

# Course Descriptions

**Please note that course numbers have been updated for the Fall 2019 semester. Please check with your advisor, Registrar's Office or Office of Advising for more information.**

## *Applied Behavior Analysis*

### **ABA 302: Intro to Applied Behavior Analysis**

Students will learn the science behind human behavior, and how it can be applied to a variety of different settings. Students will learn the basic principles of ABA, and the focus of the class will be on practical applications for adults and children with and without disabilities. Topics include understanding why behavior occurs, communication skills, and changing behavior through different reinforcement and punishment procedures.

## *Accounting*

### **ACC 201-202 Principles of Accounting I and II (6)**

In this two-semester course, students come to understand fundamental accounting principles and the framework of the accounting system. This course provides a foundation of knowledge concerning the preparation and use of financial statements; the accounting process of analyzing, recording, classifying, and interpreting business transactions; and the role of accounting in proprietorships and corporations.

Conceptual problems analyzed include accounting for cash, inventories, depreciation, long-term debt, investments, and periodic income of the business enterprise. Emphasis is placed on the value of reliable financial information, financial statements, and cash flow by management, stockholders, investors, and others in the decision-making process.

### **ACC 301 Intermediate Accounting I (3)**

This is the first professional-level accounting course. Students will gain a thorough foundation in the theory, principles, and practices of the accounting profession. It is designed to sharpen the students' ability to critically analyze accounting information, accounting theory development, and apply the theory in problem-solving situations. The course examines the following balance sheet accounts: cash, short-term investments, receivables, inventories, plant and equipment, and current liabilities. Conceptual problems included are inventory valuation, allocation of depreciation, and the time value of money. Requires use of Excel. Prerequisite: ACC 202.

### **ACC 302 Intermediate Accounting II (3)**

This course is a continuation of ACC 301 and explores additional topics involving the use and interpretation of financial information. Emphasis is on examining the following balance sheet accounts: intangible assets, long-term investments, long-term liabilities, and the owner's equity section of the balance sheet. Accounting problems are addressed such as income tax allocation, accounting changes, and errors and corrections. Further examination is made of the useful analysis and interpretation of financial statements.

Use of Excel is strongly recommended. Prerequisite: ACC 301.

**ACC 306 Cost and Managerial Accounting (3)**

This course presents a comprehensive view to the principles and classification systems involved in cost accounting as an informational decision-making tool of management. It studies the process used in determining the conditions of manufacture, the cost of a manufactured article, the costing of multiple products, indirect manufacturing costs, and recording indirect costs. It applies standard cost accounting techniques to the job order cost system and the process cost system. The course examines the recording of indirect costs and of flexible budgeting. It analyzes and interprets standard costs and variance analysis and material and labor control as used by management for cost control, policy-making, and record keeping. This course includes an experiential learning component, and is taught in the computer lab using Excel. Prerequisite: ACC 202.

**ACC 350 Accounting Information Systems (3)**

By studying accounting information systems, students master a variety of computer software packages commonly used in business. Using general ledger packages and spreadsheet programs, students acquire skills required in contemporary accounting environments. Projects completed by students throughout the semester replicate accounting systems currently used in business. Completing the course enables students to compete effectively in career choices. Prerequisites: ACC 302.

**ACC 401 Auditing (3)**

The course is designed to provide students with an understanding of the fundamental concepts of auditing. The course focuses on the auditor's decision-making process and the objectives of specific audit areas. The course is designed for those students who wish to embark on a career in the public accounting profession. Prerequisite: ACC 302 or the consent of the department.

**ACC 410 Personal Taxes (3)**

This course examines the fundamentals of the federal income tax structure as it affects individuals. Special attention is focused upon issue recognition, the individual's tax problems, tax planning, and tax controversies. Prerequisite: ACC 202.

**ACC 420 Advanced Accounting (3)**

This course is designed to provide the opportunity for the study of advanced accounting theory and practice in specialized areas. Areas of topic coverage are business combinations, consolidations, accounting for international operations, and the basics of not-for-profit accounting. Prerequisite: ACC 302.

**ACC 481 Career Development (3)**

The Career Development course is designed to assist students with career exploration and to prepare them to be competitive candidates during the internship and job search process. This course covers the following topics: career planning, resume building, interview skills, professional etiquette and the power of networking. Students learn the importance of self-efficacy to achieve personal and

professional success.

### **ACC 475 Capstone in Accounting (3)**

The accounting capstone course is designed to synthesize knowledge gained through the entire accounting program and students will demonstrate mastery of various course competencies. Students will apply analytical and critical thinking skills to real-world cases analysis and arrive at recommendations or judgments that would be required in professional accounting positions.

### **ACC 482 Internship (4)**

Students majoring in accounting participate in project-centered internships in keeping with their career interests and skills. Examples include, but are not limited to: “Big Four” public accounting firms, local and regional public accounting, corporate, private, and non-profit accounting and finance, banking, and insurance industries. Each student is required to work 120 hours and maintain weekly internship journals directly related to learning goals developed in the internship preparation course. Through this experience, students are given the opportunity to convert classroom theory into practice. Prerequisites: minimum 2.5 cumulative average in the student’s major field of study and completion of ACC 481. Non-traditional students or students who are not eligible for the internship may substitute a business elective, with approval of the department.

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## ***Art***

### **ART 101 Introduction to the Arts (3)**

This course acquaints the student with the fine and performing arts. The study of works from various cultures and periods reflecting the unique point of view of the artist broadens the student’s own vision of the world. The focus of the course is the exploration of the arts to provide insights into creativity and the aesthetic experience. Students participate in discussion, studio work, performance, and museum visits as they improve critical skills in looking and listening. There is a lab fee for this course.

### **ART 102 Basic Drawing and Design I (3)**

This course will give students practice in organizing two-dimensional space through the application of the elements and principles of art. Students will be introduced to color and its expressive use. They will learn the definition and function of the elements of art as applied to representational, abstract, and nonobjective drawing. Students will explore the blending of basic techniques and creative thought leading to growth of personal style. There is a lab fee for this course.

### **ART 104 Drawing II (3)**

Students will explore further the development of stylistic skills through heightened

perception of still life, human figure, and studies from the imagination. Method and materials are more widely explored, encouraging the fullest use of individual capacities. There is a lab fee for this course.

### **ART 201 Painting I (3)**

Students will investigate the application and effects of painting media on a variety of grounds. They will practice image making through pictorial composition, with stress on inventive experimentation. Students will study works of art from various cultural art heritages. There is a lab fee for this course.

### **ART 202 Painting II (3)**

Students will refine personal imagery through pictorial interpretations of figure and setting, still life composition, and imaginary theme. There is a lab fee for this course.

### **ART 203 Color Theory with Mixed Media (3)**

This course explores the topic of color with approaches based on both theory and experience, while also introducing fundamentals of water-based paint and digital media. Classroom lectures will introduce painting materials and methods as well as the scientific, historical and contemporary context of color. Much of the class will be dedicated to experimentation with materials, in-class studio time, group collaboration, and critique. There is a lab fee for this course.

### **ART 205 Word and Image (3)**

This course explores the affinity between language and visual art. A series of studio workshops using word to inspire image frees the creative response in everyone.

Students will develop projects connecting visual art in various media to text. Studios may include illustration, photography, video, painting, graphics, mixed media, and artist's books. Various thematic areas are investigated: e.g. social and political issues, the environment, myths and legends, poetry, and literature. While studio courses are often more technique-oriented, this interdisciplinary course aims at creative expression and active student involvement. There is a lab fee for this course.

### **ART 208 Design II (3)**

Three-dimensional forms are the focus of this advanced design course. The students will solve problems in spatial composition using a wide range of media. Assignments may include furniture design, sculpture, and architectural models. Students are expected to read and investigate the history of design with an emphasis on contemporary works.

Fulfillment of a design contract for a final project is required. There is a lab fee for this course.

### **ART 212 Special Topics in Art (3)**

In any time and place, ancient Greece to the contemporary Western world, early China to modern Africa, art takes its form from the technologies available and the philosophies and history that influence a culture. Not a survey course, it will explore the art from selected cultures, ancient to modern, through books, slides, and by working with various media to

understand better the artistic processes that have been used throughout the centuries. There may be a lab fee for this course depending on the specific curriculum.

### **ART 213 Art History I (3)**

Students will study the art and architecture of ancient civilizations from the near East through Greco-Roman period, Byzantine, and Islamic world. The course includes important work of the medieval period and culminates with the late Gothic period in Western Europe. Comparative studies with arts of non-western civilization such as India, China, pre-Columbian Central America, and Africa, provide the student with cross- cultural considerations. This course satisfies the culture and critical thinking/communication outcomes.

### **ART 215 Art History II (3)**

This survey course focuses on the art of Western Europe from the early Renaissance through the rise of modernism, and includes contemporary trends in Europe and the United States. A special emphasis is placed on painting and sculpture and the relationship of art to social and political currents. Students will compare these works with examples of arts from non-Western cultures. This course satisfies the culture and critical thinking/communication outcomes.

### **ART 301 Women in Art (3)**

This course will investigate the productive creativity of women in the visual arts from ancient to modern times. Students will become acquainted with the history of women through a study of their art and crafts. Traditional and feminist approaches to art history will be explored. Studios will allow the student to work in the styles and media of the women artists studied. There may be a lab fee for this course depending on the specific curriculum.

### **ART 302 Painting III (3)**

Students who have completed Painting I and II, or by permission of the instructor, may select this advanced painting course. In this class the advanced student will continue solving problems in the formal elements of pictorial space including both representational and non-representational considerations. Preliminary studies and thematic series will be emphasized. There is a lab fee for this course.

### **ART 314 American Art (3)**

The focus of this course is an overview of the painting, sculpture, and architecture of the United States from colonial beginnings to the expression of today, with attention to the 20th century struggle for stylistic independence from European influence.

### **ART 318 Printmaking I (3)**

This course explores several types of printmaking: relief, intaglio, planographic, and stencil through woodcut, linocut, paper plate lithography, monotype, and collagraph. Students will learn various techniques of plate and paper preparation, hand printing, and use of the presses. The culminating project of the class is to produce a portfolio or original prints using

each of these methods. There is a lab fee for this course.

### **ART 322 Watercolor Painting (3)**

Students will learn fundamental approaches to effective use of transparent watercolor. Students will experiment with papers and tools, with color mixing and compositional invention and they will study oriental approaches to ink wash and watercolor painting. There is a lab fee for this course.

### **ART 340 Pottery (3)**

Students will be introduced to hand-building as well as glaze and non-glaze decoration. They will study pottery from various cultural art heritages. Advanced work may be undertaken through ART 400 Independent Study. There is a lab fee for this course.

### **ART 345 Sculpture (3)**

Students will explore additive and subtractive approaches to three-dimensional form. Skills are challenged by a variety of materials and sculpting tools. Students will study works of art from various cultural art heritages. Open to all majors. There is a lab fee for this course.

### **ART 346 Advanced Sculpture (3)**

In this course, students will develop further a sense of design and structure of three-dimensional objects as a continuation of the student's exploration in Sculpture I. Students will further successfully explore composition and problem solving with regard to unique materials used in the creative process. Prerequisite: ART 345. There is a lab fee for this course.

### **ART 400 Independent Study (3)**

The independent study option is open to art students who wish to develop an individual direction and expression on a more advanced level. Approval of course instructor and division chairperson is required. There may be a lab fee for this course depending on the specific curriculum.

### **ART 408 Internships/Field Experience (3-6)**

This field experience is a guided practical one for qualified seniors. Placement is chosen to enhance individual student interest in a particular area. A contract will be developed with the company and the college regarding the work and specific projects to be completed. A job experience portfolio and written submission of a final report are required.

### **ART 420 Art Senior Thesis (3)**

Required of all graduating fine arts majors. Students will prepare and present a final portfolio of their work. Additionally, they will acquire the skills necessary to create and exhibit their work in a senior exhibit at the Borgia Gallery.

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***Biology***

**BIO 105 Biology: Human Applications (3)**

An introductory one-semester course for non-science majors that introduces the student to biology through current issues and areas of study that are important today, especially as they relate to human health and decision-making in the future. This course fulfills a Global Awareness requirement. (This course can be taken to fulfill the natural sciences core requirement.) This course is offered every semester.

**BIO 110 Environmental Biology (4)**

The course presents fundamental principles of ecology and the relationship of organisms to the environment. Topics to be studied include adaptation, nutritional needs of organisms, food chains, cycles and recycling in the natural environment, interrelationships among organisms, and human population dynamics. Topics on current ecological problems, such as global warming, acid rain, ozone depletion, and endangered species will evaluate the human impact on the environment. (This course can be taken to fulfill the natural sciences core requirement.) This course is offered the fall of even years.

**BIO 113 Forensic Science (4)**

Forensic science by definition is the application of science to the law; the science aids law enforcement in solving crimes. Students will use documented crimes as case studies to examine the link between science and the law. Evidence will be tracked from the crime scene through the laboratory and into the courtroom. Lecture topics include the collection, preservation and analysis of biological, chemical, and trace evidence. Current issues as well as various forensic science disciplines will be explored.

**BIO 123 General Biology I (4)**

Introduction to the study of biology at the molecular level in lecture and lab. From the chemistry of life and the machinery of the cell to genes and heredity, this course covers the basic building blocks of life. Although it is the fundamental course for biology and related majors, this course is open to non-science majors who wish to take a laboratory science, and it will fulfill the natural sciences core requirement. There are no prerequisites. BIO 123 may be taken without BIO 124. This course is offered every fall.

**BIO 124 General Biology II (4)**

Introduction to organismal, evolutionary, and ecological biology. Lectures and laboratory explore the diversity of animal and plant life, including the relationships of the major groups of living things. Although it is the fundamental course for biology and related majors, this course is open to non-science majors who wish to take a laboratory science, and it will fulfill the natural sciences core requirement. There are no prerequisites. BIO 124 may be taken without BIO 123. This course is offered every spring.

**BIO 215 Anatomy and Physiology (4)** This course is offered every fall.

**BIO 216 Anatomy and Physiology (4)** This course is offered every spring.

A study of the correlation between structure and function in the organ systems of the human body with emphasis on homeostasis. Laboratory involves a study of structure and function in vertebrate specimens.

**BIO 221 Microbiology (4)**

This is an introductory survey course in the field of microbiology, with an emphasis on clinical microbiology. Topics include the diagnosis and treatment of infectious disease caused by microbes and biological agents. Many different diseases are used to study the diagnosis, treatment, and prevention of infectious disease. Through the study of pathogens, an understanding of microbial structure and function is attained. The laboratory is reflective of the lecture. This course fulfills a Global Awareness requirement. (This course can be taken to fulfill the natural sciences core requirement.) This course is offered every spring.

**BIO 224 Potions, Poisons and Perfumes (4)**

The secret life of plants—plants produce an astonishing array of toxic, enticing, useful products. This course will introduce the biology of plants and explore the discovery and human use of plant products for treating diseases (such as cancer and malaria) while covering a range of topics from chemistry to biosynthesis, to interactions with other organisms. This course fulfills the Global Awareness and Communication Intensive requirements and can be taken as a chemistry elective. Biology majors are strongly encouraged to take the course with the lab. There are no prerequisites for this course. This course is offered the spring of even years.

**BIO 226 Cell Biology (4)**

This course is a detailed study of the structure and function of the eukaryotic cell, with an emphasis on the cell membrane and the cytoplasmic organelles. Current concepts in cell communication, molecular targeting within cells and between cells are included in the topics of study. The laboratory will cover several techniques vital to the study of cells including histology and cell culture techniques. This course fulfills a Communication Intensive requirement. This course is offered the fall of odd years.

**BIO 301 Developmental Biology (4)**

A presentation of embryonic development and differentiation in higher animals, including the human, with emphasis on underlying mechanisms, experimental and molecular aspects, and current concerns such as fetal research, cloning, genetic engineering, and stem cells. Laboratory work includes the study of normal development in live embryos, and an introduction to techniques of experimental embryology and tissue culture. Prerequisites: BIO 122 and at least one year of chemistry strongly recommended. This course is offered the fall of odd years.

**BIO 302 Biology of Human Development (3)**

A study of later development in vertebrates in general, but particularly in the human fetus, with emphasis on how complex organs are formed, how their specific patterns come into



existence, and the defects in the process that result in developmental abnormalities.

Prerequisites: BIO 122 and 301 or permission of the instructor. This course is offered the spring of even years.

### **BIO 310 Endocrinology (4)**

A general study of the vertebrate endocrine system, including the structure of the glands, the nature and properties of hormones, the control of hormonal secretion, and the mechanisms of hormone action. Prerequisites: CHE 211 and CHE 212 highly recommended; BIO 122 or permission of the instructor. This course is offered the spring of odd years.

### **BIO 313 Anatomy & Physiology (4)**

Anatomy and Physiology I is a study of the correlation and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the skeletal, muscular, nervous, and integumentary systems. Developmental aspects of each system along with various pathological conditions and current clinical applications will be explored through the use of journal articles and case studies.

### **BIO 314 Anatomy & Physiology II (4)**

Anatomy and Physiology II is a study of the correlation between structure and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the anatomic nervous system, the special senses, and the endocrine, circulatory, respiratory, lymphatic, immune, digestive, urinary, and reproductive systems. Developmental aspects of each system along with various pathological conditions and current clinical applications will be explored through the use of journal article and case studies.

### **BIO 321 Genetics (4)**

This is an introductory course in genetics. All aspects of genetics will be introduced including the areas of classical, population, biochemical, and molecular genetics. The laboratory will carry the concepts developed in the course to the bench. Students will develop and run their own research experiment, from experimental design to data collection, and culmination of their research in a formal presentation as a research paper and PowerPoint presentation. This course fulfills Communication Intensive and Global Awareness requirements. This course is offered the fall of even years.

### **BIO 326 Molecular Biology (4)**

Molecular biology is an introductory course in the function of prokaryotic and eukaryotic cells at the molecular level, with a strong emphasis on chromosome and gene structure. This course will focus on the regulation and control of cellular activity at the molecular level. The laboratory teaches the essential techniques used in molecular biology. Students will design and execute their own experiment using techniques learned in the lab. Prerequisites: CHE 211 and BIO 321; CHE 212 recommended. This course is offered the fall of even years.

### **BIO 336 Biochemistry (4)**

This course will focus on the study of chemical reactions that occur in living organisms with

special emphasis on intermediary metabolism, acid-base balance, and hormone regulation. Laboratory techniques utilize basic biochemical techniques for the study of enzymes and other biologically important molecules. Prerequisites: CHE 211-212 and one course in biology, or permission of the instructor. This course is offered the fall of even years.

### **BIO 404 Biology Seminar (3)**

This communication-intensive course is a capstone experience for biology majors. Through student research, writing, presentations, and discussions, the course will explore in depth an important contemporary biological topic that has interdisciplinary aspects. Open only to third and fourth year students. This course fulfills a Communication Intensive requirement. This course is offered the spring of odd years.

### **BIO 409 Research and Independent Study (2-6)**

This course allows participation in directed laboratory research, grant-funded research, or independent study in some area of biology under the guidance, and with the permission, of one of the faculty. It is open to second, third, and fourth year biology majors and minors. It may be taken for one or two credits per semester until a maximum of six credits is attained. The minimum requirement is two credits, which may be earned in one or two semesters. This course is offered every semester.

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## ***Business***

### **BUS 221 Computer Applications for Business (3)**

To meet the challenges created by the increasingly important role that technology plays in our society, in this course students will gain hands-on experience with the most recent and widely used software programs. Students will complete introductory and advanced projects in Excel. Students will learn to write an academic research report using Word. Learning to design and create a database using ACCESS will be the final course project.

### **BUS 242 Principles of Management (3)**

Students learn the major concepts and principles of business organization and explore the management processes of planning, organizing, leading, and controlling. The emphasis of the course will be on the skills and knowledge needed to successfully manage an organization.

### **BUS 248 Global Business Environment (3)**

This is a study of the economic, political, and operational impact of conducting business in an international environment. Emphasis is placed on the historical development of trade theory, the cultural and social impact of globalization, and an evaluation of the role that cultural differences have on doing business internationally. The course evaluates the global economic environment. In addition, linkages in communication, education, financial systems, and standards of living are examined in terms of how they limit and/or encourage trade. The

impact of trade on business operations is also evaluated.

### **BUS 252 Principles of Marketing (3)**

The role of consumers in society and their choices at the retail level are increasing dramatically. Consequently, the role of marketing in our society is discussed using a product, price, place, and promotional focus. This course is projected from the viewpoint of marketing management in a firm. The course focuses on providing students with an understanding of the latest marketing strategies such as internet marketing techniques.

### **BUS 260 Legal Environment of Business (3)**

This course is an examination of the legal environment of business including traditional business law topics such as contracts, agency, and property. In addition, regulatory topics are included such as labor law, securities law, and antitrust. This course provides the student with the skills necessary to understand the relationships among business, government, and the law within the contemporary business environment. Prerequisite:

### **BUS 311 Principles of Financial Management (3)**

The principles underlying the nature, operation, and control of the corporation are studied through an analysis of its financial structure, practices, and policies. Emphasis is placed on financial markets, interest rates, the time value of money, financial analysis, and the analysis of short-term and long-term corporate financial decisions, including working capital management, capital budgeting, cost of capital, leverage, and debt and equity financing. This course is taught in the computer lab with extensive use of Excel.

