

4 Credits

Prerequisite: THA 1050

The functions of light on stage; the use of lighting equipment. Students will learn how to design and plot out the visual meaning of a production through the artful use of stage lighting.

THA 3050 Playwriting

4 Credits

Prerequisite: Permission of Instructor

This course explores the techniques of the dramatist and the playwright's creative process. What are the elements that comprise an effective piece of theatrical writing? This is a practical course with the student practicing dramatic technique.

THA 4001 Thesis Project

4 Credits

Prerequisite: Senior Standing and Permission

All graduating students must participate in a thesis project. This can include a major role in a main stage production or the presentation of a full-length play. This is done in consultation with the instructor.

THA 4009 Audition Workshop

2 Credits

Prerequisite: THA 1009, 2009, 3090 and/or Permission

The business side of the theatre; Headshots, agents, finding material, dealing with cold readings, auditions, commercial techniques and interviews. Students work on finding and performing appropriate monologues for professional auditions.

THA 4010 Dramatic Theory and Script**Analysis**

4 Credits

Prerequisite: Permission of instructor

Discussing the role of form in theatre. Dramatic principals of theme, character, content and plot as it relates to performance. How to break down a play, find its "spine." Analysis of genre and form. These are the basic ingredients of dramatic criticism as related to the critic, the artist, and the performer.

MUSIC**MUS 1001 Music Appreciation**

4 Credits

This is an introductory course which does not assume any prior music study. The purpose is to learn how and what to listen for in music through guided listening experiences. After consideration of various elements of music, a chronological study of Western art music will be presented.

MUS 1005 Fundamentals of Music

4 Credits

This course is designed both for students with no background in music and for students who need to solidify their understanding of the basic concepts of music. The rudiments of music including pitch, rhythm, melody, harmony and form are studied. The student further develops understanding of music fundamentals through playing the piano.

MUS 1007 Music for Children

2 Credits

In this practical course, the prospective teacher learns to read simple music, play the melody bells and the autoharp, and play easy chords on the piano. The student studies the basic elements of music in order to understand a child's concept formation in music. This will aid in planning learning activities in music for children. The student also explores the relationship between music curricula and general learning goals.

MUS 1011 Piano Lessons

1 Credit

Extra Fee: \$150

Private lessons are given to each student. Acceptance is based upon current level of ability, and progress is expected through regular practice. Beginners are welcome.

MUS 1017 Voice Lessons

1 Credit

Extra Fee: \$150

Private lessons are given to each student and are based on individual needs. Proper breathing, phonation, resonance, care of the voice, vocal techniques and repertoire will be taught.

MUS 2004 American Music

4 Credits

The broad spectrum of American music is studied in the course including folk music, religious music, popular styles, jazz and fine art music. Extensive listening is an integral part of the course.

WORLD LANGUAGES**CHINESE****CHA 1001Elementary Chinese I**

4 Credit

The students will become familiar with the basic structures and syntax of the language. Informal and formal modes of speech are introduced.

CHA 2050 Spotlight on China

4 Credits

Intensive language and cultural immersion for students preparing to travel or eventually work in China. An externship option provides students with the opportunity to witness the Chinese influence on American corporate relations.

FRENCH**FRN 1001-1002 Elementary French I & II**

4 Credits/Semester

The students learn to develop skills in reading, writing, and speaking. After one year, students have been exposed to sufficient instruction in order to read short French texts, to understand specialized vocabulary, and to converse in rudimentary French.

FRN 2001-2002 Intermediate French I & II

4 Credits/Semester (3 Hours Lecture; 1 Hour

Language Lab)

In the second year, students improve language skills; they learn to master the fundamentals of more complex writing and conversation. A minimum of one hour per week of language laboratory work or its equivalent is required.

JAPANESE**JPN 1001-1002 Elementary Japanese I & II**

4 Credits/Semester

The students become familiar with the basic structures of the Hiragana and Katakana syllabaries while studying the intricacies of Japanese syntax. Informal and formal modes of speech are introduced.

JPN 2001-2002 Intermediate Japanese I & II

4 Credits/Semester (3 Hours Lecture; 1 Hour

Language Lab)

Students learn to recognize commonly used Kanji and to speak and understand as more complex language patterns are introduced. A minimum of one hour per week of language laboratory work or its equivalent is required.

JPN 2050 Spotlight on Japan

4 Credits

Intensive language and cultural immersion for students preparing to travel or eventually work in Japan. An externship option provides students with the opportunity to witness the Japanese influence on American corporate relations

KOREAN**KOR 1001 Elementary Korean I**

4 Credits

The students will become familiar with the basic structures and syntax of the language. Informal and formal modes of speech are introduced.

KOR 2050 Spotlight on Korea

4 Credits

Intensive language and cultural immersion for students preparing to travel or eventually work in Korea. An externship option provides students with the opportunity to witness the Korean influence on American corporate relations.

RUSSIAN**RUS 1001 Introduction to Contemporary Russian Language and Culture**

4 Credits

Students study Russian language at the elementary level and explore contemporary Russian social, economic and political issues.

SIGN LANGUAGE**SLN1001: Sign Language I**

4 Credits

An introduction to the basics of American Sign Language

SLN1002: Sign Language II

4 Credits

A continuation of SLN1001.

NOTE: For academic purposes, Sign Language is considered a foreign language.

SPANISH**SPN 1001-0102 Elementary Spanish I & II**

4 Credits/Semester

The student will learn to develop skills in reading, writing, and speaking Spanish. By the end of the year the student will be able to read short Spanish texts, to understand native idiomatic speech, and to converse in simple Spanish.

SPN 2001-2002 Intermediate Spanish I & II

4 Credits/Semester (3 Hours Lecture; 1 Hour

Language Lab)

In the second year students will improve their language skills. They will learn the arts of more complex writing and conversation.

A minimum of one hour per week of language laboratory or its equivalent is required.

GRADUATE PROGRAMS COURSE DESCRIPTIONS

GAC 510 Comprehensive Accounting Problems

3 Credits

This course covers the development of generally accepted accounting principles and examines financial statements and reporting issues for going concerns, cost allocation principles, price level changes, implication of differences in international accounting standards and reporting. Emphasis is on research in development of accounting theory with case study applications.

GAC 515 Financial Accounting

3 Credits

This course addresses accounting as a business tool that assists management in communicating information to stockholders. The course deals with analysis of the various components of the financial reporting process, and the preparation and understanding of financial statements.

GAC 530 Accounting and Management Information Systems

3 Credits

This course covers the role of computers in accounting and management information systems with an emphasis on management concerns in the construction, modification and use of computer systems. Topics include hardware, software, programming and system specification, and design techniques.

GAC 610 Advanced Financial Accounting Theory

3 Credits

This course examines the theoretical basis of Generally Accepted Accounting Principles with emphasis on the study and analysis of FASB Pronouncements.

GAC 620 International Accounting

3 Credits

This course examines the diverse accounting practices employed by different countries, their causes – rooted in custom, law, tax practices and economics – and their effect on the interpretation of financial statements. The course includes a study of the role of accounting in controlled economies.

GAC 625 Advanced Tax Research

3 Credits

This course studies successful methodology of tax research in federal taxation applied to the solution of both routine and complex tax problems. Topics include research sources, material and tools: court reporters, government documents, IRS rulings, professional periodicals, tax services and citators, and computerized tax research.

GAC 635 Advanced Auditing Standards and Problems

3 Credits

This course employs a case study methodology to examine effective auditing, procedures and the detection of fraud by analysis of accounts. Current findings of the AICPA and SEC are included.

GBA 500 Leadership

3 Credits

This course explores the catalytic function of leadership in the 21st century. Leadership is viewed as the capacity for individuals and groups to bring about organizational change. Issues are explored from both a theoretical and practical standpoint with an emphasis on the formation of personal leadership styles.

GBA 504 Legal and Social Environment of Business

3 Credits

This course examines the interrelations between the business sector and other societal institutions with the view of clarifying to whom and for what the corporation is responsible. Prerequisite: MBA Core

GBA 510 Managerial Economics

3 Credits

This course explores the tools of microeconomics analysis with an emphasis on decision-making in domestic and international management settings. Topics include demand theory, supply, the price system, cost analysis, market structures, factor pricing, decision criteria, and international economics. The course integrates economic reasoning with statistical techniques in order to facilitate decision-making conditions of uncertainty.

GBA 525 Managerial Accounting

3 Credits

This course addresses accounting as a business tool that assists management in communication information to stockholders. The course deals with analysis of the various components of the reporting process, and the preparation and understanding of the financial statements.

GBA 530 Management Information Systems**3 Credits**

This course examines the effective use of information systems in organizations. Topics include the use of information systems to support strategies of the firm, using information technology for competitive advantage, technical foundations of informative technology, information systems in a global environment, issues of ethics and privacy, and future trends.

GBA 540 The Global Business Environment**3 Credits**

This course focuses on understanding the global environment in terms of interrelated geopolitical, legal, cultural, economic, and competitive issues. A team project is required. Prerequisite: MBA Core

GBA 603 Organizational Theory**3 Credits**

This course examines the foundations, theories, and models of organizational configuration used to analyze the structural and behavioral aspects of organizations. Topics encompass areas such as organizational life cycle, communications, and planned change. Systems thinking and open systems theory are addressed, along with measurements, technology, and cultural analysis. Students learn how to conduct meaningful analysis for diagnosis and recommendations for appropriate organizational change. Prerequisite: MBA Core

GBA 609 Quantitative Analysis**3 Credits**

The principal focus of the course is to explore the use of quantitative analysis as a decision-making tool. Topics include decision analysis, linear and integer programming, sensitivity analysis, inventory management, time series analysis and forecasting and schedule control for project management. Prerequisite: MBA Core

GBA 630 International Management**3 Credits**

This is an advanced management course designed to expose the student to the area of international management. It offers a study of the management of organizations in international markets, both domestic and multinational enterprises. Organizational behavior, management theories, and philosophies are discussed in light of prevailing economic, political and cultural world environments. Prerequisite: MBA Core

GBA 690 Seminar: Business Strategy and Policy**3 Credits*****Capstone Course***

This capstone course examines advanced management techniques and theories combining important elements from organizational and strategic studies. The major focus of the course will be the development of strategic actions in response to issues emanating in the external environment as well as those found within the organization. Application of current and emerging strategic theory through case analysis and computer simulations will be emphasized. Prerequisite: MBA Core and six courses in the concentration

GED 510 Educational Administrative Theory**3 Credits**

This course treats both the external and internal issues related to educational administration. External issues such as interactions among local, state and federal agencies are explored, as well as comparisons on a state-to-state level. Internal issues such as how to set up administrative systems that optimize learning are also explored. This course incorporates, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders

GED 521 Introduction to Educational Technology**3 Credits**

This course will provide students with a comprehensive survey of the field of educational technology. Students will apply multiple technologies in the production of a final project – a lesson plan which integrates technology.