Prerequisites: MAT 109, ACC 202.

### **BUS 317 Business and Society (3)**

Within the context of the rapidly changing business environment, students explore the many non-market forces that affect the management and operations of the organization. They gain a deeper understanding of the meaning of social responsibility and the complex issues that managers confront in the 21st century. Students learn to identify, manage, and prioritize stakeholder relationships or issues, as well as develop strategic responses within the context of an ethical framework. Prerequisite: BUS 242 for business majors.

### **BUS 319 Personal Finance (3)**

What will life be after college? Where will you live and work? Should you buy or lease a car? Is it better to rent an apartment or buy a house? How much money do you spend every week on entertainment, gas, and other living expenses? Can you really afford those expenses? Answers to these questions are explored in this life skills course that introduces a variety of topics impacting students' everyday personal and financial lives. The Internet will be used extensively to explore the answers to life's hard questions.

Career planning, financial planning, insurance needs, major asset purchases such as a home, investments, retirement planning, and wills and estates are examined in a life-cycle context. A secondary objective of the course is to introduce students to the stock market through investment simulation. Prerequisite: none.

**BUS 332 Sales and Sales Management (3)**

A sales training format is used to familiarize students with the issues of being involved in the field of sales. The planning, accomplishment, and management of the personal selling function and how it relates to the total marketing concept are components of the training format. It includes a discussion of and demonstration of direct selling skills.

Prerequisite: BUS 252.

**BUS 333 Advertising (3)**

This course provides an in-depth examination of advertising strategy. The course looks at advertising in our society, the advertising within organizations, advertising's role in marketing, and the planning of copy, media, and research. Special kinds of advertising including online, transit, and billboard advertising are analyzed. Management of the social and legal aspects of advertising is also discussed. The latest online marketing, social marketing, and mobile application marketing techniques are explored.

Prerequisite: BUS 252

**BUS 340 Introduction to Entrepreneurship (3)**

Are you wondering how to turn an idea for a product or service into reality? Have you ever thought you would like to take on the challenges of building your own company? Did you know that small business contributes significantly to the health of the U.S. economy? This course introduces essential ingredients of entrepreneurship through a series of hands-on projects supported by practical readings and case studies. Topics include: defining ideas that will meet the needs of future customers, planning for the business, marketing and selling, determining necessary financial resources, and leading the team. The course culminates in a business concept project that gives students experience in planning for a new product, service, or company. Prerequisite: None

**BUS 341 Gender and Diversity in Management (3)**

Students develop an understanding of and appreciation for the challenges and opportunities that diversity brings to the work environment. Sociological barriers, cultural values, and stereotypical attitudes are examined as students acquire the skills, attitudes, and patterns of critical thinking needed for effective leadership. Prerequisite: BUS 242.

**BUS 342 Managerial Communications (3)**

Students develop the skills in effective business communication, beginning with organizing the message to fit the audience, the purpose, and the situation. They learn how to express themselves clearly and articulately, both orally and in writing, to listen actively, and to use effective leadership skills. Prerequisites: BUS 242, 221.

**BUS 345 Human Resource Management (3)**

Students gain knowledge of key aspects of an effective human resource management system that recognizes employees as the most important asset. Topics covered include employee selection, training and development, compensation and benefits, motivation, discipline, grievance handling,

labor unions, and the partnership between line managers and the human resource function. Prerequisite: BUS 242.

### **BUS 350 Labor Relations (3)**

A study of the labor-management relationship, the development and nature of the union organization, and the major laws affecting unions and their impact on the collective bargaining process. Current and prospective national labor problems are treated based on current legislative and antitrust instruments. Prerequisite: BUS 242.

### **BUS 365 Marketing Research (3)**

An investigation into the role of the marketing research and decision-making of the marketing manager. The course focuses on the research process, the presentation of research results, and data analysis. Case studies and exercises deal with consumer, industrial, and nonprofit organizations. Prerequisites: MAT 109, BUS 252.

in all types of sport organizations. Prerequisite: BUS 242.

### **BUS 375 Organizational Behavior (3)**

How to understand, motivate, and supervise people in work settings is the main emphasis in this course. Group dynamics and human reactions are studied via the case method and role-playing. The organization as a social system will be covered in depth. Prerequisite: BUS 242.

### **BUS 377 International Marketing (3)**

An examination of the theory and practice of a national or multinational company trading in world markets, focusing on developing a strategic marketing plan for this environment from a cultural, political, and economic point of view. Prerequisites: BUS 252, BUS 248.

### **BUS 480 Business Strategy (3)**

This business course is the culminating capstone course for all students majoring in accounting or business, and is designed to reinforce and test what they have learned throughout their coursework. Students work in competitive teams to bring together key concepts and skills from accounting, economics, finance, management, law, and marketing. A business ethics component focuses on helping students develop a framework for making ethical decisions. The organizing element of the course is an online international business simulation. This is a sophisticated model of a competitive business environment that requires teams to analyze data, consider options, test decisions, and then put their business judgment on the line against other teams. The course will be taught in the computer lab, and students will make several formal business presentations to faculty and community business leaders. Students in this course will also complete the comprehensive business exam. Prerequisite: All 200 and 300 level business management required courses must be completed, and student must have senior standing.

### **BUS 481 Career Development (3)**

The Career Development course is designed to assist students with career exploration and to prepare them to be competitive candidates during the internship and job search process. This course covers the following topics: career planning, resume building, interview skills, professional etiquette and the

power of networking. Students learn the importance of self-efficacy to achieve personal and professional success.

#### **BUS 482 Internship (4)**

Students majoring in management, accounting, marketing, and sport management participate in project-centered internships in keeping with their career interests and skills. Through daily internship journals, completion of an internship project, and reports on the learning accomplished through the internship experience, students are given the opportunity to convert classroom theory into practice. Prerequisites: minimum 2.5 cumulative average in the student's major field of study, completion of all 200 and 300 level business courses, and completion of BUS 481. Non-traditional students or students who are not eligible for the internship may substitute a business elective, with approval of the department.

#### **BUS 490 Independent Research Project**

Open to selected students, this project reflects the culmination of the four-year study of business management at the college. Students with strong academic achievement, motivational skills, and independent learning ability may submit study proposals at the time of course registration, to be approved by the end of the first week of classes.

Students must obtain the advance written permission of the supervising faculty member and the division chair before registering for this course.

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## ***Chemistry***

#### **CHE 103 The World of Molecules (3)**

The purpose of this course is to introduce the basic principles of chemistry to the non-science major in a non-intimidating way. Through lectures, discussions and hands-on experiences, students will investigate the fundamental ideas of chemistry, learn in what ways chemistry is relevant to their daily lives, and gain an understanding of how science works.

#### **CHE 121 General Chemistry (4) CHE 122**

##### **General Chemistry (4)**

A study of the fundamental facts and theories of chemistry. Topics in CHE 121: chemical formulas, mass-mole relationships, gases, atomic structure, bonding, thermochemistry, liquids, and solids. Topics in CHE 122: solutions, gas equilibria, kinetics, acids and bases, solution and precipitation equilibria, complex ions, thermodynamics, and electrochemistry.

#### **CHE 195 BIO/Organic Chemistry for the Health Sciences (4)**

A study of the principles of organic and biochemistry relevant to the health sciences. Basic concepts in general chemistry (atomic structure, bonding, etc.) will be covered in the first

two weeks of the course. Prerequisite: high school chemistry.

**CHE 198 Biological Chemistry (3) CHE**

**211 Organic Chemistry (4) CHE 212**

**Organic Chemistry (4)**

A theoretical and practical study of the chemistry of carbon compounds with particular stress on molecular structure, synthesis, and reaction mechanism. Prerequisites: CHE 121-122.

**CHE 307-308 Physical Chemistry (8)**

A study of the principles of thermodynamics, atomic and molecular structure, kinetics, and electrochemistry. Prerequisites: PHY 105-106, MAT 131-132, CHE 211-212; CIT 213 (Programming), or permission of the instructor.

**CHE 325 Advanced Inorganic Chemistry (4)**

An investigation into the chemistry of the compounds of the main group and transition elements. Prerequisite: CHE 121-122.

**CHE 336 Biochemistry (4)**

A study of the chemical reactions that occur in living organisms with special emphasis on intermediary metabolism, acid-base balance, and hormone regulation. Laboratory techniques utilize basic biochemical techniques for the study of enzymes and other biologically important molecules. Prerequisites: CHE 211-212 and one course in biology, or permission of the instructor.

**CHE 337 Analytical Chemistry (4)**

An introduction to the principles and practice of inorganic quantitative analysis. Prerequisites: CHE 121-122.

**CHE 338 Instrumental Analysis (4)**

An introduction to the theory and practice of modern instrumental methods of chemical analysis. Laboratory exercises include use of spectrophotometers, chromatograms, electroanalytical equipment, and radiometric instruments. Prerequisite: CHE 337.

**CHE 419-420 Directed Study and Research (1-2)**

Study directed by members of the department. Work may include an original laboratory investigation, use of the literature, and interpretation of data. Prerequisite: CHE 121-122.

## ***Chinese***

**CHI 101-102 Novice Irish (6)**

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

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## ***Computer Information Technology***

### **CIT 101 Introduction to Computers (3)**

Students will gain in-depth knowledge of how a computer works, from its operating system to its different hardware components. Students will also be shown procedural steps to thwart different computer system problems. Hardware and software installation and removal along with system requirements will be covered.

### **CIT105 Cyber Culture (3)**

Students will debate, discuss, and research the evolving nature of global human cultures as they exist in an ever-more digital world. Students will examine and critique several legal, ethical, commercial, and technological aspects of concepts such as digital entertainment, virtual identity, the Internet as a social landscape, and the portrayal of technology in popular culture.

### **CIT 122 Concept Design (3)**

Students will look at the analytical designs of computer programs and other systematic computer work. Taking into consideration functionality and the delivery system for the programs, the students will delve into the final layout stages of their own computer programming or system architectures.

### **CIT 201 Technology Through Film (3)**

In this technology survey course, students will explore a variety of different scientific discoveries through the medium of film. Online discussions of the material and the creation of digital presentations about the films form the core of the student's workload. An understanding of presentation software and Elms College's online course system is expected.

### **CIT 210 Artificial Intelligence (3)**

This course is an introduction and a survey of the field of Artificial Intelligence (AI). The covered topics will include: robotics, searching algorithms, logic and knowledge representation, planning, machine learning, neural networks, natural language processing, speech and handwriting recognition, and vision. Some introductory programming is required.

### **CIT 213 Introduction to Programming (3)**

This course provides an introduction to computer programming using several current programming languages.

### **CIT 214 Networks and Security (3)**

This course provides an introduction to the fields of computer networking and computer security. Students will learn basic networking terminology and how to network two or more computers together, an understanding of computer security threats and attacks, and how to



assess, secure, and safeguard the security of computer systems.

**CIT 215 Database Design (3)**

This course provides an introduction to database design and management. Students will learn to develop data models to design databases, and then to implement, use, and manage databases using SQL and database management software. Students will also learn how to create websites that access databases.

**CIT 256 Web Design (3)**

An introductory course to the fundamentals in website construction. GUI website generators and HTML code will be explored by the students. File syntax and folder hierarchy will also be covered.

**CIT 312 Advanced Programming (3)**

This course is an advanced programming course including object-oriented programming, basic data structures and algorithms. (Prerequisites: CIT 213)

**CIT 315 Computer Game Design (3)**

This course introduces students to designing and programming computer games. The focus of the course will be hands-on development of computer games. (Prerequisite: CIT 213 or 366, or permission of the instructor.)

**CIT 320 System Administration (3)**

This course is an introduction to tasks undertaken by system administrators in the Unix and Windows operating systems.

**CIT 330 Mobile App and Website Development (3)**

This course is an introduction to developing apps and web sites for cell phones, tablets, and other handheld computer devices. (Prerequisites: CIT 213 and CIT 256)

**CIT 345 Digital Forensics (3)**

This course focuses on recovering and analyzing data from computer devices through digital forensics. Topic covered will include forensic tools, digital evidence detection and analysis, intrusion detection, and the investigation of other computer crimes.

**CIT 366 Website Programming (3)**

Students will learn a high level programming language slated for the web. The use of these languages for making dynamic sites and pages, as well as providing interactivity for the users, will be covered. (Prerequisite: CIT 213 & CIT 256).

**CIT 405 Internship (3)**

Students work 140 hours in an internship in the IT field.

**CIT 423 Professional Programming Project (3)**

Students create a large –scale programming project as their capstone project (CIT capstone course, communication intensive)

### **CIT 456 Professional Web Design Project (3)**

Students create a portfolio website showcasing their work in CIT courses. (CIT capstone course, communication intensive).

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## ***Communication Sciences and Disorders***

### **CSD 103 Sign Language I (3)**

This course introduces the third most widely used language in the United States. Emphasis will be on learning grammatical structure, as well as on developing receptive and expressive skills. Cultural aspects of the Deaf community are introduced through readings and class discussions. This course satisfies the language requirement.

### **CSD 104 Sign Language II (3)**

This course furthers the development of receptive and expressive skills. Introduces the student to more complex lexical and grammatical structures, including signing space, body posture, and facial expression. Prerequisite: CSD 103 and/or permission of the instructor. This course satisfies the language requirement.

### **CSD 200 Professional Writing for Communication Sciences and Disorders (3)**

This course focuses on writing and other communication skills that are essential for professional practitioners in the field of Communication Sciences and Disorders. Students will complete a number of writing and oral activities, some of which will be specific to CSD competencies while others target more global communication which will be required at a professional level. A specific goal of the course is to help students become more effective writers to facilitate their academic and professional development for the demands of CSD.

### **CSD 201 Introduction to Communication Sciences and Disorders (3)**

This course provides an introduction to the field of communication sciences including language, speech, and hearing. In the first part of the course we will discuss normal development and basic anatomy in each of these areas. The second section will focus on disorders in these areas, and in the final section we will discuss the professions of speech pathology and audiology.

### **CSD 202 Anatomy and Physiology of the Speech Mechanism I (3)**

This course will detail the anatomy and physiology of the human body as it applies to the field of speech-language pathology. Included will be an explanation of the skeletal, muscular, and

nervous systems. The course will focus on respiration and on the central nervous system as they apply to the production of speech and language.

### **CSD 203 Anatomy and Physiology of the Speech Mechanism II (3)**

This course will detail the anatomy and physiology of the human body as it applies to the field of speech-language pathology. The course will focus on phonation, articulation, and resonance. Prerequisites: CSD 201, CSD 202.

### **CSD 204 Phonetics and Phonology (3)**

This course teaches students the International Phonetic Alphabet (IPA) in order to learn the principles of clinical transcription of verbal speech production. In addition, students learn other important aspects of phonetics, including diacritics, acoustic properties of speech sounds, and phonological process (i.e., articulatory trends). The emphasis of the course is practical, whereby students apply the content of lectures to actual applications. Prerequisites: CSD 201, CSD 202.

### **CSD 205 Sign Language III (3)**

Sign III is an intermediate-level course designed to encourage development of receptive and expressive skills through exposure to more sophisticated dialogue and narratives. Included are the use of classifiers, body posture, and more creative use of signing space. Prerequisite: CSD 104 and/or with permission of the instructor.

### **CSD 206 Sign Language IV (3)**

In this advanced course, everyday communication is the centerpiece of every lesson. Topics include sharing information about our environment and us. Grammar is introduced in context, with emphasis on developing question and answer skills. Students learn conversational strategies and participate in interactive activities to allow them to rehearse what they have learned.

### **CSD 207 Introduction to Linguistics (3)**

This course investigates the four basic linguistic modalities of human communication (i.e., auditory comprehension, verbal expression, reading comprehension, and written expression) from a variety of perspectives. More specifically, linguistic performance (use) and competence (understanding) is viewed through developmental, theoretical, cognitive, and practical applications. Students engage in language labs every three weeks to facilitate understanding. Prerequisites: CSD 201, 202.

### **CSD 301 Hearing Science (3)**

This course will provide the student with an introduction to acoustics and psychoacoustics. It will also provide rather detailed information of the anatomy and physiology of the auditory mechanism both at the peripheral and central levels, as well as of pathologies that may occur at these anatomical sites. In addition to lecture, the method of teaching will include active participation on the part of the student, in order to ensure a working knowledge of the subject matter.

**CSD 304 Speech Science (3)**

This course will provide an introduction to the physiology, perception, and acoustics of speech. The history of speech science will also be discussed. This course will consist of lectures and labs. Prerequisites: CSD 201, 202, 203, 204.

**CSD 305 Normal Language Development (3)**

This course covers a variety of areas including theories of speech and language acquisition, the emergence and development of phonology, morphology, syntax, semantics, and pragmatics in children and throughout the lifespan. Prerequisites: CSD 201, 204, 207.

**CSD 306 Audiology (3)**

This course will introduce the student to the field of clinical audiology. Theoretical information, which is necessary to develop an understanding of various audiological assessments, will be provided. Basic audiological procedures, behavioral and electrophysiological site of lesion tests will be discussed. Practical experience with some audiological procedures will also be provided. The format of this course will include both lectures and hands-on experience. Also observations of audiological assessment procedures will be required. Prerequisite: CSD 301.

**CSD 307 Observational Methods and Techniques (3)**

This course will prepare students to participate in observation of evaluation and treatment of a variety of speech, language, and hearing disorders across client populations and clinical settings. Topic areas will include clinical methods, data collection and documentation, models of service delivery, professional standards and competencies, multicultural issues, and ethical considerations. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305. This course satisfies the civics outcome.

**CSD 307L Observational Methods and Techniques Lab (1)**

This lab provides an opportunity for additional clinical observations. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305.

**CSD 308 Diagnostic Procedures (3)**

This course will provide participants with a working knowledge of speech-language diagnostic tools, procedures, and techniques specific to a variety of diagnoses and client populations. A number of communicative disorders will be discussed including adult neurological disorders, voice, fluency, phonology, child language, and articulation. Strategies for choosing, administering, interpreting, and reporting results of a variety of formal and informal diagnostic procedures for each diagnosis will be reviewed. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305.

**CSD 399 Independent Study (1-3) CSD  
403 Bases of Intervention (3)**

This course provides students with an introduction to the principles and procedures in the habilitation and rehabilitation of individuals with speech and language disorders. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305, 306, 307, 308.

### **CSD 405 Aural Rehabilitation (3)**

This course is intended to introduce to the student the process of rehabilitating a hard of hearing/deaf child or adult. The role of communication strategies, hearing aids, speech reading, auditory training, cued speech, sign language, and total communication in this process will be discussed. The effects of hearing loss on the linguistic as well as cognitive, behavioral, psychological, and social development of the hearing-impaired child will be reviewed. In addition, the reactions and the needs of the family of the hard of hearing or deaf child/adult will be explored. Prerequisites: CSD 201, 202, 203, 204, 301, 304, 305, 306, 307, 308.

### **CSD 408 Clinical Practicum in Schools I (3)**

This practicum is an introduction to clinical practice in speech language pathology; supervised experience arranged in area schools. This experience provides students with a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director.

### **CSD 408L Clinical Practicum in Schools I Lab (1)**

This course is an adjunct to CSD 408, Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student-driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 408.

### **CSD 409 Clinical Practicum in Audiology (3)**

This practicum experience is an introduction to clinical practice in audiology; supervised experience arranged in area schools, clinics, or hospitals; and a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director.

### **CSD 409L Clinical Practicum in Audiology Lab (1)**

A forum for the discussion of the clinical experience gained in CSD 409. Co-requisite: CSD 409.

### **CSD 410 Seminar in Communication Sciences and Disorders (3)**

This seminar is intended to provide advanced undergraduate students with an opportunity to investigate the field of C.S.D. in terms of its practical applications, rather than solely on a theoretical basis. The students will examine issues, will research topics, and will prepare and give a presentation to the class. Following the presentation the student will lead a class discussion. Among the areas to be examined are: 1) ethical issues, 2) professional issues, 3) intervention tools, 4) C.S.D. topics of particular interest to students, and 5) the application of theoretical and clinical information previously learned. Prerequisites: CSD 201, 202, 203, 204,

207, 301, 304, 305, 306, 307, 308, 403,  
405.

### **CSD 411 Clinical Practicum in Hospitals (3)**

This practicum is an introduction to clinical practice in speech language pathology; supervised experience arranged in area clinics or hospitals. This experience provides students with a graduated sequential program to develop basic clinical skills.

Prerequisite: permission of program director.

### **CSD 411L Clinical Practicum in Hospitals Lab (1)**

This course is an adjunct to CSD 411 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student-driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 411.

### **CSD 412 Rehabilitation of Articulation Disorders in Children and Adults (3)**

This course will provide participants with knowledge and training in the area of rehabilitation of articulation and phonological disorders in children and adults. A variety of intervention theories, strategies, and techniques will be discussed. Specific applications across populations will be reviewed. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 306, 307.

### **CSD 413 Rehabilitation of Language Disorders in Children and Adults (3)**

Topics covered in this course range from the abnormal development of syntactic, semantic, and pragmatic skills in children to the acquired disorders of aphasia, apraxia, and dementia in adults. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 306, 307.

### **CSD 414 Counseling Methods in Communication Disorders (3)**

In this course, students will become familiar with the medical model of service delivery as well as with other models of counseling. Students will develop basic skills required to work effectively with patients and their families in one-on-one and group settings. The format of this course will be both lecture and in-class exercises. These in-class exercises will be designed to develop basic counseling skills needed to work with patients with communication disorders and their families. Student participation will be essential to this course. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305, 306, 307, 308, 403, 405.

### **CSD 415 Clinical Practicum in Schools II (3)**

This practicum is a continuation of clinical practice in speech language pathology; supervised experience arranged in area schools. This experience provides students with a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director and CSD 408.

### **CSD 415L Clinical Practicum in Schools II Lab (1)**

This course is an adjunct to CSD 415 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student-driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 415.

### **CSD 416 Clinical Practicum in Hospitals II (3)**

This practicum is a continuation of clinical practice in speech language pathology: supervised experience arranged in area clinics or hospitals. This experience provides students with a graduated sequential program to develop basic clinical skills.

Prerequisite: permission of program director.

### **CSD 416L Clinical Practicum in Hospitals II Lab (1)**

This course is an adjunct to CSD 416 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student-driven, and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 416.

### **CSD 420 Introduction to Neuroscience (3)**

This course will focus on human neuroanatomy and neurophysiology as they relates to the field of communication sciences and disorders. Normal CNS development, structure and function, as well as the pathogenesis and progression of neurologically based communication disorders will be covered.

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## ***Criminal Justice***

### **CRJ 101 Introduction to Criminal Justice**

In this course you will examine the three entities that make up the criminal justice system—courts, corrections, and law enforcement. This examination will include an international, federal, state, and local overview. At the end of the course, you will understand how these entities work separately and in conjunction with one another. Topics of interest to be discussed will include the impact of technology and the media on criminal justice system and how our constitutional rights are impacted with the war on terrorism and the debate over the death penalty. This course will help you decide which area of the criminal justice system appeals to your professional goals as a criminal justice practitioner. (Note: This course is the prerequisite for all other CRJ courses other than CRJ260 American Legal Systems.)

### **CRJ 260 American Legal Systems**

Understanding the American legal system is vital for anyone, and especially for those of you

wishing to become professionals within either the legal or criminal justice fields. Criminal justice professionals must understand and use the law on a daily basis. Focusing on the role of law enforcement, judges, prosecutors, and defense attorneys within the criminal justice system, you will come to understand how the federal and state legislative, executive, and court systems impact both the civil and criminal justice systems. Prerequisite: None

### **CRJ 280 Principles of Criminal Investigations**

This course will cover, among other roles, the role of the first responder at a crime scene. The course will cover the protocol that must be followed in an investigation, evidence collection and documentation, and search methods. Various crimes, and the evidence to be collected within the dictates of the law, will be examined; examples will include sexual assault, drug, and alcohol cases and homicide scene analysis.

### **CRJ 310 Policing in America**

The police profession will be examined from the federal, state, and local level. The history of policing will be reviewed. You will develop an understanding of the mission, organization, and requirements of the modern law enforcement professional organization. Prerequisite: CRJ 101

### **CRJ 312 Corrections and Rehabilitation**

This course provides an examination of the treatment of criminal offenders in the United States. Beginning with the history of punishment and the penal system and its relationship to current correctional philosophies, topics to be discussed include probation, the prisons, industrial complex, and parole. Other topics will include the death penalty and Restorative Justice. Prerequisite: CRJ 101

### **CRJ 342 Effective Communications for the Criminal Justice Professional**

The criminal justice professional, whether a local police officer, federal agent, probation officer, correction officer, or lawyer must be able to communicate through the written word in reports or the spoken word when on the witness stand or facing the glare of media cameras. The ability to communicate effectively is mandatory in this profession; this may be the most important course you take in preparation for your career. You will learn to write succinct reports, be comfortable speaking in public, and learn the verbal skills of an effective communicator whether dealing with a superior, a colleague, or member of the community. Prerequisite: CRJ101

### **CRJ 350 Probation, Parole, and Restorative Community Justice**

The rehabilitation of the criminal offender is one of the goals of the criminal justice system. In this course you will examine how our present day concepts of restorative justice and rehabilitation compare to their historical treatment within the criminal justice system; treatment alternatives will be reviewed. Prerequisites: CRJ101; CRJ312

### **CRJ 360 Private Security**

The growing field of career opportunities in private security will be examined. Risk assessment from a management perspective for industrial, commercial, corporate and international entities will be reviewed. The overlap between public and private law enforcement will be analyzed. Prerequisite: CRJ101



### **CRJ370 Drugs, Guns, and Gangs (3)**

The methods of operation of prominent gangs will be analyzed. The toll of gun and gang--- related violence will be examined from the offender and victim perspective. The macro--- examination will include the proliferation of the prison industrial complex in the United States. Prerequisite: CRJ101

### **CRJ 380 Global Perspectives in Criminal Justice**

The world has grown infinitely smaller with the Internet and instantaneous communication. Criminal justice professionals need to appreciate and understand foreign legal systems and foreign criminal justice systems; this course will provide that review as well as highlighting recent international criminal cases. Prerequisite: CRJ101

### **CRJ385 Organized Crime and White Collar Crime (3)**

Organized crime is now global in reach --- this course will examine the consolidation of traditional criminal organizations across the globe including the Italian Mafia, Russian crime organizations, and the criminal enterprise of human trafficking. White collar crime, and the financial havoc it wreaks on the international and national scale, will be analyzed. Prerequisite: CRJ101

### **CRJ 390 Technology in Criminal Justice**

This course will review the latest advances in technology utilized by criminal justice practitioners. This will include the use of computer---aided mapping of crime, use of technology to secure and present evidence, and an overview of cybercrime. Prerequisite: CRJ101

### **CRJ 395 Homeland Security and Terrorism**

International law and the protection of the United States will be reviewed; the potential infringement on individual rights will be examined. A global perspective will be utilized when discussing foreign policy, nuclear weapons, terrorism, and the issues faced by law enforcement professionals in the international arena. Prerequisite: CRJ101

### **CRJ 460 Internship in Criminal Justice (4)**

This is a supervised field experience for qualified students with the criminal justice major. Students are aided in securing an internship position in an approved professional criminal justice setting. Prerequisites: minimum 3.0 cumulative GPA; senior standing; and department approval.

### **CRJ 480 Capstone Course—Ethics, Integrity Training, and Leadership Development**

Members of the criminal justice system are given tremendous power over others in society. In order to effectively and humanely exercise that power, criminal justice professionals must exhibit the highest levels of ethical behaviors and integrity.

Leadership is an ability that can be learned. This course reviews various leadership theories and uses practical application to illustrate those theories. Prerequisite: CRJ101; senior

standing.

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## ***Dance***

*NOTE: Dance courses may be used to fulfill the fine and performing arts core requirement.*

### **DAN 100 Survey of Dance Technique (3)**

A survey of the techniques of classical ballet, jazz, tap, and modern dance. This course introduces these forms through dancing, readings, and viewings.

### **DAN 210 Jazz Technique (3)**

Students will be introduced to dance as seen on television, in musical theater, and in films. This class will stress isolation of body parts, coordination, and rhythmic awareness. Each class will conclude with a dance combination performed to the popular music of today.

### **DAN 220 Modern Dance Technique (3)**

This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

### **DAN 230 Classical Ballet Technique (3)**

Students will study classical ballet technique stressing proper body alignment. Each class includes barre work, center and adagio, pirouettes, jumps, and across-the-floor work.

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## ***Economics***

### **ECN 211 Economics I (3)**

This course involves the macro-study of the American economic system. Topics include concepts of national income and employment theory, determinants of unemployment rates, inflation rates, GNP, and public policy tools that can be used to promote macroeconomic goals.

### **ECN 212 Economics II (3)**

This course involves the micro-study of the American economic system. Topics include the characteristics of the American private enterprise economy including the basic concepts of demand, supply, production, prices, allocation of resources, and distribution of income.

Prerequisite: ECN 211.

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## ***Education***

### **EDU 100 Introduction to Schooling and Education (3)**

This is an introductory course on the economic, historical, sociological, and pedagogical background of American education. It provides an understanding of present patterns of school organization, instructional designs, related services, and an insight into future developments. Ten hours of fieldwork required. Satisfies three credits of the global awareness and cultural understanding core requirement. Ten hours of fieldwork required.

### **EDU 108 Writing for Educators (3)**

Educators of the twenty-first century must have a command of written communication. EDU 108 introduces prospective teachers to the demands of the profession in terms of written communication. Extensive skill practice and mastery are the hallmarks of this course. The course aims to teach students to become more conscious and aware of themselves as writers; to write clear and interesting prose and to defend and support their positions or beliefs in writing and in speech. Preparation for the Communication/Literacy MTEL is a major focus.

### **EDU 204 Introduction to Multicultural Children's Literature (3)**

Sharing multicultural stories with children is the focus of this course. Cultivating children's love of, and response to, quality literature will be a major theme. Educators will explore ways to use stories to create a respectful and responsive environment that embraces diversity and the cultural heritage, experiences, and languages of children. Critical examination of representations of race, ethnicity, class, gender and/or sexuality in texts for children will be conducted. Evaluation of children's books for stereotyping and bias will be an important focus.

### **PSY 214 Children's Learning and Development (3)**

This course examines the characteristics of children and adolescents who follow typical and atypical patterns of development. It introduces students to theories of development and learning and looks at ways to observe learning experiences for students with a range of ability levels and learning styles. Ten hours of fieldwork required. Prerequisite for students in the pre-education sequence: EDU 100.

### **EDU 240 Intro to ASD in ECE (3)**

This course will prepare early childhood educators to design curriculum and use appropriate instructional strategies to address the needs of children with ASD (Autism Spectrum Disorder). This course will provide foundational knowledge in applied behavior analysis (ABA) including the principles of behavioral intervention and assessment. Special emphasis will be given to ethical practice and evidence-based practice (e.g. discrete trial training, analysis of verbal behavior and direct instruction).

### **EDU 304 Methods of Teaching Mathematics (3)**

This course examines elementary and middle school math curricula (N-9) and includes opportunities for students to practice teaching math skills and concepts. Application of cognitive psychology, implementation of Common Core State Standards and the Massachusetts Mathematics Curriculum Framework, use of visual representations and concrete materials, and the importance of sense-making and problem solving are emphasized. Ten hours

of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 307 Current Approaches to Reading and Language Arts (3)**

This survey course begins with early literacy approaches in the kindergarten and ends with content area reading strategies in the middle school. The course integrates reading with writing, speaking, dramatics, literature, and other media as students design lessons and thematic units that support literacy development. The course emphasizes a balanced approach to reading instruction that includes word study, phonics, reading for meaning strategies, and literature-based approaches. Classroom and formal assessment strategies are emphasized. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 308 Beginning Reading and Writing (3)**

The course emphasis is on approaches to early reading and writing in a literature-rich curriculum. Topics of study include reading aloud, shared reading, the language experience approach, and interactive writing. Throughout the course, language development, print-rich environments, phonological awareness, and assessment are underlying themes. The writings of Clay, Fountas and Pinnell, McCarrier, Taberski, and other notable authors in the field are used to develop the topics that help teachers to master the ELA framework as it pertains to early literacy. Prerequisite: EDU 307.

### **EDU 311 Writing Workshop (3)**

This course examines the essentials of writing and the structures and changing curricula of the teaching of writing. Teacher and student modeling during drafting, revision, conferring, editing, and publishing are demonstrated; interactive and guided writing is modeled. Students prepare and present mini-lessons and mini-inquiries based on the Massachusetts English Language Arts Framework. Picture books are used as mentor pieces to study the craft of authors. Selected genres include: memoir, poetry, and nonfiction. Prerequisites: EDU 100, PSY 214.

### **EDU 318 Technology for Early Childhood Educators (3)**

Technology, as integrated into three aspects of an early care and education teacher's life, will be explored. The first aspect is the use of technology for the teacher's own learning. The second theme will explore the appropriate use of technology in instruction with young children. The third theme addresses current developments in assistive technology for very young children with special needs.

### **EDU 319 Students with Special Needs (3)**

The successful inclusion of students with moderate disabilities is approached through lectures, readings, discussions, and activities designed to help participants gain an understanding of a variety of handicapping conditions, the laws which ensure educational equity for students with special needs, and general instructional and curricular modifications that teachers may be expected to make for students with special needs. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214.

### **EDU 321 Curriculum for Early Childhood Inclusion Settings (3)**

This course focuses on developmentally-appropriate practices, environments, activities, and materials for students with and without special needs in preschool and primary grades. It also prepares early childhood teachers who can help all young children develop their full potential and reach high levels of achievement through mastery of the Massachusetts Curriculum Frameworks. Special attention will be given to the study of art and music, and the development of social skills in a group setting. Twenty hours of fieldwork required in a public school inclusion classroom accredited by the National Academy of Early Childhood Programs. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 327 Addressing Challenging Behaviors (3)**

This course is an overview of developmentally-appropriate, effective guidance and classroom management techniques for the teacher of young children exhibiting challenging or acting-out behavior that may be disruptive, unsafe and explosive. A positive, proactive approach is stressed that incorporates research findings into the development of effective classroom management methods that work for all students and are critically important for students who lack executive function skills and other risk factors for healthy social/emotional development. The impact of teachers' emotional regulation and the maintenance of safe, warm and supportive relationships are stressed.

### **EDU 330 Secondary Curriculum (3)**

This course examines Frameworks-based curricula for secondary grades, as well as the culture of secondary schools as shaped by basic educational purposes, school governance structure, the presence of adolescents, successive reform movements, and divergent parental expectations. Comprehensive analyses are emphasized: How did secondary schools come to be the way they are, and should they remain that way?

What forces have carved the present curriculum? Ten hours of fieldwork required.

Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 337 Early Literacy and Bilingualism (3)**

After a thorough review of engaging methods to develop early literacy, students will learn methods for fostering bi-literacy in a variety of languages.

### **EDU 338 Assessment of Young Children (3)**

This course will familiarize participants with the Massachusetts Core Competencies in the area of observation, assessment, and documentation. Targeted skills will be: observing and recording; using appropriate assessment methods; communication with families, staff, and outside service providers based on the observation and assessment process; planning for individualized learning based on observations and assessments; and facilitating referrals based on observations and assessments. Current theory and practice recommendations related to standardized and alternative assessment methods will be discussed. A variety of assessment domains and assessment approaches will be explored. Strategies for supporting collaboration with diverse families will be discussed. Practical concerns such as: organizing and managing assessment information; classroom systems for gathering and storing data; tracking progress over time; flexible recording forms, systems, and processes; and assessing across the curriculum and throughout the day will be covered.

### **EDU 339 Writing in the Profession (3)**

Early childhood educators in this course will refine their writing skills to produce accurate written records and clear, effective, and grammatically-correct written communication for a variety of audiences: staff, parents, the press, and agency officials.

### **EDU 340 Health and Nutrition for Early Care & Education (3)**

Three major themes will be explored in this course: (1) issues and information in the fields of health care and nutrition, (2) the application of this information to practices in early care and education settings, and (3) instructional techniques and ideas for incorporating sound health and nutrition practices into the early care and education curriculum.

### **EDU 341 Inclusionary ECE Classrooms (3)**

Teachers in early care and education plan and execute instructional experiences for children at various developmental stages. These classrooms typically include many children with various special needs. This course will develop the following competencies:

Students will:

- modify classroom environments to accommodate children with special needs, in terms of physical access,
- select and create materials that can be used with children with a variety of special needs,
- design instructional experiences that can include children with special needs,
- implement the Massachusetts Early Learning Guidelines for Infants and Toddlers, with all children

The focus of the class will be on practical strategies, materials, and lessons with which to ensure that all students can be included in the early care and education curriculum.

### **EDU 342 Assessment of Students (3)**

The focus of this course is to investigate assessment instruments for students with and without special needs. Students select, administer, and interpret nondiscriminatory assessment instruments and learn to use this information to develop curricula and implement appropriate instructional strategies for students with mild and moderate special needs. Students learn to develop I.E.P.s or a 504 Plan from assessment data. Five hours of fieldwork required.

Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 343 Models of Inclusion (3)**

This course will explore various models of organizing services and for providing programming for students with moderate disabilities within the regular education classroom. Instructional strategies and techniques of inclusion, along with practical suggestions for classrooms, will be investigated. Students will develop plans for various age-level classrooms. They will also be introduced to consultation responsibilities with regular education teachers in order to implement strategies in varied classroom settings. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 352 Issues in E.S.L./Bilingualism (3)**

This course analyzes issues relating to bilingualism and the field of English as a Second Language/Bilingual Education. Students explore the historical, political, philosophical,

sociological, legislative, and judicial context of programs for bilingual learners. Educational models for developing bilingual proficiency are studied, including those that integrate special needs and typical students. The crucial role of culture in the process of educating language minority students is a major focus. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 355 Methods in Teaching English as a Second Language (3)**

E.S.L. methodologies are explored and demonstrated. Students learn to assess E.S.L. skills, to plan appropriate oral and written instructions, and to evaluate E.S.L. materials. Observation of E.S.L. methodology as implemented in classrooms is a central theme. Application of E.S.L. across the curricular areas of social studies, math, and science, plus the integration of special needs and typical E.S.L. learners, are explored. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319, PSY 335, EDU 447.

### **EDU 360 Seminar in Professional Education (3)**

The intent of this seminar is to provide time for students to reflect on their student teaching experience. This course will provide opportunities for students to discuss with their colleagues their current classroom experiences. The seminar's focus is twofold: to assist the student with the development of his/her individual portfolio, and to discuss various current and important topics that impact teachers. Prerequisites: All pre-practicum coursework and fieldwork for the license sought. This course must be taken only in conjunction with the initial practicum.

### **EDU 361 Advanced Case Studies in Child Psychology (3)**

Using case studies of children aged 0 – 8 years, this course explores aspects of child psychology in depth. Different areas of child psychological development including intelligence, cognition, personality and the self, socio-emotional development, and specific neurological developmental delays and disorders will be studied. Students will gain an understanding of the use of the case study model as a method of holistically assessing and representing child growth. They will also apply child psychology research to classroom practice.

### **EDU 362 Inquiry-Based Strategies for Teaching Math to Young Children (3)**

This course will familiarize participants with the Massachusetts Preschool Content Standards for math. Target skills will be explored through hands-on experiences with developmentally-appropriate materials and multisensory learning modalities. Participants will learn to evaluate their professional setting in order to identify times and ways to introduce math exploration. Participants will explore the development of formative assessment tools to document skills development during ongoing math explorations. Current theories about early math development and teaching and learning early math will be explored. During each class we will model, practice, and discuss how to engage children in inquiry as they engage with materials, peers, and teachers.

### **EDU 363 Public Policy and Advocacy (3)**

Students will identify federal, state and local public policies that have an impact on the lives of children and families. Subsequently, they will acquire skills to promote policies that support the development of strong families who can support the growth and development of children.

**EDU 370 Secondary Instruction (3)**

This course critically examines popular educational innovations that have been implemented at the secondary level through the study of research on these innovations at the basic, applied, and implementation levels. Students develop the ability to make better-informed decisions about instructional practices and to match practices to educational purposes. Secondary strategies and resources that actively engage learners are emphasized. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

**EDU 372 Nature & Environmental Curriculum: An Inquiry Based Approach (3)**

This course introduces students to the schoolyard environment through observations, investigations, and the identification of some common plants and animals. Contemporary environmental issues, their effects on the community, and the possibility of solutions will be included. Emphasis will be placed on the process of weaving natural history and environmental issues into the content areas of math, language arts, social studies, art, and music.

**EDU 373 Capstone Portfolio Seminar (3)**

In this seminar, students will compile a portfolio that reflects their competencies as an educator in quality early care and education settings.

**EDU 385 Inquiry-Based Science Methods (3)**

This course provides an introduction to the inquiry-based approach to the teaching and learning of science, and how to utilize national and state standards for curriculum development and instruction. The course emphasizes the use of open-ended questions and alternative assessments through carefully selected physical science and nature study activities. Students learn how to use their local schoolyard or park as an outdoor classroom and living laboratory; students are also taught basic environmental education techniques. Prerequisites: EDU 100, PSY 214 & EDU 319.

**EDU 416 Introduction to Technology in Education (3)**

This course is an introduction to the use of technologies in today's 21st century classrooms. Topics include utilizing software to aid teaching and instruction, using the internet as a tool to benefit students and encourage collaboration/communication, the use of assistive devices, and looking into the positives and negatives in education posed by technology.

**EDU 432 Struggling Readers, Grades 7-12 (3)**

With an emphasis on current developmental reading approaches at the middle and high school level, this course is designed to develop a teacher's skills in the observation, assessment and diagnosis of reading difficulties in middle-high school students. Specific teaching strategies or helping struggling readers in grades 7-12 will be mastered. Evaluation of materials, creation of plans to assist students in small-group and whole-class settings, and cutting-edge research-driven strategies for literacy instruction will be applied.

**EDU 436 Social Studies Methods (3 credits)**



This course prepares teacher candidates to develop standards-based curriculum experiences in history, economics, political science, and geography for students PreK- Grade 8. Prerequisites: EDU 100, PSY 214, and EDU 319.