GED 522 Technology and Ethics**3 Credits**

This course will examine the impact that many forms of cyber technology have upon our foundations for social, legal, cultural, and moral systems. As digital media and cyber technology rapidly evolve, we also must understand how social policies and laws are developed in response to these technological developments.

GED 523 Productivity Tools for Teachers**3 Credits**

Students will have an introduction to learning theory and apply it to the selection of productivity software to enhance their students' learning experiences. They will study and apply the use of word processors, spreadsheets, databases, presentation software, and Internet based learning resources to their lesson plans.

GED 524 Web Design for Teachers**3 Credits**

Students will bring pedagogical foundations of instruction together with web development and design principles to develop a unit of instruction for their classes.

GED 525 Audio and Video Production for the Classroom**3 Credits**

Teachers will learn to enrich their classrooms by incorporating podcasts, online video clips, and production activities that allow student to actively engage in the process of using technology for learning.

GED 526 Digital Visual Imagery for Educators**3 Credits**

Teachers will learn how to effectively integrate many forms of digital visual imagery and select those best targeted to address the needs of their students' learning styles into lesson plans. Digital visual imagery will become an integrated and effective part of their classroom instruction.

GED 527 Video Game-based Learning**3 Credits**

Video game technologies can play an important role in educational practice. Students will have a hands-on experiential approach that will lead them to design a game and lesson plan for implementation in their classrooms.

GED 529 Educational Research**3 Credits**

This is a survey course of empirical and qualitative research design and research methodologies in education as well as survey techniques, case study reports, and ethnography. Common and unique features of philosophic, aesthetic inquiry and historical methods are also considered. This course will incorporate, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 550 Seminar in Curricular Evaluation and Assessment Strategies**3 Credits**

This course includes the study of appropriate methods of evaluation and assessment of educational programs with emphasis on evaluative/assessment procedures for developers and users, and consideration of materials and effectiveness of programs.

GED 552 The Development and Supervision of Special Education Programs**3 Credits**

Since the number of students with disabilities placed in general education classrooms with aides and supports increases every year, this course is essential for any professional planning to be a school principal, supervisor, or director of special education. This course will explore the federal and state rules and regulations that govern special education, financial aspects of special education, and the need to establish programs in the public school setting which include occupational therapy, physical therapy, speech-language services, behavior plans, counseling, transportation responsibilities, nursing services, paraprofessionals, and extended school year opportunities. Other topics will include writing the DIEA and NCLB grants, English as a Second Language programs, and the supervision of this diverse group of professionals.

GED 560 Seminar in Instructional Leadership**3 Credits**

This course examines the philosophical and psychological attributes of leadership. The theoretical concepts of leadership will then be applied to education by studying the major "formers and reformers" in America's educational history. Students will be called upon to identify their own leadership attributes and to develop their philosophy of leadership through the application of conceptual and behavioral skills to the resolution of instructional problems through the utilization of simulated situations, role playing, and case study analysis.

GED 601 Nature and Needs of Individuals with Disabilities**3 Credits**

This course takes an in-depth look at current state and federal legislation that impacts special education. The characteristics and etiology of specific disabilities and placement options for diverse learners is addressed. Field work may be required. Students who hold special education certification and have taken a similar course within the last five years need not take this course, and should substitute a different course in the same category for GED 601.

GED 602 Ethical Issues**3 Credits**

This course will examine ethical issues that affect an individual with special needs throughout his/her life span. Issues will include confidentiality, placement in the least restrictive environment, and the impact of medical ethics on the child and the family. Students will grapple with questions of professional ethics.

GED 604 Behavior Management**3 Credits**

This course examines a variety of models of behavior management for a diverse population. A study of students who exhibit involved and/or disruptive behaviors is included. The purpose of GED 604 is to provide graduate level students who have received teacher certification with a review of behavior management models and research-based strategies for classroom management. The course provides teachers with the knowledge and skills to create learning environments that motivate students through learning and self-management skills along with a repertoire of responsible behaviors. The course considers the role and importance of behavior management for effective teaching and learning. Prerequisite: GED 601 (or taken concurrently)

GED 605 Characteristics of Diverse Learners**3 Credits**

This course examines the learning characteristics of individuals with special needs, and how these are manifested in a variety of environments, with a focus on the relationship between individual characteristics, instructional design, and teacher preparation.

Prerequisite: **GED 601**

GED 606 Approaches to Instruction for Special Education**3 Credits**

This course explores specific educational techniques and strategies to meet the needs of diverse learners. The focus is on students with mild to moderate disabilities. Students gain practice in assessing student needs, and using this as a basis for choosing, planning, preparing and presenting content, and developing supporting materials. Prerequisite: GED 601 and GED 605

GED 607 Assessment for Instruction in Special Education**3 Credits**

The focus of this course is the evaluation of children with special needs. Evaluation is studied from a historical perspective and extends to current issues and trends. Issues surrounding legislation, ethical consideration, validity, reliability, and bias are reviewed and discussed throughout the course. Students will examine standardized tests that measure potential, achievement, and how a student learns. The purpose of this course is to familiarize students with the tests that are used in the classification process. Prerequisite: **GED 601 or Special Education Certification**

GED 608 Family, Society and Children with Special Needs**3 Credits**

This course addresses the individual with disabilities within the context of the family and society. Lifespan issues, including transition, work, adulthood and medical concerns, will be explored. Prerequisite: GED 601 (or taken concurrently)

GED 615 Collaborative Practices**3 Credits**

Prerequisite: Completion of a minimum of nine credits in the graduate program including GED620

This course covers the purpose and the nature of collaboration, and teaches collaborative skills. Students must demonstrate effective collaborative interactions as evaluated by the instructor in order to pass this course and progress further in the program.

GED 617 Alternative Assessment Practices**3 Credits**

Prerequisite: GED601 or Special Education Certification

This course examines the role of authentic assessment in the education of the individual with special needs. Students become familiar with current research on this topic and then create, administer, and evaluate alternative assessments.

GED 618 Seminar in Research and Application in Special Education**3 Credits**

Prerequisite: A minimum of 30 credits completed in the graduate program. GED 697 must be taken in the semester prior to taking this course. This course is the capstone for the MA in Special Education and is required for graduation.

GED 619 Students, Teachers, Social Policy and the Law**3 Credits**

This course involves the study of the legal aspects of public education, including the influence of social policy as evident in local, state, and federal legislation. Emphasis will be on the rights of students and the rights/responsibilities of teachers in the schools. Case law will be examined as a regular part of the classroom discussion. ****There is a 25-hour field experience component to this course.**

GED 620 Inclusive Practices**3 Credits**

This course examines the socio-cultural issues, problems, and trends affecting the educational programming of exceptional children. Topics covered include legislation, least restrictive environment, individualized educational programs, curriculum, assessment, and mainstreaming. Techniques and strategies for curriculum selection, modification, adaptation, and implementation are examined. A major focus of the course is on differentiation of instruction to meet the needs of all learners within the inclusion classroom. Field work may be required.

GED 621 A Prologue to Contemporary Educational Practice**3 Credits**

This course supports the constructivist philosophy of student-centered instruction and relevant, meaningful learning. Students will further develop and apply their understanding of teaching strategies that will serve to maximize the potential of each student through learning models that are specifically organized around content, competencies, communication, collaboration, and connectivity. Each student will be required to design a thematic, interdisciplinary instructional model organized around a global issue that demonstrates how such issues can be used to define meaningful, worthwhile, and effective learning contexts that address the achievement of core curriculum content standards and meet the needs of a diverse group of learners in the classroom.

GED 622 Collaborative Teaching Concepts**3 Credits**

The role of the professional educator is changing and collaboration is becoming an increasingly more important component. The course addresses the purpose and scope of co-teaching situations, examines several of the collaborative models that educators engage in, and explores the interpersonal and communicative skills inherent in effective collaboration. This is about general education teachers, special education teachers, and special education support personnel working together in a classroom to meet the needs of

diverse learners. Topics covered in this course include various collaboration models, inclusive practices, technology support for students with special needs, working with paraprofessionals, and administrative support for inclusion practices. This course prepares teachers to meet the challenges of the current educational climate in which collaborative teaching is a common occurrence, as well as challenging them to develop solutions to common collaborative teaching concerns.

GED 623 Assessment and Evaluation: Relevant Instructional Design Models

3 Credits

This course is designed to introduce the concepts of student assessment and evaluation, and their importance in the field of education. The course provides a theoretical and practical foundation for teachers with emphasis on the relationship among assessment, teaching, and learning, and the implications for standards-based classroom instruction. Students will become knowledgeable as to current trends in assessment, types of assessments and their characteristics and uses, the testing program in New Jersey, analyzing and using assessment data, developing performance objectives outcomes and assessment plans to evaluate lessons and student learning, and developing a classroom-based assessment program and grading/record-keeping system. The course takes an in-depth look at authentic assessment in the context of learning theory, effective educational practices, and the constructivist classroom. In addition, students will be able to better understand and apply their knowledge of ISTE, NCTM, NCTE, NJCCCS and other important standards of learning.

GED 624 Teachers as Change Agents and Educational Researchers

3 Credits

This course is designed to introduce the concepts of different types of research and their importance in the field of education. The course will provide a theoretical and practical foundation for teachers with emphasis on the relationship among leadership; action research; teaching and learning; and their implications for classroom instruction. Students will gain further insight into characteristics of effective instruction and further enhance their ability to serve as effective teacher leaders in the Information Age. Course objectives will be organized within three specific areas of study: teacher leadership, action research, and effective instruction in a standards-based model.

GED 625 Curriculum Design and Development

3 Credits

This course examines the nature and development of curriculum, assessment procedures and strategies within a contemporary context. Models for curriculum design will include critical thinking, cooperative learning, constructivist instructional strategies, and brain-based concepts. Performance based tasks and assessments will be an additional focus. Issues relating to 21st century learning environments that include relevance and rigor within the context of authentic intellectual work will be addressed. Students will develop a personal view of how to develop curriculum in the twenty-first century using appropriate research methods.

GED 626 Educational Technology Integration Strategies

3 Credits

This course serves to increase the individual awareness and competencies of teachers and educational leaders as it relates to the seamless integration of technology. The essential characteristics of the 21st century learner and learning environment provide the rationale of the need for effective technology integration strategies. Students are provided the opportunity to use state of the art educational technologies, such as online 3D MUVE (multi-user virtual environments) or simulations, and Web-based e-learning technology applications within their professional practice. Specific functionalities of these innovative technologies will be utilized within an authentic and practical instructional context.

GED 627 Action Research Based Thesis Proposal

3 Credits

This course serves as a pre-requisite to the school based research project and thesis. Students will examine current research on educational change, qualitative, quantitative, and technological methodologies in school-based action research, and various school improvement and change models. Students will learn how to evaluate school programs for continuous improvement, including curricular and instructional practices, professional development, athletics, co-curricular, technology, support services, and community involvement. Students will extend and reinforce their knowledge, skills, and competencies related to professional and educational practice through identification and preliminary research of an authentic school-based problem, which will be developed and completed during the implementation and thesis segment of the program.

GED 628 Special Education Services and Community

3 Credits

This course presents an overview of the special education services and community resources available to the individual with special needs and his/her family. The resources of schools and the facilities of other public and private agencies will be emphasized. Field observations are part of the course requirements (and may be made on weekends and evenings).

GED 629 Applications of Contemporary Educational Practice

3 Credits

Prerequisite: A Prologue to Educational Practice This course supports the constructivist philosophy of student-centered instruction and relevant, meaningful learning. Students will continue to develop and apply their understanding of teaching strategies that will serve to maximize the potential of each child through learning models that are specifically organized around elementary level

content, competencies, communication, collaboration, and connectivity. Each student will be required to design a thematic, interdisciplinary instructional model organized around a global issue that demonstrates how such important issues can be used to define meaningful, worthwhile, and effective learning contexts that address the achievement of core curriculum content standards and meet the needs of a diverse group of learners in the elementary classroom.

GED 630 Improving and Assessing Instructional Strategies

3 Credits

This course is designed for full-time professionals who will use job experience to plan and evaluate teaching strategies and materials, develop teaching skills based on knowledge of sound learning theory, and develop a “teaching model” or personal philosophy of teaching. Motivation, enrichment or resources, varied pedagogical methods, deeper understandings, creativity, and accommodation for individual student needs and aptitudes are emphasized.

GED 632 Technology in the Classroom

3 Credits

Examines the role of technology in the classroom, including computers, videotapes, television, and satellite communications. Current and potential resources are covered. Special emphasis focuses on the computer as a teaching-learning tool, with a study of commercially available computer software, and analysis and evaluation of software design and documentation included. This course incorporates, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 633 The Art and Science of Teaching & Learning: Brain Compatible Practices For the Elementary Classroom

3 Credits

The art and science of teaching is addressed in this course within the context of brain compatible learning environments and strategies at the elementary level. The recent research on learning and the human brain is translated into effective classroom practices and strategies that will serve to meet the needs of all of our young learners. This course provides students with information and practical applications that are supported by extensive research on developmental learning. The biology of readiness, critical and sensitive windows for learning, nutrition and the development of memory space will be addressed and linked to effective instructional practices in the classroom.

GED 634 Innovative Approaches to Literacy Instruction

3 Credits

This course approaches literacy instruction by examining literacy from the cognitive, affective and sociocultural perspectives. This course introduces participants to the latest research on reading and writing instruction. Participants will discover answers to questions and issues relating to readiness, phonological awareness, metacognition, comprehension and critical literacy skills. An in-depth review of five critical factors (phonemic awareness, phonics instruction, vocabulary instruction, fluency instruction, and comprehension strategies) will be provided. Strategies in reading instruction in elementary classrooms and in content areas will be emphasized throughout this program. Students will also gain additional knowledge and competencies in the critical area of information literacy. Specifically, they will discover ways to help elementary age children locate relevant information in an efficient manner, understand and evaluate information and use the information. Clear communication of that information will be emphasized.

GED 635 Literacy as a Process in Integrated Learning

3 Credits

This course is designed to provide an introduction to the theories of literacy, to develop an understanding of literacy instructional methods and strategies, and to assist teachers in individualizing instruction. Literacy in this course is described as developing an integrative ability to use the modalities of reading, writing, listening, viewing, and visually representing across age and grade levels. Emphasis is placed on accommodating literacy assessment including standardized tests, performing assessment, authentic/alternative assessment and portfolio assessment. The importance of interpretation of assessment and the practice of diagnostic teaching to improve literacy is addressed.

GED 636 Inquiry Instruction in the Classroom

3 Credits

In science, inquiry refers to “the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.” (National Research Council. 1996. National science education standards.) Once the domain of the science and mathematics disciplines, inquiry-based instruction can also refer to the diverse ways that any discipline can be explored. In this course, you investigate the use of inquiry-based techniques in many curricular and instructional areas. You will explore ideas, issues, and practices in an inquiry-based classroom. As a result of this course, you will be able to apply your knowledge to your own classroom activities by analyzing and evaluating activities, and developing activities and assessments, describing inquiry-based methods to your colleagues, investigating the use of inquiry-based techniques with special needs populations, and recognizing that inquiry-based learning occurs outside as well as inside the classroom.

GED 637 Critical Thinking, Moral Education & Ethics in the Classroom

3 Credits

This course promotes the concepts of critical thinking through an historical and philosophical analyses of the value questions that educators and their students confront. Using the constructs of critical thinking, students will study the teaching of moral value systems, will analyze values clarification, and explore various psychological developmental approaches to character education.

Students will also provide critical analysis of some of the contemporary value conflicts and moral dilemmas inherent in present-day educational policies and practices.

GED 638 Action Research Based Thesis Implementation

3 Credits

This course is designed to introduce the concepts of research, specifically applied research/action research, and their importance in the field of education. The course will provide a theoretical and practical foundation for teachers with emphasis on the research; action research; teaching and learning; and their implications for classroom instruction. Students will gain further insight into characteristics of effective research, and further enhance their ability to serve as effective teacher researchers in the Information Age. Models of research that best serve teacher practitioners will be examined and applied. Students will complete a research project within the context of their professional working environment. The emphasis of the project is the improvement of student achievement. The research projects will be supported with a thesis that describes the various chapters of the specific research project.

GED 641 Strategies for Collaborative Teaching: Case Studies

3 Credits

This course is designed to be an interactive seminar using case studies developed by the students. The course focuses on strategies for collaboration and on the skills required of a master teacher for mentoring and/or peer coaching. The building of collaboration skills is the main objective of this class.

GED 642 Case Studies in Supervision

3 Credits

This course is designed to apply the theories of educational supervision to the application of educational supervision to the through the use of case studies. Students are encouraged to develop “real-life” scenarios or problems and then create strategies to handle the scenarios and/or solve the problems in order to maximize teaching effectiveness.

GED 643 Conflict Resolution

3 Credits

This course will examine the nature of conflict and develop an understanding that conflict is often necessary to the change process. Emphasis will be placed on the different ways that people deal with conflict. In addition, this course will explore the methods and strategies of conflict resolution; the reasons for conflict; the levels of conflict; and the types of conflict. The strategies for mediation and conflict resolution will be understood, applied, and analyzed. This course will incorporate, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 647 The Summer Writing Institute: Introduction to the Writing Agenda

3 Credits

The Introduction to the Writing Agenda brings together teachers from a range of grades and disciplines to write, to share their writing, to revise, to learn about the connections between writing and thinking, and most importantly to develop applications to their own teaching of writing. Through collaboration and conversation teachers address their concerns about teaching writing, and cultivate an understanding of the way that writing uniquely supports both learning and the communication of what has been learned. The introductory course is the first in a four –course graduate sequence that can lead to a Certificate in the Teaching of Writing.

GED 648 Applications of the Writing Agenda

3 Credits

Applications of The Writing Agenda, is a co-requisite of the Introduction to the Writing Agenda, and give teachers the crucial support of collaboration and mentoring as they apply, assess, and revise new approaches to the teaching of writing. Depending on the reforms teachers bring to the course, it can focus on a range of topics; for example invention strategies, visualizing and problem-solving, coaching and grading, drafting texts and editing them, developing projects and preparing for high-stakes testing, the role of film and the power of Web-based inquiry and communication, the connections between reading and writing or story and argument. One outcome of the course is a spring conference giving teachers the opportunity to share what they have learned.

GED 650 Principles and Practices of Supervision

3 Credits

This course is designed to provide future school supervisors with the skills knowledge and experience to observe, mentor, collaborate, counsel, and support teachers in the classroom. Several currently researched theories of staff supervision will be used as models to maximize teacher learning and to optimize the learning opportunity for their students. The national INTASC-based standards for beginning teachers, national specialty organizational standards, the Highly Qualified Teacher Requirement of the No Child Left Behind (NCLB) legislation, the P-12 New Jersey Core Curriculum Content Standards, and the New Jersey Professional Standards for School Leaders will provide the foundation for supervisor’s training. Principles and problems of supervision will be explored as well as the varied roles of the supervisor in school districts.

GED 651 Curriculum Development and Evaluation

3 Credits

This course is designed to prepare students to become educational leaders and professional curriculum developers. Students will develop an integrated view of curriculum and instruction at the preschool, elementary, and secondary school levels from the perspective of the teacher and the learner. Students acquire an understanding of the interrelationships between current issues in curriculum development, socio-cultural and political influences, and the needs of each constituency in educational systems. The course emphasizes analysis and evaluation of significant curriculum practices, reforms and innovations including the P-12 New Jersey Core Curriculum Content Standards, the national INTASC standards and the New Jersey Professional Standards for School Leaders.

Emphasis is placed on connecting an understanding of curriculum theory to effective supervision of curriculum development and practice.

GED 652 Current Issues in Special Education

3 Credits

This course assumes is designed for students who have special education certification and are familiar with special education history, the laws, and characteristics of various disabilities. This course covers the update in the laws and the changes in special education, and will examine those issues that are currently affecting special education teachers in the schools. This course examines special education as an evolving and changing discipline. Students will study current theories, philosophies and practices in the field of special education today.

GED 653 Curriculum Development in Early Childhood and Elementary Education

3 Credits

This course develops an integrated view of problems of curriculum and instruction at the early childhood and elementary level including analysis and evaluation of significant curriculum practices. The interrelationships between current issues in curriculum development, socio-cultural and political influences, and the needs of the learner is examined and explored. Emphasis is placed on developing curriculum for early childhood programs that are progressive, considerate of the developmental needs of the younger learner, encourage preparation for academic learning and social communication, and cognizant of the New Jersey Core Curriculum Content Standards. Alternative assessment and early childhood readiness assessment is also examined.