### **EDU 438 No-Fault Classroom Management (3)**

Beyond the content standards and carefully-crafted lessons, there is an entire set of skills and understandings that, when mastered, will guarantee that you will be a successful teacher of successful students. These strategies can be applied at any time of the year, at any grade level. This is part I of a two-part course sequence. It offers what experienced teachers learn after years in the classroom: proven strategies for managing challenging behavior, the development of self-regulation and emotional control in children and adolescents, and how effective management and problem-solving can turn even the most hard-to-control students into willing collaborators in learning.

### **EDU 439 Literacy Across the Disciplines (3)**

Pre-service teachers explore ways in which students can be helped to master skills required for success in school. Based on the belief that students can be taught to learn more efficiently and effectively, the course will address issues of motivation, memory, comprehension of text material, and vocabulary development, plus listening, note taking, and test-taking skills. Participants will apply the strategies covered to student content area materials.

### **EDU 447 Bilingualism and Applied Linguistics (3)**

A foundation in English linguistics (morphology, phonology, pragmatics, semantics, and syntax) is the basis for the subsequent study of language acquisition. Theories and principles of typical and atypical first and second language acquisition are examined.

Application of relevant research in work with early childhood, special needs, E.S.L., foreign language, and reading classrooms is explored. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 491 Educating English Language Learners (3)**

The education of English language learners is a topic of paramount importance to twenty-first-century educators. This course prepares educators to meet the needs of bilingual students in terms of linguistics, culture, and literacy development. It also develops the skills of educators so that they can effectively teach their subject areas to bilingual youngsters. This course meets the RETELL requirements of the Massachusetts Department of Elementary and Secondary Education. Successful completion of this course, with a grade of A or B, qualifies students who complete Elms College teacher preparation programs for Massachusetts endorsement in teaching through the Sheltered English Approach (SEI). Prerequisites for licensure candidates- Undergraduate: PSY214, EDU100, 319 and all relevant methods courses for the license sought. Graduate: EDU600, 620, 519, and all relevant methods courses for the license sought.

***Please note: Elms College can only endorse students who complete an initial licensure program for Sheltered English Instruction (SEI.) If, for any reason, you do not complete an initial licensure program at Elms College, there is nothing we can do to endorse you for SEI. This is a state rule, not an Elms Policy.***

### **EDU 498 Language and Literacy Development I (3)**

Part I of this course will examine three pillars of the reading process: Phonemic Awareness, Word Work and Vocabulary. The goal of the course is to assist students in understanding the complex

processes involved in reading, while developing instructional approaches that will support all readers. The course will also investigate the importance of integrating reading, writing, listening and speaking into daily instruction. Students will do research, design lesson plans, and create a plan for integrated lessons using research-based best practices that will support all students' literacy development. The course emphasizes a balanced approach to reading instruction that will enhance student comprehension. Five hours of fieldwork are required. Prerequisites: EDU 100, PSY 214, EDU 319.

### **EDU 499 Language and Literacy II (3)**

Part II of this course focuses on approaches to, and classroom assessment of, Fluency and Comprehension. Writings by Adams, Calkins, Clay, Fountas, and Pinnell, and Cooper develop the topics that help teachers master the English Language Arts Framework. Five hours of fieldwork are required. Prerequisite: EDU498.

### **All Undergraduate Initial Practica (9)**

The initial practicum is a full-time, twelve-week supervised experience, totaling a minimum of 360 hours of classroom teaching experience. During this time, students gradually assume the supervising practitioner's duties. They then spend almost four weeks assuming full responsibility for the classroom. Students demonstrate all competencies required of their particle license.

Students in the Early Childhood practicum spend 150 hours in a public preschool classroom accredited by the National Academy of the National Association for the Education of Young Children (NAEYC). This classroom must include children with and without special needs. Two hundred ten hours of the practicum are completed in a grade one or two classroom that adheres to the NAEYC's guidelines for developmentally-appropriate practices in the primary grades.

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## ***English***

### **ENG 100 College Writing (3)**

Intensive work on mastering the basics of written communication at the college level, with special attention to organization, development, revision, and editing. Does not count towards the English major.

### **ENG 101 Rhetoric (3)**

Rhetoric is a course designed to enable students to effectively construct a persuasive argument basic to all fields of study. Does not count towards the English major. This course addresses the information literacy and critical thinking/communication outcomes.

### **ENG 133 Critical Approaches to Literature (3)**

An introduction to literary forms and genres and the critical methods used in their study. Analysis of representative texts, discussion of central themes, and exploration of theoretical methodologies. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

### **ENG 185 introduction to Public Speaking (3)**

A concentration of impromptu and extemporaneous speaking; preparation and delivery of speeches for specific audience situations with the emphasis on responsibility to self and audience.

**ENG 201 World Literature I (3)**

The study of selected masterpieces from Gilgamesh to Cervantes. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement. It is not recommended for non-English majors. Pre/Co-requisite: ENG 133.

**ENG 202 World Literature II (3)**

The study of selected masterpieces from Moliere to Mahfouz. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement. It is not recommended for non-English majors. Pre/Co-requisite: ENG 133.

**ENG 204 Speculative Fiction and Film (3)**

A study of philosophical and theological questions provided by science fiction, fantasy, magic realism, or dream states. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 231 East/West: Contemporary Collisions and Collaborations (3)**

This course will examine the relationship between Asian and American cultures with particular attention to the mutual influence each exerts on the other through contemporary media. Among the concerns the course will address will be notions of identity, pantheism, narratives of heroism, merging of tradition with contemporary culture, and merging of genres. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement.

**ENG 321 Shakespeare (3)**

An introduction to selected plays from the major genres. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 361 The Victorian Experience (3)**

A study of major poets and prose writers of the English Victorian period (1837-1901). This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 363 Studies in Fiction (3)**

Critical study of representative short stories, novellas, and novels. Special attention given to the history of these genres from the 18th century to the present. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 366 Reading Like a Writer (3)**

The goal of the class is to learn to read like a writer. In order to do so, the class will focus heavily on the structural forms of poetry and fiction so we can use our knowledge of form to improve

our own writing skills. We will read writers who write directly about writing, stories and novels about writing, and poems about writing. Students will turn in weekly creative assignments, work in groups, and deliver a presentation to the class.

While there are no prerequisites for the course, completion of ENG 101 and ENG 133 is strongly recommended. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

### **ENG 367 Dramatic Writing (3)**

An introduction to the basic techniques of writing for the stage and screen. This course satisfies the communication intensive core requirement. It cannot be taken to satisfy the core literature requirement.

### **ENG 371 Modern Poetry (3)**

The term 'Modern Poetry' applies to the word-shapes the human mind could form while living under available societal constructs from roughly 1850-1950. The forms of the poems will be our teachers, and we will investigate their speakers to see if we can get at the roots of their personalities. In order to do so, we must be adept readers of poetry, in other words, we have to let the poems be about poetry. This course aims to enable the student to discourse with modernist poems. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

### **ENG 377 Women Writers (3)**

Students will examine the relation between narrative representation and gender in the works of nineteenth and twentieth century novelists. Among the issues the class will explore are the similar concerns with work, family, personal relationships, social status, and social power that each of these writers confronts in representing her own sex, and the very different ways in which they address those concerns. This course satisfies the culture and critical thinking/communication outcomes and may be taken to satisfy the core literature requirement.

### **ENG 378 Detective Fiction (3)**

Students will study classic and contemporary examples of a popular genre focusing on the way in which "investigation" mirrors the act of reading with the addition of an explicit moral/ethical agenda. The objectivity of the detective's investigation, and of our own reading, will be called into question through an examination of historical forces, gender roles, and national and cultural identity. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

### **ENG 381 Survey of American Literature I (3)**

The study of American literature from its beginnings to 1865, with emphasis on the major writers. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 382 Survey of American Literature II (3)**

The study of American literature from 1865 to the present, with emphasis on the major writers. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 384 Writing for the Media (3)**

The principles of writing news stories, features, interviews, editorials, and reviews. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

**ENG 385 Writing and Editing for Publication (3)**

The preparation of articles and features with an eye toward publication and with attention to the principles of editing and proofreading, editing principles and practices. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

**ENG 386 American Literature and Culture in Context (3)**

The study of literature, art, and film of a specific era. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 392 Advanced Writing (3)**

Advanced writing is a course primarily for Junior and Senior English majors in which the student will take work completed in previous English courses and learn to revise and extend their analytical writing using concepts from literary theory and/or revise and polish creative writing in a workshop environment. This course satisfies the critical thinking/communication outcome.

**ENG 393 Creative Writing (3)**

A writing workshop, with an emphasis upon fiction and poetry. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

**ENG 395 Created Visions: A Seminar in Literature and Culture (3)**

Any subject of special interest to students and an instructor will be studied intensively. There will be weekly meetings in which written and oral reports will provide the basis for discussion. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

**ENG 398 Introduction to American Film (3)**

Students will analyze film techniques, genres, and history in the American context. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

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## ***Entrepreneurship***

### **ENT- 101 Introduction to Entrepreneurship**

Are you wondering how to turn an idea for a product or service into a reality? Have you ever thought you would like to take on the challenge of building your own company? Did you know that small business contributes significantly to the health of the U.S. economy? This course introduces essential ingredients of entrepreneurship through a series of hands-on projects supported by practical readings and case studies. Topics include: defining ideas that will meet the needs of future customers, market needs, selling, financial resources and other considerations for entrepreneurs.

### **ENT- 200 Customer Discovery**

How do you identify markets, customer segments and opportunities? This course teaches students how to validate a business model hypothesis. The goal in customer discovery is to identify the problem or need in the marketplace and then determine how your product or service will fill that need or solve that pain. Students will identify the market types, the customer segments and learn techniques to determine product/market fit.

### **ENT- 320 Startup Finance**

Finance is the language of business. This course discusses key financial concepts and terminology including basic profit and loss accounts, balance sheets and cash flow statements. Different pricing models will be discussed. Topics covered include ownership structures, bootstrapping, raising capital, the funding landscape and basic valuation methods. In addition to these topics the course will discuss non-financial measures of success such as customer acquisition costs, average selling price, time to close, sales force productivity and burn rate.

### **ENT- 330 Building the Team- Startup Culture and HR**

What is a startup culture? Why is it different from general business culture? This course will explore culture versus management style. Topics include the roles of: founders, early employees, mission, intent, and values. Learn how to manage the growing startup and the importance of building the right team.

### **ENT- 340 Get, Keep & Grow- Startup Sales and Marketing**

Sales and marketing are very important to get, keep and grow customers. This course explores the difference between online and physical channels, but also discusses the need for all physical channels to have an online presence in today's technology driven world. Topics include customer acquisition, activation, retention, upsell, cross-sell, viral components, and other sales and marketing techniques.

### **ENT- 350 From Founder to Executive**

Most founders don't make the transition to operating executive. Yet the most successful large companies (especially technology) are still run by founders. What skills are needed? Why is the

transition so difficult? This course will discuss the topics, include a skills assessment for leadership and provide “real-life” examples.

### **ENT- 360 Social Entrepreneurship**

Social Entrepreneurship engages students in identifying significant global problems and innovative solutions that drive social change. The triple bottom line is a common phrase today, students will explore launching non-profits, for-profits with a tie to a social mission or philanthropic activities. Topics include strategies that social entrepreneurs employ to create high-impact ventures and to scale social impact. The primary objective is to provide students with practical knowledge and experience in developing proactive, accountable, and sustainable business strategies to meet the needs of social problems and make an impact on society.

### **ENT- 480 Advanced Lean LaunchPad**

**(Prerequisite ENT 101, 200 or 102 and 320, 340)**

Unlike traditional lectures and case studies Lean LaunchPad promotes experiential learning through the search and discovery process that cultivates entrepreneurial thinking. The Lean LaunchPad curriculum uses the scientific method of testing a hypothesis and applies this to a “startup” business. The goals can change depending on the audience, but overall the goal is to create an entrepreneurial experience with all of the pressures and demands of an actual early-stage startup. In the Lean LaunchPad Advanced course you will already have completed a draft business model canvas and customer interviews prior to starting this course. We will also discuss turning the canvas components into a working plan. (Teams required)

### **ENT- 481 Entrepreneurship Capstone**

**(Prerequisite ENT 101, 210 or 102 and 320, 340, BUS 480)**

Focuses on the total analysis of the industry, firm, organization, market, financial, technology, and global aspects of an on-going venture or organization, both profit and non-profit. Under faculty supervision, students are challenged in a field setting to analyze the functions, activities and actions associated with perceiving, clarifying, and refining problems and issues confronting ventures and organization and identifying opportunities, crafting a business plan, and making practical recommendations that are implementable. This course seeks to help students develop the knowledge and skills that will enable them to be effective as entrepreneurs, members of entrepreneurial teams, and productive contributing members of organizations.

### **ENT- 482 Entrepreneurial Internship**

Through the Entrepreneurial Internship program, students will participate in an internship with an entrepreneur or startup company or nonprofit. Depending on the internship, students might undertake market research, analyze new pricing models and potential channels, explore existing strategies and more. (Substitutes for BUS 482 or 485)

### **ENT- 485 Entrepreneurship Co-Op**

The entrepreneurial co-op is granted to students who have established an ongoing business. While in the co-op students will work with an entrepreneur mentor/advisor. The student and mentor will set performance goals and submit progress reports on the performance goals. Additional co-op credit

can be given to students who are selected into approved accelerator programs. (Is used for Internship requirement)

## ***English as a Second Language (E.S.L.)***

### **ESL 301-302 Advanced ESLI and II (6)**

Designed for advanced-level E.S.L. students, this course will further refine and develop the students' English language skills with an emphasis on language use for academic purposes. These courses fulfill the foreign language core requirement.

### **ESL 321-322 ESL for Academic Purposes I and II (6)**

These courses will provide the language structure and cultural background necessary for students to succeed in their American academic pursuits. Reading analysis, speech, composition, research techniques, creative thought, cultural knowledge, and linguistic knowledge will be taught through a survey of English language literature. These courses fulfill the foreign language core requirement.

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## ***Graphic Design***

### **GDS 179 Introduction to Computer Graphics (3)**

The primary objective in this course is to familiarize learners with the different hardware devices that allow traditional images to be digitally replicated. This knowledge will be the foundation of all future digital arts courses. Along the way students will also be exposed to basic functions of different digital arts applications.

### **GDS 279 Digital Imagery (3)**

Students will be taught the methods behind altering digital images. They will explore these theories within a professional grade computer application. Output options will also be discussed as a way to share their work with the community. (Prerequisite: GDS 179).

### **CIT 289 Digital Graphic Design (3)**

Students will learn the methods of creating images in a vector--based computer arts program. They will be asked to apply this knowledge in the construction of several projects. These projects revolve around practical uses of vector applications in a business setting. (Prerequisite: GDS 179).

### **GDS 341 2D Animation (3)**

This course is an introduction to using computer software to create 2D Animation. (Prerequisites: GDS 179)



**GDS 346 Interface Design (3)**

Students will be exposed to design principles for the web. With these principles students will be able to create aesthetic, yet functional, designs for their target audience. The students will also construct several websites over the semester in order to put these principles into practice. (Permission of the instructor).

**GDS 355 Digital Photography (3)**

Students will learn and know how to change manual settings on a Digital Single Lens Reflex (DSLR) camera. Learn about and use accessories needed to capture still and action shots. Demonstrate newly formed knowledge of lighting through project-based learning. Will assess images for visual interest, focal point, rule of thirds, and message conveyed. Students will be given the tools and opportunity to produce clear and well-lit photographs that will limit the need for further electronic photo editing practices. In addition to learning and using manual photographic setting, students will be taught the process of cutting photo mat frames with hands-on instruction. (Prerequisites: GDS 179)

**GDS 378 Computer Imagery for Industry (3)**

Students will sharpen their pixel based computer graphic skills in a variety of simulated computer industry projects. They will explore these methods within a professional grade computer application. State of the art input options (high resolution scans, drawing tablets, interactive monitors, etc.) will also be discussed as a way to enhance the project's end goals. (Prerequisites: GDS 279)

**GDS 389 Digital Illustration (3)**

Students will hone their vector--based computer graphic skills in a variety of real world projects. They will explore these methods within a professional grade computer application. Output options will also be discussed as a way to share their work with the community. (Prerequisite: GDS 289).

**GDS 390 Digital Video (3)**

In this course, students will learn rudimentary skills in the creation of digital video. This includes traditional skills such as scripting, storyboarding, blocking, equipment setup, and even some experience being a Foley artist. Students will also be exposed to digital recording, computer editing, and digital distribution of their projects. (Prerequisite: GDS 179).

**GDS 489 Digital Showcase Project (3)**

Students will be given an opportunity to produce a semester--long project within the field of computer graphics. From animation and stills to modeling and print media, this course allows the students to explore what they have learned over the years. A formal proposal is expected before work may begin and a final class showing is required. (GDS capstone course, communication intensive).

***Healthcare Management*****HTH 200 Introduction to Healthcare (3)**

This course is an introduction to the current healthcare industry. The course explores government and economic influences on health service systems. Topics include health policy, patient rights, reimbursement, risk management, delivery models and leadership styles in the healthcare management.

### **HTH 250 Operations in Healthcare (3)**

This course is designed to provide students with an in depth look at the opportunities and challenges facing healthcare providers today. The course is sharply focused on four core hospital departments; how they operate and how they are interdependent. These four areas are the emergency department, nursing units, operating rooms and diagnostic services.

### **HTH 350 Critical Issues in Healthcare Administration (3)**

This course examines critical issues which impact healthcare organizations, providers and patients. There is an in-depth examination of legal, cultural and ethical issues as they relate to organizational structure, quality of care, quality of life and values in the delivery of health services.

### **HTH 410 Research and Leadership in Healthcare (3)**

This course is the capstone course in the Health Care Management undergraduate program. It requires students to demonstrate the ability to synthesize all previous program learning experiences. The course focuses on two specific areas, leadership and research. The leadership aspect of the course flows from the materials found in the text for this course. The research aspect takes the form of a research paper and PowerPoint presentation that demonstrates the student's mastery of previous coursework and their ability to think critically.

## ***History***

### **HIS 100 World History to 1500 (3)**

This is an introduction to world civilizations, from prehistory to the dawn of the European Renaissance. We will discuss the development of Western and non-Western civilizations and how they influenced one another. This course satisfies the culture outcome.

### **HIS 105 Early American History (3)**

This course examines the main developments (political, economic, social, and religious) in American history from the pre-Columbian Era to the Civil War. This course satisfies the culture outcome.

### **HIS 106 Modern American History (3)**

This course is a survey of the political, economic, and social developments in the United States from Reconstruction to the 1990s. This course satisfies the culture outcome.

### **HIS 108 World History Since 1500 (3)**

This course introduces the students to world civilizations, from 1500 CE to the present. We will discuss imperialism, globalization, the evolution of modern political philosophies, and decolonization. This course satisfies the culture outcome.

**HIS 212 Middle Ages (3)**

Students will study a survey of medieval history that treats the making of Europe in the early Middle Ages, selected aspects of high medieval civilization, and the major crises of the late medieval period. This course satisfies the culture outcome.

**HIS 216 Renaissance and Reformation (3)**

This course will examine the major cultural, political and religious developments in early modern Europe, from roughly 1300 to 1650. This course satisfies the culture outcome.

**HIS 219 The World in the 20<sup>th</sup> Century (3)**

This course will examine the effects of technological and economic development in European, colonial and post-colonial societies in the twentieth century. The readings and lectures will explore the dilemmas which industrial civilization created and various responses to these problems. This course satisfies the culture outcome.

**HIS 220 Asian History (3)**

This course is an introductory survey of the histories, philosophies, and cultural characteristics of Asian societies. Attention is given to the impact of the West on East, South and Southeast Asia.

**HIS 231 American Foreign Policy (3)**

This course examines the historical development of the economic, political, and ideological forces that influenced the formation of the foreign policy of the United States.

**HIS 232 Immigration & Race in Modern American History (3)**

This course will examine the evolution of racial and ethnic identities in the United States from the Revolutionary Era to the present. This course satisfies the culture outcome.

**HIS 236 The Age of Revolution and Nationalism (3)**

This course will survey a period of revolutionary developments in western civilization, focusing upon the French Revolution and its aftermath. It will examine the revolution's economic, political and intellectual origins and consequences. Some of the topics we will examine include the emergence of democracy, liberalism, socialism and modern nationalism. This course satisfies the culture outcome.

**HIS 255 Sugar and Spice and Not So Nice: A Negative History of the World (3)**

This course examines the political, cultural, and economic impact across the globe of the trade in various commodities. This course satisfies the culture outcome.

**HIS 264 Freedom and Social Action in America (3)**

This course explains both the origins of the United States political system and how social justice movements have broadened our democratic and civil rights. This course satisfies the civic engagement outcome.

### **HIS 326 Modern Britain (3)**

This course will examine the economic, political and cultural developments in modern Britain, from the Glorious Revolution to the 1980's. It emphasizes the impact of industry, empire and ethnicities upon the formation of a modern British national identity. This course satisfies the culture and critical thinking/communication outcomes.

### **HIS 330 Discovering Ireland (3)**

This course will broadly examine the Irish past (ancient, Medieval and modern), through lectures, readings and visits to some of Ireland's most important historical and cultural sites. The travel portion of this course will be completed in May.

### **HIS 334 History of Modern Ireland (3)**

This course will examine the economic, political, and cultural developments in Ireland, from the 1798 Rebellion to the "Troubles." In particular, we will look at the rise of revolutionary, constitutional, and cultural nationalism in Ireland and Irish-America using both historical and literary sources. This course satisfies the culture and critical thinking/communication outcomes.