GED 656 Communication and Literacy in Special Education

3 Credits

The focus of this course is on language development, communication and literacy as they relate to children with special needs. Literacy instruction is examined, including the use of specialized reading programs. The course also examines students who are nonverbal and emphasizes communication strategies, including assistive technology, to engage these students in academic and nonacademic tasks. Students study individualized strategies which special educators can use to enhance language development and teach communication.

GED 657 Curriculum Development in Middle and Secondary Schools

3 Credits

The course develops an integrated view of problems of curriculum and instruction at the Middle and Secondary levels including analysis and evaluation of significant curriculum practices. The interrelationships between current issues in curriculum development, socio-cultural and political influences, and the needs of the learner is examined and explored. Emphasis is placed on developing curriculum for middle and secondary school learners that includes consideration of emotional and academic developmental needs of the adolescent learner, encourages school to work transitions, includes college preparatory curriculum development, and evaluates interdisciplinary, disciplinary, and problem focused models. Assessment is addressed relevant to New Jersey Core Curriculum Content Standards, standardized achievement tests, and alternative assessment.

GED 658 Social Issues for Children with Special Needs

3 Credits

Prerequisite: GED 601 or special education certification

This covers social issues for children with special needs. Topics include social skills training programs, bullying, social interactive skills, peer buddies, and a study of best practices and programs that enhance social interaction skills for children with special needs.

GED 659 Children at Crossroads: Life Issues that Affect Young Lives

3 Credits

Prerequisite: GED 601 or special education certification

This course examines issues that children may cope with as they grow up, from the more common issues of childhood to some of the more intense events that can, and often do, touch young lives. The purpose is for special education teachers to develop skills and strategies to cope effectively in a variety of circumstances and with all students.

Course topics include children who are experiencing issues within the family, including death, divorce, and/or poverty as well as children who have been affected by a disaster, natural or otherwise. Adoption and foster families are considered as well. Strategies and resources for educators are emphasized.

Service learning is a major component of this course. To this end, graduate students develop and implement a one-shot service learning project for their students. This course meets two hours per week in class. The final hour is designated for out-of-class work on the service learning project, including meeting with course professor.

GED 660 The Principalship

3 Credits

This course deals with practices of educational leadership in K-12 settings. Instructional design leadership and implementation, positioning of the school in the district, human resource issues such as motivation and staff development, professional communication

practices, and decision-making strategies, qualitative and quantitative, are explored. This course incorporates, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 661 Managing Educational Change and Innovation

3 Credits

This course develops an awareness and understanding of the dynamics of planned change. Theoretical frameworks from social psychology are utilized to aid students in improving their ability to understand leadership responsibility. Various concepts of managing change and the process of change are considered. Managerial methods such as continuous quality management, site-based management, total quality management, and strategies for adapting principles from them to the schools and the classroom are discussed. In addition, an analysis is made of teacher and supervisory roles in creating instructional change. Techniques for evaluating instructional change are discussed along with strategies for improving human relations and communications in the change process. This course incorporates, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 670 Field Supervision Internship I

6 Credits

Prerequisites: Departmental application and approval

This course is designed to provide students with field-based learning opportunities. Students are assigned to a public school administrator/mentor. Students assume administrative tasks and responsibilities within the school district for the duration of the 15-week semester. College faculty conduct field site visits and consultations with the assigned mentor.

GED 671 Field Supervision II

3 Credits

Prerequisite: 24 graduate program credits, cumulative GPA of 2.8 or better and application approval

This seminar course is designed to provide students with field-based learning opportunities. Using the clinical approach, students engage in studies of the theoretical context of supervisory practice, methodological techniques, sociology of supervision, and supervision as leadership in curriculum improvement. 150 hours of field experience are required for this course.

GED 680 Finance and Facilities

3 Credits

This course explores the financing of public education. Sources of revenue such as state funding and taxation are dealt with, in addition to grant acquisition and district revenue generating projects. Emphasis is placed on the construction of an average-size district budget and communicating the budget process to stakeholders. This course incorporates, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GED 697 Educational Research

3 Credits

This is a survey course of empirical and qualitative research design and research methodologies in education as well as survey techniques, case study reports, and ethnography. Common and unique features of philosophic, aesthetic inquiry and historical methods are also considered. This course incorporates, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders. This course should be taken in the semester preceding GED 618.

GED 698 Research in Instructional Leadership *Capstone Research Course*

3 Credits

The primary focus of this course is research: theoretical, action research, empirical, historical or ethnographic. The student develops a proposal for research under the guidance of the professor and completes the approved research project during this course. Students who are pursuing a New Jersey's Department of Education Supervisor's Licensure are required to develop a research topic within the areas of educational supervision or curriculum development. Students who are pursuing a New Jersey Department of Education Principal's Licensure are required to develop a research topic within the areas of educational leadership, and be cognizant of the New Jersey Professional Standards for School Leaders. This is considered the capstone research course for the Education Department's Master of Arts. To be admitted to the course, students are required to complete GED 697 Educational Research and the Core requirements.

GED 699 Special Topics in Special Education

3 Credits

This course focuses, in depth, on one disability each semester. Each semester a different disability is highlighted. Students have the opportunity to research an aspect of the particular disability that is studied. Students may choose to take this course a second time, in lieu of GED 620, as long as the topic for GED 699 is different each time.

GENG 601 Theoretical Approaches to Literature and Research

3 Credits

An introduction to the profession of literary studies for students new to graduate study in English. This course offers a review of current critical theories and methodologies, research techniques, bibliographic methods, and issues in literary criticism.

GENG 610 Studies in Medieval Literature**3 Credits**

Studies of a variety of Middle English writing serve as a focus for special topics, including mysticism and historical prose from the thirteenth to the fifteenth centuries.

GENG 615 Studies in Early Modern Literature**3 Credits**

Selected studies of the poetry, drama, and prose of the English Renaissance, especially the works of Spenser and Shakespeare.

GENG 620 Studies in the Seventeenth and Eighteenth Century Literature**3 Credits**

An intensive study of a particular problem, genre, theme, or body of work in the neo-classical and pre-romantic periods of English literature and the Colonial Period of American literature. Studies might include such writers as the Cavalier and metaphysical poets, Milton, Pepys, Restoration dramatists, Boswell and Johnson, Bradstreet, and Taylor.

GENG 625 Studies in Nineteenth Century Literature**3 Credits**

An examination of the major British and American writers of the nineteenth century, with particular attention to the intellectual, social, and political backgrounds of the period.

GENG 630 The Romantics**3 Credits**

An intensive study of a particular genre (such as lyric poetry), theme (such as “romantic agony”), body of work (e.g., the “Lake poets”), or other feature of the romantic literature of England and America.

GENG 635 Studies in Twentieth Century Literature**3 Credits**

Selected studies of representative American and British writers of the twentieth century. The emphasis will be on modernism and post-modernism, including such genre studies as the long poem or such historical studies as the literature of exiles.

GENG 650 Author Seminar**3 Credits**

A detailed study of the major and minor writings of one author, plus an examination of the most influential critical and scholarly treatments of the author’s work. The particular author studied will be determined by a combination of student and instructor interest.

GENG 660 Studies in Drama**3 Credits**

An advanced study of the types, artistic traditions, history, techniques, and critical analyses of classical, continental, English, and American drama. Different conceptions of the theater are examined in connection with representative plays.

GENG 665 Studies in Fiction**3 Credits**

An advanced study of the genre of narrative fiction and its historical origins, typically treating specific works of fiction and related prefaces and essays concerned with theory and technique. Readings might include examples of such early types as the epistolary and picaresque novel and such recent types as experimental and post-modernist narratives.

GENG 670 Studies in Poetry**3 Credits**

A study of the principles underlying poetry as an art form, including an investigation of prosody, metaphor, and the creative process. Exercises in practical criticism of poetry will complement theory.

GENG 675 Writing in Media Technology**3 Credits**

A study of the different types of electric media, including TV, film, and the Internet, and the relationship of these media to the written text. Instruction is given in such writing modes as screenplay, film treatments, reviews, scholarship, press release and press kits.

GENG 680 Linguistics**3 Credits**

An introduction to the scientific analysis of language, with emphasis on syntactic theory and transformational generative grammar and including a consideration of the appropriate role of linguistics in informing the relationship between oral language background and the production of written text.

GENG 685 Literary Criticism**3 Credits**

An examination of some aspect of literary criticism, both theoretical and practical. Emphasis may be placed on a particular approach, a particular theorist/critic, or a grouping of theorists/critics.

GENG 687 Literature and Allied Discourse**3 Credits**

An investigation into the study of imaginative literature in relation to another field of intellectual inquiry. Such fields would include philosophy, psychology, religion, fine and performing arts, film, politics, scientific inquiry, media, and popular culture. Specific topics are determined by the instructor.

GENG 688 Graduate Teaching Practicum**3 Credits**

With the approval of both the instructor and the graduate director, students may undertake the Graduate Teaching Practicum for one semester in an undergraduate English class. The instructor must be a member of the graduate faculty. This course provides graduate students with a first-hand experience of designing and running a college-level class. Students may undertake only one Teaching Practicum during the course of their degree.

GENG 690 Thesis Supervision**3 Credits**

Students will work individually with a faculty member and two committee members on a research project that will result in a thesis paper (40 pp. +) and a public defense of the thesis.

GENG 695 Master's Exam Study**3 Credits**

The student, in consultation with three faculty members, will prepare for a three-part exam focusing on a period, an author, and a literary movement of the student's choosing. Students may bring only primary source material to the written exam session, which will be followed by an oral public defense.

GFN 610 Financial Management**3 Credits**

This course is a study of the control of the resources of business enterprises in order to maximize the value of the investment for the owners. Topics include the budgeting process, investment valuation and the cost of capital inventory and cash management and global activities. Prerequisite: MBA Core

GFN 620 Financial Markets and Monetary Institutions**3 Credits**

This course addresses matters significant to the proper management of financial institution. The topics include the Federal Reserve, financial regulations, financial security types and yields, interest rate theories, interest rate risk management, stock index futures, and numerous operating functions in banking. Prerequisite: MBA Core

GFN 630 Entrepreneurial Financial Management**3 Credits**

This course addresses matters significant to business valuation, financial forecasting, financing strategies and business creation financing. Additionally, course materials and methods will include lecture, case studies, and computer modeling. Prerequisite: MBA Core

GFN 640 International Financial Management**3 Credits**

This course examines the financial management of multinational corporations and the interrelationships between financial planning and the international economic environment. Topics include direct investment theory, capital budgeting, financing tools and investments, risk, and working capital management. Prerequisite: MBA Core

GHR 600 Legal Issues in the Workforce – USA**3 Credits**

This course will examine the significance and impact of laws as they pertain to employment and labor relations. Students will be exposed to the numerous laws impacting recruiting and selection, compensation, working compensation, working conditions; discipline and union/management labor relations, as well as, international regulations. Students will examine how organizations are affected by these regulations and ambiguities. This course will examine the content and application of key laws such as the NLRB, Title VII, Civil Rights Act, EEOC, ADA, and FMLA. In addition, case studies will be utilized to analyze the outcomes of certain labor relations decisions. Prerequisite: MBA Core

GHR 610 Statistical Analysis for Decision Making**3 Credits**

This course examines appropriate statistical analysis methods used to support human resources decision making in business organizations. Topics include selection, justification, design, and comparison of various measurement systems for compensation, benefits, training and development, employment and employee relations, and retention activities. Benchmarking, workforce analytics, and design and implementation of HR surveys are also included, along with suitable reporting. Prerequisite: MBA Core

GHR 620 Compensation & Benefits**3 Credits**

This course examines the purpose, design, funding and administration of salary and benefits programs offered to employees by their employers. In addition, this course examines the legal environment governing the administration of employee benefits. The course covers the various components of employee compensation systems and their role in attracting and retaining good employees. Students will also gain insights on how to develop and evaluate employee compensation systems that serve the needs of the workforce and the organization. Prerequisite: MBA Core

GLA 501 History and Philosophy of American Education**3 Credits**

The major thoughts and significant actions in American education history from colonial times to the present will be emphasized. Students will examine the influence of philosophical perspectives, historical educational reforms, politics, and reformers of the

evolution of educational principles and practices. Understanding the American heritage and the legacies of past reform will be addressed. Students are encouraged to develop their own philosophy of education and understand the role of a guiding philosophical focus in the development of curriculum, educational policy, and practices. This course will incorporate, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Administrators.

GLA 521 Learning and Cognition

3 Credits

This course examines how students learn, explores the cognitive and affective processes of learning, and describes the flow of information from the initiating stimulus to understanding. This course focuses on theoretical and research evidence about motivation, pattern recognition, working and long term memory, and meta-cognitive processes. Levels of thinking, concept formation, process of problem solving, reasoning, and creativity will be discussed. Students will be asked to analyze their own learning and teaching styles using the theories and processes learned in this class along with instruments such as the Minnesota Multiphasic Personality Inventory, the Meyer-Briggs Temperament Indicator, the Learning Styles Inventory, and the Praxis Exam. Special emphasis will be on the application of learning and cognition to problems of classroom teaching and student diversity.

GLA 530 Human Resources Management

3 Credits

This course examines the expanding and developing role of the Human Resources department in today's organizations. In addition to function areas (e.g., job analysis and design, recruitment and selection, training and career planning, compensation and benefits), the course focuses on HR strategy development in a changing environment, managing employees in global markets, HR processes and systems, and other contemporary practices of today's preeminent human resources organizations. Prerequisite: MBA Core

GLA 545 Statistical Methods for Educational Research

3 Credits

This course will examine appropriate methods of statistical analysis for educational research, including: statistical inference, the general linear model, least squares estimation, correlation and regression analysis, as well as analysis of variance. Emphasis is placed on being able to perform analysis and to compare different methods of analysis and understand how they are used in research.

GLA 602 Advanced Written Communication

3 Credits

This course will address the special stylistic and organizational needs of individuals who must communicate technical information in a clear and understandable manner. A variety of formal reports such as progress, proposal, recommendation, and feasibility will be studied.

GLA 605 Critical Thinking, Moral Education and Ethics in the Classroom

3 Credits

This course promotes the concepts of critical thinking through historical and philosophical analyses of the value questions that educators and their students confront. Using the constructs of critical thinking, students will study the teaching of moral value systems, will analyze values clarification, and explore various psychological development approaches to character education. Students will also provide critical analysis of some of the contemporary value conflicts and moral dilemmas inherent in present-day educational policies and practices.

GLA 610 Professional Leadership Development

3 Credits

This course is designed to expand the student's leadership skills and abilities through the exploration of proven leadership principles. Topics will include innovative and creative thinking, team building, using effective communication, problem-solving, supervising and training employees, power and influence, and planning for the future.

GLA 611 Students, Teachers and the Law

3 Credits

Student will study the legal aspects of public education including local, state, and federal legislation. Emphasis will be placed on the rights of students and the rights/responsibilities of teachers in the schools. Case law will be examined as a regular part of the classroom discussion. This course will incorporate, where appropriate, the New Jersey Core Curriculum content Standards and the New Jersey Professional Standards for School Leaders.

GLA 612 Comparative Educational Systems

3 Credits

This course focuses on the comparative analysis of PreK-12 international educational systems. Emphasis is on the impact of internal and external forces on educational systems around the world. Understanding the dynamics of school-society relations is integral to the development of educational systems that enable individuals to reach their respective potentials in ever-increasing global interaction. A central thesis of the course is that the workings of a global economy and societal connections pose common problems for educational systems. These problems will be reflected upon through case studies, discussions, and research.

GLA 615 Education and Social Policy

3 Credits

Comparison of social theories dealing with social, economic, and political contexts of education is the primary aim of this course. Discussion will include theories of culture and social change and educational implications of liberal, authoritarian, democratic, and

revolutionary theories. This course will incorporate, where appropriate, the New Jersey Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders.

GLA 623 Conflict Resolution

3 Credits

This course will examine the nature of conflict and develop an understanding that conflict is often necessary to the change process. Emphasis will be placed on the different ways that people deal with conflict. In addition, this course will explore the methods and strategies of conflict resolution, reasons for conflict, the levels of conflict, and the types of conflict. The strategies for mediation and conflict resolution will be understood, applied, and analyzed. Prerequisite: MBA Core

GLA 627 Multiple Intelligences and Emotional Intelligence

3 Credits

This course examines and analyzes various theoretical perspectives of cognitive and emotional intelligences. Emphasis will be placed on developing an understanding of Gardner's multiple intelligence theory, Sternberg's triarchic theory, the holistic theory of intelligence, and leading theories of emotionality (the affective domain). In recent years, the integration of cognitive and emotional intelligence and the influence of these on behavior of the individual have been significant to the development of dynamic interventions in counseling and education. The history of these theories, assessment of intelligence, applications to the educational setting, and social and ethical issues will be considered.

GLA 630 Employee Evaluation and Development

3 Credits

This course provides the student with an understanding of the importance of effectively evaluating employees and working with them toward their continual development. Course content will include evaluating jobs and positions, matching people to vacancies, performance reviews, and career planning and development. Prerequisite: MBA Core

GLP 510 Introduction to Leadership

3 Credits

This course introduces the student to a working definition of leadership, methods necessary for effective leadership. The student will be equipped with individual and group leadership skills. Course content includes the difference between "leader," and "manager," evaluation of leadership skills, vision, and goals; and the role of fellowship.

GLP 520 Introduction to Public Administration

3 Credits

This course examines the administrative branch of government and introduces the student to the concepts, methods, skills, opportunities, and problems in contemporary public administration. Course content will include management of resources, the role of politics in public administration, inter-and intra-organizational operations, union and management relations, and public interaction.

GLP 530 Personnel Administration

3 Credits

This course provides an overview of the personnel functions of public employees. Course content will include personnel administration, personnel policies and procedures, employee-management relations, and employee selection and development.

GLP 540 Effective Management Practices

3 Credits

This course provides the student with an understanding of the principles of management to include planning, organizing, delegating and controlling within an organization. Course content will include the role of the manager, management skills and techniques, strategic planning, developing and implementing plans, and span of control.

GLP 602 Advanced Written Communication

3 Credits

This course will address the special stylistic and organizational needs of individuals who must communicate technical information in a clear and understandable manner. A variety of formal reports such as progress, proposal, recommendation, and feasibility will be studied.

GLP 603 Organizational Theory

3 Credits

This course explores human behavior and the overall functioning of organizational structures on three levels: the individual, the group, and the organization. Issues are explored both from a theoretical and practical standpoint. Topics include group dynamics and group process, organizational structure, conflict management, and organizational change. *Prerequisite: Core*

GLP 610 Professional Leadership Development

3 Credits

This course is designed to expand the student's leadership skills and abilities through the exploration of proven leadership principles. Topics will include innovative and creative thinking, team building, using effective communication, problem-solving, supervising and training employees, power and influence, and planning for the future.

GLP 620 Ethical Issues in the Public Sector**3 Credits**

This course examines the ethical dimensions of personal and professional judgments in the public sector. Students will examine the principles, values and ethical issues that directly impact employees in the public sector. Case studies are used to demonstrate current issues common to public sector ethics.

GLP 623 Conflict Resolutions**3 Credits**

This course will examine the nature of conflict and develop an understanding that conflict is often necessary to the change process. Emphasis will be placed on the different ways that people deal with conflict. In addition, this course will explore the methods and strategies of conflict resolution, reasons for conflict, the levels of conflict, and the types of conflict. The strategies for mediation and conflict resolution will be understood, applied, and analyzed. *Prerequisite: Core*

GLP 630 Employee Evaluation and Development**3 Credits**

This course provides the student with an understanding of the importance of effectively evaluating employees and working with them toward their continual development. Course content will include evaluating jobs and positions, matching people to vacancies, performance reviews, and career planning and development.

GLP 640 Organizational Communication and Decision Making**3 Credits**

This course introduces the student to theories and fundamental concepts of communication, types of communication, feedback, manager and group decision making, and committing to a decision.

GLP 650 Topical Issues in Leadership**3 Credits**

This course will examine current issues in leadership. The specific issues covered will vary, and may include effective approaches to leadership, situational approaches to leadership, contemporary perspectives of leadership, and dynamics of power of politics. Current case studies will be examined to develop a clear understanding of cutting edge leadership.

GMK 540 Marketing Management**3 Credits**

This course examines the processes involved in the creation, distribution, and marketing of products and services to the consumer. The focus is on the tasks and decision facing marketing managers. Topics include market and competitive analysis, transition from product to product management, customer behavior, the design and implementation of marketing strategies in domestic and international markets.