### **HIS 341 Warriors and Witches, Pirates and Patriots (3)**

This course explores the history of Colonial and Revolutionary America through a close examination of four topics: the Native American response to European invasion; Witchcraft Trials in seventeenth-century New England; piracy in the Atlantic World; and the American Revolution.

### **HIS 342 The Early Republic (3)**

This course will focus on the major political, social, and economic issues facing the early republic, from the creation of the constitution to the Mexican War, with particular emphasis on questions of race, gender, and national/sectional identities and the impact of the Market Revolution.

### **HIS 343 Civil War and Reconstruction (3)**

Students will examine the forces leading to the Civil War and analyze the social, ideological, and economic consequences of the Civil War and Reconstruction period.

### **HIS 410 History Senior Seminar**

This is the capstone course for all graduating majors in the History program. This course offers history majors an opportunity to define and intensively study a topic of special interest through guided independent research and classroom discussions.

Students will give two oral presentations and write either a major research paper or (with instructor permission only) a collection of short essays based upon their study and research. It is also intended to guide majors through the process of compiling a history portfolio, which is required for graduation. This course satisfies the critical thinking/communication outcome.

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## ***Humanities and Interdisciplinary Studies***

### **HUM 200 Introduction to the Japanese People and Culture (3)**

This course provides an overview of Japanese culture with emphasis on its history, religion, art, geography, and value system. All of these will be examined in order to understand their influence on modern Japanese society. Learning will take place through the presentation of texts, journal articles, and slide and video presentations during pre-departure sessions. The course includes a two-week research trip to Japan. This trip will include cultural study through living with host families, formal lectures given at Kochi University, interviews and discussions with Japanese, as well as a visit to key historic sites in Kyoto such as Nijo Castle, Kiyomizudera Temple, and Kinkakuji Temple. (SOC 200).

### **HUM 215 International Film (3)**

This course provides an introduction to the basic tools of film analysis and a review of the development of major international film styles and themes. We will also examine how film elements are put together in different types of films – narratives, documentaries, fiction, and experimental cinema – and how cinematic discourses influence the gaze of the 21st century global society. This course will be taught in English. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

### **IDS 101 First Year Seminar (3)**

Each fall, first-year students select from a variety of topics designed to promote interdisciplinary exploration, experiential learning, and a sense of belonging at Elms College.

### **IDS 215 Literature & Medicine (3)**

This course considers medical themes in literature, with a special focus on the social, moral, and ethical meanings of illness. Through the use of novels, poems, plays, short stories, and testimonial accounts of both patients and caregivers, we will examine how narratives help human beings to make sense of their lives in times of crisis. This course satisfies both the ethics and critical thinking/communication outcomes. It may be taken to satisfy either the literature or the philosophy core requirement.

### **IDS 223 China and The Chinese People (3)**

Students taking this course will become familiar with the concepts and terminology of the study of Chinese history, economy, religion, and culture. The historical and modern concerns of China will be presented through readings, video, PowerPoint presentations, lectures, and guest presenters. In addition to developing a culture of respect, each student will come to know the basic ideas about the history, geography, culture, religious diversity, and modern life of the people of China. This course satisfies the faith and culture outcomes and can fulfill the core religion requirement if a formal request is submitted to the Registrar's Office at the beginning of the course. This may not be accomplished retroactively.

### **IDS 301 International Study - England and France (3)**

This is an interdisciplinary course that features guest lecturers. In this course you will study the history, governmental institutions, and legal system of England in comparison to the history, governmental institutions, and legal system of France; learn about the European Union and the impact it has had on the business, economy, and legal systems of England and France; look at art that can be found in London's National Gallery and in Paris's Louvre; and learn a bit of restaurant French (so you'll know if you are ordering chicken or snails, and how to find the bathrooms). Prerequisite: Second year standing.

### **IDS 302 International Travel - London and Paris (3)**

This course takes place over 10 days in London and Paris. In London you will see such historic sites as the Houses of Parliament, Westminster Abbey, Buckingham Palace, and the Tower of London. Depending on your academic interests, you will also visit legal institutions, such as the Courts of Justice, the Old Bailey (where criminal defense attorneys still wear robes and wigs), and a local law firm; or you will visit business institutions, such as Lloyds of London and a local accounting firm; or you will increase your knowledge of English history by traveling to Oxford and Cambridge. In Paris there is, of course, the Eiffel Tower and the Arc de Triomphe. You will also travel to Versailles, the home to Louis XIV, the Sun King, and Marie Antoinette. In both cities you will view great masterpieces, in London at the National Gallery and in Paris at the Louvre.

Prerequisite: LEG301

### **IDS 340 History, Narrative, and the Novel**

This course examines how narrative is employed in prose fiction and in the discipline of history to make sense of social, cultural, and political contexts. But to what extent can any narrative, any story we tell ourselves about ourselves, be "true"? How have novelists and historians engaged with the problem of trying to interpret and understand the human experience? In addition to theoretical and critical texts, we will be reading novels that experiment, technically and thematically, with the question of how historical pressures manifest themselves in the lives of individuals. This course satisfies the critical thinking/communication outcome. It may be taken to satisfy either the literature or the history core requirement.

### **IDS 402/502 Pathways to Cultural Competency (3)**

This course will provide an introduction to developing cultural competence. Participants will develop self-awareness around their own social identity and culture and be able to identify how it impacts their understanding of others. The course will focus on increasing cultural sensitivity and developing a multicultural perspective in working with others. Participants will have opportunities to increase their knowledge of other cultures and will learn culturally appropriate skills in interacting with individuals from diverse cultures. The course will encourage the development of critical thinking skills around issues of diversity related to

social identity. Issues of societal oppression and institutional discrimination will be examined, and participants will be encouraged to explore their own power related to their social identity. At the end of the course, participants will have a personal plan for continuing to develop cultural competence.

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## ***Irish***

### **IRI 101-102 Novice Irish (6)**

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

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## ***Japanese***

### **JPN 101-102 Novice Japanese (6)**

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

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## ***Legal and Paralegal Studies***

### **LEG 204 Introduction to Legal Studies I: Legal Reasoning, Research, and Writing (3)**

This course is required of all paralegal students and recommended for any student considering law school or who is simply interested in learning how our legal system works. Students learn about the American court system; visit the courthouse; and are introduced to the steps in litigation from the time the client walks in the door until the last appeal is over. Emphasis is placed upon improving the students' writing skills through use of case briefing and legal analysis. Students also learn about the different types of law: criminal, tort, contract, family, and constitutional. Finally, students are taught how to use the law library so that they can research basic questions relating to Massachusetts statutes, regulations, and court opinions. (NOTE: This course is the prerequisite or co-requisite for all other LEG courses.) Prerequisite: HUM 101, ENG 105, or equivalent.

### **LEG 205 Introduction to Legal Studies II: Fundamentals of Law and Legal Ethics (3)**

With an emphasis on critical reasoning and researching skills, this is a continuation of Legal Studies I. Students will further develop their skills of legal analysis, research, and writing in the context of learning the basics of various substantive areas of law, including business organizations, torts, contracts, and property law. In addition to being the focus of an independent unit, specific topics in legal ethics will be discussed throughout the course. Students subscribe to



Lexis and are introduced to the basics of performing online research. Prerequisite: LEG 204.

### **LEG 206 Principles of Litigation (3)**

This course complements the LEG 204 Introduction to Legal Studies I: Legal Reasoning, Research, and Writing course. Students are introduced to the procedural aspects of the American judicial system. Students study the various stages of litigation starting with the client interview and moving through pleadings and motions practice to discovery. Drafting legal documents such as complaints, answers, motions, or sample interrogatory questions is required. Prerequisite: LEG 204.

### **LEG 253 Torts / Personal Injury Law (3)**

Students in this course explore the use of discovery and investigation in seeking compensation for injuries sustained due to the negligence or professional malpractice of another. At the beginning of the course students are assigned to plaintiff and defendant's "law firms." They then oversee a typical personal injury case from the initial pleadings through trial. Prerequisites: LEG 204, 205, and 206.

### **LEG 255 Real Estate Fundamentals (3)**

This course presents a thorough treatment of real estate theory, including the social impact and economic importance of real estate. Property planning, property management, and real estate management are included. A practical study of the documents and procedures involved in real estate law, all aspects of real estate transactions are covered, including leases, mortgages, deeds, agreements to buy and sell, title searches, closings, and landlord/tenant law. Prerequisite: LEG 204 or permission of instructor.

### **LEG 257 Wills, Trusts, and Estates (3)**

The majority of all adults need a will, but many do not have one. In this course students study the law of descent and distribution and the statute of wills, as well as selected cases. Each student will have the opportunity to draft wills for first responders during *The Wills For Local Heroes* event. The course also covers property and estate concepts and discusses the procedures involved in administering an estate, including the gathering and valuing of assets, drafting and filing of probate documents, and the preparation of estate tax and fiduciary income tax returns. Prerequisite: LEG 204 or permission of instructor.

### **LEG 259 Family Law (3)**

This course explores the history of families as well as current trends and the legal and personal implications of divorce, separation, pre---marital agreements, and child custody. The focus of the course is on what happens when the family contract is broken and a divorce ensues, including issues of property settlement, support, and child custody. The course also examines the roles of paralegals, police officers and local domestic abuse agencies. Prerequisite: CRJ 260 or LEG 204 or permission of instructor.

**LEG 290 Criminal Law and Procedure (3)**

Should America get tougher on criminals? What does it really mean to say someone “got off on a technicality?” These and other questions will be addressed in this class dealing with the basics of criminal law. Students will examine issues of criminal responsibility and the elements necessary to constitute a crime. The course also covers search and seizure law, confessions, interrogations, identifications, arraignments, and pretrial and trial procedures. Prerequisite: LEG 204.

**LEG 295 Gender and Diversity in the Law (3)**

This course examines gender and diversity issues in the law with a special emphasis on the legal system’s special impact on women and minorities as it relates to employment, family life, health, and the criminal justice system. (Note: This course does not qualify as a paralegal specialty course.)

**LEG 311 Health Law (3)**

In this course, students examine a broad range of legal issues affecting health care delivery, including the structure of the health care system, reimbursement methods (Medicare, Medicaid, third party insurance, and prepaid health plans such as H.M.O.s), medical malpractice, and the complex issues involved in making decisions about medical treatment (informed consent and physician---assisted suicide). Prerequisites: LEG 204, BUS 413, or permission of instructor.

**LEG 314 Business and Consumer Law (3)**

Have you ever bought a “lemon” or seen an ad on television that you thought was deceptive, and wondered what you as a consumer could do? This course examines how the law affects business and studies ways to protect business and the consumer. The course also surveys the various forms of business organizations, such as partnerships, corporations, and limited liability companies and discusses the techniques used to form and operate each type of business organization. Additional topics include sales, warranties, products liability, deceptive acts such as false advertising, and the debtor--- creditor relationship including bankruptcy. Prerequisites: LEG 204.

**LEG 315 Employment/Administrative Law (3)**

Whether you are an employer or an employee, federal and state regulations affect every aspect of your working environment. This course covers the legal rights and duties of employers and employees from hiring through firing: hiring practices, employment discrimination, sexual harassment, unions, contract and collective bargaining, occupational safety and health regulations, firing practices, and worker’s compensation. The course opens with a historical overview of labor regulation, followed by an emphasis on pressing current issues such as drug testing, AIDS, discrimination, child care, parental leave, and employment ethics. Students will learn the how’s, when’s, and whys of client representation before administrative agencies. Prerequisite: LEG 204.

**LEG 317 Constitutional Law and the Criminal Justice System (3)**

Constitutional law involves the study of people engaged in controversies over the very nature of our freedoms as Americans. Students investigate the workings of the Supreme Court and analyze the

decisions that configure our rights, including freedom of speech and freedom of religion. In this course students will build their knowledge of the Constitution and how it directs law enforcement procedures and practices. The ongoing conflicts between the federal and various state governments and among the three branches of the federal government are also studied. Prerequisite: CRJ 260 or LEG 204.

### **LEG 333 Computer Assisted Legal Research (3)**

Increasingly attorneys and other legal professionals are turning to computer assisted legal research. While it may never completely replace traditional book research, computerized research enables the researcher to find materials otherwise unavailable, as well as to perform searches on specified criteria that are impossible with traditional researching methods. This hands-on course will cover the intricacies of full text searching including Boolean logic, proximity searches, and natural language queries. The course will include hands-on training in Lexis, Westlaw, and the Internet. Prerequisite: LEG 204.

### **LEG 334 Interviewing, Interrogation and Alternative Dispute Resolution (3)**

In this course, students develop the interpersonal skills of interviewing, interrogation, negotiation, and mediation. Although the course deals with problems that arise in legal and criminal justice settings, the skills learned are readily transferable to other areas such as business and personal relationships. Students will receive training in effective communication through a combination of teaching methods including lecture, role-playing, simulation exercises, and observation of experienced mediators in actual cases. Required of all paralegal and legal studies majors; suggested for all law and paralegal minors considering law school. Prerequisite: LEG 204 or permission of instructor.

### **LEG 340 Advanced Criminal Law (3)**

In the criminal law field, there is no substitute for finely honed research and writing skills. This course will focus on advanced issues and trends in this area and help students become effective members of a defense or prosecutorial team. Students will have an opportunity to exercise and polish their oral advocacy skills as well as their writing technique. Prerequisites: LEG 204, LEG 205, and LEG 290.

### **LEG 363 Law Office Computer Applications (3)**

This course is designed for the student already conversant with the basic functions of word processing, database management, spreadsheet design, and presentation software. This course builds on that knowledge and also focuses on applications for computer technology within the law firm. Areas of coverage include hard disk management, database systems for litigation support, timekeeping, docket control, and conflicts checks, spreadsheets for real estate analysis and economic case analysis, and trial presentation software. Throughout the course, there is an emphasis on the ethical obligations of the attorney and paralegal regarding the use of technology in the practice of law. Prerequisites: LEG 204 and LEG 206.

### **LEG 383 Sport Law (3)**

From broken bats to broken promises, this course explores the legal concepts and issues that impact the sports industry and provides essential knowledge for any student interested in the

law, sports, or sports management. You will read sport---related articles, negotiate a pro football player's contract, arbitrate a professional baseball player's salary, and participate in a trial. Through readings, exercises, discussion, and lecture, you will gain an understanding of the legal system, sports organizations, and those areas of the law that affect sports, including personal injury, contracts, criminal law, facility risk management, Title IX, and intellectual property.

Prerequisite: BUS 260, CRJ 260, or LEG 204.

### **LEG 451 Elder Law (3)**

Americans are living longer than ever before. But the elders in our society seem to be an almost invisible population. How has American culture and the American justice system reacted to an aging population? Students in this course will examine the American justice system's response to these and other questions that affect the elderly and therefore, affect us all. Topics include an overview of elder abuse, living wills and health care proxies, nursing home regulations, housing issues, Medicare and Medicaid concerns, elder suicide, elders in American media and culture, estate issues, and more. Prerequisite: LEG 204 or permission of instructor.

### **LEG 452 Juvenile Law (3)**

Children enter the judicial system in many ways. They may be the victims of the perpetrators of crime, the subjects of custody battles, or children in need of care and protection. They may have experienced the terror of abuse or anticipated the joy of adoption. Students in this course explore the nature of the rights of juveniles and examine the courts' attempts to identify and act in their best interests. Prerequisite: LEG204.

### **LEG 455 Advanced Legal Studies Seminar (3)**

What is law and what role does it play in societal change? This question will be examined from the viewpoint of philosophy, great literature, and the modern media. This capstone course is designed to give paralegal and legal studies majors and minors a time for reflection and introspection about what it will mean to them to pursue a career in law. The focus of the course is on how non---lawyers think of law and its role in society. This course is required of all legal studies and paralegal majors; it is a suggested elective for all paralegal minors considering law school. (Note: This course does not qualify as a paralegal specialty course.) Prerequisite: LEG 204.

### **LEG 465 Advanced Legal Research and Writing (3)**

In this course students build upon the legal researching and writing skills learned in Legal Studies I and II. In addition to reviewing the techniques of researching Massachusetts law, students learn how to research problems involving federal and other states' statutes, regulations, and court opinions. Students conduct independent legal research culminating in law office memoranda and court briefs. Prerequisites: LEG 204 and LEG 205.

### **LEG 480 Paralegal Internship (4)**

This is a guided, practical, unpaid work experience for qualified paralegal students. Students are aided in seeking an internship position. On---the---job activities include the keeping of a daily experience log and the written submission of a final project. Only students with a minimum 3.0 cumulative grade point average (GPA) are eligible for the internship program. Students who are not eligible or who cannot meet the time requirements of an internship may, with department

approval, substitute two legal specialty courses. Prerequisite: LEG 204; LEG 465 is highly recommended.

### **LEG 490 Independent Research (1-3)**

Students with strong academic records, motivation, and independent learning ability may submit study proposals to the division chair at the time of course registration, to be approved by the end of the first week of classes. Prerequisite: LEG 204.

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## ***Mathematics***

### **MAT 108 College Mathematics with Applications (3)**

A course designed to give students a firm foundation in non-calculus mathematics. It is particularly suited to students in management and in health, life, and social science programs, as well as to students seeking a broad foundation in contemporary mathematics. Topics considered: fundamentals of algebra, linear, polynomial, rational, exponential, and logarithmic models, mathematics of finance, matrix theory, and use of calculators in problem solving.

### **MAT 109 Statistics (3)**

General statistical techniques (e.g. descriptive statistics, probability theory, frequency distributions, hypothesis testing, and correlation theory). An introduction to the use of the computer, but not computer programming, will also be given.

### **MAT 120 PreCalculus (3)**

A course designed to provide the student with the mathematical background needed for calculus. Three main areas of mathematics will be thoroughly studied: the real numbers; the coordinate plane; an introduction to analytic geometry; and functions, polynomials, rational functions, trigonometric functions, exponential and logarithmic functions. Throughout the course, a particular emphasis will be placed on graphing, word problems, basic equations and formulas, and applications.

### **MAT 131 Differential Calculus (3)**

A study of theory of limits, continuity of a function; derivative of a function; applications of derivatives. Prerequisite: four years of high school mathematics or the consent of the instructor.

### **MAT 132 Integral Calculus (3)**

A study of antiderivative and definite integrals of a function, applications. Prerequisite: MAT 131 or the consent of the instructor.

### **MAT 203 Vector Calculus (3)**

Parametric equations, polar/spherical coordinate systems. Calculus of several variables; min/max., applications, multiple integrals. Prerequisite: MAT 132 or the consent of the instructor.

**MAT 205 Linear Algebra (3)**

A study of vector spaces, linear transformations, and matrices.

**MAT 303 Advanced Calculus (3)**

A proof-oriented course with emphasis on sound understanding of basic principles of analysis. Topics discussed will include the real number system, functions of one and several variables, vectors and vector fields, linear transformations. Prerequisite: MAT 203 or the consent of the instructor.

**MAT 308 Geometry (3)**

A study of fundamental theory of projective spaces and of their groups of linear transformations: projective, affine, similarity, Euclidean, and non-Euclidean geometry. Prerequisites: MAT 205 or consent of the instructor.

**MAT 309 Differential Equations (3)**

A study of existence theory, linear differential equations, systems of differential equations, and boundary value problems. Numerical and series solution methods. Applications. Prerequisites: MAT 203-205.

**MAT 310 Numerical Analysis (3)**

A study of round-off error, interpolation, solution of linear systems of equations, matrix inversion, numerical integration, numerical solution of differential equations. Emphasis on the theoretical basis of these methods and solution of problems on a computer. Prerequisite: MAT 309 or the consent of the instructor.

**MAT 315 Mathematical Probability and Statistics (3)**

An introduction to theoretical probability and mathematical statistics. Topics considered will be sample spaces, conditional probability, probability distributions, sampling theory, estimation, and hypothesis testing. Prerequisite: MAT 132.

**MAT 340 Abstract Algebra (3)**

A study of number theory, groups, rings, integral domains, and fields.

**MAT 370 Foundations of Mathematics (3)**

An introduction to mathematical logic and set theory.

**MAT 410 Number Theory (3)**

A study of the integers and their properties. Topics include: divisors of an integer, Diophantine equations, linear/quadratic congruences, Fermat's and Wilson's theorems, perfect numbers, and distribution of prime numbers. Problem solving techniques and skills will be emphasized throughout the course.

**MAT 420 Complex Variables (3)**

A study of the mathematics of complex valued functions. Emphasis will be placed on the similarities/differences of real valued functions compared to complex valued functions. Topics include: complex numbers, functions, limits, differentiation, integration, Cauchy- Riemann equations, Taylor Series, and residue theory.

**MAT 430 Actuarial Mathematics (3)**

The course is designed to give the students an overview of the mathematics of actuarial work. The course is composed of three major themes: 1.) A study of interest theory, simple annuities. 2.) A study of life tables and survival models. 3.) A study of insurances.

**MAT 440, 450 – Independent Study (1 to 6 credits)**

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***Music***

*NOTE: Music courses may be used to fulfill the fine and performing arts core requirement.*

**MUS 107 Music Appreciation: The Art of Listening (3)**

This course will teach the student to listen perceptively, appreciating and identifying voices, instruments, forms, types of compositions, and styles.