GMK 620 International Marketing Management**3 Credits**

This course examines the marketing problems and opportunities arising from various degrees of foreign involvement (exports, licensing, foreign subsidiaries). Subjects include marketing research, product planning and development, pricing, promotion, distribution, and organization for international marketing, with emphasis on the management response to parameters that differ from those in domestic marketing, i.e., international economic factors, foreign cultures, nationalism and government influences, and economic development. *Prerequisite: MBA Core*

GMK 650 Product Management**3 Credits**

This course investigates the conceptualization, development, and commercialization of new products. The basic point of view is one of strategy in that new product marketing is an integral part of the ongoing marketing operation. Primary focus necessarily goes to deciding what to develop (merging market needs with corporate resources), how to develop it (proper direction and deployment of resources), and how to market it (integrating with the programs of established products). Inter-functional management aspects are given particular attention. *Prerequisite: MBA Core*

GMK 660 Problems in Marketing**3 Credits**

This course involves the investigation, analysis, and discussion of selected emerging problems relevant to strategic marketing decision-making in dynamic markets and environments. Through analysis of past marketing mistakes and lost opportunities, insight is provided for strategic marketing planning. *Prerequisite: MBA Core*

GPSA 501 Human Development: The Developing Mind**3 credits**

In this course we study the normal developmental process of the first three years of life. Infants move from symbiosis to separation and individuation while maturing biologically and neurologically. The child forms a healthy sense of self and competence in relation to the mother and the environment. Through readings, discussion, case presentation, and experiential emotional education, students will develop a deep appreciation for the developing infantile mind.

GPSA 502 Human Development: Childhood to Adolescence**3 credits**

This is the period when children master their civilization. The development of language, the resolution of the oedipal drama, and the accomplishments of latency may be affected by environmental failure. If all goes well, the child moves out of the magical thinking

patterns of early childhood and develops the ability to engage in goal-directed behavior, abstract reasoning, and social relationships. Students will study this period through readings, case presentations, and personal experience.

GPSA 503 Human Development: Adolescence to Adulthood 3 Credits

The development of psychic structures during puberty is examined, concentrating on the expression of the basic drives through behavior and emotional communication as the individual emerges and separates from the dependencies of childhood. Students examine these processes through reading, case presentations, and personal experience.

GPSA 504 Human Development: Adulthood–Middle to Late Years 3 Credits

This class explores the special issues of adulthood: creating a family, child-rearing, aging and enjoying grains while experiencing losses. Students examine these processes through readings, case presentations, and personal experience.

GPSA 510 History of Psychoanalytic View of Women 3 Credits

GPSA 511 History of Psychoanalytic Theory 3 Credits

In this period, Freud discovers the “talking cure” and finds the physiological basis of emotional life, as he develops a theory of unconscious motivation. He then expands his theory in regard to anxiety, the death instinct, and the dual drives. Through readings, case studies, and discussion, students will be introduced to the evolution of psychoanalytic thought and the lasting importance of Freud’s discoveries.

GPSA 512 History of Psychoanalysis 1905-1925 3 Credits

GPSA 513 History: Between the Wars 1920’s-1930 3 Credits

GPSA 514 History of Psychoanalysis 1940-1960 3 Credits

GPSA 515 History of Psychoanalysis 1960-1975 3 Credits

GPSA 516 History of Psychoanalysis 1975-present 3 Credits

GPSA 521 Basic Psychoanalytic Concepts 3 Credits

According to Freud, psychoanalysis is any line of inquiry that starts with the study of transference and resistance. These bedrock concepts give us entry to unconscious dynamics such as narcissism, defenses, and the structure of the mind. Through readings, case material and reflective talk, students will gain a grasp of the fundamentals of psychoanalytic theory.

GPSA 522 Modern Psychoanalytic Theory 3 Credits

Students will learn how psychoanalysis was expanded, in technique and theory, to include more severe emotional disorders and the treatment of children, adolescents, and groups. The contributions of Melanie Klein, Donald W. Winnicott, and Hyman Spotnitz, among others, will be studied.

GPSA 523 Anxiety and Defense 3 Credits

GPSA 524 Psychoanalytic Theory of Dream Interpretation 3 Credits

Through readings, discussions, and dream presentations, students will learn how psychoanalysts understand and work with dreams, “the royal road to the unconscious.”

GPSA 525 Understanding the Repetition Compulsion 3 Credits

GPSA 526 Resistance and Defense 3 Credits

GPSA 527 Drive Theory 3 Credits

GPSA 528 Narcissism/Aggression and Preoedipal Personality 3 Credits

GPSA 529 Transference and Countertransference 3 Credits

GPSA 530 Attachment: Drives and Object Relations Theory 3 Credits

GPSA 541 Psychopathology: Severe Emotional Disorders 3 Credits

The course will introduce students to early survival mechanisms that once were useful adaptations to the maturation process, but because of failures in the environment became maladaptive and compulsive later in life. Aggression is recognized as a dominant force in the developing personality. The importance of observing stimulation levels and respecting how the patient communicates his needs and thoughts will be emphasized. Schizophrenia and borderline pathology will be studied.

GPSA 542 Diagnostic Assessment: Psychopathology 3 Credits

This course studies major psychic defenses as they become the basis of enduring personality structure. Such character structures as: narcissistic, depressive, schizoid, paranoid, masochistic (self-defeating), among others will be examined.

GPSA 543 Psychopathology Elective**3 Credits****GPSA 551 Introduction to Research Methods****3 Credits**

Research is an essential part of psychoanalytic work. The right treatment for each individual must be discovered based on ongoing research. In this class, students will study relevant research literature to observe hypothesis clinical interventions.

GPSA 553 Research Methods and Thesis Advisement**3 Credits**

Students will write a case study of an Externship patient whom they have been observing. A salient feature of the patient's character will be used to glean his or her primary unconscious dynamics. Students will also conduct an in-depth review of relevant literature. The thesis in the MA program and the case presentation in the Certificate program is an opportunity for students to integrate their conceptual learning with their clinical skills.

GPSA 561 Ethics**3 Credits**

In the MA program, students must register for this course in the first semester and attend 45 course hours. These course hours may be spread throughout the student's entire program and may be met by participation in readings, conferences, seminars, presentations, online coursework. Credit is applied at the end of the final semester. Students will learn the current psychoanalytic conceptualization of ethics.

GPSA 571 Lifestyle and Career Development**3 Credits**

This course provides students with a broad understanding of career development theories, occupational and educational information sources and systems, lifestyle and career decision-making theories, career development planning, resources, and career pathway identification.

GPSA 699 Special Topics**3 Credits****GPSA 701 Fieldwork I: Clinical Interviewing and SGS****5 Credits**

The Fieldwork experience provides an opportunity to study basic psychoanalytic counseling techniques and their application to professional counseling settings. In this first Fieldwork segment, students are assisted in obtaining a Fieldwork placement, guided in the initial encounters with patients, and encouraged to begin studying the counseling/therapeutic process as they learn to recognize the various forms of psychopathology. They learn interviewing techniques to enable patients to tolerate more comfortably the stimulation of the counseling/therapeutic experience, and that allow them to more freely talk with the counseling professional.

GPSA 702 Fieldwork II: Consultation/Transference/Countertransference and SGS**5 Credits**

In this second segment of the Fieldwork Experience students study the helping relationship and techniques to facilitate understanding of transference and counter-transference as they influence counselors' and therapists' self-development. Students learn how to recognize severe psychopathology and how to deal with their own feelings when encountering it.

GPSA 703 Fieldwork III: Cultural Diversity and SGS**5 Credits**

In this course, the third segment of the Fieldwork Experience, students work with their patients, who represent a diverse population in terms of ethnic, sociological, and psychopathological processes. They observe their own reactions to their patients, to use as a clinical and technical tool for understanding and approaching them. They do this while studying broader societal prejudices, societal trends and subgroups, interaction patterns, and the impact of differing lifestyles and maladaptive behavior including stress, abuse, and discrimination. **(Social and Cultural Foundations requirement is met through the successful completion of GPSA 703)**

GPSA 704-707 Fieldwork Continuation**3 Credits**

The Fieldwork Experience is conceived as an opportunity to study serious psychopathology and to develop listening skills, and diagnostic and interviewing techniques. Students study these dynamics on site at hospitals or day treatment centers, observing three patients for fifty hours each over the three Fieldwork semesters. This course is simply a continuation of previous Fieldwork experiences.

GPSA 720 Small Group Supervision Elective**3 Credits**

Students enroll in Small Group Supervision (SGS) for the duration of their externship experience. Three students meet with a faculty member to process their experience with externship cases. Students present regular process notes.

GPSA 758 Continuous Case Presentation**3 Credits****GPY 501 Counseling: The Profession****3 Credits**

This course introduces the student to counseling as a profession. Students will acquire an understanding of the historical development of the counseling profession, the role of the counselor and human services in society, and the legal, ethical and psychological implications associated with the practice of the profession.

GPY 505 Counseling: Theory and Practice I

3 Credits

This course introduces the student to the fundamentals of the individual counseling process. Students will gain an appreciation for counseling as a process and acquire the skills necessary for planning, implementing, and evaluating this process. A focus on the person-centered theory of counseling as a model for the helping relationship is emphasized through an integration of theory with practice. An integration of theory with practice is promoted through a 30-hour supervised practicum experience.

GPY 506 Counseling: Theory and Practice II

3 Credits

This course introduces the student to the cognitive behavioral theory of individual counseling. Students will acquire an understanding of this counseling model and develop practical skills in its implementation. An integration of theory with practice is promoted through a 30 hour supervised practicum experience. *Prerequisite: GPY 501 and GPY 505*

GPY 507 Counseling: Theory and Practice III

3 Credits

This course introduces the student to the short term, psychodynamic theory of counseling. Students will acquire an understanding of this counseling model and develop practical skills in its implementation. An integration theory with practice is promoted through a supervised practicum experience.

GPY 510 Clinical Interviewing

3 Credits

This course introduces students to the practice of clinical interviewing as an assessment process for initial client contact. Students will develop skills in fostering client cooperation, addressing negative reactions, taking a life history, making behavioral observations, setting interview parameters, and summarizing findings. *Prerequisite: GPY 505*

GPY 520 Group Dynamics I

3 Credits

The student will be introduced to the historical development, fundamental concepts, and theories of small group counseling. The development of basic group counseling skills is emphasized and acquired within a supervised practicum experience.

GPY 521 Group Dynamics II

3 Credits

This advanced course in group counseling is designed to provide the student with an opportunity to more fully develop and expand the skills acquired in Group Dynamics I through in-depth participation under supervision in ongoing group experiences.

GPY 525 Counseling Consultation

3 Credits

This course introduces the student to the role of the counselor as consultant. Students will develop psychological self-awareness and an appreciation for their influence on the quality of professional communication and relations, acquire an understanding of the principles of effective individual and group communication, and develop the skills of effective interpersonal communication, problem definition, interpretation, and consultation. An integration of theory with supervised practice is emphasized.

GPY 530 Marriage and Family Counseling

3 Credits

The student will be introduced to the major theoretical approaches to counseling couples and families. The development of an appreciation of the family as an interdependent system and the acquisition of systemic intervention strategies are emphasized.

GPY 541 Statistical Analysis

3 Credits

This course provides the student with a conceptual and practical understanding of the application of statistics to the description and analysis of counseling-related research. Topics include the use of descriptive statistics and such inferential statistics as t-test, correlation, analysis of variance and multiple regression. *Prerequisite: One undergraduate course in Statistics or permission of the instructor.*

GPY 544 Research Methods in Counseling

3 Credits

This course provides the student with an understanding of the application of basic research methodologies in counseling research. Practical experience in the design, conduct and evaluation of research is emphasized. *Prerequisite: GPY 541*

GPY 546 Diagnostic Assessment

3 Credits

This course combines a focus on psychological measurement with a thorough examination of the use of tests and measurement in counseling. The student will gain an understanding of psychometric theory within the context of a survey of a variety of objective and projective methods for the assessment of personality and clinical disorders. *Prerequisite: GPY 566*

GPY 550 Program Evaluation**3 Credits**

This course introduces the student to the process of evaluating programs and interventions designed to achieve a pre-planned purpose. Topics will include program goal and objective identification, process and outcome evaluation design, data analysis, and reporting of results. A focus on the evaluation of counseling programs will be maintained.

GPY 561 Human Growth and Development**3 Credits**

This course is designed to introduce the student to the principal theories of human development from the prenatal to late adulthood stage. The relevance of developmental change in cognition, affect, and behavior are explored with respect to their relevance to an understanding of client behavior.

GPY 562 Social and Cultural Foundations of Behavior**3 Credits**

This course introduces the student to the fundamental concepts and theories of the effect of culture, socialization, and context on the nature of human behavior. A focus on specific issues concerning race, ethnicity and gender is maintained.

GPY 566 Personality Theory**3 Credits**

This course is designed to provide the student with an in-depth understanding of human behavior from the perspective of major theories of personality. The application of such theories to the appreciation of client behavior is emphasized. Topics include the cognitive, psychodynamic, humanistic, and trait and factor theories.

GPY 568 Maladaptive Behavior I**3 Credits**

This course is designed to introduce the student to the current classification of psychological disorders. Students will acquire an understanding of the etiology and treatment of such disorders while developing skills in their diagnosis and recognition.

GPY 569 Maladaptive Behavior II**3 Credits**

Prerequisite: GPY 568 or Permission of Instructor.

This course is designed to introduce the student to the current classification of psychological disorders and the understanding of the etiology and treatment of disorders not examined in Maladaptive Behavior I. The development of skills in diagnosis and recognition of substance related, cognitive, and adjustment disorders first diagnosed in infancy, childhood or adolescence are emphasized.

GPY 582 Crisis Intervention**3 Credits**

This course introduces the student to crisis counseling as a specialized form of brief counseling employed in emergency situations for the purpose of reestablishing individual functioning. Students will become acquainted with the concept of a crisis, a variety of frequently occurring crises and models of crisis intervention. Practical application of theory under supervision is emphasized.

GPY 584 Life Span Counseling**3 Credits**

This course introduces the student to the application of the counseling process to issues and problems related to the developmental transitions from childhood through adolescence to late adulthood. The emphasis in this course is to assist the student in acquiring an appreciation for the nature of the problems related to life span transitions and developing a repertoire of relevant fundamental prevention and intervention counseling strategies.

GPY 586 Career Counseling**3 Credits**

This course is designed to acquaint the student with the theories of counseling related to career development and occupational choice. Topics include theories of career and vocational development, use of tests and interest inventories in career counseling, and the use of educational and occupational information in career development and selection.

GPY 588 Counseling Diverse Populations**3 Credits**

This course sensitizes the student to the unique influence of group membership in the issues clients bring to counseling. Topics include a central emphasis on multicultural counseling with additional attention on the influence of client gender, disability, age and sexual orientation on the practice of counseling.

GPY 590 Substance Abuse Counseling**3 Credits**

This course introduces the student to the theory and practice of counseling clients with substance-induced and related disorders. Students will develop a familiarity with the diagnostic criteria for substance dependence and the current theories and models of etiology and intervention. *Prerequisite: GPY 546 and GPY 569*

GPY 592 Psychopharmacology**3 Credits**

This course is designed to promote student familiarity with the principles and variety of psychopharmacology treatments for psychological disorders. Topics include a survey of the most commonly prescribed medications including antidepressants, anti-psychotics, anti-anxiety, and mood stabilizers. *Prerequisite: GPY 568*

GPY 601 Field Experience I**3 Credits**

This course provides students with the opportunity to participate under supervision in the actual practice of counseling in an appropriate community institutional or organizational setting. The field experience component of this course will consist of a minimum of 500 hours during a maximum period of 15 weeks. An integration of theory with experience will be examined in the academic component of this course. Prerequisite: Completion of all required courses or permission of instructor.

All students will be required to obtain student liability insurance.

GPY 602 Field Experience II**3 Credits**

This course is designed to provide students with an additional opportunity to participate, under supervision, in the practice of counseling in an appropriate community, institutional, or organizational setting that may be similar or different from the ones utilized in GPY 601. The field experience component of this course will consist of a minimum of 500 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course. **Prerequisite: GPY 601**

All students will be required to obtain student liability insurance.

GPY 603 School Counseling Practicum I**3 Credits**

This course is designed to provide students with an additional opportunity to participate, under supervision, in the practice of counseling in an appropriate community, institutional, or school setting that may be similar or different from the ones utilized in GPY 601. The field experience component of this course will consist of a minimum of 300 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course.

All students will be required to obtain student liability insurance.

GPY 604 School Counseling Practicum II**3 Credits**

This course is designed to provide students with an additional opportunity to participate, under supervision, in the practice of counseling in an appropriate community institutional or school setting that may be similar or different from the ones utilized in GPY 601. The field experience component of this course will consist of a minimum of 300 hours during a maximum period of 15 weeks. An integration of theory with experience will be emphasized in the academic component of this course.

All students will be required to obtain student liability insurance.

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Matthew Mendres, Assistant Professor of Communication; B.A., Montclair State College, M.A. New York University

Keith Morgen, Assistant Professor of Psychology. B.A., Drew University; M.A., Fairleigh Dickinson University; Ph.D., Lehigh University

Kelly Martin Munz, Associate Professor of Equine Studies and Chair of the Equine Studies Department; B.S., Delaware Valley College of Science and Agriculture; M.S., Virginia Polytechnic Institute and State University

Kathleen Naasz, Assistant Professor of Business. B.S. Electrical Engineering, Manhattan College; M.S., Management, Stanford University

Mary Newell, Assistant Professor of English and Director of First-Year Writing. B.A., University of California at Berkeley; M.A., Teacher's College, Columbia University; M.A., Columbia University; Ph.D., Fordham University

Eric Nixon, Assistant Professor of Education; B.A., William Paterson College; M.A., Montclair State College; Ed.D., Seton Hall University

Amanda Orenstein, Assistant Professor of Biology; B.S., State University of New York; Ph.D. University of California

James G. Patterson, Associate Professor of History, Vice President for Academic Affairs and Chief Academic Officer; B.A., State University of New York (Oswego); M.A., Long Island University (C.W. Post); Ph.D., Fordham University

Heather Pelletier, Visiting Assistant Professor of Business; B.S., Salem State College; M.B.A., Johnson and Wales University

Lisa Plantamura, Assistant Professor of Business, and Graduate Program Director for Business. A.A., University of Bridgeport; B.S., Montclair State University; M.B.A., Fairleigh Dickinson University

Barbara Pohl, Assistant Professor of Art and Design; B.A., M.A., State University of New York (Buffalo); M.F.A., Pratt Institute

Marianne Pratschler, Assistant Professor of Education; B.S., Centenary College, M.A., Montclair State University

Robert Quade, Professor of Business Emeritus, Coordinator of Graduate Business Recruitment; B.A., The University of the Ozarks; M.B.A., State University of Iowa

Joseph Repice, Assistant Professor of Mathematics; B.S., Georgetown University; M.D., Georgetown University

Linda Ritchie, Instructor of Mathematics. B.S., Lehigh University; M.S., Rutgers University and the University of Medicine and Dentistry of New Jersey

Simon Saba, Assistant Professor of Education. B.A., Lehigh University; M.Ed., Lehigh University; Ed.D., Lehigh University

Robert Search, Assistant Professor of Mathematics; B.S., University of Notre Dame; M.S., Courant Institute of Mathematical Science of New York University

Julia Sharp, Instructor of Fashion. B.A., Leeds University, England; B.S., Centenary College

John A. Shayner, Professor of English; B.A., Columbia University; Ph.D., Stanford University

John Sommer, Assistant Professor of Accounting; B.B.A., Baruch College; M.S., Long Island University

Lynn E. Taylor, Associate Professor of Equine Science; B.S., University of Connecticut; M.S., Ph.D., Virginia Tech

Kathy A. Turrisi, Assistant Professor of Mathematical Sciences and Chair of the Mathematics and Natural Sciences Department. B.S., Albany University; M.S., Dowling College

Tara Veerman, Assistant Professor of Social Work; B.A., Rutgers University; M.S.W., Columbia University.