**MUS 150 Beginners Group Piano I (3)**

This course is intended only for beginners. It will teach the basic elements of music theory and piano technique, and will enable students to read music. There is a lab fee.

**MUS 151 Beginners Group Piano II (3)**

This course is designed to lead the student step by step through basic keyboard fundamentals using a wide repertoire of music. The course will also investigate theory, technique, and sight reading materials. Students will encounter the basic elements of music, including chords, playing tunes in different keys as well as in various rhythmic values. There is a lab fee. Prerequisite: MUS 150 or permission of the Instructor.

**MUS 201 Musicianship and the Fundamentals of Music I (3)**

This course will explore the ways in which sound is organized into musical structures. Topics will include rhythm, form, harmony, melody, and color. Skill will also be developed in sight-reading, rhythm exercises, ear training, basic keyboard, and improvisation.

**MUS 202 Musicianship and the Fundamentals of Music II (3)**

This course approaches the fundamentals of music theory as well as ear training and composition. Basic keyboard skills are also introduced. Prerequisite: MUS 201 or permission of the Instructor.

### **MUS 215 Great Composers (3)**

This course approaches the life and works of significant composers past and present from a variety of cultures and musical styles. Special topics include sections on film, computer, and live theater composers.

### **MUS 222 Instrumental Ensemble (1 or 2)**

Open to students who already play an instrument or sing, and want to experience ensemble playing. The course may be repeated for credit for up to four semesters. After that, this course may be audited or taken for no credit.

### **MUS 230 World Music (3)**

Explores selected music and rhythms from throughout the world. Students will explore various folk, popular, indigenous, and hybrid music from every continent and survey the development of musical traditions through the development of contemporary world music. A special extended section on several American musical traditions will also be featured in this course, including country, folk, and musical transmissions from Europe, expressive cultural traditions from indigenous peoples of America, as well as various black musical traditions in the New World. This course satisfies the culture outcome.

### **MUS 250 Applied Piano (2)**

Private instruction in piano, adapted to the aptitude and previous training of the student. The student will participate in a recital at the end of the semester. Fee for lessons is \$200.

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## ***Nursing***

### **NUR 110 Introduction to Contemporary Nursing Practice (3)**

This course introduces the student to the major concepts and ideas forming the context of contemporary professional nursing practice including professional standards of practice, development of professional behaviors, evidence-based practice, nursing informatics and micro/macrosystems in healthcare. Students are introduced to the Nurse of the Future (2010) framework and the core competencies that comprise the framework used in the Elms College nursing curriculum. The evolution of nursing, nursing practice, and nursing theory is explored. This course is intended to help students develop a beginning personal philosophy of nursing as well as a foundation for quality and safety in professional nursing practice.

### **NUR 213 Medication Dosage Calculations (1)**

This course will build upon the student's basic math skills to calculate safe medications dosages, convert measurement systems, select appropriate dosage calculations tools for medication administrations, and determine the parameters for safe medication administration. The student will interpret information in a drug handbook and apply the knowledge to a medication order with consideration of the patient's age, weight, and medical condition. Basic mathematical



concepts, decimals, fractions, ratio and proportion, and measurement conversions are included. This course is intended to prepare the student nurse for safe, patient centered administration of medications, and accurate documentation in both traditional and electronic records.

#### **NUR 217 Health and Physical Assessment for the Adult (4)**

This course explores the concept of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality care, and evidence-based practice. The student will develop the knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The laboratory focus is on the development of assessment skills through data collection, analysis, and interpretation, utilizing Gordon's Functional Health Patterns. NUR 219 Pathophysiology (3)

The study of how normal physiologic processes in the adult are altered by disease will be examined from a nursing perspective. Selected physiologic alterations will be discussed with an emphasis on cellular function and body defenses, genetics, tissue oxygenation and perfusion, fluid balance and metabolism. Changes in endocrine, hematological, cardiovascular, pulmonary, renal, digestive, musculoskeletal, integumentary, and neurological function are discussed. Active learning strategies are used to engage students with diverse learning styles.

#### **NUR 221 Fundamentals of Nursing (5)**

This course focuses on the acquisition of the basic knowledge, attitudes and skills necessary for providing safe, patient centered care. Emphasis is on the nursing process (assessment, diagnosing, planning, implementation, and evaluation), functional health patterns, communication strategies, clinical reasoning and decision making, and professional role development. The clinical focus is on beginning application of nursing knowledge and evidence based practice interventions in the laboratory setting and with selected patients in clinical settings. PRE-REQUISITES: NUR 110, 217, 219; BIO 217, 217; CHE 195. CO-REQUISITES: NUR 225

#### **NUR 225 Pharmacology (3)**

This course is the study of clinical pharmacology and pharmacotherapeutics for nursing practice. Emphasis is placed on application of nursing process in drug therapy to promote safe, evidence-based patient care and teaching for quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects and therapeutic applications are noted for major classes of drugs with a focus on prototype and commonly used drugs within each class. Variation in response to specific drugs related to genetic influence is addressed, including known effects of specific ethnicities as a factor in drug effectiveness. Active learning strategies are used to engage students with diverse learning styles. PREREQUISITES: BIO 215 and 216, CHE 195, NUR 110, 217, 219, and 213 or permission of the instructor. Co-Requisites: BIO 221 and NUR 221.

#### **NUR 260 Professional Communication in Nursing (3) (RN-BS only)**

This course focuses on communication skills that are essential for professional nurses: clear exposition, persuasive argument, effective synthesis, mastery of mechanics and confident delivery. Students will write most weeks in class or in take-home assignments. Peer editing and group work is considered part of the course. There will be oral presentations as well. This is a "communication intensive" course for the core curriculum. This course addresses relevant criteria of the American Association of Colleges of Nursing – *The Essentials of Baccalaureate Education for Professional Nursing*

*Practice.* Please see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials> to review this document.

#### **NUR 305AC Medical-Surgical Nursing I (4)- Accelerated Nursing Students only**

This is the first of three sequential courses that concentrate an increasingly complex focus on utilization of the nursing process, health assessment, communication, and professional role development in the care of adults. The clinical emphasis is on achieving and maintaining optimal wellness through health promotion, protection, restoration, and rehabilitation. Prerequisites: NUR 110, 213, 217, 219, 221, 225. Corequisite: NUR 305L, 344.

#### **NUR 311 Nursing as a Profession (3) (RN-BS only)**

This course is designed as a bridge course for the registered nurse student who is advancing towards the baccalaureate or masters level. Acknowledging on prior nursing preparation, the course will introduce the RN student to the philosophy and core concepts of the Elms baccalaureate and MSN nursing curricula. Selected topics (concepts, theories, models, processes) for nurses advancing in their educational preparation and career are explored within the scope of current professional nursing process. The focus is on core concepts of baccalaureate prepared nurses that will bridge the RN to baccalaureate and master's education. Specifically, this course is guided by selected content described by the AACN in its *Essentials of Baccalaureate Education for Professional Nursing Practice* (please see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>), *Quality and Safety Education in Nursing (QSEN)*, and the Massachusetts Department of Higher Education's *Nurse of the Future Core (NOF) Competencies*. An expectation of knowledge, attitude, and skills (KIAS) growth as a professional is implicit.

#### **NUR 312 Adult Health Assessment for the Registered Nurse (3) (RN-BS only)**

This course, designed for the registered nurse student who is advancing towards the baccalaureate level, acknowledges and enhances prior nursing preparation. This course builds upon assessment skills and decision making competencies in the practical application of health assessment as the basis for nursing intervention and practice. It integrates the essentials for communication, professionalism, safety, quality care, and evidence-based care. The student will refine knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The focus is on core competencies that will bridge the RN to baccalaureate education. This course addresses relevant criteria of the American Association of Colleges of Nursing – *The Essentials of Baccalaureate Education for Professional Nursing Practice* (<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and the Elms College School of Nursing curriculum competencies.

#### **NUR 316 Nursing Care of the Adult I (5)**

This course focuses on nursing care of the adult and builds on prior knowledge and skills gained in fundamentals of nursing, pathophysiology, and pharmacology and health assessment. This course stresses the beginning clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence-based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, quality, legal, and ethical issues will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies. PREREQUISITES: Successful

completion of all required nursing courses according to the curriculum plan. CO-REQUISITES: NUR 316L, NUR 316C. Failure of NUR 316 course will require students to retake NUR 316 skills lab, and NUR 316 clinical.

### **NUR 316L Clinical Nursing Skills Laboratory (1)**

This laboratory focuses on the application of nursing care of the adult and builds on prior knowledge and skills gained in fundamentals of nursing, pathophysiology, and pharmacology and health assessment. This laboratory stressed the beginning of clinical reasoning and skill building for common health problems of adults with an emphasis on the leading causes of Morbidity and mortality in the United States. Evidence-based practice and standards of care are integrated in the laboratory with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, quality, legal and ethical issues will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of nursing curriculum competencies.

### **NUR 317 Genomics: Application to Nursing Practice (3) (RN-BS only)**

This course provided the student with basic foundation to understanding the science of genomics and its implications for nursing practice. Professional responsibilities of recognizing one's own values and beliefs and advocating for client access to services and resources are examined. Incorporation of new genetic/genomic technologies and knowledge into professional nursing practice through assessment, identification, referral, and client education and support will be explored. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>), Essentials I, II, III, IV, V, VI, VII, & IX.

### **NUR 326AC Medical-Surgical Nursing II (4) Accelerated Nursing Students Only**

This is the second nursing care of the adult in an acute care setting course offered for the Accelerated Second Degree student. The focus is on nursing care of the adult and continues to build on prior knowledge and skills. This course emphasizes the use of clinical reasoning, in class and clinical, for complex health problems of adults with a focus on the top ten causes of morbidity and mortality in the United States. The lab component will make use of multiple simulation exercises to

assist students in mastery of the materials. PRE/COREQUISITES: NUR 110, 213, 217, 219, 221, 225 and 305AC. CO-REQUISITES: NUR 326C and NUR 326L

### **NUR 327 Family Nursing: Theory and Application – RN to BS only (3)**

This course will introduce the student to the development of family health nursing. It will provide understanding of select theories, frameworks, and concepts that will assist in understanding family dynamics and the relationship to family health promotion. Students will investigate concepts of health promotion and health protection that will assist in helping families promote, attain, and regain health. This course will provide guidelines for measuring, assessing, contracting, and collaborating with families to attain higher levels of health.

### **NUR336 Nursing Care of the Adult II (5)**

This course builds on nursing care of the adult and on prior knowledge and skills gained in Nursing Care of the Adult I, Fundamentals of Nursing, Pathophysiology, Pharmacology and Health Assessment of the Adult. This course expands the knowledge base to further build on clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence-based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, collaboration, discharge planning, and health education will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies. PREREQUISITES: Successful completion of all required nursing courses according to the curriculum plan. CO-REQUISITES: NUR 336L, NUR 336C Failure of NUR 336 course will require students to retake NUR 336L and NUR 336C

### **NUR 340 Evidence –based Nursing (3) (RN-BS only)**

Evidence –based practice is a process involving the examination and application of research findings or other reliable evidence that has been integrated with scientific theories. This course introduces the student to research-based findings for the purpose of informing decisions about care delivery. Students will be prepared to identify, appraise and utilize the best current evidence combined with clinical expertise and consideration of patient preferences, experience, and values. The essentials of the research process lay the foundation of how to conduct, interpret, critique, and apply research findings into clinical practice. This course addresses relevant criteria of the American Association of Colleges of Nursing – *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Please see (<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) to review this document.

### **NUR 345 Nursing Research (3)**

*Nursing Research* introduces the student to the quantitative and qualitative research process in nursing and examines the relationship between nursing theory, research and practice. The essentials of the research process lay the foundation for how to conduct, interpret, critique and apply research findings into clinical practice. Selected examples of nursing research will be critiqued and evaluated for relevance in clinical settings. Furthermore, this course familiarizes the student with the concept of evidence-based practice and the use of research-based findings for the purpose of informing

decisions about care delivery. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies.

#### **NUR 346 Psychiatric Mental Health Nursing (4)**

This course addresses the role of the psychiatric mental health nurse as both provider of safe, patient-centered care and member of the health care team. Evidence-based nursing practice, including psychopharmacology and multiple treatment modalities is applied from a culturally diverse perspective to clients and families with mental health needs. The role of the nurse as therapeutic communicator, caregiver, and advocate for clients' rights is emphasized. Care of the self and self-awareness are also important components of success in this course. Specific psychiatric diagnosis are examined including but not limited to the following: anxiety disorders, substance related disorders, mood disorders, personality disorders, schizophrenia, organic mental disorders, somatoform disorders, eating disorders, suicidal behavior, dissociative disorders, childhood and adolescent issues, and violence abuse. The student will develop an appreciation of the struggle mental health clients' face in achieving wellness. The professional role is expanded through the development of professional skills as a nurse counselor; listening, responding, planning, intervening, and evaluating care of selected clients. Clinical experiences are in structured mental health settings. Guided clinical experiences are provided so that the student will have opportunities to deliver holistic nursing care in both hospital and community based settings. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies.

#### **NUR 364 Children and Families (5)**

In this course the student will develop the skills necessary to provide safe, quality driven patient centered care. Evidence-based research, family and developmental theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to communication, interview process and health history taking of the pediatric client, physical and pain assessments, growth and development, and social and cultural influences are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the patient and family needs. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies.

**NUR 368 Childbearing (5)**

In this course, the student will develop the skills necessary to provide safe, quality driven patient-centered care for the childbearing family. A major focus of this course will be the healthy and at-risk mother and baby within the context of pregnancy, childbirth and the postpartum/neonatal periods. Evidence-based research, theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to perinatal physiology, genetics, psychological and developmental theories, nursing theories and cultural awareness are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the needs of the childbearing family. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies.

**NUR 391 Sr. Nora Honors Program (1)**

This is the first seminar in the Nursing Honor's Curriculum. Students will cultivate the skills of critical thinking and presentation skills. They will explore topics related to professional nursing, and begin to identify nursing issues that are of individual interest. Potential honor's projects will be explored with the goal of presenting at Scholarship Day in senior year.

**NUR 429 N.C.L.E.X. Review (2)**

This course assists in preparing the senior nursing student for success on the National Council Licensure Examination (NCLEX). It includes review of the current NCLEX-RN test plan, skills in reading and understanding standardized test item formats, and techniques to maximize self-confidence and improve test performance. Selected content is reviewed and students practice taking standardized multiple-choice questions in written and computerized formats.

**NUR 432 Leadership and Role Development for the Registered Nurse (3) (RN-BS only)**

This course focuses on the development of the professional nurse as leader. Emphasis is placed on gaining self-awareness, using critical thinking skills, exploring political awareness, cognitive aspects of teaching and learning, and developing a philosophy of and personal practice of nursing. Field experiences will include work with a mentor whose practice offers a view of independent, expanded nursing activities. Prerequisites: all nursing courses as this is a capstone course.

**NUR 438 Quality and Safety in Healthcare - RN to BS Only (3)**

This course provides opportunity for the student to examine and critique aspects of the healthcare system that serve as a foundation for the provision of safe and quality-based patient centered care. The focus is on the role of the nurse and how nursing can impact quality outcomes through interdisciplinary collaboration, increased emphasis on evidence-based practice, quality and safety improvement, and the use of the advancing technology of informatics.

**NUR 445 Population Health in Nursing (3) (RN-BS only)**

This service learning course is designed to assist nursing students in integrating and applying nursing and public health theory to population health with a focus on community/population as a

partner. Students develop beginning level skills in community assessment, epidemiological investigation, pollution-focused care and primary prevention of populations. Students analyze socio-cultural, political, economic, and environmental factors that influence population and global health. The clinical/field experience provided students opportunities to deliver population-focused care identifying determinants of health, prioritizing primary health prevention, actively identifying and reaching out to those who might benefit from service, and using available resources to assure best overall improvement in the health of population (ANA,2007). This course addresses relevant criteria of the American Association of Colleges of Nursing – *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Please see (<http://www.aacnnursing.org/Education-Resources/AACN-Essentials> to review this document.

#### **NUR465: Nursing Care of the Older Adult (5)**

Caring for older adults is, and continues to be, the core business of health care institutions. No matter where nurses practice, at some time in their career they will care for older adults. The nursing care of older adults is both complex and challenging because of the array and number of chronic illnesses facing older adults, only expected to increase with longevity. The central focus of the course is on recognizing normal aging changes, geriatric syndromes, and best practices in gerontological nursing. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies.

#### **NUR470 Population Health Nursing (3)**

Current efforts to promote health and decrease acute care utilization represent a major shift in 21<sup>st</sup> century goals of the United States healthcare system. Nurses new to the profession must acquire the necessary knowledge and skills to assume emerging roles created to reach these goals. By partnering with individuals, families, and communities in activities to improve health and avoid illness, nurses will form the leadership needed for a healthier society.

This course assists students to apply the nursing process to population health through assessment and identification of a priority health need for a focused population, identification of health risks and appropriate health promotion activities, culminating in planning and implementation of a community-focused project. Beginning practice in epidemiological investigation, assessment of social and environmental influences on health, and identification of societal resources to support health helps students to incorporate various factors into their community project and increase their knowledge base in public health.

This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of Nursing Curriculum Competencies.

#### **NUR 477 Nursing Leadership and Management of Care (5)**

This senior level nursing course explores leadership and management theories and principles that facilitate entry-level nursing graduates to become leaders at the bedside, among inter-professional groups, and in the community. Classroom and clinical experiences are designed to build the knowledge, skills, and attitudes needed for visionary leadership, case management, teamwork and collaboration, delegation, conflict resolution, ethical frameworks for decision making, and evidence-based quality improvement. Emphasis is placed on the role of the professional nurse in promoting safe, cost-effective care in a rapidly and radically changing healthcare environment. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and Elms College School of

Nursing Curriculum Competencies.

**NUR 490 Sr. Nora Harrington Honors Program (1)**

During this semester students will continue the development of their critical thinking, cogent argumentation, and effective writing skills, and participation in community service/service learning activities. The central part of this seminar is the development and start of the honors project. Students will work with their seminar faculty and preceptors in designing their honors project, finalizing their written proposal, and begin to actualize their project.

**NUR 491 Sr. Nora Harrington Honors Program (1)**

This is the third and last seminar in the Nursing Honor's Curriculum. During this last seminar students will complete their honors project, and submit an abstract of their work to the Beta Zeta at Large Chapter of Sigma Theta Tau International to present their projects at the Chapter's Scholarship Day. In addition, a written report and poster will be completed. The poster will be presented to faculty, peers, and interested community members during a special celebratory meeting.

**NUR 492 Senior Seminar (2)**

This capstone seminar promotes synthesis of the Massachusetts Department of Higher Education's *Nurse of the Future (NOF) Nursing Core Competencies (2010)* (see <http://www.mass.edu/currentinit/documents/NursingCoreCompetencies.pdf>) into professional nursing practice. A primary focus of this seminar is to solidify knowledge, skills and attitudes essential for the role transition from student to professional nurse. Emphasis will be placed on how nurses impact quality patient outcomes through inter-professional collaboration, evidence-based practice, safety and the use of informatics.

**NUR532 Policy and Health Advocacy (3) (RN-BS only)**

Course description in development. Replaces NUR 530 Policy, Law and Ethics in Healthcare.

**NUR 640 Leadership & Management (3) (RN - BS only)**

The purpose of this management course is to analyze the underlying premises, theories, research, and contemporary practices in leadership and management. The content will include an analysis of the role of the nurse manager in today's healthcare environment, along with methods of achieving quality patient care and an environment of professional practice that promotes staff satisfaction and achieves successful organizational outcomes. . PREREQUISITES: Successful completion of all nursing courses in accordance with the curriculum plan. This is a capstone course.

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***Physical Education***

**PED 111 Walking for Wellness (1)**

Designed for students who wish to learn how to construct a lifetime fitness program utilizing walking. Biomechanical analysis of the walking gait and principles of nutrition will also be



examined.

**PED 112 Fundamentals of Volleyball (1)**

An introductory level volleyball offering designed to foster the development of a student's skills and commitment to participating in volleyball as a lifetime endeavor. Basic skills and strategies will be covered for both the traditional game and the two-on- two game.

**PED 114 Physical Fitness (2)**

Designed to expose students to a variety of fitness activities and to allow students to become self-sufficient in designing a personal fitness program.

**PED 115 Frisbee for Wellness (2)**

Students will engage in various physical activities to equip them with the knowledge and skills to use Frisbee games as a tool for lifelong physical fitness.

**PED 119 Lifeguard Training (2)**

Designed to train students in lifesaving and water safety techniques. Successful completion leads to Red Cross certification.

**PED 124 Self-Defense(1)**

Designed to teach self-defense life skills to enhance awareness and confidence in threatening situations.

**PED 125 Swimming for Wellness (1)**

Designed for students who have the desire to learn about and participate in swimming as a means of maintaining physical fitness for life.

**PED 131 Total Body Conditioning (1)**

This is a muscular endurance workout class structured to increase lean muscle tissue utilizing a variety of resistance training equipment.

**PED 135 Introduction to Tennis (1)**

Introduces the basic skills and strategies of tennis in order to foster a commitment to lifelong fitness through participation in tennis.

**PED 136 Bowling (1)**

Basic skills of bowling are used to foster a commitment to lifelong fitness and wellness through participation in bowling.

**PED 137 Beginner Yoga (1)**

This is an introductory class in yoga designed for the general college population. In yoga, gentle stretching with awareness is combined with conscious breathing to strengthen the body, increase flexibility, relieve stress, and calm the mind. Detailed instructions are given for all physical postures, including modifications that enable participants to benefit

from yoga regardless of fitness level, weight, or flexibility.

### **PED 200 Foundations of Coaching Sport (3)**

Introducing students to the area of competitive athletics. This course examines the philosophy of athletic programs and the developmental needs of athletes, as well as the role of the coach in developing athletes and an athletic team.

### **PED 201 Psychology of Sport (3)**

Examines the psychological needs of athletes and the methods that research has uncovered to meet these needs. This course covers self-confidence, motivation, goal setting, arousal theory, relaxation, attention focus, peak-flow performance, mental imagery, and aggression, as well as how the principles of sport psychology can be applied to teaching and coaching settings.

### **PED 202 Physiology Applied to Conditioning (3)**

This course is designed to enable students to utilize the most effective nutritional methods, energy systems training, and muscular training. The effects of ergogenic aids and variables of the competitive environment will also be examined. Prerequisite: PED 200.

### **PED 203 Prevention and Care of Athletic Injuries (3)**

Introduces the basic principles of athletic conditioning, injury prevention, the mechanism of athletic injuries, and therapeutic modalities used in rehabilitation. The professional, legal, and ethical responsibilities of the athletic trainer will be examined, along with techniques to develop the skills of recognition, evaluation, and care of athletic injuries. Prerequisite: PED 200.

### **PED 302 Coaching Methods (3)**

Examines the teaching methods, planning, and evaluation tools necessary to implement a successful program in competitive sports. Peer coaching laboratory sessions are devoted to practical application and observational assessment of teaching concepts. Prerequisites: PED 200, 201, 202.

### **PED 303 Coaching Internship (3)**

Uses a monitored internship in which the student acts as an assistant coach of an intercollegiate or interscholastic athletic team (or equivalent) for an entire sport season. Designed to give students the opportunity to experience all aspects of coaching, including, but not limited to: planning, implementing, and evaluating practices and games; player and team development; administrative tasks; conditioning; promotion and public relations; and the care of minor athletic injuries. The internship experience also provides students the opportunity to work directly with an experienced coach who will provide insight, guidance, and feedback to the student as he/she completes the components of the internship. Site assignments are made in consultation with the director of physical education; permission of the director is required. Appropriate settings for the internship include intercollegiate or interscholastic varsity or sub-varsity teams or their equivalent.

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## ***Philosophy***

*NOTE: All philosophy courses may be used to fulfill the ethics outcome.*

### **PHI 100 Introduction to Philosophy (3)**

Do we see things as they really are or are they only illusions? Are there any good reasons for being moral? Does might make right? Can the existence of God be proven? This course will help students develop their own answers to these questions and others.

### **PHI 101 Critical Thinking (3)**

What makes one line of argument more convincing than another? What constitutes strong evidence in support of statements? This course emphasizes practice in the exercise of thinking as a skill to be developed and strengthened. Recognizing inconsistencies and contradictions, using deductive and inductive types of reasoning effectively, and avoiding ambiguities are among the topics covered.

### **PHI 220 Human Nature (3)**

This course explores a variety of philosophical perspectives on what it means to be human, beginning with Plato and Aristotle, and tracing the development of this important question into modern times.

### **PHI 242 Ethics (3)**

This is an introduction to ethics. It includes discussion of moral issues and questions, such as autonomy and moral growth, self-respect and integrity, respect for others, sexual morality, and caring relationships.

### **PHI 244 Philosophy of Art (3)**

Why do we consider some objects beautiful? Can something in nature be considered art? Is the performing of a composition a work of art in itself? Is the artist better able to interpret the work or is the observer? Questions such as these will be discussed by analyzing examples of art forms in light of various theories of beauty.

### **PHI 246 Ethics in Economics and Business (3)**

This course examines current controversies and ethical problems that arise in business and economics. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory. Topics will include social responsibility, technological changes, justice, and inequality. We will also look at very general debates about how to live well. This course satisfies both the ethics and civic engagement outcomes.

### **PHI 248 Healthcare Ethics (3)**

This course examines current controversies and ethical problems that arise in the healthcare setting. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory.

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## ***Physics***

### **PHY 102 Physical Science (4)**

A survey of physics, chemistry, astronomy, and earth science in which integration of lecture and laboratory experiences is emphasized.

### **PHY 104 Astronomy (3)**

A one-semester course in descriptive astronomy. The approach to the course will be an historical one, beginning with the earliest human astronomical observations and continuing through the most recent discoveries about the nature of the universe. Some outdoor observations will be made.

### **PHY 105 General Physics (4)**

### **PHY 106 General Physics (4)**

A survey of mechanics, heat, wave motion, electricity, and modern physics. Required for all students majoring in biology, chemistry, or natural science.

### **PHY 109 Earth and Space Science (3)**

This course focuses on the basic principles of astronomy, geology, meteorology and oceanography. It includes study of the structure of the solar system, the life cycle of stars, the composition and structure of the earth's surface and interior, plate tectonics, weather patterns, and characteristics of the earth's oceans and seas. Emphasis will be placed on learning through discovery-oriented learning activities.

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## ***Psychology***

### **PSY 101 General Psychology (3)**

Students will develop a basic understanding of the major areas of contemporary psychology, including how psychologists ask and answer questions using the scientific method. Applications of psychology to real life situations will be emphasized. Topics include physical and mental development, learning, perception, sleep and dreaming, and memory.

### **PSY 202 Statistics for the Behavioral Sciences (3)**

This course is a critical component of the psychology major's research training. To this end, basic descriptive and univariate inferential procedures are covered, including measures of central tendency, variability, relative standing, correlation, hypothesis testing, normal distribution, t-tests, ANOVA, and Chi-square. Additionally, basic issues in research design and methodology are

covered, and the link is continually made between research design and the relevant statistical procedures. Prerequisites: PSY 101.

### **PSY 205 Writing in Psychology (3 credits)**

Course Description: This course will focus on the basics of communicating scholarship in APA format. Assignments will evaluate students' ability to read primary research, analyze and evaluate research studies, and produce a literature review in APA format. Students will demonstrate their ability based on their evaluations and synthesis of scholarly work.

Prerequisites: PSY101

### **PSY 210 Research Methods (3)**

Students will develop an understanding of the scientific method as it is applied to the study of human behavior. Students will learn to analyze, design, and conduct psychological research. Students will select, design, and conduct a class experiment on a behavior of current interest. This course satisfies the critical thinking/communications outcomes of the liberal arts core.

Prerequisites: PSY 101, 202.

### **PSY 211 Introduction to Counseling and Psychotherapy (3)**

This course provides an introduction for the beginning counselor/therapist to become familiar with a variety of theoretical therapeutic models of treatment. It offers an opportunity for students to enhance their skills in the areas of relationship---building, active listening, and interview techniques. Prerequisite: PSY 101. Limited to juniors and seniors.

### **PSY 214 Children's Learning and Development (3)**

In this course, the student will study the characteristics of children and adolescents who follow typical and atypical patterns of development. Students will examine theories of development and learning and look at ways to observe learning experiences for students with a range of ability levels and learning styles. Twenty hours of fieldwork are required. This course satisfies the communication outcomes of the liberal arts core.

### **PSY 240 Stress and Coping (3)**

Students will learn about the nature of stress and its relationship to health and coping. Emphasis will be on assessment and prevention strategies aimed at reducing stress-related symptoms.

### **PSY 302 History and Systems (3)**

Students will study the development of psychology from its antecedents to its current "schools" or "systems," including topics such as the origins of behavioral, cognitive, and psychoanalytic perspectives. An emphasis is placed on connecting the historical aspects of psychology to current day practices and developments. Prerequisite: PSY 101. Juniors and seniors only.

### **PSY 304 Forensic Psychology (3)**

This course will promote an understanding of the relationship between psychology and the law by showing how psychological research and theory inform the legal system.

Topics include psychologists in the court, ethics in practice, criminal profiles, and assessment and rehabilitation approaches for criminal offenders. Prerequisite: PSY 101.

### **PSY 306 Educational Psychology (3)**

This course is a study of the application of psychology to educational problems. Students will examine factors affecting learning and provides a theoretical background to help students evaluate and use educational methods properly. Topics of study include social, emotional, and cognitive development, learner differences, cultural diversity, motivation, and standardized and classroom assessment. Prerequisite: PSY 101.

### **PSY 307/507 Psychological Testing (3)**

The major techniques used to measure psychological attributes, such as intelligence, motivation, attitudes, interests, and personality will be introduced. Test construction, reliability, and validity will also be presented. Prerequisite: PSY 101, 202.

### **PSY 308/508 Cognitive Psychology (3)**

Students will be introduced to the theory and research of mental processes from the initial sensation of information to the complex utilization of that information. Topics for study include sensation, perception, memory systems, comprehension, language, concept formation, and problem solving. Prerequisite: PSY 101.

### **PSY 309/509 Social Psychology (3)**

Social psychology is the science of how we think about, influence, and relate to each other. Although firmly based in scientific research, this field is uniquely applicable to everyday life. Students will actively apply topics to their everyday lives with brief application papers and activities. Some of the topics to be covered include the self, attitude and belief formation, interpersonal relations, persuasion, conformity, prejudice, and attraction and intimacy.

### **PSY 310/510 Psychology of Gender (3)**

Students will explore of a wide variety of psychological issues concerning how gender issues impact both women and men. The course will foster an understanding of how the study of women's issues and gender has evolved in psychology, focusing on the biological, cognitive, and socio---cultural influences that impact our experiences with emphasis on critical analysis and discussion of research. Specific topics will include a historical review of women's roles in our culture, gender differences and similarities, biological sex differences, gender role development, gender stereotypes, relationships, sexuality, gender in the workplace, health and fitness, and psychological disorders. Prerequisite: PSY 101. This course satisfies the communication and culture outcomes of the liberal arts core.

**PSY 312/512 Children's Literature: Psychological and Social Issues (3)** Students will examine important psychological and social issues as reflected in children's literature through the process of writing and oral presentation. Critical

reading and thinking skills will be stressed while evaluating themes in literature such as family, friendship, peer relations, independence, death, war, and play. Psychological research will provide a backdrop in the analysis of literature and provide knowledge in the identification, selection, evaluation, and effective use of books that address problems confronting young people, preschool to adolescence, in ways that identify the universal in human experience. In addition, students will participate in a variety of activities to explore their own attitudes, values, and biases. Prerequisite: PSY 101. This course satisfies the communication outcomes of the liberal arts core.

### **PSY 313/513 Psychology of Behavioral Management (3)**

This course provides the student with an introduction to the theories and principles of behavior modification. Students will learn the fundamentals of behavior analysis and treatment. Prerequisite: PSY 101.

### **PSY 325/525.01 Personality Theory (3)**

Students will be introduced to the field of personality. Major theories of personality will be covered, including those of Freud, Jung, Horney, Dollard and Miller, Buss, Maslow, and Rogers. Contemporary applications and Internet resources will be integrated with historical perspectives in this fully online course using streaming audio lectures with PowerPoint slides, online discussions both live and asynchronous, web research, and online testing. Prerequisite: PSY 101.

### **PSY 335/535 Psychology of Adolescence (3)**

Students will be introduced to the primary psychological issues involved in understanding the period of adolescence. Physical, emotional, social, and cognitive factors will be related to current social problems. PSY 101 strongly recommended.

### **PSY 401 Psychology Seminar (3)**

The primary objective of this capstone course is to explore current issues in psychology, especially those that are of interest to students. Students will read, analyze, and discuss original research. A final project of a research paper and formal presentation is required. This course satisfies the critical thinking/communication outcome. Seniors only.

### **PSY 402 Special Topics (3)**

Courses are devised and rotated to reflect a variety of exciting contemporary topics.

### **PSY 403 Supervised Field Experience in Psychology (4)**

The senior psychology major is given the opportunity to gain practical experience in a variety of fieldwork settings, examples of which include counseling centers, hospitals, nursing homes, prisons, businesses, and schools. This internship is available to seniors with good academic standing in the major and approval of the major advisor.

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## ***Religious Studies***

**REL 101 Contemporary Catholicism (3)**

An examination of values capable of sustaining meaningful adult existence in the 21st century. The course includes an historical overview of Catholicism's contributions to the contemporary search for life's meaning and value with emphasis on the evolving role of women in the church.

**REL 202 Sacraments: Gifts of the Christian Life (3)**

In this course, students will study the basic concept of sacraments in the life of the church with emphasis on the concrete application of this concept in each of the seven sacraments.

**REL 204 Contemporary Christian Ethics (3)**

Students will investigate contemporary ethical thinking from the perspective of historical religion. Attention is given to the historical development and contemporary status of practical ethical issues: human sexuality, medical care, human rights, and ecological justice. This course satisfies the ethics outcome

**REL 208 Hebrew Scriptures (3)**

In this course, students will study the literature of the Hebrew Scriptures and the history of ancient Israel with special emphasis on God's relationship with people.

**REL 210 Christian Scriptures (3)**

In this course, students will study the literature of the Christian scriptures and the history of the early church with special emphasis on the life of Jesus and mission of Paul.

**REL 212 Images of Jesus (3)**

Students will study an historical and systematic survey of the person and work of Jesus Christ. Emphasis is placed on contemporary approaches to Christology.

**REL 214 World Religions: Eastern Traditions (3)**

Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Eastern.

Hinduism, Buddhism, Sikhism, Jainism, Confucianism, and Taoism will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials. This course satisfies the faith outcome.

**REL 215 World Religions: Western Traditions (3)**

Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Western. Judaism, Christianity and Islam will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials. This course satisfies the faith outcome

**REL 302 Spirituality of World Religions (3)**

Students will study the major religions of the world with emphasis on their unique spirituality, contemporary expression, and role in forming human values.



**REL 305 Theology of Peace and Justice (3)**

This course invites students to reflect on the Christian call to non-violence as witnessed in the Scriptures, church documents, and lives of notable individuals.

**REL 306 Church: Human Reality/Saving Mystery (3)**

Students will be introduced to the church as sign and sacrament of Jesus Christ. Participants will be encouraged to reflect on the church in light of personal experience and theological tradition. This course satisfies the faith outcome.

**REL 315 Ecumenical and Interreligious Dialogue (3)**

This course will give participants the opportunity to research the meaning, methodology, goals and potential problem areas of ecumenical and interreligious dialogue in the 21st century. This course satisfies the faith outcome.

**REL 319 Marriage: Psychological and Theological Perspectives (3)**

An examination of some of the rewards, satisfactions, and difficulties of marriage in contemporary society. Attention will be given to some of the major developmental theories in psychology and their implications for a successful marriage. The sacredness of marriage and its potential for leading adults into a deeper relationship with God will be explored. This course is for juniors and seniors only.

**REL 321 Letters of Paul (3)**

Students will survey the major writings of St. Paul, with emphasis on traditional Pauline themes.

**REL 326 A Reasoned Faith (3)**

Students will explore the interplay between philosophy and theology in the Christian West. Emphasis is placed on exposition and discussion of primary texts by Plato, Aristotle, Augustine, Anselm, Aquinas, and Bonaventure.

**REL 340 Spirituality and Values in Health Care (3)**

This course will explore spirituality and values capable of sustaining healthcare providers in an increasingly-complex workplace. This course satisfies the faith outcome.

**REL 342 Ethics and Spirituality of Compassion (3)**

Students will explore the Judeo-Christian understanding of the ethics and spirituality of compassion. Attention is given to compassion-focused meditation practice (*lectio divina*), self-compassion, and practical strategies for offering compassionate presence and service to others. This course satisfies the ethics and faith outcomes.

**REL 346 Bioethics in the World Religions (3)**

Empirical studies have shown that attitudes toward bioethical issues are often influenced by

religion. However, there are substantial differences between religions regarding the ways in which bioethical arguments are constructed. Insight into this religious diversity is important to understanding bioethical debates in non-Western contexts as well as the bioethical attitudes of people who belong to religious minorities (e.g., Hindus, Buddhists, Confucians, and Muslims) in Western countries. In the first part of the course, the deep structural differences between religions in their development of bioethics are explored. In the second part, the differences are further examined through the lens of religious answers to concrete bioethical issues. In the third part, the observations from the previous parts are applied to assess whether and how these answers differ from non-religious (secular) answers. This course satisfies the ethics and faith outcomes.

### **REL 400 Independent Study (1-3)**

Available to students who wish to explore a particular area in religious studies not described in this catalog. The course is arranged between the individual student and instructor at the discretion of the department.

### **REL 417 Christian Spiritual Journey (3)**

A course designed to assist you on your earthly pilgrimage! Go on a journey with Teresa of Avila, Ignatius of Loyola, Thomas Merton, Edith Stein, and others. In reading about their quest for God, come to know the mystic within yourself. This course satisfies the faith outcome.

### **REL 440 Addiction & Recovery: A Spiritual Journey (3)**

This course explores the biological, psychological, social, and spiritual dynamics of addiction and recovery. This course satisfies the faith outcome.

### **REL 484 International Human Rights and 21<sup>st</sup> Century Issues (3)**

This course will explore some fundamental questions about international human rights policy and law. Students will be actively involved in designing the course and selecting some issues to explore in depth. The course will be conducted in a workshop format. This course satisfies the ethics outcome.

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## ***Social Science Division***

### **SSD 202 American Government and Public Policy (3)**

This course gives you the opportunity to study the history, structure, and process of American government. The course examines the constitutional basis of the U.S. government and forms of government at the federal, state, and local levels. The powers, functioning, and relationship among Congress, the Presidency, and the Judiciary are presented. You will become familiar with political parties, current elections and candidates, the role of media in reporting on government policy, and the political process. This course satisfies the civics outcomes of the liberal arts core.

### **SSD 218 Human Oppression (3)**

In this course you will learn about the nature of evil and hate in the world. You will study the ability of one group to perpetrate injustice and atrocity on another group. The course focuses on historical, as well as more current, instances of oppression including the genocide of Native Americans, the enslavement of Africans in the United States, and racism and the struggle for civil rights for African Americans from the late 1800s to the present, the Armenian Genocide, the murder of the European Jews, sectarianism in Northern Ireland, Soviet oppression, the Cambodian genocide, ethnic cleansing in the former Yugoslavia, genocide in Rwanda, and the current murdering in Darfur. The course will help you to learn about these oppressed cultures, dynamics of intergroup relations, and the world's response when genocide and atrocities occur. Learning takes place through presentation from texts, journal articles, documentary videos, readings from literature (prose and poetry), independent research, popular films and class discussion. This course satisfies the communication and culture outcomes of the liberal arts core.

### **SSD 304 Introduction to Cultural Competence**

This course will provide an introduction to cultural competency/humility in healthcare. It will offer a beginning understanding of the knowledge and skills required to work with and care for diverse groups of individuals from various social identities and backgrounds. It will also require and encourage each student to work on increasing self-awareness and reflexivity around his/her/hir own social identities, culture, and background in order to develop a multicultural perspective and approach to care. This course uses lecture, discussion, experiential activities, small group discussion, and guest speakers in addition to a variety of texts, both written and visual for the purpose of exploration, inquiry, and analysis of issues of inequality and oppression among a variety of social groups within the US. We will explore the following intersectional themes as they relate to ourselves as well as the US healthcare system: identity, prejudice, discrimination, privilege, race/racism, class/classism, gender/sexism, sexuality/homophobia, religion/anti-Semitism/Islamophobia, age/ageism, and ability/ableism with the overarching goal of working towards social change. This course satisfies the culture and civics outcomes of the liberal arts core.

### **SSD 318 Confronting the Faces of Evil (3)**

In this course we examine humanity and civilization. The 20th century witnessed acts of barbarism and inhumanity of a scope and intensity unprecedented in human history. Rather than growing more civilized as the century went on, humans discovered and perpetrated more efficient and cruel methods of oppression and inhumanity. This course examines individuals who have had the courage to stand up to incidents of evil and inhumanity. The course deals with people who believe in social justice, human equality, and the basic goodness of humanity. What makes these people different from the rest of the society? What makes these people different from those who do nothing, or those who collaborate or perpetrate? We will examine these issues through the context of World War II Europe, the American Civil Rights Movement, and more recent world history.

### **SSD 400 Washington Seminar (3)**

This seminar course gives you the opportunity to learn about politics at a national level. You will

spend two weeks in Washington D.C. living and learning with a small group of students from across the United States. Your group will be led by a professor as you attend lectures, meet important politicians, and visit historical sites. In the second week, you focus on politics and the media and will have the opportunity to interact with well--- known news personalities. Academic requirements include journaling, papers, and presentations. Your housing and activities are organized by the Washington Center, a well---respected internship program in the nation's capital.

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## ***Social Work***

### **SWK 101 Introduction to Social Work (3)**

This course introduces you to the profession of social work. You will learn about the history of social work, how the profession has grown and changed, and current issues and developments. This course presents the values and ethics of the profession and supports you in examining your own values and how they may influence your choice of social work as a profession. You will have the opportunity to participate in field activities that include visits to agencies.