Cheryl J. Veronda, Associate Professor of Business and Director of Academic Transitions; B.S., Northeastern University; M.B.A., New York University

Robert A. Verry, Assistant Professor of Political & Governmental Affairs

Carl Wallnau, III, Associate Professor of Theatre, and Chair of the Communication and Fine Arts Department. B.A., Dickinson College; M.F.A., Rutgers University, Mason Gross School of the Arts

Hyo-Chong Yoo, Associate Professor of Art and Design and Associate Director of International Programs, B.F.A., M.F.A., Ehwa Women's University, Seoul, Korea

Carol Yoshimine, Professor of Fine Arts; B.F.A., University of Michigan; M.F.A., Pratt Institute

Arlene Young, Instructor of English as a Second Language; B.A., M.A., Centenary College

The Centenary College Faculty includes Fulbright Scholars

FACULTY EMERITUS

Erica Frank, Professor of Natural Science. B.Sc., Ph.D., University of South Wales

William Hedges, Professor of Chemistry. B.S., University of Illinois; M.Ed., Rutgers University; M.S., Clarkson College of Technology

Robert Quade, Professor of Business. B.A., The University of the Ozarks; M.B.A., State University of Iowa

Bette M. Rhoads, Professor of Physical Education. B.S., Posse College of Physical Education

Anthony Serafini, Professor of Philosophy. A.B., Cornell University; Ph.D., Syracuse University

ADJUNCT FACULTY*

Frances Applequist, Adjunct Instructor in English & Foreign Languages. B.A., Centenary College

Barbara Balchunas, Adjunct Instructor in Communication & Fine Arts. B.A., Parsons the New School of Design

Paula Benson, Adjunct Instructor in Social Sciences. B.A., Montclair State College; M.S.W., Fordham University

Patrick Brady, Adjunct Instructor in Business. B.S., West Chester State University; M.B.A., Fairleigh Dickinson University

Richard Brahm, Adjunct Instructor in Education. B.A., Kean College of New Jersey; M.A., Saint Peter's College

Kevin Brennan, Adjunct Instructor in Education. B.A., Jersey City State College; M.Ed., William Paterson College; Ed.D., Nova Southeastern University

Patricia Carley, Adjunct Instructor in Business. B.A., Pennsylvania State University; J.D., Seton Hall University School of Law

Nicholas Carros, Adjunct Instructor in Behavioral & Historical Studies. B.S.W., Sheperd College; M.S.W., University of Maryland; D.S.W., University of Pennsylvania

Noelle Ciccarelli, Instructor Equine Studies. B.S., Centenary College, New Jersey

Joseph Coco, Adjunct Instructor in Communications & Fine Arts. B.F.A., Northern Arizona University; M.F.A., Rutgers University

Stacey Davies, Adjunct Instructor in Education. B.A., Lock Haven University of Pennsylvania, M.Ed, West Chester University of Pennsylvania

Diane DeCarolís, Adjunct Instructor in Business. B.S., Centenary College; M.B.A., Centenary College

Dana DeKleine, Adjunct Instructor in Behavioral & Historical Studies. B.S., Marywood University; M.A., College of St. Elizabeth

Judith DeLuca, Adjunct Instructor in Math and Business. B.S., Wilkes University; M.A., Montclair University

Akemi Denda, Adjunct Instructor in English & Foreign Languages. B.A., The George Washington University; M.B.A., The George Washington University

Anjana Desai, Adjunct Instructor in Business. B.A., Calcutta University, India; M.B.A., Centenary College

Robert Dinsmore, Adjunct Instructor in Social Sciences. B.S. Kean University; M.A., Centenary College

Brian Donnelly, Adjunct Instructor in Social Sciences. B.S., Rutgers University; M.A., Seton Hall University; Doctorate of

Jurisprudence, Seton Hall University School of Law

Meredith Drew, Adjunct Instructor in Behavioral & Historical Studies. B.A. College of St. Elizabeth; M.S. Fordham University

Timothy Fredericks, Adjunct Instructor in Education. B.S., Seton Hall University, M. A., Seton Hall University

David Gibson, Adjunct Instructor in English & Foreign Languages. B.A., Jersey City State College; M.A., The College of New Jersey

Salvatore Goncalves, Adjunct Instructor in Education. B.A., New Jersey City University; M.A., Montclair State University.

Paul Gregorio, Adjunct Instructor in Communication & Fine Arts. B.A., St. John's University

Gale Guerra, Adjunct Instructor in Business. B.S., M.B.A., Centenary College

Jennifer Hafeez, Adjunct Instructor in Math. B.S., SUNY

W. Bradley Halien, Adjunct Instructor in Mathematics. B.A., Fairleigh Dickinson University; Ed.M., Rutgers University

Phyllis Hartman, Adjunct Instructor in Communication & Fine Arts. B.S., Centenary College

Rosemary J. Hartten, Adjunct Instructor in English & Foreign Languages. B.A., Atlantic Christian College; M.Litt., Doctoral Candidate, Drew University

Douglas Hooper, Adjunct Instructor in Communications & Fine Arts. B.S., S.I. Newhouse School of Public Communications, Syracuse University

Karl J. Hricko, Adjunct Instructor in Natural Sciences. B.S., New York University, M.A., Jersey City State College; Ed.D., Rutgers University

Alyce Hunter, Adjunct Instructor in Education. B.A., Douglass College; M.Ed., East Stroudsburg University; M.B.A., Thomas Edison State College; Ed.D., Lehigh University;

John E. Idenden, Jr., Adjunct Instructor in Music. B.A., Lehigh University; M.Ed., Trenton State College

Seong Eun Im, Adjunct Instructor in Communication & Fine Arts. B.A., Centenary College; M.F.A., Pratt Institute

Ronald N. Jackowitz, Adjunct Instructor in Business. B.B.A., Upsala College; M.B.A., Fairleigh Dickinson University

Jon Lewis, Adjunct Instructor in Communication & Fine Arts. B.A. California State University, Northridge

Sherry Koeppen, Adjunct Instructor in Education. B.A., Centenary College; M.A. Centenary College

Diane Lang, Adjunct Instructor in Behavioral and Historical Studies. B.A., New York Institute of Technology, M.A., New York Institute of Technology

Peter Lubas, Adjunct Instructor in Social Sciences. B.A., Centenary College; M.A., Centenary College

Karen L. Maccaron, Adjunct Instructor in Business. B.A., CUNY (Hunter); M.B.A., St. John's University

Nancy W. Madacsi, Director of the Learning Resource Center; B.S., Ursuline College; M.L.S., Rutgers University

William Majeski, Adjunct Instructor in Social Sciences. B.S., John Jay College of Criminal Justice

Donna Martin, Adjunct Instructor of Equine Studies. United States Equestrian Federation "Registered" Judge in Hunt Seat Equitation, Hunters, and Jumpers

John McArdle, Adjunct Instructor in Business and Social Sciences. B.A., Thomas Edison State College; M.G.A., M.S.Ed., University of Pennsylvania; J.D., Seton Hall University School of Law; L.L.M., Temple University School of Law

Diana Melrose, Adjunct Instructor in Communication & Fine Arts. B.A., Rutgers University

Susan Monfries, Adjunct Instructor in Behavioral & Historical Studies. B.A., Centenary College; M.A., Brunel University

James Moscagiuri, Adjunct Instructor in Business. B.A., Rowan University; J.D., New England School of Law

Jennifer Novak, Adjunct Instructor in Behavioral & Historical Studies and Social Sciences. B.A., Kean University; M.A. Seton Hall University

Nicholas J. Occhifinto, Adjunct Instructor in Accounting. B.A., Fordham University; M.B.A., Pace University

Lance Palatini, Adjunct Instructor in Business. Bachelor of Engineering, Stevens Institute of Technology; Masters of Engineering, Stevens Institute of Technology

Vicki Pede, Adjunct Instructor in Education. M.S., East Stroudsburg University; M.A., Rutgers University

Joseph Pizzo, Adjunct Instructor in Business. B.A., Trenton State College; M.Ed. Trenton State College

Kathleen M. Prystash, Adjunct Instructor in Education. B.A., M.Ed., William Paterson College; Ed.D., Seton Hall University

Mona Ressaissi, Adjunct Instructor in Social Sciences. B.A., Centenary College; LL.M, Raoul Wallenberg Institute, Lund University School of Law; J.D., Rutgers University School of Law

Juanita Reyes, Adjunct Instructor in English & Foreign Languages. A.A., Thomas A. Edison State College

Catherine Rust, Adjunct Instructor in Communication & Fine Arts. B.A., University of Minnesota; M.A., Montclair State University

Alexandra Salas, Adjunct Instructor in English & Foreign Languages. B.A., New York University; M.A., City University of New York

Suzanne Sloan, Adjunct Instructor in Math. B.S., Susquehanna University; M.A., Centenary College

Charles Speierl, Behavioral & Historical Studies. B.A., Adelphi Dowling College; M.A., Adelphi University; Ed.D., Fairleigh Dickinson University

Dolores J. Stammer, Adjunct Instructor in Business. B.S., Fairleigh Dickinson University; M.S., Fairleigh Dickinson University; MBA, Columbia University

John Stavash, Adjunct Instructor in Mathematics. B.A., Montclair State University; M.A., Montclair State University

Henry Stewart, Adjunct Instructor in English & Foreign Languages. B.A. and M.A., Centenary College

Gary Stranz, Adjunct Instructor in Business. B.A., Rutgers University

Kenneth Welsh, Adjunct Instructor in Behavioral & Historical Studies. B.A., Glassboro State College; M.A., University of Delaware

*Adjunct Faculty serving since 2006 or before

CAPS FACULTY*

Peter Albrecht
Thomas P. Barto
Eloise Brunner
John F. Civardi
Robert Cygan, J.D.
Lenore D. Goldberg, J.D.
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*CAPS Faculty serving since 2004 or before

DIRECTORY OF OFFICES

OFFICE	LOCATION	EXTENSION
Academic Affairs	Seay Building	2420
Academic Support Center/Advising	Harris & Betts Smith Learning Center	2353
Admissions Office	Seay Building	2217, 2220
Alumni Office	Seay Building	2250
Athletics	Reeves Gymnasium	2297
Book Store	Seay Building	2319
Business Office	Seay Building	2245
Center for Adult & Professional Studies	Parsippany	1-973-257-5190
CAPS Parsippany Office	Parsippany	1-877-437-3746
Career Center	Ferry Building	2388
Centenary Performing Arts Guild	Seay Building, Theatre	2203, 2348
Chaplain	Seay Building	2234
Chartwells Food Service	Seay Building	2205, 2339
College Relations	Seay Building	2335
Community Service	Ferry Building	2123, 2127
Computer Center	Seay Building	2362
Counseling Services	Brotherton Hall	2125, 2374
Education Department Secretary	Brotherton Hall	2269
Educational Opportunity Fund Program	Harris & Betts Smith Learning Center	2307, 2153
Equestrian Center	Califon	1-908-832-7010
Faculty Administrative Assistant	Brotherton Hall	2228
Financial Aid Office	Seay Building	2350, 2207
Graduate Enrollment	Seay Building	2073
Health Office	Seay Building	2206
Human Resources	Seay Building	2364
International Student Services	Smith Hall	2221
Library	Taylor Memorial Learning Resource Center	2345
Maintenance Office	Maintenance Building	2301, 2302
Post Office	Seay Building	2316
President's Office	Seay Building	2300

Print Shop	Seay Building	2222
Publications	Seay Building	2328
Public Relations	Seay Building	2238, 2075
Registrar's Office	Seay Building	2213
Residence Life	Seay Building	2291
Security	Security Building	0, 2260
Special Events Coordinator	Housekeeping	2310
Special Needs Program	Harris & Betts Smith Learning Center	2251
Student Activities	Seay Building	4291
Theatre	Seay Building	2203, 2348
TV Studio	Van Winkle	2181
WNTI Radio Station	Seay Building	1-908-979-4355
Women's Center	Brotherton Hall	2374

Main Telephone Number: (908) 852-1400