### **SWK 204 Human Behavior in the Social Environment (3)**

In this course, you study human development from conception to death. The life span is examined from a biosocial, cognitive, and psychosocial perspective. Culture and social systems theory are emphasized in understanding individuals, families, groups, organizations, and communities. This course satisfies the college core requirement for global awareness and cultural understanding. Prerequisites: BIO 105, PSY 101.

### **SWK 205 Human Behavior in the Social Environment II (3)**

This course expands on theory related to human behavior in the macro social environment, which includes communities, organizations and groups. Human behavior is examined within the context of social system theory with a goal of learning how systems affect and are affected by human behavior. Theories and knowledge are presented about the range of social systems in which individuals live with special emphasis on groups, organizations, institutions, and communities. The course examines the effect of social, cultural and economic forces upon human behavior. The course emphasizes empowerment and the promotion of economic and social justice in the macro social environment.

### **SWK 208 Human Sexuality (3)**

This course introduces students to contemporary knowledge and attitudes towards human sexuality. Sexuality is examined across the lifespan and through the lens of a biopsychosocial perspective. Topics covered include: biological sexual differentiation, intimacy and communication, gender role development and construction, varieties of sexual relationships and behavior, sexual function and dysfunction, sexually transmitted diseases, and HIV.

### **SWK 301 Social Welfare Policies and Services (3)**

In this course students will learn about the history and current structure of social welfare services, and the role of government, the legislative process and policy in social service delivery, social

work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare, and the relation of the governmental process to policy development. The course introduces the student to policy practice skills in regard to economic, political, and organizational systems. Prerequisites: SWK 101, HIS 105, ECN 211.

### **SWK 302 Social Work Practice With Individuals and Families (3)**

This course introduces you to the generalist skills and values of culturally competent social work practice with individuals and families. Through lectures, role-plays, and video recordings, you learn how to interview clients and assess functioning and mental status, and how to engage clients in effective social work practice. This course also teaches specific practice skills with populations at risk, such as survivors of trauma, children, and elderly. Prerequisites: SWK 101, SWK 204.

### **SWK 303 Mental Health and Mental Illness (3)**

In this class, students are introduced to the history and study of mental illness. By using the Diagnostic and Statistical Manual IVR, you learn to understand and make descriptive assessments and diagnosis of mental illness, such as mood and psychotic disorders. Students also focus on how race, ethnicity, gender, sexual orientation, age, religion, and other social variables can impact mental health. Prerequisite: PSY 101.

### **SWK 307 Social Group Work (3)**

In this course you are introduced to the theory and practice of contemporary social work practice with groups. During this class you participate in lectures as well as a semester-long experiential group. This class prepares you to provide services to different groups, such as adolescents, elderly, and ethnically diverse racial groups in a variety of settings. Prerequisites: SWK 101, 302.

### **SWK 310 Social Work Research (3)**

This course introduces students to research theory and methods that will inform your practice of social work. In addition to learning about the basic research process, you will also develop skills in applying research methods. The course will include both quantitative and qualitative methods and will emphasize ethics in research.

### **SWK 315 Social Work Practice With Communities (3)**

The goal of this course is to give students an understanding and appreciation of the role of the social worker in the community. The course is concerned with understanding and analyzing communities. Important components of the community are discussed, including: the political power structure and representation, population groups, educational and health systems, housing, the economic base, and the social service network. Social work roles in dealing with injustice and oppression are presented. Students learn skills of empowerment, advocacy, citizen participation, and community organization. These include the ability to communicate with community groups through public speaking, writing clearly, and the utilization of technology to make community presentations. Prerequisites: SWK 101, 301.

**SWK 317 Working with the Troubled Adolescent (3)**

This course is a study of adolescents who come in contact with the juvenile justice systems. Areas to be examined will include the court system, substance abuse, violence prevention, and family dynamics. Students will learn of programs, professionals, and community resources available to help adolescents.

**SWK 390 Stress Management for Human Service Professionals (3)**

This course will enable the participants to identify personal and professional areas of stress through completion of a stress inventory. The participant will practice relaxation techniques and develop an individualized stress management plan for daily use.

**SWK 391 Substance Abuse Treatment: A Human Service Perspective (3)**

This course is designed to present an overview of substance abuse issues as well as methods and strategies for working with chemically dependent individuals. The class will utilize a combination of lecture, discussion, and role---playing to improve the student's understanding of the dynamics of addiction.

**SWK 400 Independent Study in Social Work (2---3)**

This course provides an opportunity to undertake a systematic inquiry into a professional question, issue, or subject of interest to and selected by the student. The form of the inquiry is to be determined jointly by the student and instructor, based on the student's interest and objective. Admission is with the consent of instructor.

**SWK 401 Field Work Practicum (12)**

This course introduces you to a full---time, supervised practicum experience in a social work setting of your choice. The field practicum provides you with an opportunity to put into practice the knowledge, values, skills, and research that you have learned in your social work classes. You are required to be in practicum for 400 hours. You will work with a range of diverse populations, and will make community connections.

During the practicum, you will intervene with individuals and families, but will also develop an understanding of sociopolitical issues, oppression, discrimination, injustice, and their impact on clients. A major piece of the practicum is the completion of a research project that contributes to the practicum setting. Prerequisites: Completion of all required social work courses with the exception of SWK 402 and SWK 404. Students must have at least 2.5 GPA to enter the practicum.

**SWK 402 Advanced Social Work Practice with Individuals, Families, and Communities (3)**

This course is taken during the same semester as the field practicum. Students leave their agencies to attend one three-•-hour class that is held in seminar fashion. This is an advanced generalist practice course that integrates all of the learning from previous practice classes. You will apply this learning to experiences in your practice settings. The class also functions as a supervision group, where you discuss problematic cases and learn from one another.

Prerequisites: SWK 302, 307, 315.

**SWK 404 Survey of Social Work Issues (3)**

This is the capstone course for social work majors. You will examine selected issues in contemporary social work dealing with ethical, political, and practical dilemmas of contemporary social work practice. This is a seminar course, with students taking major initiative to research and present materials for discussion. Prerequisite: students have completed all the required courses in the major.

**SWK 405 Aging (1)**

In this course, you will examine the social and emotional aspects of aging. A cross--- cultural approach is offered with special emphasis on aging within the American culture. The major developmental tasks of old age are presented. Social work treatment and prevention methods for work with elder populations are explored.

**SWK 412 Death and Dying (1)**

This course provides you with an understanding of the issues facing a dying person and his/her loved ones. Techniques for working with clients facing this life transition will be presented.

**SWK 418 International Travel/Study (3)**

The course involves a supervised trip to a foreign country. You will study social policy and the human service delivery systems in that country. You will have the opportunity to visit schools of social work and social service facilities, and dialogue with social work educators and practitioners. The course provides you with a means of understanding other cultures, people, and social work practice in those settings.

**SWK 421 Proposal/Grant Writing (1)**

In this course students develop grant---writing skills that include researching, locating funding sources, developing programs, and budgets.

**SWK 425 Social Work Licensing Preparation Course (3)**

This course prepares you for the basic level of the Massachusetts Licensed Social Worker (LSW) exam. You will receive information on how the exam is developed, and the process for taking the exam. Each content area of the exam is reviewed, and you will practice taking the exam on content from each area.

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***Sociology*****SOC 101 Introductory Sociology (3)**

Students will be introduced to the general principles and dynamics of human interaction. They will gain an understanding of behavior in groups—how people interact with one another in their own society and across societies. Content of the course will include analysis of major social institutions (economy, government, family, and education). Attention will be given to contemporary societal issues and the challenges of social change.

### **SOC 200 Introduction to the Japanese People and Culture (3) (HUM 200)**

This course provides an overview of Japanese culture with emphasis on its history, religion, art, geography, and value system. All of these will be examined in order to understand their influence on modern Japanese society. Learning will take place through the presentation of texts, journal articles, and slide and video presentations during pre-departure sessions. The course includes a two-week research trip to Japan.

This trip will include cultural study through living with host families, formal lectures given at Kochi Women's University, interviews and discussions with Japanese, as well as a visit to key historic sites in Kyoto such as Nijo Castle, Kiyomizudera Temple, and Kinkakuji Temple. (This course will satisfy the global awareness and cultural understanding requirements of the core).

### **SOC 209 Social Deviance (3)**

Nonconformist behavior — its causes, consequences and the social reaction — is the area of study. Definitions of deviance, analysis of social structure, social change, and social control will be analyzed in order to expand the student's knowledge of what society considers deviant behavior to be. Topics surveyed include crime, violence, suicide, family disorganization, alcoholism, drug addiction, and newly recognized deviances such as school violence and terrorism.

### **SOC 210 Sports in American Culture (3)**

This course focuses on sports as a major social institution. Students will use the lens of sociology to examine how sport affects many spheres of social life. The course will analyze racism, sexism, classism, heterosexism, and violence in sport as well as the relationship between sports and the mainstream media, politics, and the economy.

Although the main focus of the course will be on sports in the United States, other societies will be explored to gain a wider perspective through comparison and contrast. Students will be encouraged to reflect on their own experiences as athletes and fans.

### **SOC 214 Sociology of Healthcare (3)**

This course provides an introduction to the sociology of health, illness, and healthcare in the United States. Students will examine how health, disease, and medical care are socially created and defined, and how social contexts influence these definitions. Some of the topics to be covered include health care reform, social sources of wellness, and a sociological analysis of the health care system and its practitioners. Throughout the course, students will be encouraged to consider the diverse ways in which sex, race, ethnicity, social class and more broadly, power, affect health, illness, longevity, and healthcare.



**SOC 304 Sociology of Marriage and Family (3)**

Students will study the family as a major social institution. Considerations of how family is defined, relationships within families and between families, and larger social forces will be included. A realistic appraisal of marriage and family in contemporary American society is a goal of the course.

**SOC 305 Social Research (3)**

This course addresses how social scientists go about asking and answering questions to learn about people's beliefs, attitudes, and actions. Students will actively discuss theories about doing research, approaches to gathering data, and how to make sense of their own and others' data. Students will learn how to be critical consumers of information in the media, how to formulate precise questions about current issues, and how to write a research proposal. This course meets the critical thinking/communications outcome.

**SOC 306 Introduction to Criminology**

Who commits crime and why? These questions will be answered by studying theories of criminal behavior and crime in society. Specific topics will include domestic violence, juvenile offenses, and the relationship of drugs and alcohol to criminal acts. Further consideration will be given to types of crimes, including organized crime, punishment, rehabilitation, and victims' rights.

**SOC 307 Religion and Society (3)**

This course will focus on religion as a powerful and influential force in human society. Religion is studied as a social institution with influence on individual relationships, family, economic, and political life.

**SOC 314 Victimology (3)**

This course will examine the role and characteristics of victims of crime. Included for analysis will be victim typologies, determinants of vulnerability and risk, and the victim-offender relationship. Topics will include the treatment of victims in society and in the justice system, and the development of policies to address the rights of victims.

Prerequisite: SOC 306.

**SOC 315 Urban Sociology (3)**

This course presents an overview of the changing urban environment. Emphasis is on contemporary urban trends, demographic shifts, social and political problems, and urban revival. Topics include neighborhoods, suburbia, ethnic diversity, urban structures and infrastructures, life in the city, and the cultural contributions of the American city.

**SOC 316 Racial and Ethnic Groups (3)**

Students will examine the relationships between dominant and subordinate groups in the United

States. Concepts of cultural and racial pluralism, immigrant experiences, and adaptation will be included. Selected groups will be studied in depth. This course satisfies the culture outcome.

### **SOC 320 Special Topics (3)**

Courses focused on special topics will be scheduled periodically to broaden the scope of department offerings. These courses will focus on areas of study not ordinarily presented in the regular cycle of sociology courses.

### **SOC 321 Violence in America (3)**

In this course students will examine the concept of violence. Students will study the definition of violence, psychological and sociological theories of violent behavior, the history of violence in America, intimate violence in the home, the effects of the media on violent behavior, violence in sports, violence in schools, gang violence, suicide, and war. Students will also examine special topics within the area of violence ranging from the Holocaust to the bombings of Hiroshima and Nagasaki to serial killers. The general theme across all classes is the motivation behind and participation in violent behavior and the psychological and sociological factors that contribute to that behavior. In addition to studying violence, students will also discuss specific individuals and movements with the area of non---violence and peace.

### **SOC 322 Social Life through Film (3)**

This course will examine society (particularly American society) through film to illuminate sociological concepts and important social issues. As students learn to analyze film through the lens of sociology, some fundamental questions will be posed. Is film merely a reflection of the society we live in, or does it have the power to inform society, thereby changing the way we interact with one another? Does film effectively and accurately address some of the darker aspects of the human condition and, if so, does it point society towards the light? Core concepts for this course include family and the dark side of family life, alienation, technology, deviance, war, culture of poverty, race, class, powerlessness, institutionalized behavior and the criminal justice system.

### **SOC 400 Independent Study (3)**

An opportunity is provided for students to pursue a topic or question of their choice, under the direction of a member of the sociology faculty.

### **SOC 404 Internship (3)**

Students are aided in securing an internship position in an approved professional setting. Prerequisites include a 2.5 cumulative grade point average (GPA), third year status, and department approval.

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## ***Spanish***

### **SPA 101-102 Novice Spanish (6)**

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests on listening, speaking, writing, and reading skills, open-ended cultural activities and language lab also form integral parts of the syllabus.

### **SPA 201-202 Intermediate Spanish (6)**

A course designed to review and refine the basic skills of language learning. This course is recommended for those who have had previous but limited contact with language study.

### **SPA 220 Spanish Conversation I (3)**

This course is designed to increase student oral proficiency in Spanish and awareness of Hispanic culture in the world. Students will explore contemporary issues relevant to the Hispanic world and compare these to their own culture. Students will review vocabulary and acquire new vocabulary and colloquial phrases that will allow them to express themselves in everyday situations. They will improve reading skills, review specific grammatical structures, and engage in creative activities. Authentic materials (readings, films) will be used in the class to aid students achieve their linguistic potential. (Required of majors. Non-majors would need to demonstrate an intermediate level of proficiency to be able to take the course.)

### **SPA 226 Reading and Composition (3)**

An intensive study of the Spanish language especially through the two skills of reading and writing. Required for students who intend to major or minor in the language and recommended for those who already have an intermediate competency in Spanish.

Review of advanced grammar and vocabulary building using authentic texts. Work in pairs/small groups. Practice in reading techniques and writing in various genres.

**SPA 227 Spanish for Heritage Language Learners (SHL): “Así somos nosotros” (3)** This course is designed for native or heritage speakers of Spanish, that is, students from homes where Spanish is spoken or students who have had previous exposure to the Spanish language in informal contexts. This course will allow students to enhance their academic Spanish language skills: listening, writing, speaking and reading. Students will have the opportunity to increase their awareness and appreciation of different Hispanic language varieties and cultures and their contributions to the U.S. and the global society through oral, written and visual arts. Students will also have the opportunity to promote Hispanic linguistic and cultural awareness on-campus and off-campus, and to participate in community activities as well. This course satisfies the culture outcome.

### **SPA 301-302 Literature and Civilization of Spain I and II (6)**

Students will be exposed in this course to a survey of Spanish literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and appreciate fully the evolution of a people from the earliest to the most contemporary periods. Either of these courses may be taken to satisfy the core literature requirement.

**SPA 303-304 Literature and Civilization of Latin America I and II (6)**

In this course, students will be exposed to a survey of Latin-American literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and appreciate fully the evolution of a people from the earliest to the most contemporary periods. Either of these courses may be taken to satisfy the core literature requirement.

**SPA 305 Translation (3)**

Designed to offer those with an intermediate language proficiency an additional career option, this course develops the technical skills of translating through readings in various specialized fields. These are especially useful for those whose major concentrations are in language, science, business management, and health professions. Also highly recommended for students planning to pursue graduate studies. Prerequisite: SPA 226.

**SPA 321 Spanish Conversation II (3)**

Designed to promote growth in oral and listening skills in students who already have a strong foundation in Spanish. Students will use authentic materials, such as newspapers, radio broadcasts, videos, and films, taken from the Hispanophone world. Oral reports. Open to third and fourth year students, and other advanced students with special permission of the department. Required for majors who do not study abroad.

**SPA 323 Advanced Grammar and Composition (3)**

The course aims to develop proficiency in writing at advanced levels of Spanish. Model texts, chosen from the various Hispanophone areas of the world, will be read and analyzed in terms of style, structure, and skills needed. Weekly writings. Grammatical structure will be studied in context. Open to third and fourth year students, and to advanced students with approval of the department. Required of majors who do not study abroad.

**SPA 412 Hispanic Cultures in the United States (3)**

In this course, students will explore the Cuban, Puerto Rican, Mexican, and Central American people and their culture as it relates to life in the respective countries and on the U.S. mainland. They will study issues of religion, identity, discrimination, injustice, oppression, and resistance, and contemporary social and political issues through a variety of texts of fiction, non-fiction, and video. This course satisfies the culture outcome. Juniors and seniors only.

**SPA 415 Repression and Resistance (3)**

This course will examine the struggle for human rights and freedom of expression in various Latin American countries through the study and analysis of selected twentieth and twenty-first century literature and cinema. Issues include sociopolitical oppression, repression, resistance, national identity, violence, genocide, historical memory, homophobia, gender identity and sexual orientation, religious intolerance, racism, immigration, exile and political asylum, among others. Students will

examine the nature of human rights and democracy in contemporary Latin America, beginning with a historical perspective and continuing into the present. In order to receive credit towards the Spanish major/minor, students must write the research term paper in Spanish. The course will be taught in English. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement.

### **SPA 425 Latina Literature (3)**

This course is an introduction to the writing of U.S. Latina/o Literature in English, Spanish, and in hybrid forms of Spanglish. Latina/o is an umbrella term to describe persons of Latin American descent living in the U.S. and its territories. In this course we will examine Latina/o cultural production and its relationship to both larger U.S. culture and other U.S. racial and ethnic groups. We will also question the development and/or existence of Latinidad — the relationship between and common culture among Latinas/os in U.S. culture and how it manifests itself through cultural expressions such as literature, music, films and social media. Our mandatory readings focus on writers from various Latina/o groups. Students will engage in collaborative activities designed to enhance their critical thinking while acquiring strategies and habits of reading comprehension and writing that are applicable to other disciplines as well. Reading assignments will also serve as models for composition strategies and class presentations. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

### **SPA 445 Spanish Literature and Cinema (3)**

This course is designed to introduce students to the study of the complex relationship between literature and cinema. This course will consist of a critical overview of the role of writers and film directors that are actively engaged in the process of construction of national and regional identities since the death of Spanish dictator Francisco Franco in 1975. We will also analyze the transformation of the Spanish society since 1975, and its interactions with current and unsolved global issues such as Spain's regional autonomies, emigration, immigration, exile, violence, crime, women's emancipation, historical memory, racism, gender inequality, human and sex trafficking, cultural and political issues, among other topics. This seminar will be conducted in English language. This course satisfies the culture and critical thinking/communication outcomes and may be taken to satisfy the core literature requirement.

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## ***Sport Management***

### **SPM 201 Introduction to Sport Management (3)**

A management course that builds upon the management foundation developed in the introductory management course and blends it with sport examples and issues.. The course is project based: students research management issues in the field of sport. Students regularly make presentations on topics such as labor relations in sports, on and off-the field motivational and leadership theories, strategic planning of sporting goods companies,

and ethical issues that affect all sport organizations.

Prerequisite: BUS242

### **SPM 370 Cases in Sport Marketing (3)**

This course requires students to apply the concepts of product, price, place, and promotion within the sports industry. The case method is used to analyze the marketing techniques employed by sport organizations. Students are then required to make presentations about their assigned cases.

Prerequisite: BUS252

### **SPM 304 Event Management and Promotions (3 credits)**

Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available. Students will participate in designing and promoting their own sporting events.

Students will also learn to work with the sport staff on campus to manage and promote existing sporting events. BUS252

### **SPM 305 Facility Design & Operations (3 credits)**

This course provides students with an understanding of the complexity involved in sport facility and event management. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Students will tour and critique local sport facilities as part of this course. BUS242.

### **SPM 404 College Athletics (3)**

This course identifies and analyses the unique aspects of college sports administration, the course permits students to transfer the professional skills acquired in the program to the collegiate sector. Topics such as Title IX compliance, fundraising, and university communications are explored. Students will use the NCAA website to learn about current issues impacting collegiate sports.

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## ***Theatre***

*NOTE: Theatre courses may be used to fulfill the fine and performing arts core requirement.*

### **THR 101 Introduction to Acting and Theatre (3)**

This is a foundational course in acting and theatre. Through exercises in improvisation, stage movement, physical comedy, projection, monologue, and scene work, students will gain experience in building a character and working with others to create a performance piece.

There will also be study of the elements of theatre (lighting, set design, costume, and music).

Open to all students with or without previous stage experience.

**THR 120 Speech and Voice (3)**

This course provides training and experience in public speaking. Students will hone their skills speaking before various audiences and will deliver various types of speeches; there will also be acting exercises and improvisation work.

**THR 170 Exploring Theatre Genres (3)**

This course investigates three genres: comedy, tragedy and drama. It provides the opportunity to explore various approaches to short scenes and monologues with these three genres.

**THR 215 Advanced Acting (3)**

Advanced workshop in acting techniques; scene study and analysis, vocal and physical skills, and performance practice. Study of contemporary acting methods. Prerequisite: THR 101 or an equivalent course.